

Endeavor College Preparatory Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

Edward Morris, Co-Director

Principal, Endeavor College Preparatory Charter

About Our School

Contact

Endeavor College Preparatory Charter
126 Bloom St.
Los Angeles, CA 90012-1902

Phone: 323-947-7311
E-mail: emorris@endeavorcollegeprep.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-7000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information - Most Recent Year	
School Name	Endeavor College Preparatory Charter
Street	126 Bloom St.
City, State, Zip	Los Angeles, Ca, 90012-1902
Phone Number	323-947-7311
Principal	Edward Morris, Co-Director
E-mail Address	emorris@endeavorcollegeprep.org
Web Site	www.endeavorcollegeprep.org
County-District-School (CDS) Code	19647330120014

Last updated: 1/29/2016

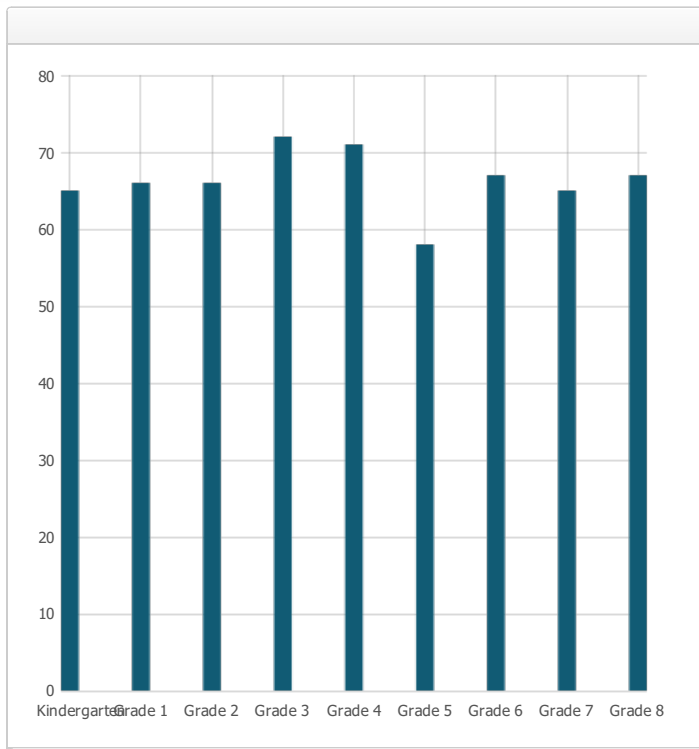
School Description and Mission Statement - Most Recent Year

<p>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 community.</p> <p>Endeavor College Prep is a California Distinguished School school serving children in kindergarten through eighth grade, from the historically underserved neighborhoods of Boyle Heights, Lincoln Heights, and surrounding eastside communities. We earned a 2013 API score of 870 and were ranked 10 out of 10 for similar schools by the CA Department of Education, and were ranked #8 in USC's annual list of top charter schools in the state.</p> <p>Our team is made up of a highly collaborative group of teachers and staff who share a passion for closing the achievement gap. We use a co-teaching structure in elementary grades modeled after the successful Uncommon Schools and Achievement First schools on the east coast. We have high expectations for academics and discipline, and simultaneously value joy in the classroom, making learning fun for our scholars and teachers.</p>

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	66
Grade 2	66
Grade 3	72
Grade 4	71
Grade 5	58
Grade 6	67
Grade 7	65
Grade 8	67
Total Enrollment	597

