Endeavor College Preparatory Charter School

Charter Renewal
Respectfully Submitted to the
Los Angeles Unified School District

February 14, 2014

Contact: Edward Morris, Co-Director
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323-947-7311

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.
# End of Year Evaluation

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Assurances and Affirmation

Endeavor College Preparatory Charter School (hereinafter “Endeavor College Prep” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

- The contact person for Endeavor College Preparatory Charter School is Edward Morris.
- The contact address for Endeavor College Preparatory Charter School is 126 Bloom St, Los Angeles, 90012.
- The contact phone number for Endeavor College Preparatory Charter School is (323) 947-7311.
- The proposed address or target community of Endeavor College Preparatory Charter School is Boyle Heights, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 5 and Educational Service Center East.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is transitional kindergarten through eighth grade.
- The number of students in the first year will be 648.
- The grade level(s) of the students in the first year will be TK-8.
- The scheduled opening date of Charter School is August 27, 2014 (first full day for children).
- The admission requirements include: In accordance with Education Code Section 47605(d)(2)(A), Endeavor College Prep will admit all students who wish to attend, up to the school’s enrollment capacity. If demand exceeds enrollment capacity, admission will be determined by a random public lottery.
- The enrollment capacity is 648. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: traditional, extended day.
- The bell schedule for Charter School will be: 7:30-4:00.
- If space is available, traveling students will have the option to attend.
Community Need for Charter School

Location Los Angeles Unified School District, Local District 5
Target Neighborhood Boyle Heights
Proposed Grades to Serve Transitional kindergarten to eighth grade

1.1 How the Charter School Has and Will Continue to Meet the Needs of the Community

Endeavor College Preparatory Charter School opened in 2009, serving 124 fourth and fifth graders from Los Angeles’ east side communities. The school added one grade level each year, with its first class of culminating eighth graders last spring. The school’s mission is to prepare students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their communities.

In 2013, Endeavor College Prep, a fourth to eighth grade middle school, and Futuro Prep, a transitional kindergarten through third grade elementary school, merged to form one school, spanning grades TK-8, with the purpose of serving the families of our school by providing a continuous education program from kindergarten through the end of middle school.

Futuro Prep opened in 2010 with kindergarten and first grade and added one grade each year until they grew to third grade. Futuro’s founding first grade class are now fourth graders in the merged Endeavor College Prep. Although this is the first year of our merger, Endeavor College Prep and Futuro Prep already shared many aspects of their academic program and school culture, as well as serving many of the same students and families.

Currently, Endeavor College Prep has the capacity to serve 648 students in transitional kindergarten through eighth grade. As of January 2014\(^1\), our students are 96% Hispanic, 2% African American and 2% Asian. Additionally, 46% are currently English Learners and 11% receive special education services.

Endeavor College Prep and Futuro Prep were both founded with the desire to provide a high-quality and rigorous college preparatory education for students in some of L.A.’s most underserved communities. We have been recognized for our commitment to do so. Some of our accomplishments include:

- Endeavor College Prep was named a 2012 California Distinguished School. We were one of only four charter schools in the Los Angeles Unified School District to be awarded the honor.
- In the fall of 2012, Endeavor was invited to join the Excellent Schools Network (ESN). The ESN is a select group of schools founded through the Building Excellent Schools fellowship that have demonstrated the strongest academic results, sound organizational practices, and the genuine ability to close the achievement gap in their communities.

\(^1\) These data were taken from Endeavor’s student information system on January 15, 2014.
• The USC Rossier School of Education’s School Performance Dashboard was developed to strengthen accountability among California’s charter schools.\(^2\) Each year, they publish a ranking of the state’s top charter schools, and in 2013 Endeavor College Prep was ranked #8 among the state’s 759 charter elementary and middle schools.

• Our founding eighth grade class (students enrolled with us since fifth grade) achieved high levels of mastery on the California Standards Test: 88% in ELA, 92% in Algebra, 96% in science, and 88% in social studies.

While many schools in our area have struggled to meet state API goals, Endeavor College Prep, as a charter school, has been able to create a small learning environment, lengthen the school day and year to provide more time on task, select curricula that accelerate student learning, and make staffing and budgetary decisions to meet the needs of our students and ensure their success. As a span school starting our rigorous college prep program in kindergarten, we have been able to strategically confront the literacy challenges of our target population\(^3\) and build upon a strong academic foundation through the eighth grade. We understand that our students will need continued access to college preparatory high school programs and will work with a variety of schools, both public and private, to ensure that our graduates continue on the path toward college preparation, acceptance, and graduation.

We believe that our early successes cannot be attributed to a single innovative feature of our program. Instead there are a number of components that each played an important part. They are:

• Firm Belief in Our Mission
• Culture of High Expectations
• Small School Environment
• More Time on Task
• Team Teaching in Elementary Grades
• Focus on Literacy
• Focus on Math
• Standards-Based Lesson Design
• Frequent Assessment and Data-Driven Instruction
• Tiered Academic Support
• Character Development and PRIDE Values
• Parents as Partners
• Talented Educators and Professional Development

\(^2\) The report drew on data from 2005 to 2012 to rate charter schools across multiple measures of financial health and academic performance, including state test scores, and classroom spending.

\(^3\) For more detail on our decision to begin Endeavor College Prep at the fourth grade, please see Fourth Grade Start on page 22-23.
These elements are described in more detail in section 1.7, “How Learning Best Occurs”.

For the purposes of reflecting the previous impact of the schools on their students, we will share our data differentiated by the two schools. The table below shows the previous years’ Academic Performance Index scores of Futuro College Prep and Endeavor College Prep:

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011¹</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tr>
<td>Futuro</td>
<td>n/a</td>
<td>n/a</td>
<td>908</td>
<td>863</td>
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<tr>
<td>Endeavor</td>
<td>774</td>
<td>845</td>
<td>876</td>
<td>870</td>
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This second table shows the previous years’ proficiency rates for all content areas of the CST exams, along with comparable data for the Los Angeles Unified School District and California. We are particularly proud of the results achieved by our cohort of 8th graders, when disaggregated by students who have attended Endeavor starting in fifth grade:

<table>
<thead>
<tr>
<th>% of Students Earning Proficient or Advanced on the CST</th>
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<td>4th ELA</td>
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<td>ECP 2010</td>
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<td>ECP 2012</td>
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<td>ECP 2013</td>
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<td>ECP enrolled since 2009</td>
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<td>LAUSD 2012</td>
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<td>California 2012</td>
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LAUSD’s School Performance Framework (SPF) is “used to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.” This snapshot summarizes performance on the California Standards Test (CST), while examining students’ performance over a defined period of time in order to establish a measure of growth related performance. Based on these data, Endeavor College Prep earned a status of “Excelling” on the 2013-14 SPF:
School Performance Framework

ENDEAVOR COLLEGE PREP CHARTER SCHOOL (ESC E)

Status Performance Snapshot from 2012 - 13 (y-axis)

Metrics

<table>
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<tr>
<th>Status Points</th>
<th>CGST% Prof &amp; Adv ELA</th>
<th>CGST% FBB &amp; BB ELA</th>
<th>CGST% Prof &amp; Adv Math</th>
<th>CGST% FBB &amp; BB Math</th>
<th>ALG 1 Prof &amp; Adv</th>
<th>ALG 1 FBB &amp; BB</th>
<th>Attendance Rate</th>
<th>Single Student Suspension</th>
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Independent Charter Middle Schools *

Status Points

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<th>33-40</th>
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Academic Growth Over Time (AGT) Points

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Color | Classification
---|------------------
Excelling | AGT ELA (3-Year Average) Far Above Predicted (3 Points)
Achieving | AGT Math (3-Year Average) Above Predicted (2 Points)
Service & Support | Watch
Focus | Focus

Growth Performance Snapshot (x-axis)

Last Year's SPF Classification (2012 - 2013) | N/A
This Year's SPF Classification (2013 - 2014) | Excelling

* The number in each box represents the total number of Independent Charter Middle Schools that fall within that performance tier. The highlighted box represents ENDEAVOR COLLEGE PREP CHARTER SCHOOL's performance tier.
1.2 The Charter School’s Target Student Population

The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving, as of 2012, just over 664,000 students in its 1,211 schools. The District serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students, 73.4% in 2011-12, identify themselves as Hispanic/Latino. Over a quarter of the District’s students are English Language Learners, with the majority of these students speaking Spanish as their native language. Like most large urban districts, LAUSD serves many students from families living below the poverty line, with 61% qualifying for free and reduced lunch through the National School Lunch Program. Approximately 62% of the District’s students come from families in which neither parent attended college.

A large percentage of students throughout Los Angeles currently attend under-performing district schools. Just over 37% of LAUSD schools are part of federal Program Improvement (PI) with dozens of schools in their third, fourth, or fifth year of PI. District-wide performance on the California Standards Test is below the state average, with 48.8% of students District-wide earning a proficient or advanced score on the English-Language Arts portion of the test and 54.2% scoring proficient or advanced in math. The District’s Base API score for 2012-2013 was 749, but the average for Hispanic students was lower at 728, compared to 871 for white students. LAUSD high schools average a 66% graduation rate, compared with state average of 78%.

Among the two-thirds of LAUSD students who do receive a high school diploma, there are clear and persistent differences in college preparation among racial/ethnic groups. Studies such as the ACCORD Indicators Project described below find that students from minority groups or those raised in poverty consistently demonstrate lower levels of achievement on standardized tests and enroll in fewer college preparatory classes. As a result, poor and minority students are not adequately prepared to continue education at the college level.

The University of California ACCORD Indicators Project developed the College Opportunity Ratio (COR), a statistical indicator that reports the effectiveness of a high school in producing college-ready graduates. The COR is a ratio where the first number in the ratio represents ninth grade enrollment, the second number represents the number of graduates four years later, and the third number represents the number of graduates who successfully completed the college preparatory curriculum required for admission to both the University of California and the California State University systems. For example, a high school that had 100 ninth-graders in

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4 http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/11-12FINGERTIPFACTSREVISED_0.PDF.
5 Ibid.
6 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
8 http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/STUDENT_INTEGRATION_SERVICES_HOME/SCHOOL_INTG_SERVS_PUBLIC_SCHOOL/SUMMARY2008-2012.PDF
Fall of 1998, 50 graduates in Spring 2002, and 25 graduates who completed the A-G requirements with a C or better would have a COR of 100:50:25. Figure 1.1 illustrates how LAUSD compares with the rest of California in preparing college-ready students.

**Figure 1.1 – College Opportunity Ratio**

<table>
<thead>
<tr>
<th>ACCORD Study College Opportunity Ratio for the Class of 2004&lt;sup&gt;11&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR for the State of California</td>
</tr>
<tr>
<td>COR for underrepresented students across California</td>
</tr>
<tr>
<td>COR for Los Angeles Unified School District</td>
</tr>
<tr>
<td>COR for underrepresented students in LAUSD</td>
</tr>
</tbody>
</table>

Endeavor College Prep’s current student population is made up mostly of children from the communities of Lincoln Heights, El Sereno, Boyle Heights, City Terrace, and East Los Angeles. Under the previous organization of LAUSD’s eight local districts, this area was identified as Local District 5 and served the largest number of English Language Learners, with 57% of students classified as ELL.<sup>12</sup> Local District 5 California Standards Test (CST) scores were lower than the District average, with 20% of students earning a passing score in English-Language Arts and 24% in math.<sup>13</sup>

Under LAUSD’s recent reorganization of the local districts, this area is now considered Educational Service Center – East. The specific target neighborhood is Boyle Heights. Boyle Heights borders the Los Angeles city limits on the east and south, the LA River on the west, and Mission Road to the north. Lincoln Heights lies to the north of Boyle Heights, Downtown LA lies to the west, Vernon is south, Commerce is southeast, and City Terrace and East LA are to the east.

With an estimated population of 99,243 residents in 2008, the Boyle Heights community is predominantly Latino (approximately 94%).<sup>14</sup> Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census; actual numbers of

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<sup>11</sup> http://www2.edtrust.org/NR/rdonlyres/7AAD1563-BE27-4114-B6E2-B34A4AFD45B7/0/.LAUSDAG.pdf
<br>
LAUSD numbers were estimated based on available 2006 ACCORD data.

<sup>12</sup> From Endeavor’s 2008 petition, originally supported by http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.

<sup>13</sup> From Endeavor’s 2008 petition, originally supported by http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.

<sup>14</sup> http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/.
immigrants are likely higher.) 82% percent of Boyle Heights households have children, and the average household size is 4.01.\textsuperscript{15}

The residents of Boyle Heights are under enormous economic pressures:\textsuperscript{16}
- 33% of the population live below the poverty line
- 40% of children under 17 live below the poverty line
- Median household income is $25,188
- Per capita income is $8,150
- 75% of residents rent their homes

In addition to being an economically impoverished community, and most importantly for this charter petition, Boyle Heights has the lowest level of educational attainment in all of Los Angeles. As outlined in Figure 1.3, nearly 70% of adult residents have not successfully completed high school. Fewer than 15% have attended either a two- or four-year college.\textsuperscript{17} Students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.\textsuperscript{18}

These facts, combined with the local schools’ pattern of achievement data as indicated in Figure 1.4 create an environment where students lack the academic preparation necessary for success in the 21\textsuperscript{st} century and are unlikely to break the cycle of poverty.

\textbf{Figure 1.3 – Boyle Heights Educational Attainment Data}

| Census 2000: Boyle Heights Educational Attainment Data (for Adults 25 and older) |
|--------------------------------------------------|------------------|
| No High School Diploma or Equivalent | 69.9% |
| High School Graduates or Equivalent | 15.3% |
| Some College (no degree) | 8.5% |
| Associate’s Degree | 2.1% |
| Bachelor’s Degree | 3.0% |
| Master’s Degree | 0.7% |
| Doctorate or Professional Degree | 0.5% |

As indicated in section 1.4 below, nearly all of the surrounding schools serve a student population:
- that is over 95% Hispanic/Latino.
- with over 85% of families eligible for free and reduced lunch.
- with approximately half of the students designated as English Language Learners.

\textsuperscript{15} Census 2000.
\textsuperscript{16} Ibid.
\textsuperscript{17} Census 2000.
• with approximately 10% of students qualified for special education services.¹⁹

According to CDE’s DataQuest website, of the 27 District elementary and middle schools within a two-mile radius of Endeavor College Prep’s target area²⁰, only four have an API score above the state goal of 800 based on the 2013 state tests. DataQuest also reveals that 21 of the 27 schools have a state rank of 1, 2, or 3. The three middle schools in the surrounding area – Hollenbeck, Belvedere, and Robert Louis Stevenson – each serve over 1,300 students and in 2013, these schools earned state ranks of 1, 2, and 1, respectively.

The surrounding schools data is particularly significant because the vast majority of LAUSD students attend their neighborhood schools, and, while students in Boyle Heights have several private schools from which to choose, there are limited free public alternatives to the District schools; charter options in Boyle Heights include a kindergarten-only program run by PUENTE Learning Center, Extera Public, Arts in Action, KIPP LA College Preparatory, and Oscar de la Hoya Animo Charter High School.

As evidenced in Figure 1.4, charter schools in nearby neighborhoods serve similar student populations in their communities, offer significantly smaller school sizes, and have higher student achievement data compared with those of District schools, particularly middle schools, in Boyle Heights.²¹ Unfortunately, a combination of lack of public awareness about the existence of the charters, the difficulty of traveling the additional distance from home to school, and waiting lists at the more successful charter schools typically prevents most families from transferring their students to these more successful charter school options.²²

We at Endeavor College Preparatory Charter School (“Endeavor College Prep”) believe that every child and family in Los Angeles, particularly those residing in Boyle Heights and the surrounding neighborhoods, deserve choice in the public schools offered to them. Serving a demographic population that represents the local community, as outlined in the data above, we believe that we can alleviate the pressures placed on the local District school system and succeed in providing an education that ensures academic mastery and preparation for the rigors of high school and college.

¹⁹ http://dq.cde.ca.gov/dataquest/.
²⁰ We have chosen our target area to be the area within a two-mile radius of the intersection of E. Cesar E. Chavez Ave. and Soto St. in Los Angeles, 90033.
²¹ http://star.cde.ca.gov/.
²² This statement was made by Vanessa Garza, math and science teacher at Stevenson Middle School in Boyle Heights. She worked with dozens of families to educate them about alternatives to the two large middle schools that most Boyle Heights children attend, but she was frequently faced with parents who would prefer to keep their children in the neighborhood, rather than attend higher-performing schools further from home.
1.3 Five-Year Enrollment Plan
Endeavor College Prep opened in August 2009 with fourth grade and fifth grade students. Each subsequent year the school has enrolled a new class of fourth-graders and has filled spaces available in other grades. In July 2013, Endeavor College Prep merged with Futuro College Preparatory Elementary School, absorbing its existing K-3 program. During the term of this renewal, Endeavor College Prep plans to maintain its current grade-span of transitional kindergarten through 8th grade.

<table>
<thead>
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</tbody>
</table>

This enrollment plan may be modified if necessary to keep the school in a sound financial position, without compromising the quality of the education offered to our students. A material revision will be submitted to CSD, as appropriate.
1.4 Surrounding Schools Demographic and Performance Data\textsuperscript{23}

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2012-2013</th>
<th>% Students Eligible for Free/Reduced Lunch\textsuperscript{25}</th>
<th>% of Special Ed. Students\textsuperscript{26}</th>
<th>% of English Learners</th>
<th>% Hispanic or Latino</th>
<th>% Black or African American</th>
<th>% Asian</th>
<th>2012-2013 Growth API</th>
<th>2011-2012 API Statewide Rank</th>
<th>2011-2012 API Similar Schools Rank</th>
<th>Met 2013 Schoolwide Growth Target?</th>
<th>Met 2013 Subgroup Growth Targets?</th>
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<td>Gates Street Elementary</td>
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<td>20</td>
<td>812</td>
<td>6</td>
<td>8</td>
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<td>N/A\textsuperscript{28}</td>
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<td>Murchison Street Elementary</td>
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<td>Sheridan Street Elementary</td>
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</tbody>
</table>

\textsuperscript{23} “Surrounding Schools” are those schools located within a two-mile radius of the intersection of E. Cesar E. Chavez Ave and Soto St., Los Angeles, 90033

\textsuperscript{24} All Surrounding School information is drawn from the most up to date reported data available. The table is populated with the 2012-2013 school population and performance information provided by Ed-Data found at \url{http://www.ed-data.k12.ca.us/Pages/Home.aspx}. There are two exceptions footnoted below.

\textsuperscript{25} The percent of students eligible for free/reduced lunch is provided by Ed-Data from the 2011-2012 School Profile Student Report.

\textsuperscript{26} Special Education student percentages are drawn from the LAUSD School Report Card figures of “students with disabilities.” The information is found at \url{http://getreportcard.lausd.net/reportcards/reports.jsp}.

\textsuperscript{27} This school scored at or above the Statewide Performance Target of 800 in 2012. A school with an API of 800 or above has no growth target, but it must maintain an API of at least 800.

\textsuperscript{28} This school scored at or above the Statewide Performance Target of 800 in 2012. A school with an API of 800 or above has no growth target, but it must maintain an API of at least 800.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Percentage</th>
<th>ACFS</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Charter Renewal</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Second Street Elementary</td>
<td>427</td>
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<td>4</td>
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<td>Yes</td>
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<tr>
<td>Charter Schools</td>
<td># of Students 2012-2013</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% Hispanic or Latino</td>
<td>% Black or African American</td>
<td>% Asian</td>
<td>2012-2013 Growth API</td>
<td>2011-2012 API Statewide Rank</td>
<td>2011-2012 API Similar Schools Rank</td>
<td>Met 2013 School Wide Growth Target?</td>
<td>Met 2013 Subgroup Growth Targets?</td>
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<tr>
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<td>1,852</td>
<td>88.2</td>
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<td>99.6</td>
<td>.2</td>
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<td>696</td>
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<td>CHARTER SCHOOLS</td>
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<td>.7</td>
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<td>37</td>
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<tr>
<td>EXTERA PUBLIC SCHOOL (K-4)</td>
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<td>9</td>
<td>65.6</td>
<td>98.5</td>
<td>.3</td>
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<td>802</td>
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<td>KIPP LOS ANGELES COLLEGE PREP</td>
<td>465</td>
<td>93.7</td>
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<td>EXCEL CHARTER ACADEMY</td>
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<td>4</td>
<td>6</td>
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<td>ARTS IN ACTION COMMUNITY SCHOOL</td>
<td>251</td>
<td>91.5</td>
<td>6</td>
<td>63.7</td>
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<td>0</td>
<td>708</td>
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</tr>
</tbody>
</table>

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29 In 2013, this school had fewer than 11 valid 2013 Standardized Testing and Reporting (STAR) test scores. No reliable API can be calculated with so few scores.
1.5 Mission and vision

Mission
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.

Vision
Endeavor College Prep will create a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence. We will do whatever it takes to ensure that we fulfill our mission for each and every child. Endeavor College Prep will be modeled after the highest-performing urban schools in the nation. Within these highly successful school models, many school leaders talk about looking for one hundred 1% solutions, rather than expecting any one strategy to meet all the needs of a school. Endeavor College Prep embraces this way of thinking and will work to continually implement a variety of effective solutions to meet the students’ needs. Our transitional kindergarten through eighth grade school will prepare students to make a smooth transition from elementary school to the demands of college preparatory high schools on their way to college.

1.6 What it Means to Be an Educated Person in the 21st Century

Our goal is to ensure that all of our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21st century.

The Massachusetts Institute of Technology faculty defines a well-educated person in the 21st century as having the following characteristics:

- strong knowledge of academic content
- problem solving capability (of both fuzzy and well-structured problems)
- creativity and the ability to work with multiple ways of representation (including technology)
- motivation to learn, intellectual independence, and ability to self-educate
- communications skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

We embrace the MIT faculty’s emphasis that a 21st century learner must have both strong academic skills and specific character traits. While their descriptions were likely based on the characteristics they expect to see in successful college students and graduates, we at Endeavor College Prep believe that these characteristics should be developed at an early age. Our structured environment, high-quality instruction, and focus on character development

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30 While this sentiment is often repeated by the leaders of high-performing charter schools, it was clearly articulated by Brett Peiser, Managing Director of Uncommon Schools’ Collegiate Network, during a site visit to Williamsburg Collegiate by Lead Founder, 10/20/07.

creates students who are self-motivated, competent, technologically-proficient, lifelong learners prepared for the challenges of earning a college degree. As our mission states, we strive to equip our graduates with the academic skills, character traits, and intellectual habits to be successful in higher education and life. We believe that our rigorous educational program will prepare each of our scholars to graduate from high school fully prepared to succeed at the college of his/her choice as well as qualified to participate in the work force.

1.7 How Learning Best Occurs

Endeavor College Prep implements research-proven best practices to ensure that all students achieve academic mastery and personal success. As explained in Section 1.10, these best practices are based on intensive study of the highest-performing urban charter schools in the country, with particular attention to practices that proved to be consistently effective for student populations demographically similar to the students of the community we planned to serve.

The following components are essential to our students’ best learning and are the foundation for our instructional program, as detailed in the following pages:

- Firm Belief in Our Mission
- Culture of High Expectations
- Small School Environment
- More Time on Task
- Team Teaching in Elementary Grades
- Focus on Literacy
- Focus on Math
- Standards-Based Lesson Design
- Frequent Assessment and Data-Driven Instruction
- Tiered Academic Support
- Character Development and PRIDE Values
- Parents as Partners
- Talented Educators and Professional Development

Additional information about strategies for particular subgroups can be found in Sections 1.25-1.30.

Instructional Program

Rigorous, high-quality teaching is one of the hallmarks of Endeavor College Prep. In order to achieve our mission, we employ only research-based, proven strategies for dramatically increasing student achievement in transitional kindergarten through 8th grade. Our vision is actualized in the following ways:

Firm Belief in Our Mission
Our mission statement promises that all students will be prepared for success in high school, college, and life. In order to achieve this ambitious goal, all governance decisions by the Board of Directors support this end, all leadership decisions are executed to best support the mission, and all school staff present an unwavering commitment to the mission’s success. We work with students and their families to develop a community that fully supports every child’s desire to attend and prepare for high school and college graduation. Our mission serves as the fundamental goal which all school decisions and design elements support. All of the following elements of our school design support our college prep mission.

Culture of High Expectations
Endeavor College Prep has created a structured learning environment where everyone is held to high behavioral and academic expectations at all times. Leaders, teachers, and staff are expected to be professionals who work to the absolute best of their ability to ensure each student’s success. Every adult in the building must be organized, well-planned, meticulous, and passionate in the school-wide pursuit of excellence. Each is a model of the lifelong learner we challenge our students to become.

