

Endeavor College Preparatory Charter School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Endeavor College Preparatory Charter



Contact Information (School Year 2013-14)

126 Bloom St

Los Angeles, CA 90012

(626) 524-8705

Principal:

Edward Morris, Co-Director of Operations and Finan

Contact E-mail Address:

emorris@endeavorcollegetherp.org

County-District-School (CDS) Code: 19647330120014

Los Angeles Unified

Contact Information (School Year 2013-14)

(213) 241-1000

www.lausd.net

Superintendent:

John Deasy

Contact E-mail Address:

john.deasy@lausd.net



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

• For additional information about the school, parents and community members should contact the school principal or the district office.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent	John Deasy
E-mail Address	john.deasy@lausd.net
CDS Code	19647330120014

School Contact Information (School Year 2013-14)

Name	Endeavor College Preparatory Charter
Street	126 Bloom St
City, State, Zip	Los Angeles, CA 90012
Phone Number	(626) 524-8705
Principal	Edward Morris, Co-Director of Operations and Finan
E-mail Address	emorris@endeavorcollegeprep.org

School Description and Mission Statement (School Year 2012-13)

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 2012-13)

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.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60%	73%	73%	44%	48%	47%	54%	56%	55%
Mathematics	70%	70%	71%	43%	44%	45%	49%	50%	50%
Science	42%	67%	64%	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	69%	37%	39%	40%	48%	49%	49%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	73%	71%	64%	69%
Male	72%	70%	61%	74%
Female	74%	73%	67%	65%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	73%	72%	63%	70%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	72%	70%	61%	67%
English Learners	36%	51%	14%	N/A
Students with Disabilities	53%	56%	36%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	26.9%	10.4%	10.4%
7	17.9%	19.4%	10.4%
9	N/A	N/A	N/A

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	4	7	8
Similar Schools	9	10	10

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	71	28	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	72	28	-8
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	70	27	-12
English Learners	77	29	-12
Students with Disabilities			

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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	302	870	407,864	749	4,655,989	790
Black or African American	3		34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	3		17,001	908	406,527	906
Filipino	2		9,841	864	121,054	867
Hispanic or Latino	290	870	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	0		1,544	786	25,351	774
White	3		36,642	871	1,200,127	853
Two or More Races	1		1,289	564	125,025	824
Socioeconomically Disadvantaged	270	864	283,245	731	2,774,640	743
English Learners	166	840	162,555	706	1,482,316	721
Students with Disabilities	33	654	52,441	573	527,476	615

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	51
Grade 5	64
Grade 6	72
Grade 7	72
Grade 8	63
Total Enrollment	322

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	1.2
Filipino	0.6
Hispanic or Latino	95.7
Native Hawaiian/Pacific Islander	0
White	0.9
Two or More Races	0.3
Socioeconomically Disadvantaged	90.7
English Learners	52.8
Students with Disabilities	11.2

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					0	0	0	0	0	0	0	0
1					0	0	0	0	0	0	0	0
2					0	0	0	0	0	0	0	0
3					0	0	0	0	0	0	0	0
4	30		2		31	0	2	0	26	0	2	0
5	35			2	36	0	0	2	32	0	1	1
6	35			2	34	0	0	2	36	0	0	2
Other					0	0	0	0	0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					33.5	0	2	2	32	0	4	4
Mathematics					33.5	0	1	1	32	0	2	2
Science					23	1	1	0	32	0	2	2
Social Science					23	1	1	0	32	0	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

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The school was co-located of the campuses of LAUSD's Ann Street Elementary and Albion Elementary, pursuant to Proposition 39. At both locations, Endeavor is incorporated into each host site's Safe Schools Safety plan.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0.04	0.05	0.09	5.26		
Expulsions	0	0	0	0.01		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

As a Prop. 39 co-location, Endeavor College Prep shares the campus at LAUSD's Christopher Dena Elementary (transitional kindergarten - grade 3), Ann St. Elementary School (grades 4-5), and Albion Elementary School (grades 6-7). The campuses are maintained by LAUSD Maintenance and Operations staff. All three campuses are in good condition based on inspection data from October 15, 2013.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	12	15	21	
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

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	
Total Teacher Misassignments	1	1	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District		

Note: 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 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

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 four years old) math textbook.	SaxonMath California Math series	0%
Science	Each student has a very good condition (no more than four 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 four 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	N/A
Health	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,735	\$1,449	\$5,286	\$48,234
District	N/A	N/A	N/A	\$66,851
Percent Difference - School Site and District	N/A	N/A	N/A	-27.85
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-4.53	-30.8

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

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 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,461
Mid-Range Teacher Salary	\$62,307	\$66,132
Highest Teacher Salary	\$77,359	\$85,734
Average Principal Salary (Elementary)	\$104,537	\$107,205
Average Principal Salary (Middle)	\$114,610	\$111,640
Average Principal Salary (High)	\$115,924	\$122,627
Superintendent Salary	\$275,000	\$225,175
Percent of Budget for Teacher Salaries	0.35%	0.38%
Percent of Budget for Administrative Salaries	0.05%	0.05%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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.