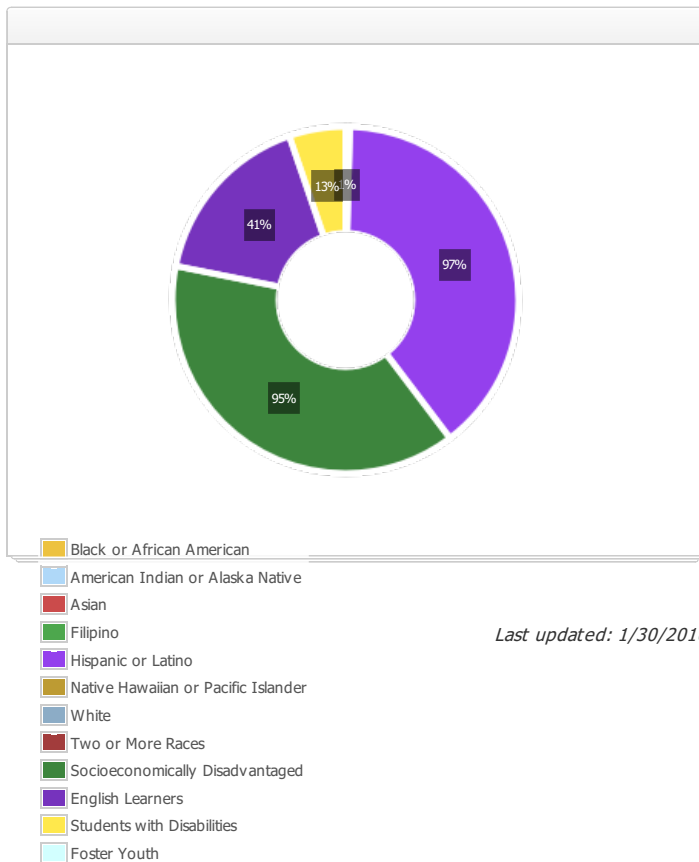


Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

CALPADS data does not separate Filipino from Asian count. All students are included in this count.

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.3 %
Asian	0.5 %
Filipino	1.0 %
Hispanic or Latino	97.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.5 %
Socioeconomically Disadvantaged	95.0 %
English Learners	41.0 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %



Last updated: 1/30/2016

A. Conditions of Learning

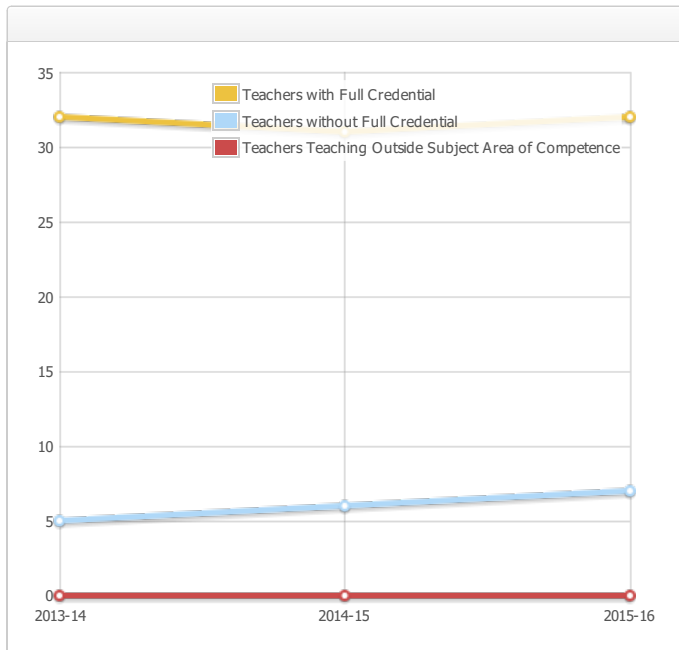
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

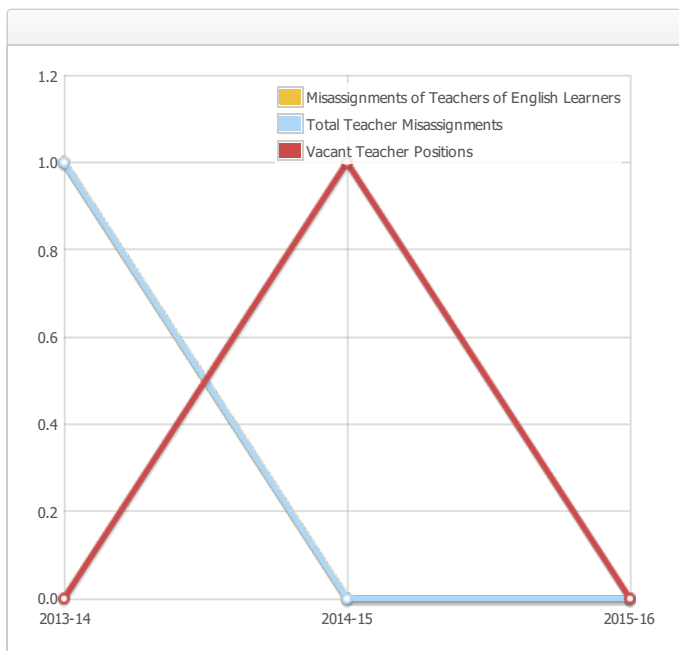
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	32	
Without Full Credential	5	6	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2014