The leadership, teachers, and staff work together to create and support the high level of structure necessary for students to succeed academically and behaviorally. A clearly defined Positive Behavior Support plan outlines the behaviors expected from each student and the consequences for both positive and negative choices.32 Seemingly small details are given careful attention at Endeavor College Prep. From strict enforcement of the uniform policy, to standards for binder organization, to rules for behavior in the hallway, every detail is planned to ensure a safe, orderly, respectful school community.

In addition to this highly structured approach to management and discipline, Endeavor College Prep also works to create a caring, joyful community in which positive reinforcement and explicit character development efforts help students to build intrinsic motivation. Based on the success of this approach as used at the highest-performing urban charter schools serving a similar population, consistent enforcement of consequences for small infractions prevents larger infractions from occurring.33

Small School Environment
Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. Among the benefits of smaller schools are:34

32 The Endeavor College Prep Code of Conduct will be drafted and approved by the school’s Board of Directors and distributed to the students and their parents as part of the Family Handbook.
33 This sentiment was expressed by Spencer Blasdale, Co-Founder and Executive Director of the Academy of the Pacific Rim, during a site visit 9/12/07 and is also a focus of Chapter Five of Leverage Leadership by Paul Babrick-Santoyo (2012).
34 Small Works: School Size, Poverty and Student Achievement (Craig B. Howley and Robert Bickel; Rural School and Community Trust; 2000) www.aasa.org/publications/ln/02_00/02_21_00smallschools.htm New Small Learning Communities: Findings From Recent Literature (Kathleen Cotton; December 2001) www.nwrel.org/scpd/sirs/nslc.pdf.
- Lower dropout rates
- More course completion
- Higher grades and improvements in standardized test scores
- Better attendance
- Less exposure to violence
- Increased student engagement and achievement
- Better communication among the staff
- Increased parent involvement
- Greater accountability

At full enrollment Endeavor College Prep has the capacity to serve 648 students from transitional kindergarten through eighth grade. This small size and strategic growth plan allow us to create an environment where adults knows each child by name, individual supports are a vital component of the daily schedule, and a strong, orderly, academic culture is consistently maintained. This small school size provides the structure necessary for student success while at Endeavor College Prep and also allows the students to develop the character and discipline necessary for future success.

More Time on Task
Like many of the highest-performing urban charter schools, Endeavor College Prep utilizes an extended school day. Students in all grades attend school for six hours and forty-five minutes on full days and five and a half hours on professional development days. Our schedule minimizes transitions and maximizes time in the core academic content areas, particularly reading, writing, and math.

There is a week-long Summer Academy for new students to establish our culture of high expectations and teach the procedures and routines essential for a smooth start to the school year. Returning students attend a one-week Summer Academy in preparation for the next school year. This will allow the year to begin with rigorous academic instruction from day one.

Parents as Partners
We recognize that parents are a child’s first and most influential teachers. Endeavor College Prep seeks to work as a partner with families in order to maximize each student’s academic and behavioral success. We recognize the profound influence of family on a child’s progress and seek to empower parents and guardians to support their children academically and become active members of the school community.

Strategies to meaningfully engage families of Endeavor College Prep students include:
- Orientation

35 Additional details about our school’s use of instructional time may be found on pages 63-71.
36 For additional detail, please refer to the sample daily schedules later in Element One.
37 Although not counted as instructional days, we offer intensive tutoring for one week in winter and one week in spring for students who are achieving below grade level standards.
In the weeks following our spring lottery, after a student has been offered a seat at Endeavor College Prep, the school staff sets up orientations for the students and their families. Family Orientation meetings provide parents and guardians with an overview of the school’s design, including our college-preparatory mission, academic program, homework expectations, code of conduct, uniform policy, and opportunities for family involvement. Parents and guardians understand what the school expects academically and behaviorally for each student, and how all adults can support their child’s educational success. These meetings conclude with families signing the Commitment to Excellence. These meetings, like all school-home communications, will be conducted in English, Spanish, and additional languages as necessary to communicate with our students’ families.

- **Communication**

  Endeavor College Prep keeps parents informed about their child’s school performance and other relevant school news. Teachers will provide weekly syllabi detailing the work for the week ahead and send weekly PRIDE point updates. These updates will include information about the child’s academic and behavioral success and parents will be expected to sign and return them the following day. The school also sends a weekly letter to inform families of school news and upcoming events.

  Parents participate in parent-teacher conferences at least twice a year to discuss their children’s academic and behavioral progress. Teachers also communicate with families on a regular basis, making phone calls or sending notes home to share concerns as well as celebrate student success. Parents have access to teachers’ cell phone numbers and are able to call to discuss their children’s progress at any time.

  Parents also complete a mid-year and end-of-year family satisfaction survey.

- **Monthly Events**

  Endeavor College Prep also hosts monthly events, including parent-teacher conferences, workshops, and celebrations to provide parents with a better understanding of their children’s education and also provide them hands-on practice of concrete strategies to support their children’s success. The following is a sample calendar of monthly parent events:

  - September  Back to School Night
  - October     Supporting Homework Success
  - November    Parent-Teacher Conferences
  - December    Winter Holiday Celebration
  - January     Family Literacy Night
  - February    Understanding Educational Testing
  - March       Parent-Teacher Conferences
  - April       Family Math Night
  - May         Family College Night
  - June        End-of-Year Celebration
  - August      Test Score Release

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38 A draft of our Commitment to Excellence is included as Attachment F.
• **School Site Council**
  As a school that receives federal funding through Title I, Endeavor College Prep convenes a school site council to offer parents and staff the opportunity to take a more active role at the school. The council works with school administration and members of the Board of Directors to create a comprehensive written parent involvement policy. The council’s most important role is to annually approve and monitor the Single Plan for Student Achievement. More detail about the Council is shared in Element 4.

• **Volunteer Opportunities**
  We seek to provide parents with meaningful ways to be involved at the school. Parents are informed at orientation and in the family handbook about standing volunteer opportunities, and additional opportunities are included in weekly newsletters and posted in the school office. Volunteer opportunities include, but are not limited to:

  - Serving as “Room Parent” for a homeroom (assisting the homeroom teachers with parent communications, special events, etc.)
  - Chaperoning field trips
  - Supervising recess (working with school staff)
  - Leading clubs (working with school staff)
  - Assisting in the office
  - Assisting in classrooms
  - Setting up for breakfast and/or lunch
  - Set-up, supervision, and clean-up for special events (Book Fair, Field Day, Science Fair, etc.)
  - Helping with valet and traffic flow (before and/or after school)
  - Serving as crossing guard (before and/or after school)
  - Working on campus beautification projects (painting, gardening, etc.)

1.8 **Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners**

We believe students become and remain self-motivated, competent, lifelong learners as a result of our strong, positive school culture and ongoing emphasis of our school’s shared values.

**Character Development and PRIDE Values**

The Character Education Partnership (CEP) studied the effectiveness of K-12 character education programs and found that while there is no single formula for character education, the most successful schools shared 11 common characteristics. According to the CEP, effective character development programs:

1. Promote core ethical values and supportive performance values as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling, and behavior.
3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action.
6. Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.
7. Strive to foster students’ self-motivation.
8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education initiative.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

Like the CEP, we believe that character development is based on a school culture that teaches, reinforces, models, and values good choices and where students demonstrate good character. Therefore, we use the CEP’s principles as a guide for how we incorporate character development and build a culture that reinforces the character traits needed for success in high school, college, and life. 30

Summer Academy is dedicated to teaching and practicing many of the basic behaviors we expect students to exhibit everyday—raising their hands to speak, listening attentively, sitting up straight, looking at the person who is speaking, asking good questions, and participating in class.

Character education continues throughout the regular school year as well, not in a single isolated class, but intentionally throughout the school day and week. The skills developed in the summer serve as the foundation for skills and habits developed during the regular school year, including working with a partner or small group, completing homework, working to the highest possible quality, treating others with respect at all time, valuing different opinions, and making appropriate choices.

Teachers in all content areas can support strong character. For example:
- reading teachers lead students to analyze the motivation of characters in novels and the impact of actions on others
- writing teachers help students express their ideas effectively and build the habit of using feedback to make changes

30 In addition to the work of the Character Education Partnership, our beliefs about school culture and our design to build a school-wide culture that builds character draw heavily from Teaching with Love and Logic: Taking Control of the Classroom, by Fay and Funk (1995), The Power of Our Words, by Paula Denton (2007), and The Little Book of Restorative Justice: Teaching Responsibility; Creating Caring Climates, by Amstutz and Mullet (2005).
• science teachers encourage curiosity, problem solving, and the importance of following a process
• math teachers promote attention to detail and finding multiple ways to solve problems and check work
• social studies teachers discuss fairness, civil rights, and social justice
• arts teachers foster creativity and confidence
• physical education teachers encourage teamwork and sportsmanship

Throughout the day, we help students develop and maintain character through a focus on our school’s PRIDE values:
• Preparation
• Respect
• Integrity
• Determination
• Enthusiasm

Students earn individual and class PRIDE points during each class period. Individual PRIDE points determine a student’s eligibility for field trips and special activities at the school. Individual PRIDE points are also communicated with parents each week to keep them informed about their child’s work habits and behavior. Low levels of PRIDE points may lead to disciplinary consequences, such as a loss of privileges, after-school detention, parent notification, and/or the drafting and implementation of an improvement plan. Class PRIDE points lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the PRIDE points system is the school-wide emphasis on genuine character and the building of a culture that encourages every person to be their best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

School leaders and teachers develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, monthly PRIDE point awards, honor roll breakfasts, special Endeavor College Prep shirts, teachers vs. students sporting events, attendance trophies, birthday recognition, bulletin boards that celebrate success, special grade-level activities, and weekly Team and Family Time.

We evaluate our success with character education through analysis of student and class PRIDE reports, periodic reflections of students and staff, and other informal school culture evaluations throughout the year. We also complete an annual self-assessment published by the CEP, which can be found as Attachment E. Data from these sources are used to inform on-going professional development of the staff with regard to school culture and character development.

41 More detail about the school’s discipline plan can be found in Element Ten: Suspensions and Expulsions.
LOCAL CONTROL AND ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

1.9 Annual Goals for All Pupils to Meet State Priorities

The new state priorities take an interest in ensuring that attention is given to specific demographic subgroups such as EL, Hispanic, and students with disabilities. While we think it is important to analyze trends among the subgroups, at Endeavor College Prep we go further and analyze data on an individual student basis. It is our belief that if we address each individual’s needs, the subgroups to which he/she belongs will also benefit. For the purposes of our annual goals, we hold the same goals for each subgroup as we do for the broader school.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization  
2. Endeavor Operations Team will annually review credential status and notify any teachers of impending expiration |
<p>| <strong>MEASURABLE</strong> | 100% of teachers required to hold a credential will hold a valid CA |</p>
<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</th>
</tr>
</thead>
</table>
| METHODS OF MEASUREMENT | 1. Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing  
2. CALPADS Report 3.5 NCLB Core Course Section Compliance |

**SUB-pRIORITY B – INSTRUCTIONAL MATERIALS**

**GOAL TO ACHIEVE SUB-pRIORITY**

Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**ACTIONS TO ACHIEVE GOAL**

1. All current instructional materials will be reviewed for alignment to CCSS  
2. Any new instructional materials purchased will be aligned to CCSS and these will be appropriately budgeted.

**MEASURABLE OUTCOME**

100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**METHODS OF MEASUREMENT**

1. Content leaders and teachers review all instructional materials before purchase  
2. Signed purchase orders  
3. School maintains list of textbooks and supplemental materials

**SUB-pRIORITY C – FACILITIES**

**GOAL TO ACHIEVE SUB-pRIORITY**

Maintain a clean and safe school facility. (This applies if and when the Charter School is located on a private facility.)

**ACTIONS TO ACHIEVE GOAL**

1. Daily general cleaning by custodial staff will maintain campus cleanliness  
2. Logs are completed and on file  
3. Bi-annual facility inspections screen for safety hazards  
4. Monthly evaluations of custodial staff will be completed  
5. Cleanliness spot checks will also be performed monthly by the Operations Team

**MEASURABLE OUTCOME**

Custodian scores Satisfactory or better in all areas of evaluation, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months.

**METHODS OF MEASUREMENT**

1. Monthly evaluations by Plant Manager  
2. Bi-annual Facility Inspection Reports

**STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**SUB-pRIORITY A – CCSS IMPLEMENTATION**

**GOAL TO ACHIEVE SUB-pRIORITY**

Teachers will use the California Common Core State Standards as the foundation for their curriculum.

**ACTIONS TO ACHIEVE GOAL**

1. Provide intensive professional development for the teachers on CCSS and related assessments.  
2. Update teacher evaluation tool to reflect inclusion of CCSS teaching practices.  
3. Content Team Leaders will be trained in CCSS best practices in order to effectively observe and give feedback to teachers
regarding CCSS implementation.

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>100% of lessons and assessments will be aligned to the CCSS.</th>
</tr>
</thead>
</table>
| Methods of Measurement | 1. Content Team Leaders will regularly observe teachers and spot check lesson plans, materials, and assessments.  
2. Co-Director will review teacher evaluation and coaching notes to support alignment with CCSS and to share best practices for CCSS implementation across campuses. |

**SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>All students, including English Language Learners (ELLs), will gain academic content knowledge through the implementation of the CCSS.</th>
</tr>
</thead>
</table>
| Methods of Measurement | 1. Weekly “Show What You Know” (SWYK) Quizzes  
2. Unit Assessments |

**STATE PRIORITY #3 — PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Maintain parent representation on the School Site Council (SSC).</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Each fall, the SSC nominates and elects parents to serve as new members.  
2. Hold monthly SSC meetings.  
3. Share information with school community regarding SSC decisions. |
| Measurable Outcome | Annually, the SSC will have, at minimum, five parent members serving on the council |
| Methods of Measurement | SSC meeting minutes |

**SUB-PRIORITY A – PARENT INPUT**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Provide a variety of ways for parents to be involved in their child’s education.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Teachers host a minimum of six Family Night events throughout the year. These are workshops that build family capacity for helping students with specific content  
2. Co-Directors host monthly *cafeitos*.  
3. School coordinates trimester one and two family report card conferences.  
4. School sends weekly letter with announcements, upcoming events, and volunteer opportunities. |

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Maintain parent representation on the School Site Council (SSC).</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Each fall, the SSC nominates and elects parents to serve as new members.  
2. Hold monthly SSC meetings.  
3. Share information with school community regarding SSC decisions. |
| Measurable Outcome | Annually, the SSC will have, at minimum, five parent members serving on the council |
| Methods of Measurement | SSC meeting minutes |

**SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Provide a variety of ways for parents to be involved in their child’s education.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Teachers host a minimum of six Family Night events throughout the year. These are workshops that build family capacity for helping students with specific content  
2. Co-Directors host monthly *cafeitos*.  
3. School coordinates trimester one and two family report card conferences.  
4. School sends weekly letter with announcements, upcoming events, and volunteer opportunities. |
Five parent representatives are elected to the School Site Council. From time to time, ECP partners with external organizations such as Families that Can, Families in Schools, and similar community based organizations that promote parent empowerment.

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>A minimum of six Family Nights per campus, eight <em>cafecitos</em>, and two rounds of family report card conferences.</th>
</tr>
</thead>
</table>
| Methods of Measurement | 1. Calendar of family events  
2. Sign-in sheets from family events |

**State Priority #4 — Student Achievement**

*Pupil achievement, as measured by all of the following, as applicable:*

- **A.** CA Measurement of Academic Progress and Performance on statewide assessment
- **B.** The Academic Performance Index (API)
- **C.** Percentage of pupils who are college and career ready
- **D.** Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- **E.** EL reclassification rate
- **F.** Percentage of pupils who have passed an AP exam with a score of 3 or higher
- **G.** Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**Sub-priority A – CA MAPP: ELA/Literacy and Mathematics**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal     | 1. School will create and/or purchase appropriate CCSS-aligned instructional materials.  
2. Teachers will receive professional development to ensure that classroom instruction is conducive to student learning.  
3. School will create and/or purchase appropriate CCSS-aligned interim assessments.  
4. Campus Directors will observe teachers (at least monthly) and analyze student achievement data to ensure student mastery of CCSS.  
5. Co-Director of Academics and Culture will monitor the successful implementation of actions 1-4 listed above. |
| Measurable Outcome          | Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics |
| Methods of Measurement      | CA MAPP Score reports |

**Sub-priority B – API**

<p>| Goal to Achieve Sub-priority | School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of |</p>
<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY C – COLLEGE AND CAREER READY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. Teachers utilize Fountas & Pinnell to assess start and end-of-year reading levels.  
2. Dedicate significant time during the school day to independent reading.  
3. Teachers use Accelerated Reader to monitor weekly reading progress and give feedback to students.  
4. All eighth graders will pass Algebra I, which puts them on track to complete Calculus in high school and enter college without the need for remedial math. |
| **MEASURABLE OUTCOME** | 1. 100% of students will grow at least one grade level each year in reading.  
2. 100% of students at Endeavor more than three years will read on or above grade level.  
3. 100% of students will grow at least one grade level each year in math.  
4. 100% of students at Endeavor more than three years will pass Algebra I in eighth grade. |
| **METHODS OF MEASUREMENT** | 1. STEP (grades K-3) or Fountas & Pinnell (grades 4-8) benchmark assessment results  
2. Interim math assessments  
3. Final grade and final exam in eight grade algebra |

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**SUB-PRIORITY D – EL PROGRESS**

| **GOAL TO ACHIEVE SUB-PRIORITY** | EL students will meet or exceed the state-identified goal for annual progress in learning English as demonstrated on the CELDT/ELPAC each academic year. |
| **ACTIONS TO ACHIEVE GOAL** | 1. Students participate in rigorous daily reading and writing instruction.  
2. Teachers use SDAIE and ELD instructional strategies in their daily lessons.  
3. Teachers will provide more intensive intervention to EL students as needed based on on-going analysis of student literacy data, such as Accelerated Reader, STEP, and interim assessments in |
**Measurable Outcome**

59% of EL students will meet the State’s goal for annual progress on the CELDT/ELPAC each academic year.

If CDE revises the goal for how many students will reach the State goal for annual progress, Endeavor will revise this goal to meet or exceed the CDE goal.

**Methods of Measurement**

CELDT/ELPAC results

### Sub-priority E – EL Reclassification Rates

**Goal to Achieve Sub-priority**

EL students will be reclassified as Fluent English Proficient annually.

**Actions to Achieve Goal**

1. School will review student data twice per year to identify students meeting criteria for reclassification
2. Teachers and Campus Director evaluate Endeavor’s ELD tutoring program each trimester to evaluate its effectiveness and to recommend improvements to the program.

**Measurable Outcome**

60% of students at Endeavor will earn reclassification within three years of enrollment.
80% of students at Endeavor will earn reclassification within four years of enrollment.
100% of students at Endeavor will earn reclassification within five years of enrollment.

**Methods of Measurement**

Reclassification documents

### State Priority #5—Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

### Sub-priority A – Student Attendance Rates

**Goal to Achieve Sub-priority**

School will maintain a high Average Daily Attendance (ADA) rate.

**Actions to Achieve Goal**

1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.
2. Operations Team will monitor daily, weekly and monthly attendance to identify trends and concerns.
3. Operations Team will conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality.

**Measurable Outcome**

ADA will be at least 95%
### Sub-priority B – Student Absenteeism Rates

**Goal to Achieve Sub-priority**
Students will have a minimum number of absences in any school year.

**Actions to Achieve Goal**
1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.
2. Operations Team will monitor daily, weekly and monthly attendance to identify trends and concerns.
3. If a student is identified as missing excessive amounts of class, the Operations Team issues a truancy letter.
4. If truancy continues after the first letter, a second letter is issued and the Operations Team schedules a meeting with the family regarding attendance concerns in order to improve the student’s attendance and/or punctuality.

**Measurable Outcome**
≥76% of students will achieve an attendance rate of 96% or greater.

**Methods of Measurement**
Annual and Monthly absence reports from our student information system.

### Sub-priority C – Middle School Dropout Rate

**Goal to Achieve Sub-priority**
No students will drop out of middle school.

**Actions to Achieve Goal**
1. School will offer an academically engaging learning environment for all within a culture of high expectations and high support.
2. Parents are made aware of Endeavor’s high expectations and available supports at a new family orientation in the summer and through our Student and Family Handbook, which is distributed annually.
3. Parents are made aware of students’ progress toward ECP’s high expectations through mandatory parent-teacher conferences at the end of the first and second trimesters and through progress reports that are issued at once each trimester.
4. Operations Team will ensure students transferring out of Endeavor are immediately enrolled in another school.

**Measurable Outcome**
0% of middle school students will drop out of school.

**Methods of Measurement**
Spreadsheet tracking high school application, acceptance, and enrollment.

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**State Priority #6 — School Climate**

*School climate, as measured by all of the following, as applicable:*

- **A. Pupil suspension rates**
- **B. Pupil expulsion rates**
- **C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness**
<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will maintain a low annual suspension rate.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. Teachers follow school-wide Positive Behavior Support Plan.  
                                 2. Teachers use tier one strategies to build a strong positive culture and support all learners.  
                                 3. Teachers respond to minor misbehavior in an appropriate and effective way.  
                                 4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions. |
| **Measurable Outcome**      | Annually, ≤ 5% of all enrolled students will be suspended. |
| **Methods of Measurement**  | 1. Monthly Suspension Reports (in Welligent)  
                                 2. CALPADS Report |

**Sub-priority B – Pupil Expulsion Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Endeavor will maintain a low annual expulsion rate.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. Teachers follow school-wide Positive Behavior Support Plan.  
                                 2. Teachers use tier one strategies to build a strong positive culture and support all learners.  
                                 3. Teachers respond to minor misbehavior in an appropriate and effective way.  
                                 4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions. |
| **Measurable Outcome**      | Annually ≤ 1% of enrolled students will be expelled. |
| **Methods of Measurement**  | 1. Monthly Reports in Welligent  
                                 2. CALPADS Report |

**Sub-priority C Other – School Connectedness**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students, parents, and teachers will feel a sense of community at our school.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. Co-Directors will work with teachers and staff to create a strong, positive school culture for our adult team and the students.  
                                 2. Teachers will frequently communicate with families to ensure open communication and trusting relationships between school and home.  
                                 3. Endeavor will devise and administer satisfaction surveys to parents, students, and teachers annually. |
| **Measurable Outcome**      | 80% or more of students, families, and teachers will express satisfaction with the school’s safety, culture, and academic program. |
| **Methods of Measurement**  | Survey reports |

**State Priority #7 — Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified...
as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

**Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

**Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE PRIORITY</strong></th>
<th>Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>School follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study, including core and non-core content areas.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of students, including all student subgroups, will have access to core and non-core content areas.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>The Co-Director of Finance and Operations will monitor student schedules to ensure all students have access to core content.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8—STUDENT PERFORMANCE**

Pupil outcomes, if available, in the subject areas described in E.C. §51210(A)-(i), inclusive of §51220, as applicable.

| **GOAL TO ACHIEVE PRIORITY** | 1. All students will demonstrate appropriate developmental or age/grade level mastery of CCSS.  
2. All ECP alumni will attend college. |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| **ACTIONS TO ACHIEVE GOAL**  | 1. School Co-director will provide on-going professional development for teachers regarding implementation of CCSS.  
2. School will purchase (or Content Team Leaders will develop, if necessary) interim assessments to measure progress throughout the year.  
3. Content Team Leaders will lead teachers through intensive data analysis for interim assessments and creation of instructional action plans based on the results.  
4. The operations team will maintain a database for tracking ECP alumni after finishing eighth grade to track their high school and college choices. |
| **MEASURABLE OUTCOME**       | 1. Consistent with state requirements, all students will reach growth expectations on the CA MAPP. Initial expectations for achievement will be based off State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program.  
2. 100% of ECP alumni will enroll in college after high school. |
| **METHODS OF MEASUREMENT**   | 1. CA MAPP Reports  
2. Reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups  
3. Alumni database that tracks high school and college enrollment |
1.10 Research Base for the Design of the Educational Program

A compelling study of many of the best practices of successful urban schools can be found in Samuel Casey Carter’s *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. His book presents 21 schools (traditional public, private, and charter) that serve low-income, minority families and consistently earn test scores that far exceed the national average. Casey states, “Against the perennial claims of the education establishment that poor children are uneducable, these case studies highlight and celebrate the effective practices of low-income schools that work. Only by encouraging, rewarding, and imitating this kind of success will our schools provide the kind of opportunity that all children in a free society deserve.”

