

# 2011-12 SCHOOL ACCOUNTABILITY REPORT CARD



## Endeavor College Preparatory Charter School

Los Angeles Unified District

**Published During**  
**2012-13**

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## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Endeavor College Preparatory Charter School prepares our students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their communities.

### Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Zallury Lopez	323.947.7311

Endeavor College Prep regularly holds parent meetings to ensure that parent voices are heard and incorporated into the school's decisions. On a monthly basis we hold what are called 'Cafecitos', a morning meeting where parents are invited to convene in an informal setting. No agenda is set, rather parents raise the topics that are of most concern to them. The meeting is hosted by the School Director and Operations Manager. These meetings provide an opportunity for parents to learn more about what is happening at school, how they can better support their child's behavioral and academic success, address any parent questions and concerns, and build relationships between families and school staff.

Additionally, ECP hosts a monthly family night, often focused on a particular school subject (e.g. math, literacy). This allows parents, teachers, and students to come together, and provides a forum for parents to learn how to discuss these topics with their children. These monthly events also include hands-on games and activities and games that engage parents and students side-by-side in the content of the night. Some events we've hosted include: Back-to-School Night in September, Family Math Night in October, and Family Reading Night in November. The annual Back-to-School Night includes our beginning of the year parent survey. (We administer a more formal family satisfaction survey in the spring.)

Parents are also invited to become a more active part of ECP by volunteering in our offices and classrooms, and by joining our School Site Council.

In addition to the monthly events, ECP has developed several systems to ensure strong communication with families. Teachers provide daily communication with parents in the form of a signed homework agenda and behavior report. The school director sends a letter each Friday to families, providing for school-wide announcements and listing upcoming events and reminders. Parents are also expected to attend Family Report Card Conferences each trimester, with our first round for the year held in December. Finally, all students and parents have the cell phone numbers of all ECP teachers and staff, which allows them access to support after school hours.

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**Student Enrollment by Grade Level (School Year 2011-12)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 4	63
Grade 5	72
Grade 6	67
Grade 7	70
<b>Total Enrollment</b>	<b>272</b>

**Student Enrollment by Group (School Year 2011-12)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.6	White	0.4
American Indian or Alaska Native	0	Two or More Races	0.4
Asian	1.2	Socioeconomically Disadvantaged	87.7
Filipino	1.6	English Learners	59
Hispanic or Latino	95.2	Students with Disabilities	12.7
Native Hawaiian/Pacific Islander	0		

**III. School Climate**

**School Safety Plan (School Year 2011-12)**

This section provides information about the school's comprehensive safety plan.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.05	0.04	0.05		5.26	
Expulsions	0	0	0		0.01	

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2012-13)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

As a Prop. 39 co-location, Endeavor College Prep shares a campus at LAUSD's Albion Elementary School (Grades 4-5) and Ann Street Elementary School (Grades 6-7). The campuses are maintained by LAUSD Maintenance and Operations staff. While originally opened in 1884, the Ann St. campus has had multiple upgrades and is considered to be in good condition (93.75%) at the date of our last inspection by the L.A. County Office of Educations. The information provided below is for the campus with the greatest population, which is Ann St.

### School Facility Good Repair Status. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 2/25/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	—	—	✔	—	
<b>Interior: Interior Surfaces</b>	—	✔	—	—	
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	—	✔	—	—	
<b>Electrical: Electrical</b>	—	✔	—	—	
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	—	—	✔	—	
<b>Safety: Fire Safety, Hazardous Materials</b>	—	—	✔	—	
<b>Structural: Structural Damage, Roofs</b>	—	✔	—	—	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—	✔	—	—	
<b>Overall Rating</b>	—	✔	—	—	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	8	12	15	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	We do not use an ELA textbook. Instead, classroom libraries are fully stocked so that all students have a variety of titles at their independent reading levels.	N/A	0 %
Mathematics	Each student has a very good condition (no more than two years old) math textbook.	SaxonMath California Math series	0 %
Science	Each student has a very good condition (no more than two years old) science textbook.	Grades 4 & 5: Macmillan McGraw Hill California Science Grades 6-8: Glencoe-McGraw Hill	0 %
History-Social Science	Each student has a very good condition (no more than two years old) social studies textbook.	Grades 4 & 5: Macmillan McGraw Hill California Vistas Grades 6-8: Glencoe-McGraw Hill	0 %
Foreign Language	N/A	N/A	
Health	N/A	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	N/A	
Visual and Performing Arts	N/A	N/A	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,918.00	\$2,463.00	\$4,455.00	\$45,537.00
District	N/A	N/A		\$67,084.00
Percent Difference - School Site and District	N/A	N/A		-32.12
State	N/A	N/A	\$5,455.00	\$68,835.00
Percent Difference - School Site and State	N/A	N/A	-18.33	-33.85

### Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Title I funds are used to support effective research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards. Title I funds are distributed on the basis of the number of students in poverty at the school.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,455
Mid-Range Teacher Salary	\$63,553	\$66,043
Highest Teacher Salary	\$78,906	\$85,397
Average Principal Salary (Elementary)	\$106,214	\$106,714
Average Principal Salary (Middle)	\$116,011	\$111,101
Average Principal Salary (High)	\$113,459	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	35	39
Percent of Budget for Administrative Salaries	5	5

## IX. Student Performance

### Standardized Testing and Reporting Program



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The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	45	60	73	41	44	48	52	54	56
Mathematics	65	70	70	39	43	44	48	50	51
Science	32	42	67	43	47	51	54	57	60
History-Social Science	0	0	0	33	37	39	44	48	49

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	44	51	39
All Students at the School	73	70	67	0
Male	68	67	63	0
Female	80	73	72	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	74	70	65	0
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	73	70	63	0
English Learners	46	46	44	0
Students with Disabilities	23	35	0	0
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	18.1	18.1
7	23.9	22.5	33.8
9	0	0	0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
<b>Statewide</b>		4	7
<b>Similar Schools</b>		9	10

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
<b>All Students at the School</b>	B	71	28
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>		72	28
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>		70	27
<b>English Learners</b>		77	29
<b>Students with Disabilities</b>			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

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**Academic Performance Index Growth by Student Group - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	247	876	416,460	745	4,664,264	788
Black or African American	4		36,627	696	313,201	710
American Indian or Alaska Native			1,395	754	31,606	742
Asian	3		16,488	909	404,670	905
Filipino	3		10,318	863	124,824	869
Hispanic or Latino	236	877	312,515	723	2,425,230	740
Native Hawaiian or Pacific Islander			1,443	792	26,563	775
White	1		36,849	874	1,221,860	853
Two or More Races			600	805	88,428	849
Socioeconomically Disadvantaged	222	874	344,647	728	2,779,680	737
English Learners	142	850	197,134	677	1,530,297	716
Students with Disabilities	22	663	53,956	554	530,935	607

**Adequate Yearly Progress**

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	603
Percent of Schools Currently in Program Improvement	N/A	64.4

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Endeavor College Prep dedicated 38 days to staff professional development in 2011-12 and 36 days are scheduled for the 2012-13 school year. In addition, teachers have a daily morning huddle for 15 minutes, meet twice weekly for an hour in content teams, and meet as a whole staff for two hours and forty-five minutes each week.