Subject	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, we use teacher-created, standards-based lessons. Classrooms libraries are fully stocked so that all students have a variety of titles at their independent reading levels.		0.0 %
Mathematics	For math we use the <i>Eureka Math</i> . It is a comprehensive K-8 curriculum that is fully aligned to the Common Core State Standards. Lessons are delivered through daily consumables and we have sufficient copies for every student.		0.0 %
Science	Each student had access to a good condition science text book.		0.0 %
History-Social Science	Each student had a good conditions history or social science textbook or consumable materials.		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/31/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 4-6), and Albion Elementary School (grades 7-8). The campuses are maintained by LAUSD Maintenance and Operations staff. All three campuses are in good condition based on inspection data from **November 20, 2015**.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Fair
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Last updated: 1/29/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	26.0%	25.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	72	100.0%	40.0%	31.0%	21.0%	8.0%
Male	36	36	100.0%	50.0%	25.0%	17.0%	8.0%
Female	36	36	100.0%	31.0%	36.0%	25.0%	8.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	71	71	100.0%	41.0%	31.0%	20.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.0%	40.0%	31.0%	21.0%	7.0%
English Learners	26	26	100.0%	62.0%	31.0%	8.0%	0.0%
Students with Disabilities	11	11	100.0%	55.0%	27.0%	9.0%	9.0%
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	72	100.0%	42.0%	29.0%	19.0%	10.0%
Male	41	41	100.0%	37.0%	32.0%	20.0%	12.0%
Female	31	31	100.0%	48.0%	26.0%	19.0%	6.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	3	3	100.0%	--	--	--	--
Hispanic or Latino	69	69	100.0%	42.0%	30.0%	20.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	66	66	100.0%	42.0%	32.0%	17.0%	9.0%
English Learners	29	29	100.0%	59.0%	28.0%	14.0%	0.0%
Students with Disabilities	7	7	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	35.0%	27.0%	27.0%	11.0%
Male	25	24	96.0%	33.0%	25.0%	33.0%	8.0%
Female	34	33	97.0%	33.0%	30.0%	24.0%	12.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	59	55	93.2%	35.0%	27.0%	27.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	34.0%	28.0%	28.0%	9.0%
English Learners	20	20	100.0%	60.0%	30.0%	10.0%	0.0%
Students with Disabilities	8	8	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	69	97.2%	41.0%	43.0%	14.0%	0.0%
Male	36	35	97.2%	51.0%	40.0%	6.0%	0.0%
Female	35	34	97.1%	29.0%	47.0%	24.0%	0.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	69	67	97.0%	42.0%	42.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	1	1	100.0%	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.0%	43.0%	44.0%	11.0%	0.0%
English Learners	26	26	100.0%	58.0%	31.0%	8.0%	0.0%
Students with Disabilities	9	9	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	69	97.2%	19.0%	35.0%	35.0%	10.0%
Male	42	42	100.0%	24.0%	36.0%	31.0%	7.0%
Female	29	27	93.1%	11.0%	33.0%	41.0%	15.0%
Black or African American	1	1	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	70	68	97.1%	19.0%	34.0%	35.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	17.0%	34.0%	37.0%	11.0%
English Learners	18	18	100.0%	56.0%	28.0%	11.0%	0.0%
Students with Disabilities	8	8	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/30/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	61	96.8%	10.0%	26.0%	56.0%	8.0%
Male	31	30	96.8%	13.0%	30.0%	50.0%	7.0%
Female	32	31	96.9%	6.0%	23.0%	61.0%	10.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	2	2	100.0%	--	--	--	--
Hispanic or Latino	57	57	100.0%	11.0%	28.0%	54.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	1	1	100.0%	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.0%	9.0%	29.0%	55.0%	7.0%
English Learners	7	7	100.0%	--	--	--	--
Students with Disabilities	11	11	100.0%	27.0%	45.0%	27.0%	0.0%
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	71	98.6%	42.0%	32.0%	25.0%	0.0%
Male	36	35	97.2%	40.0%	34.0%	26.0%	0.0%
Female	36	36	100.0%	44.0%	31.0%	25.0%	0.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	71	70	98.6%	43.0%	31.0%	26.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.5%	44.0%	29.0%	27.0%	0.0%
English Learners	26	25	96.2%	60.0%	32.0%	8.0%	0.0%
Students with Disabilities	11	10	90.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	71	97.3%	34.0%	45.0%	17.0%	4.0%
Male	41	40	97.6%	30.0%	43.0%	20.0%	8.0%
Female	31	31	100.0%	39.0%	48.0%	13.0%	0.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	3	3	100.0%	--	--	--	--
Hispanic or Latino	69	68	98.6%	34.0%	47.0%	16.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	66	66	100.0%	35.0%	47.0%	15.0%	3.0%
English Learners	29	28	96.6%	43.0%	46.0%	11.0%	0.0%
Students with Disabilities	7	7	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	39.0%	37.0%	14.0%	11.0%
Male	25	24	96.0%	29.0%	38.0%	17.0%	17.0%
Female	34	33	97.1%	45.0%	36.0%	12.0%	6.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	59	55	93.2%	40.0%	36.0%	13.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	40.0%	38.0%	13.0%	9.0%
English Learners	20	20	100.0%	70.0%	30.0%	0.0%	0.0%
Students with Disabilities	8	8	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	69	97.2%	51.0%	35.0%	12.0%	0.0%
Male	36	35	97.2%	40.0%	43.0%	14.0%	0.0%
Female	35	34	97.1%	62.0%	26.0%	9.0%	0.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	67	67	100.0%	52.0%	33.0%	12.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	1	1	100.0%	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.0%	51.0%	35.0%	11.0%	0.0%
English Learners	26	26	100.0%	69.0%	23.0%	4.0%	0.0%
Students with Disabilities	9	9	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	69	97.2%	28.0%	29.0%	33.0%	9.0%
Male	42	42	100.0%	31.0%	29.0%	33.0%	5.0%
Female	29	27	93.1%	22.0%	30.0%	33.0%	15.0%
Black or African American	1	1	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	68	68	100.0%	26.0%	29.0%	34.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	25.0%	31.0%	34.0%	9.0%
English Learners	18	18	100.0%	67.0%	17.0%	11.0%	0.0%
Students with Disabilities	8	8	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/30/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	60	95.2%	22.0%	47.0%	17.0%	15.0%
Male	31	30	96.8%	23.0%	50.0%	10.0%	17.0%
Female	32	30	93.8%	20.0%	43.0%	23.0%	13.0%
Black or African American	0	0	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	2	2	100.0%	--	--	--	--
Hispanic or Latino	57	56	98.2%	23.0%	48.0%	16.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	1	1	100.0%	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	22.0%	50.0%	15.0%	13.0%
English Learners	7	7	100.0%	--	--	--	--
Students with Disabilities	11	11	100.0%	45.0%	36.0%	9.0%	9.0%
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/30/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	63.0%	69.2%	71.6%	46.8%	50.1%	49.9%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83.0%
All Students at the School	83.0%
Male	77.3%
Female	66.3%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	70.1%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	58.6%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.0%	25.9%	25.9%
7	24.6%	11.6%	13.0%