This sentiment is why the school’s founders, Michelle Jasso and Edward Morris accepted a Fellowship with Building Excellent Schools, a national non-profit organization committed to training charter school leaders to design and operate highly effective urban schools. As part of the Fellowship, the founders observed, met with leaders from, and studied the best practices of dozens of the highest performing charter schools in the nation. Mrs. Jasso also completed a leadership residency at Amistad Academy in New Haven, CT, an urban charter school nationally recognized for its dramatic gains in student achievement and the flagship school for the Achievement First network of schools. Mr. Morris completed a leadership residency at Leadership Prep in Brooklyn, NY, part of the highly successful Uncommon Schools charter management organization.

During the design of the school, members of the founding team visited and learned from the following high-performing, high-poverty schools:

- Academy of the Pacific Rim Public Charter School—Boston, MA
- Amistad Academy—New Haven, CT
- Boston Collegiate Charter School—Boston, MA
- Boston Preparatory Charter School—Boston, MA
- Bridgeport Academy—Bridgeport, CT
- Crown Heights—Brooklyn, NY
- Democracy Preparatory Charter School—Harlem, NY
- Elm City College Preparatory—New Haven, CT
- Excel Academy Charter School—Boston, MA
- KIPP Academy Bronx—Bronx, NY
- KIPP Academy Fresno—Fresno, CA
- KIPP Academy Lynn—Lynn, MA

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42 Heritage Foundation (2000).
43 Ibid.
44 A summary of the Building Excellent Schools training fellowship is included as Attachment B.
45 For more information about Achievement First and Amistad Academy, please visit http://www.achievementfirst.org.
Endeavor College Prep has replicated these successful practices to offer a high-quality college preparatory education to the community of Boyle Heights and Lincoln Heights.

**Figure 1.8 - Ten Characteristics Shared by Excellent Urban Charter Schools**

| Firm belief that all students can learn and achieve at high levels. | Frequent internal assessments with data to drive instruction. |
| Clear outcome-focused mission, understood by all, and evidenced throughout the school. | Strong discipline code enforced by all. |
| Leader(s) highly visible ensuring all are focused on mission. | Clear and frequent communications with parents regarding student performance. |
| Highly structured learning environment and organization. | Strong curriculum focus on skill mastery. |
| Classroom practices promote continuity (and predictability) from one classroom to another. | Extended school day and school year. |

As noted in Figure 1.8, these schools, and others like them, demonstrate that there is a clear set of common practices that allow traditionally “at-risk” students to achieve at the highest academic levels. The majority of their students come from low-income, minority

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46 Compiled by Linda Brown, Executive Director of Building Excellent Schools.
backgrounds yet are achieving at high levels. Through intense research, targeted classroom observations, and, as often as possible, conversations with the school leaders, members of the founding team have worked to understand what makes urban schools successful. These schools’ proven instructional practices, structures, and organizations have highly influenced the design of Endeavor College Prep.

In addition to the training and support offered through the Building Excellent Schools Fellowship, the founding team of Endeavor College Prep also participated in the California Charter Schools Association’s Charter Launch program, designed to offer specialized support and local expertise for charter school developers.

1.11 The Charter School’s Curriculum

Students at Endeavor College Prep will complete a course of study based on California Common Core State Standards and with a level of rigor designed to prepare students for success at college preparatory high schools.

There are a few unique aspects to our approach to curriculum.

- We do not believe in a one-size-fits-all textbook/basal reader approach to reading instruction. Instead students are engaged in Guided Reading and independent reading at their specific reading level.
- In grades 4-8, reading and writing are taught by separate teachers rather than a single English language arts teacher. The lesson creation for these two subjects requires a great deal of planning time. Dividing the planning between two teachers allows each more time to focus intensely on his/her specific subject.
- In grades TK-3 math is taught in a small group format by two teachers who teach simultaneously to a group of 12 students. Through this partnering, one teacher uses Saxon math, which is a spiraling curriculum providing daily review of the standards taught up to that point. The other teacher teaches a teacher-created lesson to teach the CCSS math standards.

Figure 1.11 outlines the coursework to be completed at each grade level, and the narrative and charts that follow describe each course in additional detail.

Figure 1.11 – Scope and Sequence

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td></td>
<td>Reading</td>
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<td>Writing</td>
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</tbody>
</table>

47 In addition to dozens of the highest-performing schools in the country, members of the founding team intentionally studied a few schools that are achieving less exemplary results, in order to gain a clear picture of both highly effective and less effective school practices.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade K Math</th>
<th>Grade 1 Math</th>
<th>Grade 2 Math</th>
<th>Grade 3 Math</th>
<th>Grade 4 Math</th>
<th>Grade 5 Math</th>
<th>Grade 6 Math</th>
<th>Pre-Algebra</th>
<th>Algebra I</th>
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<tbody>
<tr>
<td>History-Social Science</td>
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<td>Learning and Working Now and Long Ago</td>
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<td>A Child’s Place in Time and Space</td>
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<td>People Who Make a Difference</td>
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<td>Continuity and Change</td>
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<td>California: A Changing State</td>
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<td>U.S. History and Geography: Making a New Nation</td>
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<tr>
<td>World History and Geography: Ancient Civilizations</td>
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<td>World History and Geography: Medieval and Early Modern Times</td>
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<tr>
<td>U.S. History and Geography: Growth and Conflict</td>
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<tr>
<td>Science</td>
<td>Grade K Science</td>
<td>Grade 1 Science</td>
<td>Grade 2 Science</td>
<td>Grade 3 Science</td>
<td>Grade 4 Science</td>
<td>Grade 5 Science</td>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Non-Core</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Prep Class</td>
<td>Prep Class</td>
<td>Leveled Reading</td>
<td>Leveled Reading</td>
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<tr>
<td>Non-Core</td>
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</table>

Endeavor College Prep  
Charter Renewal February, 2014
## English-Language Arts

English-Language Arts courses at Endeavor College Prep will prepare students with the literacy skills necessary for advanced levels of reading and writing. Teachers will develop curricula according to the *California Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* using the process defined in the subsection *Standards-Based Lesson Design*.

English Language Arts course summaries based on the *California Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* are presented below.

<table>
<thead>
<tr>
<th>Kindergarten Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten students will benefit from extensive exposure to diverse types of texts. The California Common Core State Standards outline the anchor standards in preparing students for future college success by emphasizing key ideas and details, craft and structure, and integration of knowledge and ideas. It is at the Kindergarten level that students are first asked to provide evidence about literary elements and engage through textual analysis and activation of prior knowledge.</td>
</tr>
<tr>
<td>Print concepts, phonological awareness, and phonics and word recognition are the skills practiced to assist students in decoding meaning of the spoken and written word. Students explore vocabulary and develop comprehension skills through guided reading groups using Scholastic leveled-reading resources. Sight words are introduced and reviewed frequently. There is also a strong focus on building comprehension and vocabulary through the daily routine of the read aloud with high quality literature.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten students will have many opportunities to compose both opinion and explanatory pieces of writing through writing workshop approach. As outlined in the California Common Core State Standards for Writing, Text Types and Purposes, students will use writing to respond to text and narrate events that occurred in stories.</td>
</tr>
<tr>
<td>Teachers will employ small group instruction to provide feedback on how to add details to written work. Students will be encouraged to respond to the text by reacting to events in the story and answering questions about the details of each text.</td>
</tr>
<tr>
<td>Students will contribute to activities and projects created by the class to begin their investigatory habits. Graphic organizers, such as Thinking Maps, will be used to help students add details to the recall or interpretation of literature.</td>
</tr>
</tbody>
</table>
### Grade 1 Reading

Student inquiry will drive the work of Key Ideas and Details in the first grade. Students will annotate the text by labeling and retelling the importance of literary elements. The Scholastic leveled-reading resources continue to offer students the ability to compare and contrast plots, characters, and lessons from stories. Students will use prior knowledge to make predictions about the development of the story. They will then come back to check to see if these predictions were confirmed by what happened next in the text.

As in Kindergarten, print concepts, phonological awareness, and phonics and word recognition are the skills practiced to assist students in decoding meaning of the spoken and written word. Students in the first grade will be introduced to more complex phonics skills and will use these words both in text and in isolation. Sight word instruction continues to play an important instructional guidepost as fluency is built through the Scholastic leveled-reading resources.

Students explore vocabulary and develop comprehension skills through guided reading groups using Scholastic leveled-reading resources. There is also a strong focus on building comprehension and vocabulary through the daily routine of the read aloud with high quality literature which is deepened in Grade 1 as students are asked to demonstrate their knowledge of literary elements with varied questions asked and answered. The California Common Core Language Standards are also highlighted as students develop vocabulary through the application of the literary elements through spoken and written word.

### Grade 1 Writing

Grade 1 students will have many opportunities to compose both opinion and explanatory pieces of writing through writing workshop approach. As outlined in the California Common Core State Standards for Writing, Text Types and Purposes, students will use writing to respond to text and narrate events that occurred in stories. Students in Grade 1 will use details and facts to write narratives.

Like in Kindergarten, teachers will employ small group instruction to provide feedback on how to add details to written work. Lessons and writing templates will focus on teaching students to write on topic. Students will be encouraged to respond to one another in writing projects and in their response to text.

Students will contribute to activities and projects created by the class to begin their investigatory habits. Graphic organizers, such as Thinking Maps, will be used to help students add details to the recall or interpretation of literature. The California Common Core Language Standards are also emphasized as students develop vocabulary and use specificity in word choice to convey meaning.
Grade 2 Reading

The California Common Core State Standards Reading Anchor Standards guide the work for developing readers across the grade levels. In Grade 2, students begin to independently apply Key Ideas and Details as they use the Scholastic leveled-reading resources to ask and answer questions about literary elements that demonstrate their comprehension. Students will be asked to provide textual evidence for their description of character behaviors and motivations. Beyond looking at characters or elements within the text, students will focus on varied points of view and how stories change based on context.

Students will also begin to analyze text structure through independent, guided, and modeled reading. Read alouds provide the primary vehicle for students to demonstrate their understanding of word relationships and shades of meaning. Students use this opportunity to hear clarification, questions, and thoughts about word selection and connotation of text.

High quality texts are accessible to students as they explore narratives, poetry, and informational text. They are also asked to draw on their background to infer connections between texts through the identification of themes or patterns. Informational text learning offers the opportunity to explore the purpose of text features.

Grade 2 Writing

Organization of written work is emphasized in Grade 2 curriculum. Through writing models and exemplars, students are taught how to respond to writing prompts and how to approach writing tasks with purpose. Like earlier grades, Grade 2 students will have many opportunities to compose both opinion and explanatory pieces of writing through writing workshop approach. In Grade 2, students work with their peers to write on a particular topic. Writing on topic and answering a task appropriately is a focus of corrective feedback across the grade level.

Teachers continue to employ small group instruction to provide feedback on organizational structure and use of textual evidence. Students will be encouraged to respond to one another in writing projects and in their response to text.

Students will contribute to activities and projects created by the class to begin their investigatory habits. Graphic organizers, such as Thinking Maps, will be used to help students add details to the recall or interpretation of literature. The California Common Core Language Standards are also emphasized as students develop vocabulary and use specificity in word choice to convey meaning. Students are expected to use the academic discourse sentence stems in both speaking and writing.

Grade 3 Reading
The California Common Core State Standards Reading Anchor Standards guide the work for developing readers across the grade levels. Comprehension of varied text structures is the focus for Grade 3. Like Grade 2, students independently apply Key Ideas and Details as they use the Scholastic leveled-reading resources to ask and answer questions about literary elements that demonstrate their comprehension. Students are asked to question the text, the author, and develop claims about the connections among multiple texts. Students are asked to recount and identify the key lessons or central message of text. Students are also asked to justify and extend an author’s choice of words, illustrations, and themes in order to evaluate its relevance on their own reading journey.

Questioning the text and questioning the author are strategies employed by both student and teacher in the Grade 3 classroom. Students will also begin to analyze text structure through independent, guided, and modeled reading. Read alouds continue to provide the primary vehicle for students to demonstrate their understanding of word relationships and shades of meaning. Students use this opportunity to hear clarification, questions, and thoughts about word selection and connotation of text.

High quality texts are accessible to students as they explore narratives, poetry, and informational text. They are also asked to draw on their background to infer connections between texts through the identification of themes or patterns.

### Grade 3 Writing

Reasoning is emphasized in Grade 3 writing curriculum. Through writing models and exemplars, students are taught how to respond to writing prompts and how to approach writing tasks with purpose by identifying a thesis and supporting details. Students provide reasons to strengthen the thesis statement and paragraphs are concluded coherently. Like in Grade 2, students work with their peers to write on a particular topic. Answering a task appropriately with a thesis and supporting evidence is the focus of corrective feedback across the grade level.

Teachers continue to employ small group instruction to provide feedback on organizational structure and use of textual evidence. As students write informational text, facts presented are analyzed and rubrics are used to review use of literary devices. Students will continue to be encouraged to respond to one another in writing projects and in their response to text.

Students will contribute to activities and projects created by the class to begin their investigatory habits. Graphic organizers, such as Thinking Maps, will be used to help students add details to the recall or interpretation of literature. The California Common Core Language Standards are also emphasized as students develop vocabulary and use specificity in word choice to convey meaning. Students are expected to use the academic discourse sentence stems in both speaking and writing.

### Grade 4 Reading
As outlined in California Common Core Standard RF 4.3 and RF 4.4, students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes. Word study will also include instruction on idioms, words with multiple meanings, and figurative language (simile, metaphor, hyperbole, and personification).

To strengthen nonfiction comprehension, fourth grade reading classes at Endeavor College Prep will teach students to identify structural patterns found in informational texts and use appropriate textual analysis skills described in the California Common Core Reading Standards for Informational Text, including an emphasis on Key Ideas and Details and Craft and Structure:

- using text features, such as illustrations, titles, topic sentences
- evaluating new information and creating hypotheses
- comparing and contrasting information from multiple sources
- distinguishing between cause and effect
- distinguishing between fact and opinion
- following multiple-step directions

Fourth Grade Reading will also further develop students’ ability to understand and appreciate fictional literature. The course will include a focus on California Common Core Reading Standards for Literature Craft and Structure which ask students to explain differences in text in imaginative genres, including fantasy, fable, myth, folktales, legends, and fairy tales. With these texts, students will identify main events of the plot, the influence of setting, and the significance of each character’s traits and motivations. Students will be able to compare and contrast similar stories from different cultures. Students will be asked to make connections between texts and varied presentations of texts to identify similar themes and topics.

We do not use a traditional basal reading textbook for our reading classes. Instead, these standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and novels appropriate for the grade level. Possible shared reading books may include Ralph Fletcher’s *Fig Pudding*, Andrew Clement’s *Frindle*, and Kate DiCamillo’s *Because of Winn-Dixie*, *The Tale of Despereaux*, *The Miraculous Journey of Edward Tulane*, and *The Tiger Rising*.

### Grade 4 Writing

Like Fourth Grade Reading, Endeavor College Prep’s Fourth Grade Writing course will focus on fourth grade standards but also seek to include all necessary development and organization writing standards from earlier grades. The California Common Core Language Standards, Conventions of Standard English will guide grammar instruction.

Conventions of Standard English instruction will focus on standard English conventions, including:

- identifying and creating simple and compound sentences
- combining sentences with appositives, participial phrases, adverbs, and prepositions
- identifying and using regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions
• using parentheses, commas in direct quotations, and apostrophes
• using underlining, italics, and quotation marks to identify titles
• using correct capitalization
• using correct spelling of grade-level words

California Common Core Production and Distribution Writing Standards will guide writing instruction to focus on using the writing process to construct multi-paragraph compositions, narratives, responses to literature, information reports, and summaries. Students will practice selecting their own topics in which to respond to text and also responding to assigned writing prompts.

We will likely use a structured writing program, such as Sopris West’s Step Up to Writing or the Houghton-Mifflin English series as the foundation of our writing and grammar instruction program in grades four through eight.

Grade 5 Reading

Fifth Grade Reading will continue to develop students’ word analysis, fluency, comprehension, and vocabulary acquisition with a focus on California Common Core Reading Standards for Informational Text, Craft and Structure to build student ability to determine meaning of academic and domain-specific vocabulary. As needed, students may continue in leveled decoding and fluency groups or the groups may be formed according to the need for support with a particular text structure. All students will use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context. All students will be able to use text structure to identify and interpret main ideas and evidence.

The comprehension focus in fifth grade will include a more detailed study of nonfiction material, including as outlined in the California Common Core Reading Standards for Informational Text, Craft and Structure:
• nonfiction text features—format, graphics, sequence, diagrams, illustrations, charts, and maps
• analysis of sequence and chronological organization
• identification of main idea and supporting evidence
• distinguishing of facts, opinions, and inferences within text

Students also will integrate information which includes literary analyses of historically and culturally significant works of literature that explore the same topics. Students will identify and analyze characteristics of poetry, drama, fiction and nonfiction. They will continue to analyze conflict and resolution within a story’s plot and the actions, motives, and appearances of characters to compare those details to other texts to identify devices author’s use to present information. Students will understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.

Similar to fourth grade, fifth grade reading standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for
the grade level. Shared reading novels may include Gary Paulsen’s *Nightjohn*, Pam Munoz Ryan’s *Esperanza Rising*, and Mark Twain’s *The Adventures of Huckleberry Finn*.

**Grade 5 Writing**

Fifth Grade Writing will build on the foundations learned in fourth grade and will continue to develop students’ competencies with grammar, conventions, and the writing process outlined in the California Common Core Writing Standards, Production and Distribution of Writing.

Writing study will include:
- tools for student to organize their thoughts in response to task
- engage in the peer revision process to include the California Common Core Language Standards, Conventions of Standard English:
  - the use of prepositional phrases, appositives, and dependent and independent clauses
  - correct use of often misused verbs
  - use of colons and quotation marks
  - correct capitalization
  - correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Research projects of varied lengths will allow students to showcase their organizational skills to introduce a topic, provide details, and integrate information using domain-specific language. Writing class will continue to develop students’ competency for writing both narrative and informational essays. Students will use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. Students will also begin a greater emphasis on revising and editing to improve content and clarity. Students will write texts of 500 to 700 words in each genre—narratives, responses to literature, research reports, and persuasive letters/compositions.

Fifth Grade Writing will also incorporate a technology strand that will teach students to type and create simple documents, using basic office software. This is an opportunity to conduct short research projects and publish writing using internet resources.

**Grade 6 Reading**

Sixth Grade Reading will include California Common Core Standards Language Standards Vocabulary Acquisition and Use word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words. This word study will aid students in clarifying meaning of words and using strategies flexibly.

The Sixth Grade Reading course will emphasize the California Common Core Reading Standards for Informational Text, Key Ideas and Details and Craft and Structure, that will include work on nonfiction text, including:
- structural analysis of popular media (newspapers, magazines, and websites)
• analysis of compare-and-contrast organization
• identification of main idea and relationships to other sources
• clarification of meaning through outlines, note-taking, summaries, and reports
• evaluation of the adequacy and appropriateness of evidence and various techniques
• author’s point of view
• evaluation of author’s arguments and claims

The study of literature in sixth grade will include analysis of various fictional genres so that students have sufficient exposure to a range of texts and tasks based on the California Common Core Reading Standards for Literature. With a variety of fictional texts, students will analyze and use textual evidence to describe the effect of character traits and the influence of setting on the plot of a story. They will identify and cite examples of types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story’s plot.

Novels that may be studied as a class or in smaller groups include Harper Lee’s *To Kill a Mockingbird*, Francisco Jimenez’s *The Circuit* and *Breaking Through*, William Shakespeare’s *Romeo and Juliet*, and Sandra Cisneros’s *The House on Mango Street*.

### Grade 6 Writing

Sixth Grade Writing will continue the focus on both California Common Core Language Standards of Conventions of Standard English and the writing process. Students will be expected to write and speak with a command of standard English conventions appropriate to the sixth grade level.

Conventions of Standard English instruction will include a command of the following in both writing and speaking:
• use of simple, compound, and compound-complex sentences
• indefinite pronouns
• present perfect, past perfect, and future perfect verb tenses
• subject-verb agreement
• use of colons, semi-colons, and commas
• correct capitalization
• correct spelling of frequently misspelled words

Students will focus on Text Types and Purpose in argumentative writing where a command of the use of claims and reasons are demonstrated by maintaining a formal style. Students will develop informative and narrative texts with thesis statements and effective techniques to share details. Sixth Grade Writing will advance student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students will become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.

### Grade 7 Reading
Seventh Grade reading will continue to build students’ vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing as they are emphasized in the California Common Core Reading Standards for Informational Text, Craft and Structure. Students will cite text in order to identify central ideas, analyze structure, and evaluate claims.

Students will identify the skills presented in the California Common Core Language Standards, Vocabulary Acquisition and Use to demonstrate an understanding of analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast. Seventh Grade English will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

As outlined in the California Common Core Reading Standards for Informational Text, Integration of Knowledge and Ideas, seventh-graders will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author’s point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices.

This class will begin to assign many more texts to be read and analyzed independently. Examples of the level of rigor expected in this course may include William Shakespeare’s *Julius Caesar*, William Golding’s *Lord of the Flies*, *The Diary of Anne Frank*, Elie Wiesel’s *Night*, and Lois Lowry’s *Number the Stars* and *The Giver*.

### Grade 7 Writing

Seventh Grade writing will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors’ techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- research reports based on a relevant question, formal research, a clear perspective,
accurate evidence, and documented references

- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader’s concerns and counterarguments
- summaries of reading materials that include the text’s main idea and significant details, use quotations and the student’s own words, and reflect a deep understanding of the text

Seventh Grade writing will continue the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one’s own writing. Students will continue to experience both self-selection of topics and responding to assigned prompts. They will also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint.

**Grade 8 Reading**

This course will prepare students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. The class will also incorporate non-fiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas.

Eighth Grade reading will emphasize the California Common Core Reading Standards for Informational Text, Craft and Structure that includes a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students will identify and analyze arguments and claims within nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text. They will use multiple texts on the same topic to identify where the texts disagree on matters.

Integration of knowledge and ideas will be demonstrated by eighth grade students through the study of different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They will use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. They will review texts for connections to both modern and ancient texts to review the conversion of older text into newer content.

Most of the assigned texts in Eighth Grade English will have historical significance, and many will tie in with the United States history standards. Texts may include Upton Sinclair’s *The Jungle*, F. Scott Fitzgerald’s *The Great Gatsby*, Nathaniel Hawthorne’s *The Scarlet Letter*, Arthur Miller’s *The Crucible*, George Orwell’s *Animal Farm*, and John Steinbeck’s *Of Mice and Men*. 
Grade 8 Writing

Argumentative writing with use of claims will be used with a variety of genres. Topic sentences, thesis statements, and use of techniques will be the instructional guiding focus. Students in Eighth Grade writing will continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students will write:
- biographies
- autobiographies
- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents
- high school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.
Endeavor College Prep uses Saxon Math supplemented with teacher-created lesson based on the California Common Core State Standards in grades TK-7. For 8th grade, all lessons are teacher-created from the California CCSS. Teachers in all grades use the process defined in the subsection Standards-Based Lesson Design. The following course summaries are based on the grade-level California Common Core math standards.

<table>
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<tr>
<th>Grade K Math</th>
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<tbody>
<tr>
<td>Using California Common Core Math Standards, students will understand the concept of counting to identify and compare quantity. Students will understand the idea of addition as bringing together while subtraction is taking apart or from through both use of manipulatives, visuals, and written practice. Classification and judgment activities will ask students to categorize objects and compare on demand. Academic discourse will focus on the standards of mathematical practice and description of task at hand.</td>
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<tr>
<th>Grade 1 Math</th>
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<tr>
<td>Using California Common Core Math Standards, students will be able to solve and represent addition and subtraction problems through writing, drawing, matching, and use of manipulatives. Students will explore the concept of Base Ten in the counting sequence as place value is investigated. Students will build fluency in understanding and application in adding and subtracting. Students will also explore measurement of lengths, reading of analog clocks, and analyze data through graphs.</td>
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<tr>
<th>Grade 2 Math</th>
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<tr>
<td>Using California Common Core Math Standards, students will be able to solve and represent addition and subtraction problems through writing, drawing, matching, and use of manipulatives, while exploring the foundations of multiplication through identical sets and groups. Students will demonstrate the concept of Base Ten and mastery of place value. Students will build fluency in understanding and application in adding and subtracting. Students will also explore measurement of lengths, build math fluency with money, master the reading of analog clocks, and analyze data through graphs.</td>
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<th>Grade 3 Math</th>
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<td>Using California Common Core M Standards, Grade 3 Math ensures that students master the basic four operations to solve problems. Students master multiplication and division within 100. Place value is used to help students understand and perform multi-digit arithmetic. Word problems featuring measurement and measurement conversion will be included as students estimate time, liquid volume, and masses of objects. They will also collect, represent, and analyze data to solve problems.</td>
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Grade 4 Math

Using California Common Core Math Standards, fourth grade math ensures that students master basic facts as well as larger computation problems with multi-digit whole numbers. Students begin to master simple fractions and decimals and be able to make comparisons and perform basic calculations and equivalence ordering. They learn properties of and relationships between geometric figures. Word problems featuring measurement and measurement conversion are included. They also collect, represent, and analyze data to solve problems.

Grade 5 Math

Using California Common Core Math Standards, fifth grade math outlines algebraic thinking through the interpretation of numerical expressions. Grade 5 Math increases students’ skills with the four basic arithmetic operations applied to whole numbers, fractions, decimals, and negative numbers, including an understanding of the place value system. They use standard measurement tools and units to find length, area, and volume of basic geometric figures. Students use protractors, compasses, and concepts of angle measurement. They also use tables, grids, graphs, and charts to record and analyze data.

Grade 6 Math

Using California Common Core Math Standards, grade 6 math asks students to build on past understandings of how to compute fractions when divided or multiplied by fractions. Students have a deep knowledge of how to identify common factors and multiples, including a conceptual awareness of how they connect to ratio reasoning. Students explore the components of equations and expressions that includes the understanding of the relationships of variables. Students analyze data and sampling processes to determine validity. They work with probabilities, ratios, proportions, and percentages. Students complete real-world word problems for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They solve one-step linear equations.

Grade 7 (Pre-Algebra)

Seventh grade pre-algebra prepares students for algebra in eighth grade. Using California Common Core Math Standards, by the end of seventh grade, students will be skilled at generating equivalent fractions and solving equations especially those taken from the context of real-world application. They factor numerators and denominators and use exponents with the ability to generate equivalent expressions. Students convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students make predictions, identify patterns, and draw inferences from their understanding of random sampling while also exploring the concept of chance. Students graph linear functions and understand the concept of slope.

Grade 8 (Algebra)
Eighth Grade Algebra is a one-year college-preparatory algebra course. Students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third-degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.
**Figure 1.14 - Social Studies Course Descriptions**

<table>
<thead>
<tr>
<th>Social Studies</th>
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<tbody>
<tr>
<td>Social studies teachers at Endeavor College Prep will collaborate closely with English-language arts teachers to reinforce CCSS literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in social studies classes include:</td>
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<td>- Cite textual evidence</td>
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<td>- Determine a central idea</td>
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<tr>
<td>- Integrate information presented in different media or formats</td>
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<tr>
<td>- Write arguments with supporting claims</td>
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<tr>
<td>- Write informative texts to explain a topic</td>
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<td>- Use the internet to complete short research projects</td>
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We use a standards-aligned textbook approved by the California Department of Education as the foundation for each social studies course.

- We use the Scott Foresman History-Social Science for California series for grades TK-3
- We use Glencoe *Discovering Our Past* series for grades 6-8.

Teachers will incorporate state, national, and international current events to deepen students’ understanding of social studies and social justice concepts.

The following course overviews are based on the California Content Standards that were adopted in 1998. If the State releases new standards during the term of this charter, we will adjust our course content accordingly.

<table>
<thead>
<tr>
<th>Grade K: Learning and Working Now and Long Ago</th>
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<tr>
<td>Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</td>
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<tr>
<th>Grade 1: A Child's Place in Time and Space</th>
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<td>Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.</td>
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<td>Grade 2: People Who Make a Difference</td>
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<tr>
<td>Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.</td>
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<th>Grade 3: Continuity and Change</th>
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<tr>
<td>Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.</td>
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<th>Grade 4—California</th>
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<tr>
<td>Fourth Grade Social Studies, <em>California: A Changing State</em>, teaches students about the history and geography of their home state. This course will begin with an introduction to the basic concepts and skills of social studies—reading a map, geography terms, using timelines, reading charts and tables, economic and political basics. The study of California history starts with pre-Columbian societies, early exploration, and its diversity, economics, and rapid growth. There will be particular emphasis on milestones in California history, such as the development of the Mission system and the Gold Rush.</td>
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<tr>
<th>Grade 5—U.S. History and Geography</th>
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<tr>
<td>Fifth Grade Social Studies, <em>U.S. History and Geography: Making a New Nation</em>, studies American History up to 1850. Study will begin with Native American cultures and how residents came to be in North America. Students will learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class will study the foundations of government, democracy, and the Constitution. Fifth grade students will also memorize the 50 U.S. states and their capitals.</td>
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<th>Grade 6—Ancient Civilizations</th>
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<tr>
<td>Sixth Grade Social Studies, <em>World History and Geography: Ancient Civilizations</em>, is the study of Western and Non-Western ancient civilizations. The course will emphasize the everyday lives of people and their problems and accomplishments. Students will study archaeology, geography, social and political structures, economics, and the spread of ideas. They will examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also will analyze the interactions and influences of various cultures.</td>
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<th>Grade 7—Medieval and Early Modern Times</th>
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<td>Students in grade six explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.</td>
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</table>
Seventh Grade Social Studies, *World History and Geography: Medieval and Early Modern Times*, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

**Grade 8—U.S. History and Geography**

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.
Science

Endeavor College Prep will use a Next Generation Science Standards-aligned textbook approved by the California Department of Education as a foundation for science instruction and will use FOSS science kits or similar materials to provide the hands-on experiences essential to science investigation and discovery. Science instruction will be organized by Disciplinary Core Ideas as outlined in the Next Generation Science Standards and CDE.

Instructional shifts in Science will focus on professional development organized by the Three Dimensions:

- **Dimension 1: Science and Engineering Practices**
  The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world.

- **Dimension 2: Crosscutting Concepts**
  They are a way of linking the different domains in science.

- **Dimension 3: Disciplinary Core Ideas (DCI)**
  Describes core ideas in the science disciplines and of the relationships among science, engineering and technology.

Dimension 1 topics will be taught to all students each year as students engage in inquiry, develop and test hypotheses, and analyze data. A sample list of topics to be covered within the course of study is listed below for Dimension 3: Disciplinary Core Ideas. The sequence of instruction for Dimension 2: Crosscutting Concepts will be developed.

### Earth Space Science Progression

**ESS1.B: Earth and the solar system**

- Grades K-2: Patterns of movement of the sun, moon, and stars as seen from Earth can be observed, described, and predicted.

- Grades 3-5: The Earth’s orbit and rotation, and the orbit of the moon around the Earth cause observable patterns.

- Grades 6-8: The solar system contains many varied objects held together by gravity. Solar system models explain and predict eclipses, lunar phases, and seasons.

**ESS2.A: Earth materials and systems**

- Grades K-2: Wind and water change the shape of the land.

- Grades 3-5: Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and

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48 Correlations to the state standards for each core academic course can be found as Attachment S. A complete list of textbooks and resources to be used for each course can be found as Attachment T.
gravity break rocks, soils, and sediments into smaller pieces and move them around.

Grades 6-8: Energy flows and matter cycles within and among Earth’s systems, including the sun and Earth’s interior as primary energy sources. Plate tectonics is one result of these processes.

**ESS3.A: Natural resources**

- Grades K-2: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

- Grades 3-5: Energy and fuels humans use are derived from natural sources and their use affects the environment. Some resources are renewable over time; others are not.

- Grades 6-8: Humans depend on Earth’s land, ocean, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.

### Life Science Progression

**LS1.C: Organization for matter and energy flow in organisms**

- Grades K-2: Animals obtain food they need from plants or other animals. Plants need water and light.

- Grades 3-5: Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter and obtain energy from sunlight, which is used to maintain conditions necessary for survival.

- Grades 6-8: Plants use the energy from light to make sugars through photosynthesis. Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy.

**LS2.A: Interdependent relationships in ecosystems**

- Grades K-2: Plants depend on water and light to grow, and also depend on animals for pollination or to move their seeds around.

- Grades 3-5: The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.

- Grades 6-8: Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary
across ecosystems but the patterns are shared.

LS4.D: Biodiversity and humans

Grades K-2: A range of different organisms lives in different places.

Grades 3-5: Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.

Grades 6-8: Changes in biodiversity can influence humans’ resources and ecosystem services they rely on.

Physical Science Progression

PS1.A: Structure of matter (includes PS1.C Nuclear processes)
Grades K-2: Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.
Grades 3-5: Because matter exists as particles that are too small to see, matter is always conserved even if it seems to disappear. Measurements of a variety of observable properties can be used to identify particular materials.
Grades 6-8: The fact that matter is composed of atoms and molecules can be used to explain the properties of substances, diversity of materials, states of matter, phase changes, and conservation of matter.

PS3.C: Relationship between energy and forces
Grades K-2: Bigger pushes and pulls cause bigger changes in an object’s motion or shape.
Grades 3-5: When objects collide, contact forces transfer energy so as to change the objects’ motions.
Grades 6-8: When two objects interact, each one exerts a force on the other, and these forces can transfer energy between them.

Endeavor teachers create lesson plans based on the California Common Core State Standards. In some subjects the teachers have textbooks or programs the teachers use as basis for the lessons. For other subjects, lessons are completely teacher-created pulling from a number of resources such as websites, Teacher Editions from various textbook series, trade books, and other teachers.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Textbooks and Curriculum Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>TK-1</td>
<td>SRA - Imagine It&lt;br&gt;Scholastic - Guided Reading Program&lt;br&gt;Heinemenn - Units of Study for Teaching Writing&lt;br&gt;Shurley English</td>
</tr>
<tr>
<td></td>
<td>2-3</td>
<td>Scholastic - Guided Reading Program&lt;br&gt;Heinemenn - Units of Study for Teaching Writing&lt;br&gt;Shurley English</td>
</tr>
<tr>
<td></td>
<td>4-6</td>
<td>Shurley English</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>(all lessons are teacher created)</td>
</tr>
<tr>
<td>Math</td>
<td>TK-3</td>
<td>Houghton Mifflin Harcourt - Saxon Math&lt;br&gt;Scott Foresman - Investigations</td>
</tr>
<tr>
<td></td>
<td>4-7</td>
<td>Houghton Mifflin Harcourt - Saxon Math</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>(all lessons are teacher created)</td>
</tr>
<tr>
<td>Science</td>
<td>TK-3</td>
<td>Scott Foresman History-Social Science for California</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Glencoe Science – Focus on Earth, California edition</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Glencoe Science – Focus on Life, California edition</td>
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<tr>
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<td>8</td>
<td>Glencoe Science – Focus on Physical, California edition</td>
</tr>
<tr>
<td>History</td>
<td>TK-3</td>
<td>Scott Foresman</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>Macmillan McGraw Hill Social Studies 2007</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Glencoe – Discovering Our Past: Medieval to Early Modern Times, California edition</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Glencoe - Discovering Our Past: American Journey to WWI, California edition</td>
</tr>
</tbody>
</table>
1.12 **A-G Requirements**
Endeavor College Prep does not serve high school grades; therefore this section does not apply.

1.13 **Instructional Methods and Strategies**
We have two credentialed teachers in every classroom from transitional kindergarten through sixth grade. We are confident that this model leads to increased achievement for our students.

Research indicates that reading instruction is most effective when conducted within small homogeneous groups.\(^\text{49}\) At schools such as North Star Academy Elementary School in Newark, NJ and Leadership Preparatory Charter School\(^\text{50}\) in Brooklyn, NY, students are supported by a team teaching model in which each classroom has two teachers. Having two teachers in the room allows the class to be broken into small homogeneous ability groups for reading lessons. Each teacher works with a small group of students, while a third group of students practices independent reading.

In transitional kindergarten through early first grade when many assessments will be administered one-on-one, teacher pairing allows one teacher to pull students for assessment while the other teacher continues to teach the rest of the students, minimizing interruption to students’ learning. Similarly, when an individual student needs attention, the support teacher will be available to handle the issue without disruption to the lesson.

The team teaching model plays a significant part in the professional development of our teachers. A study published in the May 2005 issue of *Educational Leadership* found that "the most effective strategies for helping new teachers were giving them the opportunity to observe other teachers, work with mentors, meet and make plans with other teachers and receive plenty of feedback."\(^\text{51}\) In our team teaching model, every one of these strategies is part of the daily routine. The lead teacher is in the classroom with the teacher all day, allowing for multiple opportunities for the lead teacher to model good instruction and high behavioral expectations and to offer feedback on observations of the less experienced teacher’s instruction. The mentoring opportunities created by this full-time pairing accelerate the learning curve commonly experienced by new teachers and allow them to increase their effectiveness more rapidly.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects During Which Both Teachers Are Teaching</th>
<th>Subjects During Which One Teacher Leads Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-3</td>
<td>• Reading</td>
<td>• Science</td>
</tr>
<tr>
<td></td>
<td>• Writing (independent writing time)</td>
<td>• Social Studies</td>
</tr>
<tr>
<td></td>
<td>• Math</td>
<td>• Writing (mini-lesson)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PE</td>
</tr>
</tbody>
</table>


\(^\text{50}\) Leadership Preparatory Charter School is a Building Excellent Schools Fellow-founded school.

Focus on Literacy
Endeavor College Prep places enormous emphasis on literacy development, starting in transitional kindergarten. Transitional kindergarten through sixth grade students benefit from over two hours a day of literacy instruction and practice—mastering skills in phonemic awareness, phonic, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English. We believe that using a literature-based literacy program, our students not only master all of the California and Common Core English-Language Arts standards, but also become skilled, passionate, habitual, critical readers.

Key elements of the school’s literacy program include:

- **Phonics.** Transitional kindergarten and first grade literacy instruction focuses strongly on phonics instruction. Students receive 40 minutes of direct, explicit phonics instruction each day during their literacy rotations. This instruction occurs in small groups to allow teachers to differentiate instruction in order to meet the needs of all of the students in the classroom.

- **Fluency and Decoding.** Students are placed in fluency and/or decoding small groups based on initial diagnostic assessments. This allows teachers to meet students at their current level, remediate their specific deficits, and accelerate them to grade-level standards of proficiency. Teachers running these small groups are trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills necessary for reading success.

- **Comprehension and the Use of Literature.** Understanding the written word is likely a student’s best indicator of future school success. In order to ensure that all students develop proficient comprehension of all types of text, Endeavor College Prep

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52 This approach to literacy aligns with the Reading First initiatives proposed in the federal No Child Left Behind legislation and is believed to be effective with our target population, which will include a high number of English Language Learners and students entering performing below grade-level.

53 ECP transitioned to the Common Core State Standards in all grades in the 2013-14 school year in order to prepare our students for the new standardized testing in the 2014-1015 school year.
provides multiple opportunities for skill development with a variety of texts. We believe strongly in the use of full pieces of literature, rather than the excerpts commonly used in the traditional basal reader.

Endeavor College Prep’s reading classes are grounded in the use of grade-level and above grade-level books and use an additional decoding and comprehension phonics program to support students who are struggling.

Most of the novels selected for use in our reading classes were chosen from the California Department of Education’s *Recommended Literature: Pre-Kindergarten Through Grade Twelve*. In the CDE’s accompanying document, *Connections to Standards*, they explain how the books may be used to teach any of the ELA standards:

“Because so many of the standards for reading comprehension and literary response and analysis can be addressed through the use of high-quality fiction and nonfiction materials, individual standards have not been listed for each title in this collection nor have specific titles been suggested for each of the standards. Attempts to do so were found to be insufficient to reflect the myriad of ways teachers can use this list to meet the instructional and recreational literary needs of students.” 54

The document goes on to explain additional benefits of using books:

“Reading and the use of literature are also of great benefit beyond the boundaries of the language arts classroom. Through the integration of quality literature selections into content area lessons, teachers can enrich their students’ understanding and create an atmosphere for inquiry and discussions about what they read. When literature selections are integrated into the content areas of the curriculum, students can begin to make historical and literary connections and gain a deeper understanding of the subject matter, specific concepts, or certain time periods. As children read and are engaged with quality texts, they have the opportunity to develop a greater awareness about a historical period, a specific way of life, what people thought, and how they behaved.” 55

Teachers use read alouds of short stories, novels, poems, and nonfiction to model fluent, expressive reading of texts at and above the students’ grade level. Through the deliberate “think aloud” of metacognitive strategies, teachers help students develop the habits of effective readers. 56 Teachers also provide direct instruction about these metacognitive strategies, give students opportunities to practice and share their own

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55 Ibid.
56 “Think Aloud” is a technique designed to allow students to better understand what their teachers are thinking and why, in order to serve as a model of what the students should consider as they complete similar tasks independently. These specific metacognitive strategies proven to be most effective for good readers include making predictions, asking questions, making connections, visualizing, clarifying, synthesizing, and using fix-up strategies. Keene & Zimmerman, *Mosaic of Thought*, Heinemann (1997).
thought processes, and offer constructive feedback that pushes students to deeper understanding, both in whole-class demonstrations and one-on-one reading conferences.

In transitional kindergarten through grade five, students also practice these reading strategies in their core reading classes and in leveled, guided reading groups. These guided reading classes support the work of the core reading classes and are based on the same units of study and content standards as the core reading course. All teachers in the school (not simply English-Language Arts teachers) are assigned a group of students based on reading fluency, decoding, and comprehension assessment data. These groups are smaller in size than other core classes in order to provide increased opportunities for each student to read and receive specific feedback from their teacher. Teachers lead students through shared texts, with a level of support appropriate to the group’s reading level, as outlined in Fountas and Pinnell’s *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy.* The inclusion of all teachers in this reading time also demonstrates the school’s emphatic commitment to literacy.

A textual analysis component provides students the opportunity to apply specific reading skills to shorter pieces of texts that, through repeated practice, help students develop their ability to decipher questions and use evidence from the text to support their answers. These passages and questions are carefully selected to prepare students for mastery of the reading standards at each grade level.

Students read independently for at least 30 minutes a day in grades K-3 and an hour a day in grades 4-8, including supervised reading time at school and assigned reading at home. Students are taught to select books at their current independent reading level, and classroom teachers monitor their independent reading through a combination of reading logs, teacher conferences, and a computerized testing program, such as Accelerated Reader.

- **Vocabulary.** The development of academic vocabulary is a school-wide focus. Teachers in all content areas use research-based best practices for explicitly teaching new words and providing students with the necessary opportunities to practice these words repeatedly across content areas. In addition, teachers provide students with

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58 Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.
59 This practice is based on the research indicating that an increase in the volume of student reading will accelerate students’ reading achievement. More about this research can be found in Richard Allington’s *What Really Matters for Struggling Readers.* Addison Wesley Longman (2001). Students’ home reading will be tracked on independent reading logs signed by parents.
60 Close monitoring of students’ independent reading is a common practice. One school that uses computer assessment for this purpose is Synergy Charter School, as observed in a site visit, 9/27/07. Synergy Charter School has substantially higher test scores than most schools in LAUSD and was also named a 2007 Charter School of the Year by the Center for Education Reform.
instruction about word parts (prefixes, suffixes, Latin and Greek roots) and strategies for learning new words so that students increase their vocabularies as they encounter unfamiliar words in their daily reading.  

- Writing and Grammar  In addition to reading courses, students in grades transitional kindergarten through six also have a daily class dedicated to improving their writing skills. Their teachers model techniques of effective authors, provide direct instruction about these techniques, and provide frequent and specific feedback to improve the quality of each student’s writing. Students write in a variety of genres as required by the state standards, and, while not all student writing goes through a five-step writing process, students are able to effectively use a process for writing, including prewriting, drafting, revising, editing, and publishing. Our school uses the Shurley English program and the Six Traits model for evaluating the quality of student writing across grade levels and content areas.

In addition, through the explicit teaching and practice of grammar and spelling rules, students master conventions of the English language and be held accountable for these conventions in the writing they complete at school—not just in writing class, but in all of their classes. Students are expected to write every day, in every class and for a variety of purposes. For example, students write literary analyses in reading class, explain answers to solutions in math class, create first-person historical journals in social studies, and compose lab reports in science.

Focus on Math
Students at Endeavor College Prep are pushed to achieve excellence in mathematics. Through an emphasis on both mathematical computation and problem solving, our students are becoming well-rounded mathematicians who have developed automaticity with basic facts, accuracy with complicated calculations, and effective strategies for solving word problems and applying math to solve real-world problems. New students use programs, like the computer-based Math in a Flash or Fastt Math, to ensure that they have memorized basic facts for addition, subtraction, multiplication, and division for integers zero through twelve. Teachers use manipulatives and graphic representations to help students deepen their understanding of mathematical concepts. Mathematical vocabulary is explicitly taught and practiced, and students are frequently required to write explanations for their mathematical reasoning.

Our math program includes the following six conceptual categories:  

- Number and Quantity.
- Algebra.

62 The Six Traits (or Six Plus One Traits, as it is now sometimes called) writing program assesses student writing based on common characteristics of good writing. The six traits are ideas, organization, sentence fluency, word choice, voice, and conventions. (Presentation was later added as a seventh common characteristic.) More details about the Six Traits program can be found in Vicki Spandel’s Creating Writers. Addison, Wesley, Longman (2001).
63 Based on the California Department of Education’s California Common Core State Standards: Mathematics (2013).
Students master grade-level standards for each strand in transitional kindergarten through seven and all eighth-graders complete a year-long algebra course. This provides students with the preparation and motivation to enter a challenging high school math sequence of study that ends with completion of calculus. The structure of our schedule allows advanced students to transfer to a different grade for a single subject. If this were to happen, we will create an independent math study for 8th graders who have already mastered the 8th grade math curriculum.

1.14 How the School’s Methodologies and Curriculum Will Ensure Mastery of the California Common Core State Standards

Endeavor College Prep teachers use the California Common Core State Standards as the foundation for what should be taught. Teachers spend the majority of their summer professional development days following a structured protocol to thoroughly understand the standards, analyze state-approved textbooks and materials, study released Smarter Balanced test questions and other sample assessments, create units of study and timelines for instruction, write assessments, and craft units of instruction. These long-term plans are approved by the Campus Directors and/or the Co-Director for Academics and Culture and revised at regular intervals throughout the year, based on student assessment data and ongoing professional development sessions.

Endeavor College Prep teachers use a common board configuration and daily lesson design. The Black Board Configuration (BBC) will include the objectives of each class period (Aims), an opening activity (Do Now), a list of instructional activities (Agenda), and daily homework assignments. As a result, students will always know what is expected of them throughout the class period.

Daily lesson follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.

While some variation of this standards-based curriculum alignment approach is used at many of the high-performing schools visited by the school’s Lead Founder, the Endeavor College Prep model will most closely mirror the Curriculum Alignment Templates used by Roxbury Preparatory Charter School. Roxbury Prep’s Co-director and instructional leader, Dana Lehman, presented this process to the Building Excellent Schools Fellows at a training on 9/19/07.

The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.

**Frequent Assessment and Data-Driven Instruction**

In order to push students to their greatest academic potential, it is necessary to constantly assess what they already know and what they have learned. Endeavor College Prep uses a combination of standardized and teacher-created assessments to constantly monitor student achievement.

At the start of each academic year, new students complete the Stanford 10, a nationally normed test, to establish a baseline of student performance. This test is administered again each subsequent spring to measure overall longitudinal growth in the core content areas of reading, writing, and math. Student progress, both individual and cohort, provides meaningful data about the success of our curricular program and instructional practices. Trends drive professional development and other instructional decisions, while individual student scores allow the school to provide additional support as needed.

Standardized test data are scrutinized each summer to determine the school’s greatest areas of success and opportunities for growth. Any student not earning a passing score on the state assessments will be given intense academic support during the following school year.

Endeavor College Prep also uses Data Director, a standardized testing software program correlated with the Common Core State Standards, to track progress on each standard in core content areas in every grade level. The Co-Director or Campus Directors work with the teachers to create interim assessments to be administered every six to twelve weeks (depending on the grade and content area) to monitor student achievement and meticulously track results for each standard and each student. Teachers use results to adjust their lesson plans, instructional activities, lesson pacing, and student groupings.
In addition to school-wide standardized tests, teachers are trained on and expected to implement a variety of other effective assessment practices. Teachers use published content-specific tools to diagnose student needs, create comprehensive unit tests to measure mastery of the standards covered in each unit, and plan multiple checks for understanding into every daily lesson.

Simply acquiring student achievement data is only the first step in supporting strong student outcomes. Several days of teacher orientation are devoted to the effective interpretation of assessment data and the creation of action plans based on the results. Throughout the school year there is at least one whole-staff professional development session every six weeks dedicated to looking at student work and analyzing assessment data, and the expectation is that grade-level and/or content area teams will analyze student work and assessment data on a regular basis during common planning time. Teachers are trained to evaluate test validity, complete item analyses, and use the data to improve their instructional practices. A school-wide data management program tracks progress and correlates scores on standardized tests with their classroom grades and teacher-created assessments.

Tiered Academic Support

Endeavor College Prep seeks to create a school where all students achieve academic success. More than 90% of our students are socioeconomically disadvantaged and are statistically at risk of beginning school performing below grade level. The school is designed to include multiple supports for all learners, including subgroups that are historically underperforming.