Note: Percentages are not calculated 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.

Last updated: 1/20/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Endeavor College Prep makes several efforts to communicate with families and engage them in our on-going school improvement:

Teachers communicate with their students' families on a daily basis through a formal agenda and behavior report to keep them up-to-date on their child's performance. Families are invited to respond, either via writing a response on the agenda, or calling the teacher directly. All of our teachers are issued a school phone number and these numbers are shared with all families so that parents and/or students can get assistance from our team after school hours.

We send home a letter to all families every Friday with announcements, updates, volunteer opportunities, and upcoming events.

All families are expected to be active participants in each trimester's Family Report Card Conferences. At these meetings, the student, family, and teachers work together to create an Action Plan to increase the student's success in the coming trimester.

About once a month we hold morning "Cafecitos" where families are invited to join us in an informal setting to talk with the school and campus leaders, learn more about our school, see the teachers and students working in their classrooms, and share concerns and suggestions.

Also about once a month we host evening Family Nights that bring our families, students, and teachers together. Topics include Back-to-School Night, Family Reading Night, Family Math Night, Family Game Night, Family Appreciation Night, High School Fairs, etc. These nights engage families in hands-on ways to support their children's development. We also occasionally host family social events like a hike on the weekend and our end-of-year barbecue.

Finally, parents/guardians looking to be even more involved at our school can become regular volunteers and help us on a day-to-day basis, or may also join our School Site Council, which meets monthly to review, discuss, and help us improve key school decisions and documents.