We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week.

Based on strategies proven effective at high-performing schools with similar student populations, the supports Endeavor College Prep offers include:

*Effective Classroom Management and Effective Teaching Techniques*

Teachers at Endeavor College Prep are experienced professionals, dedicated to minimizing student misbehavior and maximizing each student’s involvement in class. Students are engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for students to interact with the material and will use frequent checks for understanding to ensure that no students fail to master the content. It is expected that students are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class.

*Differentiated Instruction*
While our goal is mastery of the content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of students within a single class period.67

Teachers use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify student’s unique needs, strengths, and weaknesses. They meet the widespread learning needs of their students using such differentiation strategies as:68

- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from student to student, differentiated instruction allows for all students to achieve success with the same content standards.

- **Leveled Guided Reading Groups**
  During our daily guided reading groups transitional kindergarten through sixth grade students are grouped by ability. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students’ reading achievement is assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level.69

- **Homework Support**
  Endeavor College Prep teachers assign between 10 and 30 minutes of homework each night in each content area, for a total of 30 to 60 minutes a night for transitional kindergarten through third grade; one and a half to two hours a night for fourth and fifth grade students; and two to

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67 Teachers are trained to differentiate effectively during on-going professional development based on the research done by educational experts Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners* (1999), and Rick Wormeli, author of *Fair Isn’t Always Equal* (2006).

68 These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.(1999)

69 Students in grades six through eight are also be included in leveled guided reading groups when appropriate.
two and a half hours of homework each night for students in grades six through eight.\textsuperscript{70} Homework assignments are always practice of skills the students have already learned but are continuing to work with in order to achieve true mastery. This means that students are prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination.

Students are supported in their efforts to complete homework by having an agenda to record daily assignments and an after-school hour of supervised study hall for students who volunteer to attend or who are assigned by teachers to receive additional help. Students and their families are also able to contact teachers on their cell phones during the evening to receive additional homework assistance. During Summer Academy, students are taught proper phone etiquette including how to leave a proper voicemail message. All staff sign an agreement governing appropriate use of the school-issued cell phone and other electronic media.

- \textit{Frequent Assessment, Feedback, and Communication}
  
  We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, students receive daily homework grades and behavior scores. Teachers quickly score assessments and return these tools in a timely manner so that students can immediately correct and learn from their mistakes.

  Progress is communicated to families each week through completed work packets (including scored homework, class assignments, tests and quizzes) and through formal progress reports or report cards at least every six weeks.

  Students and families also have access to each teacher’s cell phone number and teachers and school leaders will make themselves available for concerns or questions each evening and on weekends.

- \textit{Intense, Targeted Remediation and Acceleration}
  
  Endeavor College Prep teachers spend extra time working with the most struggling students, regardless of ELL or Special Education status, in small group settings in order to best accelerate their learning and catch them up to grade-level standards of performance. These sessions may be scheduled as long-term Academic Support Groups during Prep Plus, and additional sessions may be added during the school day, before school, or on weekends in order to provide students with the assistance they need for academic success. While the curricula used for this targeted intervention varies based on students’ needs, teachers use an even more frequent assessment regimen to ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.

- \textit{Electives}
  
  Electives at Endeavor College Prep are intentionally social rather than academic in nature because we believe it is critical that students have a sense of belonging to more than their homeroom groups and believe these clubs are an additional opportunity to reinforce character

\textsuperscript{70} This level of homework after an extended school day is a common practice at the highest-performing urban schools in the country.
development and school culture. Electives, which start in the seventh grade and are driven by teacher and student interest, take place once a week, as part of the Friday schedule.

Electives include such activities as flag football, cross country running, yoga, painting, board games, chess, photography, student government, drama, poetry, newspaper, and yearbook. Students are able to mix grade levels during this time and belong to a different elective class each trimester to allow for the development of a variety of interests and skills. Students do not earn grades for their participation in these classes, but we believe they are an important part of building a school-wide sense of community and pride, which also has a positive impact on student achievement.

1.15 How the Instructional Program Will Support Development of Technology-related Skills

Students at Endeavor College Prep already use computers several times a week. They take reading quizzes each time they finish a book, they use a variety of websites to practice math skills, teachers use PowerPoint presentations and other media to present materials. Our seventh and eighth graders also have a coding class as one of their elective options. As educational technology continues to develop, we will continue to place more emphasis on teaching students all of the technology skills needed to be successful in the 21st century. We anticipate a much more robust technology curricula, including typing, word processing, PowerPoint, Excel, Internet research, and a wide variety of software programs that will supplement our more traditional curricula while building increased mastery of both technology and the CA CCSS. The School has been awarded funding earmarked for Common Core implementation that will be primarily spent on the purchase of new laptops and software. These purchases will begin during the third trimester of 2013-14 and will be completed in the 2014-15 school year, when the funding expires.

1.16 Graduation Requirements
Endeavor College Prep does not serve high school grades; therefore this section does not apply.

1.17 Plan for Obtaining WASC Accreditation
Endeavor College Prep does not serve high school grades; therefore this section does not apply.

1.18 Informing Parents about the Transferability of Courses
Endeavor College Prep does not serve high school grades; therefore this section does not apply.

1.19 Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

Due to the size of our school, our TK enrollment is not large enough to support a separate class. If we were to get 36 TK students, we would group them together in a single classroom. When TK enrollment is below 36 students, students who are enrolled in TK share a classroom with kindergarten students in a combination class. TK students are taught the kindergarten standards.
at a pace and using instructional methods that best fit their individual learning needs. TK students who are excelling may be grouped with traditional kindergarten students and proceed at the kindergarten pacing.

1.20 Academic Calendar

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

The Endeavor College Prep school year is similar to a traditional single-track calendar. Our school year includes 180 instructional days, divided into three trimesters.

The 180 days of instruction provide 69,450 instructional minutes, which are calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory instruction for all students. The total number of instructional minutes, exclusive of these elements, exceeds the number of annual instructional minutes set forth in Education Code § 47612.5 as outlined in section 1.22.

There will be no school Labor Day, Columbus Day, Veterans’ Day, Martin Luther King, Jr. Day, President’s Day, or Memorial Day and the school will have short breaks for Thanksgiving, winter holidays, and spring vacation.

Teachers have an additional 36 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data.71 Students also attend a week-long Summer Academy (two weeks in grades 4-8) to prepare for the year.

71 The summer professional development days and all PD days embedded within the school year are part of the teacher’s regular work schedule and compensation for these days is included as part of each teacher’s salary. These professional development days are pupil-free days; however, our school schedule exceeds the number of instructional days and minutes required for students.
## Academic Calendar 2014-2015

Early Dismissal: K-3rd: 1:50 p.m. every Tuesday, 4th-6th: 2:10 p.m. every Friday, 7th & 8th: 2:00 p.m. every Friday

### Sept. '14
- **Sept. 1:** No School—Labor Day
- **Sept. 2:** 21 Days of Instruction
- **Mar. 30:** 20 Days of Instruction
- **Mar. 23:** Birthday
- **Jan. 5:** Academy
- **Jan. 1:** No School
- **Nov. 27:** Thanksgiving
- **Nov. 21:** End of first trimester
- **Nov. 11:** No School
- **Sept. 1:** No School

### OCTOBER '14
- Early Dismissal: K
- **—**
- **3:** Teacher PD, Winter Break
- **2:**
- **—**
- **—**
- **—**
- **31:** No School
- **—**
- **—**
- **—**
- **—**
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### NOVEMBER '14
- **Nov. 11:** No School—Veteran's Day
- **Nov. 21:** End of first trimester
- **Nov. 27-28:** No School—Thanksgiving Break
- **17 Days of Instruction**

### JANUARY '15
- **Jan. 1-2:** No School—Winter Break
- **Jan. 5-9:** Teacher PD, Winter Break
- **Academy
- Jan. 19:** No School—Martin Luther King, Jr.'s Birthday
- **14 Days of Instruction**

### FEBRUARY '15
- **Feb. 16:** No School—President's Day
- **19 Days of Instruction**

### MARCH '15
- **Mar. 23-27:** Conferences—Early Dismissal
- **Mar. 30-31:** No School—Spring Break
- **20 Days of Instruction**

### APRIL '15
- **Apr. 1-3:** No School—Spring Break
- **April 6-10:** Teacher PD, Spring Break Academy
- **14 Days of Instruction**

### MAY '15
- **May 25:** No School—Memorial Day
- **20 Days of Instruction**

### JUNE '15
- **June 15-19:** 4 p.m. dismissal
- **June 19:** Last day of school & End of third trimester
- **June 22-30:** Teacher PD
- **15 Days of Instruction**

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**AUGUST '14**

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**OCTOBER '14**

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**Endeavor College Prep**  
Charter Renewal February, 2014
1.21 Daily Schedules

The daily schedule of Endeavor College Prep is constructed to maximize academic instruction. Our school year contains 69,450 minutes in grades K-8 (including transitional kindergarten) calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory attendance for all students. We exceed the annual instructional minutes set forth in Education Code § 47612.5.

In grade K-3, scholars attend school from 7:20 a.m. to 3:05 p.m., four days a week. Once a week students are dismissed at 1:50 p.m. to allow for the faculty to participate in professional development. In addition, students who are identified by their teachers as needing extra support in reading, math, or ELD are invited to morning tutoring, which begins at 7:20 and runs during the morning independent work and breakfast, ending at 8:10 a.m.

**Transitional Kindergarten through Third Grade**

Transitional kindergarten through third grades are the foundational years at Endeavor College Prep. Students in these primary grades receive intense instruction in literacy and math in order to ensure that they are prepared for the rigorous, college preparatory curriculum of the middle school grades.

Transitional kindergarten through third grade classes have two credentialed teachers in the classroom during the literacy and math blocks. The two teachers differentiate instruction by working with small groups of students. One teacher is responsible for teaching science/social studies and the math meeting by him/herself. The other teacher teaches read aloud, grammar, and writing. This allows the opposite teachers to have planning periods during those times.

**Figure 1.22 – Sample Kindergarten through Third Grade Student Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-7:45</td>
<td>25</td>
<td>Independent Work &amp; Breakfast in the Classroom</td>
</tr>
<tr>
<td>7:45-8:10</td>
<td>25</td>
<td>Morning Meeting &amp; Tutoring, including ELD</td>
</tr>
<tr>
<td>8:10-10:15</td>
<td>125</td>
<td>Literacy Rotations</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>35</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>10:50-11:05</td>
<td>15</td>
<td>Morning Recess</td>
</tr>
<tr>
<td>11:05-11:30</td>
<td>25</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>60</td>
<td>Grammar &amp; Writing</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>45</td>
<td>Lunch &amp; Recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-7:45</td>
<td>25</td>
<td>Independent Work &amp; Breakfast in the Classroom</td>
</tr>
<tr>
<td>7:45-8:10</td>
<td>25</td>
<td>Morning Meeting &amp; Tutoring, including ELD</td>
</tr>
<tr>
<td>8:10-10:15</td>
<td>125</td>
<td>Literacy Rotations</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>35</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>10:50-11:05</td>
<td>15</td>
<td>Morning Recess</td>
</tr>
<tr>
<td>11:05-11:25</td>
<td>20</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>11:25-12:15</td>
<td>50</td>
<td>Grammar &amp; Writing</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>45</td>
<td>Lunch &amp; Recess</td>
</tr>
</tbody>
</table>

72 These times are for purposes of example. Exact times will be arranged with the LAUSD site principal as part of our Shared Use Agreement.
Fourth through Sixth Grades

Fourth, fifth, and sixth graders have four core classes (one for each core subject—reading, writing, math, and social studies or science). The social studies and science classes are taught two days a week, plus alternate Fridays. In addition to their core reading class, students will participate in leveled small-group guided reading classes four days a week and a period called Prep Class in which two teachers work with the class pulling small groups for differentiated lessons in math and/or writing.73

Fourth and fifth grade students have two homeroom teachers and remain in the same classroom. We hire multiple-subject credentialed74 teachers for our fourth and fifth grades. One of the homeroom teachers teaches the core reading class and social studies/science. The other homeroom teacher teaches math and writing. We have deliberately paired reading, social studies, and science in order to allow that teacher to maximize literacy skills across content areas and integrate strategies for reading fiction and non-fiction texts. The math and writing teacher also have the benefit of incorporating literacy into math class and collaborate closely with the other homeroom teacher to effectively meet the needs of all students in all content areas.

This teaching schedule allows for two planning periods for the fourth and fifth grade teachers each day. This planning time is used to prepare lessons, grade, communicate with parents, observe colleagues, meet with school leadership, complete other assigned tasks, and participate in individualized professional development activities.75

During leveled reading and prep classes, each of the homeroom teachers teaches half of the students in the homeroom, creating a lower student-to-teacher ratio for these hours of the school day. This allows leveled reading and prep teachers to provide greater levels of differentiation.

---

73 The Guided Reading class provides teachers with the opportunity to reinforce the grade-level reading standards being taught in the core reading class, using texts appropriate to the level of the students in the guided reading group.
74 ECP will ensure the compliance of its teaching structure at all times.
75 Because of our extended school day and the many demands placed on our teachers, we believe in the importance of sufficient planning time each day. This quantity of teacher planning time is similar to the high-performing urban schools studied by the Lead Petitioner during the Building Excellent Schools Fellowship.
Team and Family Time each Friday allows for students to gather as grade-level or whole-school teams. Team and family Time builds and reinforces school culture as we celebrate successes, address issues, and build community through a variety of activities, such as Song Fest, awards ceremonies, inspirational speakers, and team-building games.
Figure 1.23 – Sample Fourth through Sixth Grade Student Schedule

<table>
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<th>Time</th>
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<tbody>
<tr>
<td>7:40-8:10</td>
<td>30</td>
<td>Homeroom and Breakfast in the classroom</td>
</tr>
<tr>
<td>8:10-9:10</td>
<td>60</td>
<td>Prep Class</td>
</tr>
<tr>
<td>9:10-9:25</td>
<td>15</td>
<td>Morning Break</td>
</tr>
<tr>
<td>9:25-10:35</td>
<td>70</td>
<td>Math</td>
</tr>
<tr>
<td>10:35-11:45</td>
<td>70</td>
<td>Reading</td>
</tr>
<tr>
<td>11:45-12:40</td>
<td>55</td>
<td>Leveled Reading</td>
</tr>
<tr>
<td>12:40-1:25</td>
<td>45</td>
<td>Lunch and Recess</td>
</tr>
<tr>
<td>1:25-2:25</td>
<td>60</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>2:25-3:25</td>
<td>60</td>
<td>Writing</td>
</tr>
<tr>
<td>3:25</td>
<td></td>
<td>Dismissal #1</td>
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<tr>
<td>3:25-4:25</td>
<td>60</td>
<td>Prep Plus</td>
</tr>
<tr>
<td>4:25</td>
<td></td>
<td>Dismissal #2</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>405</strong></td>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:40-8:10</td>
<td>30</td>
<td>Homeroom and Breakfast in the classroom</td>
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<td>8:10-9:20</td>
<td>70</td>
<td>Reading</td>
</tr>
<tr>
<td>9:20-10:20</td>
<td>60</td>
<td>Science/Social Studies</td>
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<tr>
<td>10:20-10:35</td>
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<td>Break</td>
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<tr>
<td>10:35-11:45</td>
<td>70</td>
<td>Math</td>
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<tr>
<td>11:45-12:50</td>
<td>65</td>
<td>Writing</td>
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<tr>
<td>12:50-1:35</td>
<td>45</td>
<td>Lunch and Recess</td>
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<tr>
<td>1:35-2:10</td>
<td>35</td>
<td>Team &amp; Family Time (Character education)</td>
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<tr>
<td>2:10</td>
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<td>Dismissal</td>
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<td>2:30-5:00</td>
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<td>Professional Development</td>
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<td><strong>Total Instructional Minutes</strong></td>
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Seventh and Eighth Grades
The seventh and eighth grade schedules more closely resemble the schedules found in college-preparatory high school programs.

Students rotate through English, math, social studies, and science each day. Students participate in electives and Team and Family Time each Friday.

Figure 1.25 – Sample Seventh and Eighth Grade Student Schedules

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<td>30</td>
<td>Homeroom and Breakfast in the classroom</td>
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<td>8:00-9:00</td>
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<td>Science</td>
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<tr>
<td>9:00-9:45</td>
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<td>Leveled Reading/Prep Class</td>
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<tr>
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<td>10:00-11:00</td>
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<td>11:00-12:00</td>
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<td>Reading</td>
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<td>12:00-12:30</td>
<td>30</td>
<td>Independent Reading</td>
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<tr>
<td>12:30-1:15</td>
<td>45</td>
<td>Lunch and Recess</td>
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<td>1:15-2:15</td>
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<td>Social Studies</td>
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<td>2:15-3:15</td>
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<td>Writing</td>
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<td>Dismissal #2</td>
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<td>Homeroom and Breakfast in the classroom</td>
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<tr>
<td>7:50-8:30</td>
<td>40</td>
<td>Independent Reading</td>
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<tr>
<td>8:30-9:10</td>
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<td>Team and Family</td>
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<td>2:30-5:00</td>
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<td>Professional Development</td>
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### 1.22 Instructional Days and Minutes Calculator

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<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
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<th>Total Number of Instr. Minutes</th>
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1.23 Teacher Recruiting

Endeavor College Prep recruits qualified teachers to successfully implement the school’s mission. Teacher recruitment includes job listings posted on a variety of teacher recruiting sites, such as the California Charter School Association, Teach For America, Ed-Join, and the Association for Supervision and Curriculum Development. In order to increase our applicant pool, we may participate in job fairs at local universities, including Occidental College, University of Southern California, University of California Los Angeles, Pepperdine University, and Loyola Marymount University.

Teacher application and selection is an intense process, designed to gain a deep understanding of the candidate’s beliefs, competencies, and potential to work with others to create dramatic student gains. We screen carefully for alignment with Endeavor’s mission, our PRIDE values, ambition to grow professionally, and the desire to work as part of a highly collaborative team. The process includes:

1. Resume and cover letter screening
2. Initial phone interview with the Director of Academics and Culture or a Campus Director
3. In-person interview with Director of Instruction and Culture and/or Campus Director
4. School visit, including tour and classroom observation
5. Teaching a sample lesson (either at Endeavor College Prep or the candidate’s school)
6. Group interview with school administration and members of the teacher team
7. Reference and credential checks, including CTC authorization to teach English Language Learners
8. Offer letter

1.24 Professional Development

Recent educational research demonstrates that the professional development programs with the most positive impact on student achievement include: 

- **Collaborative learning:** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects.
- **Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:** Particularly for math and science professional-development programs, research has emphasized the importance of developing math and science content knowledge, as well as pedagogical techniques for the content area (Blank, de las Alas, and Smith, 2008; Blank and de las Alas, 2009; Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).

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76 Additional fingerprinting, background checks, and medical clearance will be completed prior to beginning work.
**Active learning:** Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.

**Deeper knowledge of content and how to teach it:** Training teachers solely in new techniques and behaviors will not work.

**Sustained learning, over multiple days and weeks:** Professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Endeavor College Prep embraces these findings as the foundation for our own professional learning community and we devote a significant amount of time and resources to the continual growth of our teachers and leaders.\(^78\)

Beginning with a four-week summer training, teachers learn the expectations of lesson and assessment design, classroom management, and school culture essential to school-wide success.\(^79\) Each year the summer training begins with revisiting our mission and the tenets of our charter (for both new and returning staff). During this time teachers also refine long-term scopes and sequences based on the California State Content Standards and Common Core State Standards and meticulously plan their first units of study. Summer is also a time to build collegiality between teachers and lay the foundation for strong working relationships.

A series of learning walks\(^80\), informal observations, frequent check-ins, and formal observations provide the Co-Director for Academics and Culture and Campus Directors with the data necessary to ensure they are able to support each teacher as they pursue excellence in their craft. Teachers should also expect to receive meaningful written feedback at least once a month and have their overall performance reviewed annually.\(^81\)

Weekly staff development meetings are held one afternoon a week to provide on-going support for teachers throughout the year. During this time, teacher teams work together to plan lessons, analyze student work, write assessments, create action plans to meet both individual student and whole-class needs, and continually improve their practice. Most of these professional development sessions will be led by the Co-Director for Academics and Culture, Campus Directors, or various members of the Endeavor College Prep teaching team, as well as outside experts as appropriate.

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\(^{78}\) Our on-going professional development plans are based on the successful practices of high-achieving urban charter schools as studied through the Building Excellent Schools Fellowship and will also draw heavily from the work of Richard DuFour, author of *Professional Learning Communities at Work* and *Learning by Doing*, and Peter Senge, author of *The Fifth Discipline* and its companion resource, *Schools That Learn.*

\(^{79}\) The summer professional development days and all PD days embedded within the school year are part of the teacher’s regular work schedule and compensation for these days is included as part of each teacher’s salary.

\(^{80}\) A learning walk is an intentional tour of the entire campus conducted by the Co-Director of Academics and Culture and often joined by other members of the instructional team focusing on a specific topic such as student participation rates, posted objectives, use of wait time, or other data that allow evaluation of the student culture and learning environment.

\(^{81}\) A draft of the teacher evaluation plan (based on the Professional Growth Plans used by the Achievement First Schools) can be found in Attachment G.
Professional Development topics include:
  o School culture
  o Character development
  o Classroom management
  o State content standards and assessments, including CCSS and Smarter Balanced assessments
  o Long-term lesson planning, backward mapped from CCSS and LCAP goals
  o Daily lesson design
  o Informal and formal assessment
  o Data analysis, including progress toward LCAP goals
  o Teaching ELA standards in a literature-based program
  o Effective feedback for students
  o Teacher collaboration
  o Differentiated instruction
  o Student engagement techniques
  o Communicating with and engaging parents and guardians
  o English Language Learner strategies and compliance
  o Special Education strategies and compliance
  o Effective strategies for vocabulary development and Academic English
  o A variety of protocols (for examining student work, observing peers, solving problems, etc.)
  o Integrating literacy in the content areas
  o Integrating technology
  o Health and safety, including state child abuse reporting and school’s safety plan

In addition to weekly staff development time each week, full days of professional development have been built into the annual calendar to allow for deep analysis of start-of-year and mid-year assessment data and allow time for significant collaboration between teachers each trimester.

Endeavor College Prep has a professional resource library for teachers and has memberships to several professional organizations, including the California Charter School Association, the Association for Supervision and Curriculum Development, and the National Staff Development Council.

We also encourage teachers to join professional organizations, such as the National Middle School Association, National Council for Teachers of English, National Council for Teachers of Mathematics, and National Council for the Social Sciences, International Reading Association, and National Science Teachers Association. Funds are available to help cover the costs of attending related conferences or visiting other high-performing schools to learn best practices.

**Meeting the Needs of All Students**

At the core of Endeavor College Prep’s mission is the unwavering belief that all students, regardless of their socioeconomic or educational background, deserve a high-quality, college-preparatory education. With this core belief, we are targeting a student population that is largely
considered “at-risk” for academic failure based on factors such as income level or home language. Endeavor College Prep’s educational program was designed very deliberately to meet students where they are instructionally and accelerate them to achieve mastery at and above grade level.

Our school design includes the following key elements—common to high-performing urban charter schools—to meet the needs of each potentially “at-risk” student:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size, low student to teacher ratio, and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in transitional kindergarten through sixth grade
- Small, leveled guided reading groups in transitional kindergarten through fifth grade
- Systematic, explicit instruction in phonics and phonemic awareness in transitional kindergarten, kindergarten, and first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Small group math instruction in transitional kindergarten through third grade
- Word Walls to reinforce academic vocabulary
- Prep Classes designed to meet the academic and developmental needs of students in grades four through eight
- Phonics, decoding, and fluency groups during Prep Plus in grades four through eight
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Additional strategies target students who may have additional needs—students performing far above or below grade level, students with low socioeconomic status, English Language Learners, and Special Education students. These additional supports are incorporated within the school day and/or offered during Prep Plus, as needed.

1.25 English Language Learners

Endeavor College Prep serves a large percentage of English Language Learners: approximately 46% of the overall school population. The achievement of high levels of English proficiency and overall academic success of each of these students is critical to the mission of our school.
To the greatest extent possible, our goal is to have all EL students accessing all curricular opportunities their peers have. For this reason, ELD is not offered as a separate class in grades four through eight. ELD support is provided during the instruction of the regular ELA standards. In the rare cases that this is not sufficient, extra support is provided during leveled reading, Prep, and Prep Plus (optional).

Our core instructional program was designed to meet the needs of our English Language Learners and our intense focus on literacy and the quality of our literacy instruction accelerates most students to mastery of standard academic English. For students learning English, teachers use strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during Prep Plus
- Use of native language to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- Prep Classes (during school) designed to meet the academic and developmental needs of students at each grade-level
- Phonics, decoding, and fluency groups during Prep Plus (after school)
- Small, leveled guided reading groups
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Prep Plus
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Endeavor College Prep adheres to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of Endeavor College Prep adheres to the following plan to initially determine a student’s English language proficiency:

- Families complete a home-language survey upon enrollment in the school.

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82 These effective instructional practices are collected from decades of experience working with ELL students and come from a wide range of research-based best practices. Many of them can be found in Hill & Miller’s *Classroom Instruction that Works for English Language Learners* (2013).
• Students whose primary language is not English are initially assessed using the California English Language Development Test (CELDT) over the summer and/or within the first 30 days of enrolling in Endeavor if it is the first California public school they have attended.

• Annual assessment of English proficiency is conducted within the annual CELDT testing window, which closes in October. We notify all parents of our responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

• Additional assessments are administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student’s needs during both core classes and additional instructional times.

• ELL students are placed in mainstream classes for core academics and receive additional English Language instruction as necessary, using the recently released professional learning modules and the English Language Arts/English Language Development curriculum frameworks that are being released by CDE this year as a guide. Based on assessment results, the Co-Director for Academics and Culture or Campus Directors work with teachers to create a plan to meet the additional instructional needs of each student identified as an English Language Learner. This instruction may occur during specially-designed guided reading classes and/or Prep Plus decoding and fluency groups and may also occur as specialized pull-out instruction during Prep or other classes during the day, as appropriate.

• ELL students are re-evaluated with the CELDT test each fall until re-designated as English Language proficient.

Students who have been identified as ELL are reclassified to fluent English proficient (RFEP) according to the following guidelines, based on the California Department of Education’s redesignation criteria:

• English proficiency demonstrated by CELDT results of Advanced or Early Advanced in their overall score, with no subtests scoring lower than Intermediate.

• Academic performance demonstrated by passing grades of 3 or 4 (grades TK-1) or 70% or higher (grades 2-8) in reading and writing

• Parent opinion confirmed through written notification

• A score of proficient or advanced on the English language arts section of the California Standards Test or similar standardized assessment

This process is monitored by Endeavor’s operations staff, which is responsible for maintaining our student information system with updated demographic and testing data. They will maintain a

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The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment. Students who have already taken the CELDT at another school that school year or who have previously been reclassified as English proficient (IFEP or RFEP) do not-retake the CELDT.
list of EL students and review their eligibility for reclassification twice a year: when CELDT scores are released and when state standardized test scores are released.

Students who are reclassified to RFEP continue to be monitored by their teachers for two years after their reclassification as part of their on-going data analysis of student achievement. If through the monitoring it is discovered that RFEP students are struggling and it is determined to be language-related, these students will be offered any support normally offered to EL students, as appropriate for the student’s specific needs. As for any student, if the monitoring reveals that the student is ready for more challenge, lessons and/or assignments will be differentiated for the student’s ability. During this monitoring period, CELDT testing is not required.

Teachers meet weekly for professional development, with many of the professional development topics helping teachers to meet the needs of students learning English.

Endeavor College Prep will use the following to monitor and evaluate the effectiveness of our ELL program and instruction:

- Individual student improvement on the CELDT test from year to year
- Individual student improvement on the Smarter Balance Assessment Consortium exam for grades 3-8 (if available)
- School-wide RFEP rate
- School-wide subgroup results on the Smarter Balance Assessment Consortium exam for grades 3-8 (if available)

The results of this evaluation will drive our professional development needs as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Language Learners.

Endeavor College Preparatory Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Endeavor College Preparatory Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services
Endeavor College Preparatory Charter School shall provide to the CSD an annual report of its EL program assessment. Upon request, Endeavor College Preparatory Charter School shall provide a copy of its current EL Master Plan to the CSD.

Endeavor College Preparatory Charter School shall administer the CELDT annually in accordance with federal and state requirements.

Endeavor College Preparatory Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

1.26 Students Achieving Above Grade Level

In her 1997 article “What It Means to Teach Gifted Learners Well,” Carol Ann Tomlinson states that "what it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait."

While we believe that most students are appropriately challenged by our rigorous academic program, Endeavor College Prep is committed to working with students who are performing above grade level to provide additional challenge. We do not currently identify students for Gifted and Talented Education (GATE). Instead we differentiate instruction so as to challenge all students at their highest capacity.

Students earning advanced scores on the state tests, or otherwise identified by the staff as high-achieving, benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
• Opportunities to build leadership skills through peer tutoring

Classroom teachers are trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and variety of processes used and products created. The teachers’ frequent data analysis will identify any students who are ready for additional challenge, content acceleration, or enrichment. For example independent reading at Endeavor is monitored through the Accelerated Reader program. For independent reading, we do not use a one-size-fits-all textbook approach. Students read books at a level determined through comprehension metrics measured and monitored through the program. This allows our more advanced readers to access literature above their current grade level. Likewise small groups organized throughout the day (during reading, math, leveled reading, and Prep class) allow teachers opportunities to present differentiated material to students who are excelling with the regular course content.

High-achieving students are also offered opportunities during Prep Plus, which includes a variety of advanced concepts in core academic subjects and enrichment topics. These Prep Plus opportunities include such opportunities as advanced book clubs, poetry readings, math Olympics, journalism, robotics, speech and debate.

These students are also challenged through preparation for and participation in a variety of school-based, local and/or national academic competitions, like spelling bees, Science Olympiad, Odyssey of the Mind, and National Geographic’s annual Geography Bee.

1.27 Students Achieving Below Grade Level

While we believe that most students’ needs are being met by the wide variety of school-wide supports already in place, Endeavor College Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. As mentioned in the section above, the teachers’ frequent data analysis, including structured collaborative analysis during content team meetings with teachers of the same subject, allows for identification of students who are struggling in a specific subject.

A student at Endeavor College Prep is considered low-achieving if they meet the following criteria:

1. performing more than one level below his/her actual grade level based on class assignments and assessments, including a Reporting Achievement Level Descriptor (ALD) of 1 or 2 on the Smarter Balanced Assessment Consortium exam.
2. earning below 70%\textsuperscript{84} in one or more core subjects and therefore in danger of failing the grade
3. not on track to make at least one grade level of growth in reading, writing, and math

\textsuperscript{84} In transitional kindergarten through first grade, this would be a score of 1 or 2 in core subjects.
Students with below-grade-level skills benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades transitional kindergarten through six
- Small, leveled guided reading groups in grades transitional kindergarten through five
- Systematic, explicit instruction in phonics and phonemic awareness in transitional kindergarten through first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Small group math instruction in grades transitional kindergarten through three
- Prep Classes designed to meet the academic and developmental needs of students at each grade-level in grades four through eight
- Phonics, decoding, and fluency groups during Prep Plus in grades four through eight
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic Support groups for all content areas held during Prep Plus
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

In addition to the supports offered to all students, low-achieving students at Endeavor College Prep are strategically grouped for small-group instruction during Prep class and are invited to attend Prep Plus classes one to four days a week to receive additional academic help. This allows students full access to all core and non-core content while meeting the students’ needs.

Their progress is monitored weekly by their core academic teachers and students who are not making adequate progress toward grade-level standards will be referred to the Student Success Team for further consideration.

**Student Success Team**

A Student Success Team (SST) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents, teachers, and student.
An SST is a general education function and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with suspected special educational needs, and students who have experienced emotional trauma or behavioral issues.

Prior to convening an SST meeting, teachers are required to bring their concerns to the attention of the Campus Director and their campus’s RSP teacher and begin documenting intervention attempts to generate data for analysis and discussion at the SST meeting. To initiate an SST meeting, the teachers must submit the following documents:

- SST Referral Form
- Pre-SST Intervention Plan
- Pre-SST Intervention Log
- Pre-SST Intervention Graph
- Parent Contact Log

The RSP teacher can advise and assist teachers with the creation of these items.

Anyone who has on-going concerns about a student’s achievement can refer that student for SST consideration and anyone who is connected with that student can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child’s unique needs.

The Endeavor College Prep SST meetings include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

1.28 Socio-economically Disadvantaged Students

We believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches are based on each student’s instructional needs, not their income level.
Over 90 percent of our students qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Small, leveled guided reading groups
- Systematic, explicit instruction in phonics and phonemic awareness in transitional kindergarten through first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Phonics, decoding, and fluency groups
- Systematic writing and grammar instruction
- Small group math instruction in grades transitional kindergarten through three
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Prep Plus
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

For students from low socio-economic backgrounds, we are sensitive to the financial burdens that schools often place on families and offer financial support for families unable to purchase supplies, uniforms, etc. In addition, any students requiring a quiet place to study and do homework are invited to remain at school for Homework Club during Prep Plus.

Additionally we provide experiences and exposures that low SES students may not typically have. These include:

- Educational field trips during the school day
- Optional exploratory filed trips on the weekends such a hikes in local mountains
- College tours
- Private high school tours
- Family support for navigating the public magnet school and private high school application process

1.29 Students with Disabilities

Federal Law Compliance
Special Education Program
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Endeavor College Prep will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Endeavor College Prep regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The
MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- **End of Year Suspension.**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  The usual file including District ID.

- **Norm day – 2013**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
1.30 Students in Other Subgroups

Endeavor College Prep does not have specialized programs for any other subgroups.
1.31 A Typical Day/What a Visitor Would Expect to See

The following describes the experience of a visitor spending the day with a fourth grade class at Endeavor College Prep:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>7:15 a.m.</td>
<td>A visitor spending the day at Endeavor College Prep would likely arrive in the morning, shortly after 7:00 a.m. He would see that the school is already prepared for the day—an easel greets students and reminds parents about the upcoming parent workshop and the school’s office manager is supervising the handful of students who have already arrived. A group of parents is gathered near the playground where they are discussing the students’ upcoming trip to visit U.S.C. It will be their second college tour this year and more than a dozen parents have already volunteered to chaperone.</td>
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<tr>
<td>7:25 a.m.</td>
<td>Promptly at 7:25 all of the teachers meet with Mrs. Ferguson, the Campus Director, in the teacher work room. They refer to this morning meeting as the “teacher huddle,” and it serves as their daily opportunity to connect and refocus on school-wide priorities for the day. Today the reminders include aiming for 100% participation in class discussions and making it to class right on time at the end of recess. One of the teachers reminds the group that the fourth grade Wash U homeroom has earned a special free dress pass for breaking the school’s previous PRIDE Point record—114 points in a week. The teachers break from the huddle with an “ECP on 3!” and spread throughout the building to their assigned morning stations.</td>
</tr>
<tr>
<td>7:40 a.m.</td>
<td>By 7:40 many students have gathered at the school for breakfast before the start of the school day. Ms. Croteau greets the students with a smile and they line up to shake hands on their way into the building. Children have been taught to make eye contact, have a firm handshake, and return the greeting, and the visitor is pleased to see that most of the students also greet guests with “Good Morning” and a smile. Students are greeted again by Mr. Sanchez and Ms. Garber, a fourth-grade teacher and a fifth-grade teacher, in the school’s main hallway. They do a quick double-check of their uniforms before sending them to pick up breakfast on the way to their classroom. The hallway is lined with information about colleges mixed with examples of extraordinary student work. On the day of this visit there are displays which showcase the students’ persuasive essays, geography quizzes, and math vocabulary drawings. In their classrooms, students drop off their breakfast, take out their books, binders, and folders, and hang their backpacks on the assigned hooks before settling down to eat. The visitor notices how the whiteboards are already set up for the day, the mellow jazz music in the background that seems to set the tone for the room, and the way each student follows this morning routine without a reminder.</td>
</tr>
</tbody>
</table>
| 7:45 a.m. | By 7:45 all students have arrived for the start of homeroom time. Five student homework checkers grab clipboards from the side table and work with their classmates to scan each homework assignment and note any assignments that are missing or incomplete. Today, all but one student have completed all of their assignments. During the morning homework check the visitor might walk around the room and notice the “Shout Outs” covering the sides of each student’s desk—colorful notes of praise from classmates and teachers—and also a few Post-it notes on desktops from teachers reminding an individual student to “Raise your hand more!” or “Write in complete sentences!”  

A few minutes before 8:00 a.m. both homeroom teachers, Ms. Arguello and Mr. Sanchez, greet the students, who echo back their response. Ms. Johansen shares an inspirational quote—today it is Eleanor Roosevelt, “The future belongs to those who believe in the beauty of their dreams.” She wishes the students a beautiful day and reminds them to try to earn every PRIDE point they can, for their preparation, respect, integrity, determination, and enthusiasm, core character values of the school. As a class, yesterday they were two points shy of a perfect day. |
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<tr>
<td>8:10 a.m.</td>
<td>Students grab their books and folders for guided reading and head to the front or back of the classroom, while a few students even head to another room to meet with their guided reading teacher. One group works with Ms. Arguello to decode multisyllabic words, another group is practicing finding the main idea of several short informational articles with Mr. Martinez, and a well-prepared student-led group takes turns reading Eleanor Estes’s <em>The Hundred Dresses</em> and answering questions the teacher has prepared about character traits and motivation.</td>
</tr>
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</table>
| 9:10 a.m. | Students make a quick transition to their seats for math class, immediately put last night’s homework on the corner of their desks, and begin to complete the Do Now on their individual whiteboards. Today’s Do Now is a series of word problems about area and perimeter, with a couple of bonus problems on volume.  

After three and a half minutes, Mr. Sanchez invites a few students up to the main whiteboard to show their work and then explain their answers to the class. When the first student begins to explain, all of the other students SLANT (sit up straight, listen, ask and answer questions, nod, and track the speaker). When one of the students realizes that his work led to an incorrect answer, he calls on a classmate for help. No one in the class laughs or teases him; instead, several erase their own whiteboards and make the same correction.  

Mr. Sanchez thanks students for sharing and leads the class through a quick scoring of the homework assignment. After a few minutes for questions and students working together to complete corrections for any problems they missed, the teacher collects the assignment while a student volunteer reads the objective for today’s class. |
Mr. Sanchez teaches a lesson on finding the area of irregular polygons and stops every few minutes to check for student understanding. After he shows several sample problems, he has students talk through three more while the rest of the class takes notes. He assigns three more problems for students to complete in pairs. After each pair finishes and holds up their whiteboards, he gives them permission to move on to the day’s independent work.

After all the students in the class are working independently, Mr. Sanchez calls a group of five students to the side table. These are the students who, based on the scores from last night’s homework, need some additional instruction. He works with them for five minutes, re-teaching the skill and giving them feedback as they practice, before he feels confident sending them back to their desks to work on today’s assignment plus five extra problems to practice the skill from yesterday.

Five minutes before the end of class, Mr. Sanchez calls the group back together to go over two problems with which some of the students seemed to be struggling. They review the day’s objective, make sure everyone has copied tonight’s homework into their agenda, put away their math materials and take out everything they need for writing class.

10:35 a.m. Reading class always starts with a Do Now, except for today. Today is the last chapter of Ralph Fletcher’s *Fig Pudding* and Ms. Arguello promised they could skip straight back to the read aloud of the novel. Students squirm in their seats with anticipation until she finally beckons them back to the rug. They review what has happened in each of the previous chapters and Ms. Arguello asks them to share predictions for the final chapter with a partner. When she opens the book to read Chapter Nine the students turn all of their attention to the book as they seek to figure out how the Abernathy family will deal with the tragedy they read about yesterday. Many of the students cried yesterday when a major character unexpectedly passed away. The final chapter brings a satisfying resolution and students applaud as their teacher closes the book one final time. She leads a discussion on author’s craft and how the author effectively engages the readers’ emotions and also talks for a few minutes about the other books Ralph Fletcher has written. The students seem eager to check them out of the classroom library.

Ms. Arguello then reviews the textual analysis objective for the day and leads a short mini-lesson on character traits. Students write paragraphs describing characters from *Fig Pudding*, using at least three examples of evidence from the text to support their description. A few students share their best paragraphs with the class.

Reading class ends with twenty-five minutes of independent reading. More than half of the class has earned the privilege of sitting wherever they want while they read and they scatter throughout the room propped up on colorful pillows. Ms. Arguello makes sure everyone is settled before working with a small group. She
meets with this group every other day to reinforce their comprehension skills as they struggle to make the transition from picture books to chapter books. They are showing progress but still need a lot of reinforcement to maintain concentration with longer stories. As a few students finish their books, they log in to take a short comprehension quiz on the computer, record their scores on their independent reading logs, and then exchange their books for a new title.

Five minutes before the end of reading class Ms. Arguello asks students to find a good stopping point in their books and turn to chat with a partner about the characters in their book—specifically to compare one of their characters with a character from *Fig Pudding* and explain the evidence from the text that backs up this claim. Students talk excitedly about how a character is gullible like Bobby or responsible like Cliff or crazy like Uncle Billy, until their teacher gives the signal to head back to their desks. They clean up and prepare for their next class to begin.

11:45 a.m. The final class before lunch is Prep class, when students get extra practice and small group instruction on math and writing skills. Students begin with racing each other on new math drills before each settles in with the practice packet in their purple folder. Every student is working on a different skill, with some still working on carrying in three-digit addition, while a few others are carefully borrowing across zeroes, and others are working on multiplication or division. The most advanced students in the class have packets for geometry or statistics.

While most of the students are working independently at their desks, Mr. Sanchez is pulling a group of students who need to review yesterday’s adding fractions lesson, and Ms. Croteau pulls several pairs of students to work on peer revising of their current personal narrative drafts. Students are equally excited to be pulled into a group with a teacher as they are to be working independently. They receive feedback on their computation packets every few days and are excited to move up to more advanced levels.

After a quick PRIDE evaluation, the students take a minute to clean up the room and take out their materials for social studies class before they line up to head to recess.

12:45 a.m. Recess is short. This means that students line up quickly and quietly in order to maximize their playing time. Half of the teachers head out with them to turn the double-dutch rope, play basketball, or walk laps around the perimeter of the playground. The other half of the teachers takes a quick break before joining the rest of the teachers and the students for lunch.

When it is time to head to the cafeteria, Ms. Sussman blows a whistle and the whole playground seems to freeze. After a second whistle the students grab their equipment and line back up by homeroom. The first homeroom heads in to get lunch and sit at their cafeteria table. The rule in the cafeteria is that it sounds like a nice restaurant; students are expected to talk quietly with the other students.
assigned to their table. After eating, the students work together to wipe down their tables and throw away their trash before lining back up for class. While waiting for all the students to join the line, several of the teachers take turns calling out mental math problems that the students answer in unison.

1:25 p.m. Lined up in the hallway outside their classroom, the students are greeted by Ms. Arguello who tells the students to activate what they know about timelines and the California Missions—a hint that today’s social studies Do Now will ask students to interpret a timeline about California’s Missions. They have used timelines before but within a couple of minutes Ms. Sutter can tell that students are struggling, so she stops the Do Now time to reteach and answer questions before asking students to finish the task independently.

Ms. Arguello reads the day’s objectives and leads the class through a lesson on non-fiction text features. They practice using several parts of the history book and then students work in groups of four to complete the assignment.

With ten minutes left in class, Ms. Arguello goes over the parts of the assignment that will be homework and takes questions from two students. They spend five minutes practicing social studies vocabulary using Ms. Arguello’s famous vocabulary charades game (a few students peek at the history word wall when they need a hint), review the objective for the day, and get ready for writing class.

2:20 p.m. Mr. Sanchez then places today’s grammar practice on the overhead. Students turn in their binders to the writing Do Now and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently misspelled words from last week’s spelling list.

“Good afternoon, authors!” “Good afternoon, Mr. Sanchez!” Mr. Sanchez begins the class not by correcting the Do Now but by announcing the five scholars who earned 100% on Friday’s grammar quiz. He invites each of the five to correct one of the Do Now sentences while their classmates follow along on their papers.

The fourth-grade writing test is coming up, and the students are in the middle of their narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of a time someone surprised them. While they move independently through the steps of the writing process, Mr. Sanchez works the room, giving pointers, reminding students to read their drafts aloud to revise and edit, and conferencing when a student seems temporarily stuck.

Seven minutes before the end of class, Mr. Sanchez asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow.
3:25 p.m. 3:25 is Endeavor College Prep’s first dismissal. At this point about half of the students head out the main door to walk home or get into their parents’ cars. Mrs. Ferguson and Ms. Cervantes tell students to “Have a great afternoon!” and “Do all of your homework” and “Read extra!”

The other half of the students attend Prep Plus after school for an additional hour. Many are students who want to stay and work in a quiet place on their assignments and others have been invited by a teacher to attend based on academic need.

4:25 p.m. At 4:25 p.m. students and teachers alike are tired but satisfied. The students are dismissed, and teachers and staff work to prepare for tomorrow. The work is intense but every day brings the students one day closer to college and a more successful future. The visitor is awed by the intensity with which the school leadership, teachers, students, and families work together to pursue the school’s mission.
Element 2 – Measurable Student Outcomes and
Element 3 – Method by which Pupil Progress toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code § 47605(b)(5)(C).

STANDARDIZED TESTING

Endeavor College Preparatory Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Endeavor College Preparatory does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

2.1 Measurable Goals of the Educational Program


Endeavor College Prep shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.
**STATE PRIORITY #1— BASIC SERVICES**
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
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<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization  
2. Endeavor Operations Team will annually review credential status and notify any teachers of impending expiration |
| **MEASURABLE OUTCOME** | 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing |
| **METHODS OF MEASUREMENT** | 1. Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing  
2. CALPADS Report 3.5 NCLB Core Course Section Compliance |

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<tr>
<th>SUB-PRIORITY B – INSTRUCTIONAL MATERIALS</th>
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<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. All current instructional materials will be reviewed for alignment to CCSS  
2. Any new instructional materials purchased will be aligned to CCSS and these will be appropriately budgeted. |
| **MEASURABLE OUTCOME** | 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| **METHODS OF MEASUREMENT** | 1. Content leaders and teachers review all instructional materials before purchase  
2. Signed purchase orders  
3. School maintains list of textbooks and supplemental materials |

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<tr>
<th>SUB-PRIORITY C – FACILITIES</th>
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<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. Daily general cleaning by custodial staff will maintain campus cleanliness  
2. Logs are completed and on file  
3. Bi-annual facility inspections will screen for safety hazards  
4. Monthly evaluations of custodial staff will be completed  
5. Cleanliness spot checks will also be performed monthly by the Operations Team |
| **MEASURABLE OUTCOME** | Custodian scores Satisfactory or better in all areas of evaluation, 90% of bi-annual Facility Inspection checklists are compliant/good standing and
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<th><strong>STATE Priority #2 — Implementation of Common Core State Standards</strong></th>
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<tbody>
<tr>
<td>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</td>
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**Sub-priority A — CCSS Implementation**

**Goal to Achieve Sub-priority**: Teachers will use the California Common Core State Standards as the foundation for their curriculum.

**Actions to Achieve Goal**
1. Provide intensive professional development for the teachers on CCSS and related assessments.
2. Update teacher evaluation tool to reflect inclusion of CCSS teaching practices.
3. Content Team Leaders will be trained in CCSS best practices in order to effectively observe and give feedback to teachers regarding CCSS implementation.

**Measurable Outcome**: 100% of lessons and assessments will be aligned to the CCSS.

**Methods of Measurement**
1. Content Team Leaders will regularly observe teachers and spot check lesson plans, materials, and assessments.
2. Co-Director will review teacher evaluation and coaching notes to support alignment with CCSS and to share best practices for CCSS implementation across campuses.

**Sub-priority B — EL Students & Academic Content Knowledge**

**Goal to Achieve Sub-priority**: All students, including English Language Learners (ELLs), will gain academic content knowledge through the implementation of the CCSS.

**Actions to Achieve Goal**
1. All students, including ELLs, participate in daily reading and writing classes with appropriate instructional supports.
2. Students requiring additional language support will receive daily intensive small group language support.

**Measurable Outcome**: 100% of students, including ELLs, will gain academic content knowledge through the implementation of the CCSS.