State Priority: Pupil Engagement

Last updated: 1/20/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

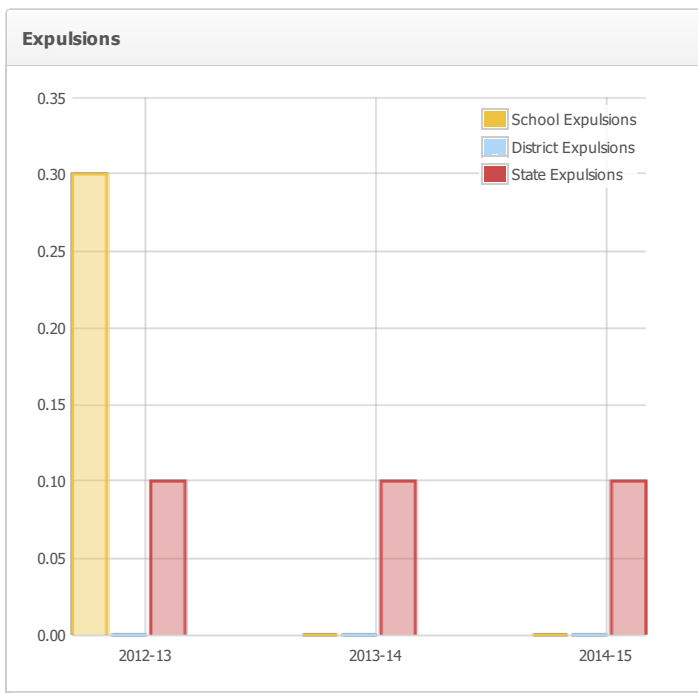
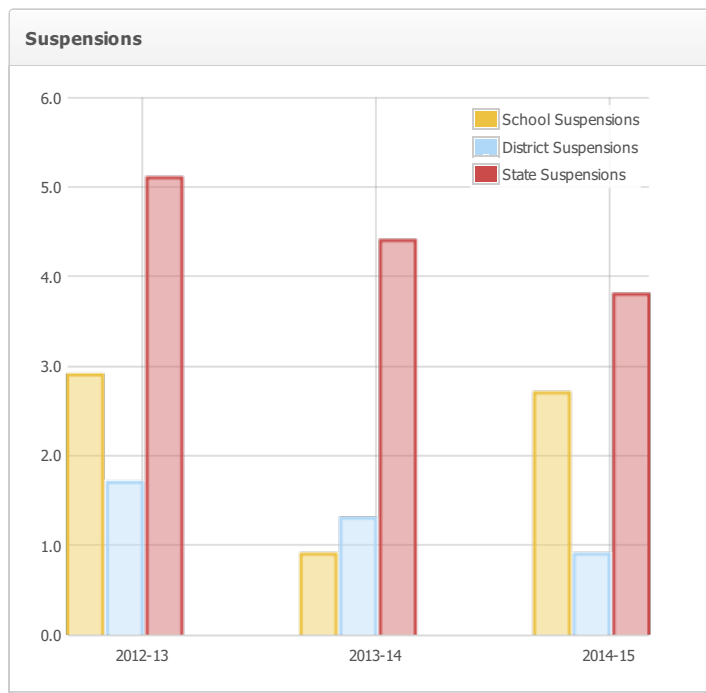
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.9	0.9	2.7	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/30/2016

School Safety Plan - Most Recent Year

The school was co-located of the campuses of LAUSD’s Dena Elementary, Ann Street Elementary, and Albion Elementary. At all three locations, Endeavor is incorporated into each host site’s Safe Schools Safety plan.

Last updated: 1/30/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

On March 7, 2014, the U.S. Department of Education approved a one-year waiver that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified districts participating in the Smarter Balanced field test. Therefore, for the 2013–14 school year only high schools and high school districts serving exclusively grades nine through twelve will receive a 2014 AYP determination. Endeavor College Prep does not serve those grades, therefore we have no AYP information for 2013-14 to report.