**Methods of Measurement**
1. Weekly SWYK Quizzes
2. Unit Assessments

**State Priority #3 — Parental Involvement**

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

**Sub-priority A — Parent Input**

**Goal to Achieve Sub-priority**: Maintain parent representation on the School Site Council (SSC).

**Actions to Achieve Goal**
1. Each fall, the SSC nominates and elects parents to serve as new members.
2. Hold monthly SSC meetings.
3. Share information with school community regarding SSC decisions.
<table>
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<tr>
<th><strong>Measurable Outcome</strong></th>
<th>Annually, the SSC will have, at minimum, five parent members serving on the council</th>
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<tbody>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>SSC meeting minutes</td>
</tr>
</tbody>
</table>

### Sub-priority B – Promoting Parent Participation

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Provide a variety of ways for parents to be involved in their child’s education.</th>
</tr>
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</table>
| **Actions to Achieve Goal**      | 1. Teachers host a minimum of six Family Night events throughout the year. These are workshops that build family capacity for helping students with specific content  
2. Co-Directors host monthly *cafeitos*.  
3. School coordinates trimester one and two family report card conferences.  
4. School sends weekly letter with announcements, upcoming events, and volunteer opportunities.  
5. Five parent representatives are elected to the School Site Council  
6. From time to time, ECP partners with external organizations such as Families that Can, Families in Schools, and similar community based organizations that promote parent empowerment. |

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<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
<th>A minimum of six Family Nights per campus, eight <em>cafeitos</em>, and two rounds of family report card conferences.</th>
</tr>
</thead>
</table>
| **Methods of Measurement** | 1. Calendar of family events  
2. Sign-in sheets from family events |

### State Priority #4—Student Achievement

**Pupil achievement, as measured by all of the following, as applicable:**

- **A.** CA Measurement of Academic Progress and Performance on statewide assessment
- **B.** The Academic Performance Index (API)
- **C.** Percentage of pupils who are college and career ready
- **D.** Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- **E.** EL reclassification rate
- **F.** Percentage of pupils who have passed an AP exam with a score of 3 or higher
- **G.** Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### Sub-priority A – CA MAPP: ELA/Literacy and Mathematics

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal**      | 1. School will create and/or purchase appropriate CCSS-aligned instructional materials.  
2. Teachers will receive professional development to ensure that classroom instruction is conducive to student learning. |
3. School will create and/or purchase appropriate CCSS-aligned interim assessments.
4. Campus Directors will observe teachers (at least monthly) and analyze student achievement data to ensure student mastery of CCSS.
5. Co-Director of Academics and Culture will monitor the successful implementation of actions 1-4 listed above.

**MEASURABLE OUTCOME**

Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

**METHODS OF MEASUREMENT**

CA MAPP Score reports

---

**SUB-PRIORITY B – API**

**GOAL TO ACHIEVE SUB-PRIORITY**

School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

**ACTIONS TO ACHIEVE GOAL**

Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.

**MEASURABLE OUTCOME**

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

**METHODS OF MEASUREMENT**

1. CA MAPP Score reports
2. CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

---

**SUB-PRIORITY C – COLLEGE AND CAREER READY**

**GOAL TO ACHIEVE SUB-PRIORITY**

Students are on track to be college and career ready.

**ACTIONS TO ACHIEVE GOAL**

1. Teachers utilize Fountas & Pinnell to assess start and end-of-year reading levels
2. Dedicate significant time during the school day to independent reading.
3. Teachers use Accelerated Reader to monitor weekly reading progress and give feedback to students.
4. All eighth graders will pass Algebra I, which puts them on track to complete Calculus in high school and enter college without the need for remedial math.

**MEASURABLE OUTCOME**

1. 100% of students will grow at least one grade level each year in reading.
2. 100% of students at Endeavor more than three years will read on or above grade level.
3. 100% of students will grow at least one grade level each year in math.
4. 100% of students at Endeavor more than three years will pass
<table>
<thead>
<tr>
<th>SUB-PRIORITY D – EL PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| **METHODS OF MEASUREMENT** | 1. STEP (grades K-3) or Fountas & Pinnell (grades 4-8) benchmark assessment results  
2. Interim math assessments  
3. Final grade and final exam in eight grade algebra |
| **SUB-PRIORITY E – EL RECLASSIFICATION RATES** |
| **GOAL TO ACHIEVE SUB-PRIORITY** | EL students will be reclassified as Fluent English Proficient annually. |
| **MEASURABLE OUTCOME** | 60% of students at Endeavor will earn reclassification within three years of enrollment.  
80% of students at Endeavor will earn reclassification within four years of enrollment.  
100% of students at Endeavor will earn reclassification within five years of enrollment. |
| **METHODS OF MEASUREMENT** | Reclassification documents |

**STATE PRIORITY #5 – STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*  
A. School attendance rates  
B. Chronic absenteeism rates
### C. Middle school dropout rates (EC §52052.1(a)(3))

### D. High school dropout rates

### E. High school graduation rates

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY A – STUDENT ATTENDANCE RATES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>School will maintain a high Average Daily Attendance (ADA) rate.</td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.  
2. Operations Team will monitor daily, weekly and monthly attendance to identify trends and concerns.  
3. Operations Team will conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality. |
| **MEASURABLE OUTCOME** | ADA will be at least 95% |
| **METHODS OF MEASUREMENT** | Monthly, Quarterly, and Annual ADA reports |

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY B – STUDENT ABSENTEEISM RATES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students will have a minimum number of absences in any school year.</td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.  
2. Operations Team will monitor daily, weekly and monthly attendance to identify trends and concerns.  
3. If a student is identified as missing excessive amounts of class, the Operations Team issues a truancy letter.  
4. If truancy continues after the first letter, a second letter is issued and the Operations Team schedules a meeting with the family regarding attendance concerns in order to improve the student’s attendance and/or punctuality. |
| **MEASURABLE OUTCOME** | ≥76% of students will achieve an attendance rate of 96% or greater. |
| **METHODS OF MEASUREMENT** | Annual and Monthly absence reports from our student information system. |

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>No students will drop out of middle school.</td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | 1. School will offer an academically engaging learning environment for all within a culture of high expectations and high support.  
2. Parents are made aware of Endeavor’s high expectations and available supports at a new family orientation in the summer and through our Student and Family Handbook, which is distributed annually.  
3. Parents are made aware of students’ progress toward ECP’s high |
end of the first and second trimesters and through progress reports that are issued at once each trimester.

4. Operations Team will ensure students transferring out of Endeavor are immediately enrolled in another school.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>0% of middle school students will drop out of school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Spreadsheet tracking high school application, acceptance, and enrollment.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #6 — SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**SUB-PRIORITY A – PUPIL SUSPENSION RATES**

**GOAL TO ACHIEVE SUB-pRIORITY**

School will maintain a low annual suspension rate.

**ACTIONS TO ACHIEVE GOAL**

2. Teachers use tier one strategies to build a strong positive culture and support all learners.
3. Teachers respond to minor misbehavior in an appropriate and effective way.
4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions.

**MEASURABLE OUTCOME**

Annually, ≤ 5% of all enrolled students will be suspended.

**METHODS OF MEASUREMENT**

1. Monthly Suspension Reports (in Welligent)
2. CALPADS Report

**SUB-PRIORITY B – PUPIL EXPULSION RATES**

**GOAL TO ACHIEVE SUB-pRIORITY**

Endeavor will maintain a low annual expulsion rate.

**ACTIONS TO ACHIEVE GOAL**

2. Teachers use tier one strategies to build a strong positive culture and support all learners.
3. Teachers respond to minor misbehavior in an appropriate and effective way.
4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions.

**MEASURABLE OUTCOME**

Annually ≤ 1% of enrolled students will be expelled.

**METHODS OF MEASUREMENT**

1. Monthly Reports in Welligent
2. CALPADS Report

**SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS**
<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Students, parents, and teachers will feel a sense of community at our school.</th>
</tr>
</thead>
</table>
| **ACTIONS TO ACHIEVE GOAL**   | 1. Co-Directors will work with teachers and staff to create a strong, positive school culture for our adult team and the students.  
2. Teachers will frequently communicate with families to ensure open communication and trusting relationships between school and home.  
3. Endeavor will devise and administer satisfaction surveys to parents, students, and teachers annually. |
| **MEASURABLE OUTCOME**        | 80% or more of students, families, and teachers will express satisfaction with the school’s safety, culture, and academic program. |
| **METHODS OF MEASUREMENT**    | Survey reports |

**STATE PRIORITY #7—COURSE ACCESS**
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:  
**Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)  
**Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE PRIORITY</strong></th>
<th>Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>School follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study, including core and non-core content areas.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of students, including all student subgroups, will have access to core and non-core content areas.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>The Co-Director of Finance and Operations will monitor student schedules to ensure all students have access to core content.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8—STUDENT PERFORMANCE**
Pupil outcomes, if available, in the subject areas described in E.C. §51210(A)-(I), inclusive of §51220, as applicable.

| **GOAL TO ACHIEVE PRIORITY** | 1. All students will demonstrate appropriate developmental or age/grade level mastery of CCSS.  
2. All ECP alumni will attend college. |
|-------------------------------|--------------------------------------------------------------------------------|
| **ACTIONS TO ACHIEVE GOAL**   | 1. School Co-director will provide on-going professional development for teachers regarding implementation of CCSS.  
2. School will purchase (or Content Team Leaders will develop, if necessary) interim assessments to measure progress throughout the year.  
3. Content Team Leaders will lead teachers through intensive data analysis for interim assessments and creation of instructional
action plans based on the results.

4. The operations team will maintain a database for tracking ECP alumni after finishing eighth grade to track their high school and college choices.

| MEASURABLE OUTCOME | 1. Consistent with state requirements, all students will reach growth expectations on the CA MAPP. Initial expectations for achievement will be based on State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program. |
| METHOD OF MEASUREMENT | 2. 100% of ECP alumni will enroll in college after high school. |

| METHODS OF MEASUREMENT | 1. CA MAPP Reports |
| | 2. Reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups |
| | 3. Alumni database that tracks high school and college enrollment |

2.2 Performance Targets aligned to State Priorities

Below is a chart “consistent with the way information is reported on a school accountability report card”, EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

As the school becomes more familiar with its target student population, the school’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the local control and accountability plan adopted by the Endeavor College Prep Board of Directors (by July 1, 2014).

For assessment of students in transitional kindergarten through second grade we will use the following:
- Strategic Teaching and Evaluation Program (STEP) to measure literacy levels
- Final exams in core subjects
- Teacher-created performance assessments
- Northwest Evaluation Association’s Measures of Academic Performance (NWEA MAP) assessment or similar computer-based assessment of CCSS.

The new state priorities take an interest in ensuring that attention is given to specific demographic subgroups such as EL, Hispanic, and students with disabilities. While we think it is important to analyze trends among the subgroups, at Endeavor College Prep we go a further and analyze data on an individual student basis. It is our belief that if we address each individual’s needs, the subgroups to which he/she belongs will also benefit. For the purposes of our annual goals, we hold the same goals for each subgroup as we do for the broader school.

Targets will revised as CDE goals are set and comparison school baselines are established; however, we affirm that our goals will meet or exceed State and District goals.
## STATE PRIORITY #1: Basic Services

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A – Teachers:</strong> Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</td>
<td></td>
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</tr>
<tr>
<td><strong>Sub-Priority B - Instructional Materials:</strong> Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Sub-Priority C – Facilities:</strong> Maintain a clean and safe school facility</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Custodian scores Satisfactory or better in all areas of evaluation. 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. (This applies if and when the Charter School is located on a private facility.)</td>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
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</tr>
</tbody>
</table>

## STATE PRIORITY #2: Implementation of Common Core State Standards

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A – CCSS Implementation:</strong> Teachers will use the California Common Core State Standards as the foundation for their curriculum.</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100% of lessons and assessments will be</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Sub-Priority B - EL Students & Academic Content Knowledge:** All students, including English Language Learners (ELLs), will gain academic content knowledge through the implementation of the CCSS.

100% of students, including ELLs, will gain academic content knowledge through the implementation of the CCSS as measured on weekly quizzes and unit assessments.

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
</table>

## STATE PRIORITY #3: Parental Involvement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, the SSC will have, at minimum, five parent members serving on the council</td>
<td>5 members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority B – Promoting Parent Participation:</strong> Provide a variety of ways for parents to be involved in their child’s education.</td>
<td>2014-2015</td>
</tr>
<tr>
<td>A minimum of six Family Nights per campus, eight <em>cafeitos</em>, and two rounds of family report card conferences.</td>
<td>6 Family Nights, 8 <em>cafeitos</em>, 2 rounds of family conference annually</td>
</tr>
</tbody>
</table>

## STATE PRIORITY #4: Student Achievement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A – CA MAPP ELA / Literacy and Mathematics:</strong> Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate</td>
<td>CA MAPP proficiency rates are higher than comparison</td>
</tr>
<tr>
<td>Sub-Priority B – API: School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</td>
<td>CA MAPP scores will meet or exceed State targets</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Sub-Priority C – College and Career Ready: Students are on track to be college and career ready.</td>
<td>n/a (baseline year – no growth)</td>
</tr>
<tr>
<td>1. 100% of students will grow at least one grade level each year in reading.</td>
<td>100%</td>
</tr>
<tr>
<td>2. 100% of students at Endeavor more than three years will read on or above grade level.</td>
<td>100%</td>
</tr>
<tr>
<td>Sub-Priority D – EL Progress: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</td>
<td>100%</td>
</tr>
<tr>
<td>100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year.</td>
<td></td>
</tr>
<tr>
<td>Sub-Priority E – EL Reclassification Rates: EL students will be reclassified as Fluent English Proficient annually.</td>
<td>60%/80%/100%</td>
</tr>
<tr>
<td>60% of students at Endeavor will earn reclassification within three years of enrollment. 80% of students at Endeavor will earn reclassification within four years of enrollment. 100% of students at Endeavor will earn</td>
<td></td>
</tr>
</tbody>
</table>
reclassification within five years of enrollment.

Sub-Priority F – AP Exam Rates (Not Applicable)

Sub-Priority G – College Preparedness / EAP (Not Applicable)

<table>
<thead>
<tr>
<th>STATE PRIORITY #5: Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priorities</td>
</tr>
<tr>
<td>Sub-Priority A – Student Attendance Rates: School will maintain a high Average Daily Attendance (ADA) rate.</td>
</tr>
<tr>
<td>Sub-Priority B – Student Absenteeism Rates: Students will have a minimum number of absences in any school year.</td>
</tr>
<tr>
<td>Sub-Priority C – Middle School Drop Out Rate: No students will drop out of middle school.</td>
</tr>
<tr>
<td>Sub-Priority D – High School Drop Out Rates (Not Applicable)</td>
</tr>
<tr>
<td>Sub-Priority E – High School Graduation Rates (Not Applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PRIORITY #6: School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priorities</td>
</tr>
<tr>
<td>Sub-Priority A – Pupil Suspension Rates: School will maintain a low annual suspension rate.</td>
</tr>
<tr>
<td>Sub-Priority B – Pupil Expulsion Rates: Endeavor will maintain a low annual expulsion rate.</td>
</tr>
<tr>
<td>Sub-Priority C (Other) School Connectedness: Students, parents, and teachers will feel a sense of community at our school.</td>
</tr>
</tbody>
</table>
2.3 Other Performance Targets

Endeavor College Prep welcomes accountability measures that ensure high standards for student achievement. In addition to the goals and objectives set for charter schools by LAUSD, Endeavor College Prep also sets the following goals and accompanying measures for our success:
### Figure 2.2 – Additional Student Outcome Measures

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Timeframe &amp; Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate meaningful growth in overall academic achievement</td>
<td>Meet annual AYP targets for each statistically significant subgroup as set by the State and Federal Government and the No Child Left Behind Act. Meet annual AYP targets for each statistically significant subgroup including Hispanic, English Language Learner, and Economically Disadvantaged students as set by the State and Federal Government.</td>
<td>Annual AYP scores</td>
</tr>
<tr>
<td><strong>Title III Annual Measurable Achievement Objective (AMAO) #1: Making annual progress in learning English</strong></td>
<td>59% of English Learners will meet annual growth expectations. CDE has not released goals beyond 2013-14. If CDE releases subsequent goals, ECP will adjust this goal to meet or exceed the CDE goal.</td>
<td>Annual assessment using CELDT</td>
</tr>
<tr>
<td><strong>Title III Annual Measurable Achievement Objective (AMAO) #2: Attaining English proficient level on the California English Language Development Test (CELDT)</strong></td>
<td>1. For students with less than 5 years of English language instruction, 22.8% will attain proficiency on the CELDT. 2. For students with 5 or more years of English language instruction, 49% will attain proficiency on the CELDT. CDE has not released goals beyond 2013-14. If CDE releases subsequent goals, ECP will adjust this goal to meet or exceed the CDE goal.</td>
<td>Annual assessment using CELDT</td>
</tr>
<tr>
<td><strong>Title III Annual Measurable Achievement Objective (AMAO) #3: Meeting AYP requirements for the EL student group</strong></td>
<td>1. 95% of EL subgroup will participate in state tests. 2. 100% of EL students will earn proficient on the state test in English-Language Arts. 3. 100% of EL students will earn proficient on the state test in Mathematics. CDE has not released goals beyond 2013-14. If CDE releases subsequent goals, ECP will adjust this goal to meet or exceed the CDE goal.</td>
<td>Annual assessment using CST, CMA, CAPA</td>
</tr>
</tbody>
</table>

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85 The three AMAO goals for Endeavor College Prep are based on goals set by the government. As State or Federal legislation or local interpretation of the legislation changes, we will revise our goals as appropriate.
<table>
<thead>
<tr>
<th>Goal 14: If CDE releases subsequent goals, ECP will adjust this goal to meet or exceed the CDE goal.</th>
<th>ELL reclassification rates</th>
<th>Students will demonstrate growth in reading comprehension and vocabulary</th>
<th>Students will demonstrate growth in mathematics computation and problem solving</th>
<th>Students will demonstrate growth in Language Arts</th>
<th>Students will demonstrate strong character and discipline</th>
<th>The school will maintain a strong character development program for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs will be reclassified as Fluent English Proficient before the end of their fifth year of English language instruction at ECP</td>
<td>100% of ELLs will be reclassified as Fluent English Proficient before the end of their fifth year of English language instruction at ECP</td>
<td>In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 reading comprehension and reading vocabulary tests, until the average percentile score reaches/exceeds the 75&lt;sup&gt;th&lt;/sup&gt; percentile.</td>
<td>In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 mathematics test, until the average percentile score reaches/exceeds the 75&lt;sup&gt;th&lt;/sup&gt; percentile.</td>
<td>In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 English Language Arts test, until the average percentile score reaches/exceeds the 75&lt;sup&gt;th&lt;/sup&gt; percentile.</td>
<td>Teachers will evaluate student behavior based on a school-wide character development rubric and monitor progress through weekly PRIDE reports, indicating each student’s level of preparation, respect, integrity, determination, and enthusiasm. TK through eighth grade students will earn an average of 70% or more of the PRIDE points available each week.</td>
<td>Average scores of “Good” or higher on the Character Education Partnership’s Character Education Quality Standards Self-Assessment Tool for Schools and Districts.</td>
</tr>
</tbody>
</table>
The school will maintain high levels of student attendance

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grades Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>Standards-based, Multiple-choice, Performance assessment</td>
<td>Measure proficiency of English Language Learners and reclassify students as appropriate</td>
<td>All—based on student’s EL status and repeated annually until student is</td>
</tr>
</tbody>
</table>

Average Daily Attendance of 95% or greater

Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school

80% will have average scores of “Satisfied” or higher on the midyear and end-of-year parent satisfaction survey

Each year, the Endeavor College Prep Board approves a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. Each year, the Board of Directors establishes an Academic Accountability Committee to work closely with the Co-Director for Academics and Culture to ensure that students are making progress toward all goals and will hold the Co-Director accountable for student achievement.

The Co-Director for Academics and Culture consults with members of the Academic Accountability Committee, teachers, other school staff, parents, and students to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program, always using the California State Content Standards as our foundation.

Endeavor College Prep may modify student outcome goals annually to meet or exceed any new or revised State and/or Federal accountability goals. Such changes in student outcome measures will be approved by the school’s Board of Directors.

**State-Wide Assessment**

Endeavor College Prep administers tests required by California’s Standardized Testing and Reporting (STAR) program in each year and subject as required by the state in Education Code §60602.5. These tests demonstrate students’ mastery of grade-level content standards in each tested content area. A testing coordinator is appointed each year to manage the assessment process.

**Figure 3.1 – Tests Required as Part of the STAR Program**

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grades Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>Standards-based, Multiple-choice, Performance assessment</td>
<td>Measure proficiency of English Language Learners and reclassify students as appropriate</td>
<td>All—based on student’s EL status and repeated annually until student is</td>
</tr>
<tr>
<td>Assessment</td>
<td>Content Area</td>
<td>Purpose(s)/Use(s) of Data</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>California Modified Assessment</td>
<td>• Standards-based</td>
<td>• Measure achievement in ELA, math, and science</td>
<td>reclassified</td>
</tr>
<tr>
<td>(CMA)</td>
<td>• MultiEple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards-Based Tests in Spanish</td>
<td>• Standards-based</td>
<td>• Measure proficiency in ELA and math; administered to students</td>
<td>2-7</td>
</tr>
<tr>
<td>(STS)</td>
<td>• Multiple-choice</td>
<td>whose primary language is Spanish and who have been enrolled in a U.S. school for less</td>
<td></td>
</tr>
<tr>
<td>Aprenda 3</td>
<td>• Norm-referenced</td>
<td>than 12 months</td>
<td>8</td>
</tr>
<tr>
<td>• Multiple-choice</td>
<td>• Measure proficiency in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Fitness Testing</td>
<td>• Criterion-referenced</td>
<td>ELA and math;</td>
<td>5 and 7</td>
</tr>
<tr>
<td>(PFT)/Fitnessgram</td>
<td>• Performance assessment</td>
<td>administered to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Measure physical fitness</td>
<td>whose primary language is Spanish and who have been enrolled in a U.S. school for less</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• based on seven key elements</td>
<td>than 12 months</td>
<td></td>
</tr>
</tbody>
</table>

2.4 Measuring Pupil Progress Toward Outcomes: Formative Assessment

Additional Methods of Assessment
We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Endeavor College Prep uses a combination of assessments to gather valuable data about our students’ strengths and weaknesses and allow us to make informed instructional decisions.

Endeavor College Prep will create interim benchmark tests using a thorough understanding of grade-level Common Core standards and the school’s scope and sequence, an intense look at SBAC’s released test questions and other relevant assessments, and will use blueprints from the California Department of Education, SBAC, or other sources as models for each benchmark test.

Teachers receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement. Additional assessments used at Endeavor College Prep are outlined in Figure 3.3.

Figure 3.3 – Additional Assessments to Be Administered at Endeavor College Prep

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content Area</th>
<th>Purpose(s)/Use(s) of Data</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP or other nationally</td>
<td>• Reading: comprehension</td>
<td>• measure longitudinal growth for cohorts of students over multiple years</td>
<td>at the conclusion of each school year,</td>
</tr>
<tr>
<td>normed exam</td>
<td>and vocabulary</td>
<td></td>
<td>grades TK-8</td>
</tr>
<tr>
<td></td>
<td>• Language arts</td>
<td>• compare growth to national norms</td>
<td>for all students new to the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gather baseline achievement</td>
<td>during summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Math
- Science
- History/Social Studies
- ELD

- data on state standards in core content areas
- measure progress in core content areas between annual standardized tests
- resulting data will allow us to revise the way that standards are taught, assessed, and re-taught throughout the year

### Published Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Content Areas</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Teaching and Evaluation of Progress (STEP)</td>
<td>Reading, ELD</td>
<td>Every 8 weeks in grades TK-4&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>data on state standards in core content areas, measure progress in core content areas between annual standardized tests, resulting data will allow us to revise the way that standards are taught, assessed, and re-taught throughout the year</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark System</td>
<td>Reading, ELD</td>
<td>Annually in grade 5-8 (more often for struggling readers)</td>
<td>evaluate student writing based on characteristics of strong composition, monitor individual student growth over years</td>
</tr>
<tr>
<td>Six Plus One Traits Writing Rubrics</td>
<td>Writing, ELD</td>
<td></td>
<td>for each major writing assignment in all content areas, grades 4-8, every four to eight weeks</td>
</tr>
<tr>
<td>Words Their Way Qualitative Spelling Inventory (QSI)</td>
<td>Spelling, ELD</td>
<td>Trimesterly</td>
<td>monitor progress of spelling patterns</td>
</tr>
<tr>
<td>Textbook publisher-created quizzes, chapter and unit tests</td>
<td>Math, Science, History/Social Science</td>
<td>Varies</td>
<td>measure student mastery of standards learned, resulting data will be used to target skills and students for small group instruction</td>
</tr>
<tr>
<td>Timed math drills (increasing in difficulty for grades four through algebra)</td>
<td>Math</td>
<td>weekly until students consistently demonstrate mastery of all time-tested skills</td>
<td>determine annual baseline for mastery of grade-level appropriate math facts/mental calculations, monitor growth over the year</td>
</tr>
</tbody>
</table>

86 For students who are English language learners, we use traditional ELA assessments for reading and writing to also monitor their English language development.
| Accelerated Reader | Independent reading | • data will be used to group students for targeted small group instruction | • monitor comprehension of books read independently  
• track level and quantity of books read  
• data is used to measure students effort and growth over time | varies, based on book length |
| Teacher-Created Assessments | | | | |
| **Do Now** | All | • used to check for understanding on a daily basis  
• used to make immediate instructional adjustments in order to remediate any deficits prior to more formal assessments | Daily for all grades |
| **Homework** | | | | |
| Class participation | | | | |
| **Projects/major writing assignments** | All | • used to track student mastery of grade-level standards  
• used to group students for targeted small group instruction  
• comprise the bulk of a student’s grade and are also a factor in promotion | at least trimesterly |
| Standards-based quizzes and tests (including chapter and/or unit tests) | All | | at least every two weeks |
| **Cumulative midterm and final exams** | All | | twice a year |
| Individual and class PRIDE reports | Character and discipline | • Evaluate and monitor student behavior based on a school-wide character development rubric for the following traits:  
  ○ preparation,  
  ○ respect  
  ○ integrity  
  ○ determination  
  ○ enthusiasm  
  • PRIDE points will also be used to determine certain privileges and participation | Weekly |
2.5 Data Analysis and Reporting

State assessment data is collected using Data Director. The Co-Director of Academics and Culture, Campus Directors, and teachers use state test data to analyze areas of strength and weakness and to set priorities for each school year.