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

Last updated: 1/20/2016

Federal Intervention Program (School Year 2015-16)

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 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/30/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15			
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		
		1-20	21-32		33+	1-20		21-32	33+	1-20
K				32.0	1	1	32.0		1	1
1				34.0	0	2	33.0		1	1
2				34.0	0	2	33.0		1	1
3				35.0	0	2	36.0			2
4	26.0	0	2	31.0		2	36.0			2
5	33.0		2	28.0		2	29.0		2	
6	38.0		2	35.0		2	34.0			2
Other										

* 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	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English	34.0	4	4	32.0	5	3	33.0	2	6
Mathematics	34.0	2	2	32.0	2	2	33.0	1	3
Science	34.0	2	2	32.0	2	2	33.0	1	3
Social Science	34.0	2	2	32.0	2	2	33.0	1	3

* 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.

Last updated: 1/20/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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	1.0	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 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.

Last updated: 1/20/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8116.6	\$2078.7	\$6037.9	\$48987.0
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/20/2016

Types of Services Funded (Fiscal Year 2014-15)

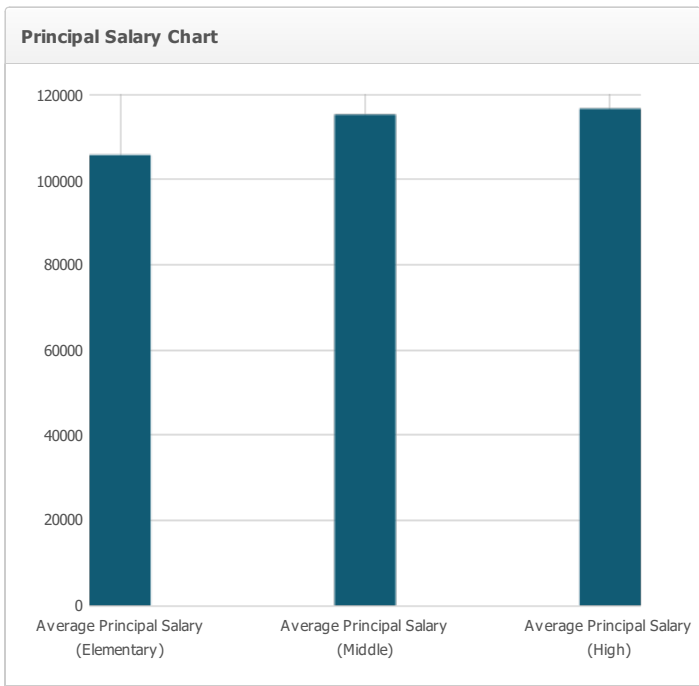
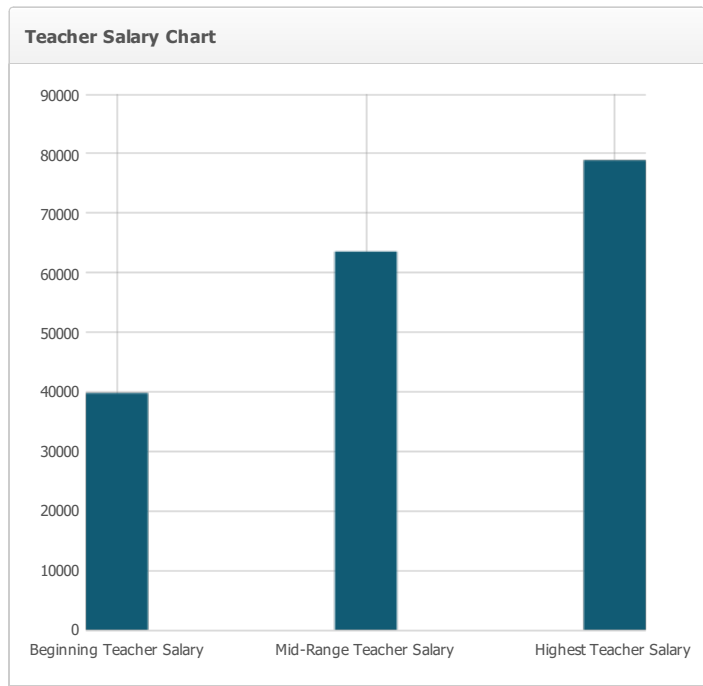
Title I funds are used to support effective research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards. Title I funds are distributed on the basis of the number of students in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

Last updated: 1/20/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/20/2016

Professional Development – Most Recent Three Years

Endeavor College Prep dedicated 36 full days to staff professional development in 2014-15, 38 days in 2013-14, and 36 days in the 2012-13 school year.

In addition to our full days of PD, teachers receive support through a daily morning huddle, content team meetings twice weekly, coaching meetings at least every two weeks, and meeting as a whole staff each Friday afternoon.