Diagnostic assessments are administered at the start of each year to determine a baseline for students in English language arts and math. This data, along with daily classroom observation and other assessments, provides valuable details about students’ needs in each content area, and results are used to help teachers plan lessons, effectively differentiate, and participate in academic support groups during tutoring or Prep Plus.

Interim assessments are created, scored and analyzed using Data Director. Teachers meet with the Co-Director for Academics and Culture and/or Campus Directors after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results.

These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and therefore assigned to Prep Plus for the next marking period
- Adjustments to existing small groups for reading and math instruction
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in grade-level and weekly content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting each month will include the analysis of student assessment data. In addition to this collaborative data analysis, teachers monitor students’ mastery of lesson objectives through weekly quizzes and daily “exit tickets” that provide the teachers with meaningful formative assessment data which are used to revise lesson plans and to identify students in need of additional attention from the teacher.
Reporting of Data
Endeavor College Prep creates a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

The SARC will be updated annually by one of the Operations Managers under the supervision of the Co-Director of Finance and Operations. The SARC will also be made available to the public through our website: www.endeavorcollegeprep.org.

Communication of Data with Students and Families
Students and their families deserve to be consistently and proactively informed about student performance. Endeavor College Prep involves students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits.

After each round of interim assessments, teachers share results with students during class and short individual conferences with each student. At these mini-conferences, teachers work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction, tutoring, or Prep Plus, as needed.

Teachers also use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts are shared with students after each round of assessments and reviewed with parents at each report card conference. Interim assessment results, chapter and unit tests, and midterm and final exams are sent home for parents to review and sign.

State testing results are also sent to families and Endeavor College Prep hosts an annual parent meeting each summer to share the school’s progress toward school-wide goals and also explain individual score reports to students and their families.

Communication of Data with the Board of Directors
Each month the Co-Directors prepare data dashboards to present to the School’s Board of Directors. Similarly, the Co-Director of Academics and Culture prepares a monthly update to share with the Board. This academic update includes high altitude academic measure to give the Board a big-picture view of the school’s academic progress such as performance on standardized tests in context with comparison groups, grade-by-grade tracking of performance on interim
assessments, and other high-level academic data. The Co-Director of Finance and Operations prepares an Operations Dashboard that includes information about student enrollment and ADA, and any highlights or challenges from the month related to school operations. The Board can use these data in combination with the financial report to evaluate the school operations.

### 2.6 Grading, Progress Reporting and Promotion/Retention

#### Grading Policy
Students at Endeavor College Prep earn grades based on their demonstration of mastery of the California Content Standards and Common Core Content Standards. Grades include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

Progress reports are sent home every 2-6 weeks depending on the grade-level of the student. This gives parents/guardians early notice of any concerns in the student’s progress in time to make changes before the trimesterly report cards are issued.

Figure 3.4 indicates the ways in which letter, percentage, and rubric grades are used at Endeavor College Prep and what these grades mean in terms of a student’s level of mastery of the State Content Standards

#### Figure 3.4 – Grading Policy

<table>
<thead>
<tr>
<th>Letter Grade (grades 2-8)</th>
<th>Percentage</th>
<th>Rubric Score (grades TK-1)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>4</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>2</td>
<td>A student earning a C in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td>1</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>0 or 1</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>

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87 The Not Yet grade is intended to require students to re-do work that does not yet meet the standard in order to demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.
There are school-wide standards for grading. Teachers are trained on the school’s policy and work with the Co-Director for Academics and Culture, Campus Directors, and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards and Common Core State Standards.

Exceptions to this grading policy for students with special needs are based on each student’s IEP.

**Promotion to the Next Grade**

Endeavor College Prep has strict promotion criteria. It is not automatically assumed that students will pass from one grade to the next; each student must earn promotion by demonstrating competency of the essential knowledge and skills.

The parent/guardian is an important partner in supporting a their child to master the skills and knowledge necessary for the subsequent grade. They are notified of their child’s progress through progress reports that are sent home every 2-6 weeks (depending on the grade level). At each trimester conference there is a mandatory parent/teacher conference and if a student is at risk of retention, the teacher works with the parent to create an action plan that describes specific actions to be taken by the parent, student, and teacher to help the student get back on track for promotion.

Supports for students at risk of retention are described in section 1.27 of this petition, “Students Achieving Below Grade Level.”

A parent/guardian or student who wishes to appeal a teacher’s recommendation of retention may contest the decision by presenting evidence to the Campus Director that demonstrates mastery of the standards for that grade and/or other compelling evidence supporting promotion. The burden of proof shall fall on the person who is challenging the decision to retain. Once the evidence has been presented, the Campus Director shall have final decision whether the student should be retained or promoted to the next grade.

Students whose grades indicate the danger of failing a course are notified of the possibility of retention with each trimester’s report card. These students are encouraged to attend Prep Plus four days a week and may also be invited to attend additional before- and after-school and/or Saturday tutoring sessions. They will also receive additional supports as described in section 1.27 titled “Students Achieving Below Grade Level” found at the end of Element 1.

To earn promotion, students must:

1. earn 70% or higher in each of the core academic subjects and
2. earn a 70% or higher on the comprehensive end-of-year exam in each core academic subject in grades four through eight.

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88 Students in transitional kindergarten, kindergarten, and first grade have a standards-based report card, and must earn scores of 3 or 4 on their rubric scale in order to be promoted to the next grade level.
Students may be retained if they fail to meet the above criteria because such scores would indicate that they are performing below grade-level standards and would be unlikely to achieve success in the subsequent grades.

Final promotion decisions are made by the Co-Director for Academics and Culture, with input from the teachers, and are based on a student’s grades, end-of-year comprehensive test scores, standardized test scores, attendance, homework completion record, and other measures, as appropriate. The Co-Director of Academics and Culture and the Campus Directors work with the student’s teachers to look thoughtfully at student test scores, examples of student work, classroom observations, and other measures to make each decision.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP.
Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)

General Provisions

As an independent charter school, Endeavor College Prep, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Endeavor College Prep shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter Status
Endeavor College Prep is a directly-funded, independent charter.

4.1 Governance Structure

Endeavor College Prep is governed by a Board of Directors, which maintains active and effective governance of the school. Along with an effective reporting structure and attendance at regular monthly meetings, the Board sets evaluative measures in place that monitor the effectiveness of the Co-Directors as well as the educational programs of the school. Further, the Board has established a Governance Committee 89 which oversees the recruitment and orientation

89 As a standing committee, the Governance Committee will adhere to the requirements of the Brown Act.
of qualified Board Members to ensure the organization’s viability over time, and has established an evaluation process to assess its efficacy on an annual basis.

Leadership Structure

The leadership and staffing structure of Endeavor College Prep is designed to ensure that the school meets its mission of providing a college preparatory education for each student we serve. Our Board of Directors, internal organizational structure, parent involvement, and use of expert service providers such as ExED for fiscal services and Total Education Solutions for special education support, reflect our intention to ground the school in the best practices of charter school management and oversight.

Endeavor College Prep is led by two Co-Directors. Each Co-Director reports directly to the ECP Board of Directors, and the board is responsible for the hiring, evaluation, support, and firing of the Co-Directors.

This Co-Director model allows for intense focus on two very different, though equally important and often related, aspects of school leadership, with one Co-Director in charge of academics and the other Co-Director responsible for the finance and operations of the school. This model allows for the instructional leader to focus on school culture and academics, while the operational leader handles all external issues—facilities, fundraising, community relations, compliance reporting, etc. A clear job description and division of responsibilities will define each role.

The two-leader model is common among many of the high-performing schools and charter management organizations studied by Building Excellent Schools, the school leadership fellowship completed by the founding Co-Directors of Endeavor College Prep. Roxbury Prep, one of the top ten middle schools in Massachusetts, was founded in 1999 with a Principal and Director of Operations, and the school continues—through multiple transitions of individual leaders—to successfully implement the co-leader model, with two equal leaders who each report to their board of directors. The Uncommon Schools network uses this model in each of their schools, and the original co-leaders of Amistad Academy are now the Co-CEOs of the Achievement First Network. While most of the examples of co-leadership are in East Coast schools, the PUC Schools in Los Angeles are another example of two founders merging their schools into a single, highly successful organization.

Endeavor College Prep’s division of responsibilities is largely based on these models of effective co-leadership. The responsibilities are described in more detail in Element 5. A summary of key responsibilities:

<table>
<thead>
<tr>
<th>Co-Director – Academics and School Culture</th>
<th>Co-Director – Finance and Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recruit, select, hire, train, support and</td>
<td>• Recruit, select, hire, train, support, and</td>
</tr>
<tr>
<td>Evaluate all instructional staff</td>
<td>Evaluate all office and support staff</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>• Coach instructional leadership team</td>
<td>• Meet all local, state, and federal compliance reporting deadlines</td>
</tr>
<tr>
<td>• Manage observation/feedback cycle for teachers</td>
<td>• Manage day-to-day facilities, maintenance, IT, and campus safety, including all mandated trainings</td>
</tr>
<tr>
<td>• Oversee all teacher professional development: huddle, content team meetings, Friday PD, August/Winter/Spring PD</td>
<td>• Manage the front office of the school and creation of effective school-wide processes</td>
</tr>
<tr>
<td>• Lead all curriculum &amp; assessment design</td>
<td>• Lead student recruitment</td>
</tr>
<tr>
<td>• Track academic performance of students</td>
<td>• Manage schools financials: budget creation, accounts payable, payroll</td>
</tr>
<tr>
<td>• Oversee special education &amp; other student supports</td>
<td>• Lead resource development (fundraising)</td>
</tr>
<tr>
<td>• Build student culture and manage discipline</td>
<td>• Build parent and community relationships</td>
</tr>
<tr>
<td></td>
<td>• Organize student activities, assemblies, field trips, and other special events</td>
</tr>
</tbody>
</table>
Primary Responsibilities of the Board of Directors
The Board’s primary responsibilities include:

- Establishing and approving all major educational and operational policies
- Selecting, supporting, and evaluating the school’s Co-Directors
- Approving the school’s annual budget and monitoring monthly financial statements, including the income statement, balance sheet, and check register. On a monthly basis revenue, expense, and cash actuals and forecasts are compared to budgeted amounts to ensure the School remains fiscally viable and that expenses are mission-driven.
- Ensuring compliance with nonprofit integrity standards and all applicable Local, State, and Federal Law and regulations
- Setting the school’s mission, long-range goals, and annual objectives
- Monitoring student achievement and ensuring progress toward fulfillment of the school’s mission
- Approving all major contracts
- Ensuring the school has adequate resources for its educational program
- Hiring an independent auditor and reviewing audit results
- Participating in the dispute resolution process as needed

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91Major contracts are defined in ECP’s Fiscal Policies Handbook as contracts over $10,000.
• Appointing an administrative panel to hear student expulsions and act on expulsion appeals when necessary
• Adhering to the school’s Conflict of Interest policies
4.2 Composition of the Governing Board

The Endeavor College Prep Board of Directors consists of at least five (5) and no more than seventeen (17) voting members.

Board Officer Descriptions
As indicated by the school’s Bylaws, the Board includes four (4) elected officers—the Chair, Vice-Chair, Secretary, and Treasurer—to meet specific organizational needs. Each officer serves a one-year term that is renewable for a maximum of three consecutive terms.

The Chair of the Board of Directors leads the Board of Endeavor College Prep. The responsibilities of the Chair include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with the Co-Director of Finance and Operations, board officers, and committee chairs to develop the agenda for board meetings
- Disseminating important information to the other members of the Board
- Reviewing operational effectiveness and setting organizational priorities for future development
- Serving as ex officio member on all committees
- Appointing committee Chairs
- Monitoring the effectiveness of the Board’s governing processes and addressing deficits of Board operations

The Vice-Chair serves in the capacity of Chair of the Board of Directors in the event the Chair is absent.

The Treasurer is entrusted with the financial responsibilities of the Board. Specific responsibilities of the Treasurer include:

- Serving as the chair of the Finance Committee
- Ensuring that Endeavor College Prep complies with District, state, federal, and other statutory reporting requirements
- Working with the Board Chair and School Leader to ensure financial records are current and accurate
- Participating in the preparation of the annual budget
- Vetting and recommending an external auditor to the Board for the annual financial audit
- Working with the school’s administrative staff to ensure that complete financial records are made available if requested by auditors, the authorizer, or other entitled parties
- Reviewing monthly financial statements prepared by the school’s administrative staff
- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to the full Board regularly to ensure that the Board is fully aware of and understands the financial health of the organization
The Secretary is the chief record keeper for the Board. Specific duties of the Secretary include:

- Certifying and keeping a hard copy and electronic copy of the bylaws as amended or otherwise altered to date
- Recording official minutes of all meetings of the Board of Directors. Meetings shall record the location, start and ending time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof
- Keeping copies of agendas and minutes of all meetings of the Board of Directors and committees and making these documents available at the school’s main office
- Ensuring that all notices are duly given as described in the bylaws or required by law
- Performing other duties incident to the office of Secretary

**Board Committees**

As indicated by the school’s bylaws, the Board has a standing Governance Committee and additional board committees or task forces may be added as needed by resolution of the Board. Committees must include one Director from of the Board of Directors and may also include staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force. The members of standing committees of the Board are elected at the Board’s annual meeting, however additional members may be added to the committees by a majority vote of the Board at any Brown Act compliant public meeting of the Board.

The Board of Endeavor College Prep has the following standing committees to ensure successful operation of the school:

- **Governance**—The purpose of this committee is to ensure the Board has the necessary strength to govern Endeavor College Prep. This committee shall be composed of at least three persons, at least one of which must be a member of the Board of Directors. The other members of this committee may be other board members, school employees, or community members. The members of this committee are recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Governance Committee shall be:
  - to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board
  - to present a slate of nominees for Officers to the Board for election at the annual meeting
  - to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process
  - to provide ongoing orientation to Directors
  - to oversee a Director assessment process to ensure optimum performance
  - to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity

- **Finance**—The purpose of this committee is to closely oversee the financial management of the school and work with the Co-Director of Finance and Operations to ensure fiscal responsibility and sustainability. The Finance Committee tasks include reviewing
monthly cash flow statements, analyzing financial reports, and presenting these reports to the Board. This committee shall be composed of at least three persons, including the Treasurer of the Board and Endeavor’s Co-Director of Finance and Operations. Other members of the committee may be other board members, school employees, a representative from the School’s back office support provider, or members of the community. The members of this committee are recommended by the Chair and elected by the Board of Directors at its annual meeting.

All meetings of standing committees of the board will also comply with the Brown Act. These committees include the Governance Committee and the Finance Committee and will include any other standing committees established by the Board.

**Board of Directors for Endeavor College Prep**

As evidenced in the biographies that follow and the attached resumes, the Board of Directors is comprised of members with a variety of relevant areas of expertise—including education, law, finance, facilities, marketing, public relations, and strategic planning.

- **Jorge Cham** is the Founder and Director of Piled Higher and Deeper (PhD) Comics, a comic strip that has appeared in the *Stanford Daily* for the last eight years, along with numerous other university publications and journals. In addition, Dr. Cham has published two compilations of his work, given more than a hundred guest lectures at universities worldwide, and receives over two million unique visitors to his website each year. Prior to committing full-time to PhD Comics, Dr. Cham was a full-time instructor and researcher at the California Institute of Technology. Dr. Cham earned his B.S. in Mechanical Engineering at the Georgia Institute of Technology and his Masters and Ph.D. in Mechanical Engineering from Stanford University.

- **Maria Bustria-Glickman** is a Vice President for the U.S. Bancorp Community Development Corporation. In her role as a Business Development Officer, Ms. Bustria-Glickman is responsible for sourcing and structuring New Markets and Historic tax credit transactions throughout the Western region of the country. Since joining U.S. Bank in 2007, she has been involved with a variety of tax credit transactions that have included mixed-use, commercial, office, hospitality, retail and community facilities. Ms. Bustria-Glickman has over ten years of combined finance, affordable housing, and management consulting experience across private and non-profit sectors. Her professional interests are rooted in experiences that merge economic and financial gains with positive social and community impact. She currently serves on the Board of Endeavor College Prep, a charter middle school in Los Angeles. Ms. Bustria-Glickman holds a Master of Public Policy and Administration from the School of International & Public Affairs at Columbia University, and Bachelor of Science in Finance and Accounting from Boston College.

- **William Coughlin** is a freelance investor. Most recently, he was a partner of Aurora Capital Group. Prior to joining Aurora, Mr. Coughlin was a Fellow at the Harvard Business School developing a course on international finance. Mr. Coughlin was an
associate with Merrill Lynch for several years, most recently as a member of their internal private equity fund. Prior to that, he worked in London as a part of the European Corporate Finance team and in Los Angeles in the Industrials Group. Mr. Coughlin has extensive board experience, including Chairman positions and audit committees. In college he worked with children coaching high school football and 6th grade basketball. Mr. Coughlin received a Bachelor of Arts degree in Political Philosophy and Economics from Claremont McKenna College in California and a Masters in Business Administration degree from Harvard University.

- **Drew Furedi** is Executive Director of Los Angeles Unified School District’s Human Capital Initiatives. In this role, he will be overseeing a $49 million federal grant designed to improve teacher effectiveness and developing other programs related to data-based performance evaluations. He joined the District after serving as the Executive Director of the LMU Family of Schools as an iDesign partner. In this role, Dr. Furedi managed the long-range planning and development as well as day-to-day implementation of LMU’s partnership with iDesign and Westchester High School and its feeder middle and elementary schools. Previously, Drew spent five and a half years working for The New Teacher Project implementing programs to recruit, select, train, place, and support hundreds of current teachers and mid-career professionals interested in teaching in the nation’s hardest-to-staff public schools. His commitment to public education and related issues was solidified through his involvement in Teach For America, the national teacher corps. After earning a BA in Political Science from UC Santa Barbara, Drew taught elementary school in the city of Baltimore through Teach For America. Drew earned a Master’s in Public Administration from the University of Southern California, and earned his Doctorate in Educational Leadership for Social Justice at Loyola Marymount University in Los Angeles.

- **Emilio Gonzalez** is a Partner at the law firm of Davis Wright Tremaine, LLP, specializing in employment litigation and intellectual property litigation. Before becoming a lawyer, Mr. Gonzalez was part of the founding corps of Teach For America in 1990 and spent five years teaching bilingual elementary and middle-school children in South-central Los Angeles. Mr. Gonzalez holds a Bachelor of Arts in Comparative Literature from Columbia University and a Juris Doctorate from the University of California, Hastings College of Law.

- **Hoonie Kang** is a partner with Kearny Real Estate Company. His responsibilities include the origination and execution of acquisitions, as well as the development management, asset management and dispositions of Kearny's current development projects. Prior to joining Kearny, Mr. Kang was with L.J. Melody & Company, the investment-banking arm of CB Richard Ellis where he analyzed various capital structures including equity, joint ventures, and debt from various sources such as private investors, institutional investors, life/insurance companies, conduits, and mezzanine lenders. Mr. Kang has also held a NASD-licensed, supervisory position with Liberty Mutual Funds. Mr. Kang has a Bachelor's Degree in Economics from Harvard College.
- **Chitavan Patel** is Senior Manager of International Content Planning & Analysis at Netflix. Ms. Patel's earlier experience includes working in Strategic Planning at HBO and Universal Music Group and time spent as a management consulting work through the Wharton Small Business Development Center in Pennsylvania. Her work with children includes mentoring through HBO's partnership with the Youth Mentoring Connection, tutoring students in math through the America Counts program and teaching classical Indian dance. Ms. Patel holds a Bachelor's Degree in Economics with concentration in Finance from the Wharton School at the University of Pennsylvania.

- **Lida Jenning** is Managing Director of Strategy, Talent and Operations at Teach For America in Los Angeles. She earned her bachelor's degree in psychology from Smith College. After graduation she spent eight years in retail management, in a progression of leadership roles for Macy's and The Gap, in Northern California. After completing her MBA at the University of Southern California (USC) Marshall School of Business in 2000, Lida assumed the role of Director of the full-time USC Marshall MBA program. In this role she planned for and managed all aspects of the 450-student program, including student advising, academic services, curriculum planning and oversight, community leadership, and day-to-day operations. Most recently, Lida served as the Assistant Dean for the Pardee RAND Graduate School Ph.D. program at the RAND Corporation in Santa Monica, managing admissions, recruitment, academic services, curriculum, and alumni relations. Lida holds a Doctorate in Education (Ed. D.) in Educational Leadership from the UCLA Graduate School of Education and Information Studies. Her dissertation entitled “Young Women and College Choice: The Impact of Recruitment Strategies and Applicant Perception as Factors in Enrollment Trends at Women’s Colleges” was completed in Fall 2008. In addition to serving on the Board of Directors for Endeavor College Prep, Lida is a volunteer at 1736 Family Crisis Center, a domestic violence shelter.

- **Roberto Lara** is a partner and co-founder of Lara & Ibarra LLP. He is a trial attorney and represents clients throughout California in business and real property litigation. In addition to an active trial schedule including significant pro bono work, Roberto has served on the boards of several non-profits in LA. Before earning his law degree, Roberto taught first grade in LAUSD as a Teach for America corps member. Roberto earned his B.A. in International Relations with an emphasis in economics and trade from Stanford University and his J.D. from the University of California, Hastings College of the Law.

- **John Lee** is the Los Angeles Executive Director of Teach Plus, a national non-profit focused on the retention of high quality teachers in urban schools. Previously, John served as the Executive Director of Larchmont Schools, a network of charter schools in Los Angeles. He also served as the Director of Leadership for the California Charter Schools Association (CCSA), where he advised new charter schools on growth, training, establishment of program goals, strategic planning, data-driven decision making and leadership development. Prior to joining CCSA, John was the Founder and Principal of KIPP Los Angeles College Preparatory School, a high-performing charter middle school serving students in Lincoln Heights and surrounding communities. In this role, he
created a successful academic program and operational infrastructure, created and managed budgets, and recruited and developed staff. John began his career as a social studies teacher in Baltimore, Maryland, as a Teach for America corps member. He earned his B.A. from UCLA and his M.A. from Johns Hopkins University, and also completed the KIPP School Leadership Program, an intensive year-long program that trains individuals to open a KIPP school. John is currently pursuing a doctorate degree at UCLA through the Educational Leadership Program.

- **Leticia Ochoa** is an Associate and Project Manager at Osborn Architects. Among her many clients, Leticia has worked with school districts, private schools, and charter schools in the funding, planning, design, and construction of facilities and also earned a California Charter School Association & Los Angeles Department of Building Safety certificate for completion of classes with an emphasis on charter schools. In addition to her professional responsibilities, she participates regularly in Career Day events and mentors high school seniors preparing for the transition to college. Leticia earned her Bachelor of Architecture from California Polytechnic University Pomona.

- **Elaine Padilla** currently manages the MBA International Exchange Program and Custom Education Programs at the USC Marshall School of Business and has been in the field of international education for 15 years. Her earlier experience included working as a substitute teacher in the Los Angeles area. A native Angeleno, her first home was not that far from E.C.P. Elaine holds a B.A. in Communication Studies from U.C. Santa Barbara, a M.S. in Postsecondary Administration and Student Affairs and a Masters of Business Administration from the University of Southern California.

- **Manuel Romero** is the Founder and President of SimpleSend, a software company dedicated to making communication via e-mail newsletters simple and cost effective. SimpleSend’s clients include the City of Los Angeles, First 5 California, UCLA, USC, and many others. Prior to founding SimpleSend, Manuel created Comová, a Los Angeles based creative services firm focused on the Hispanic Market. While at Comová, Manuel supervised over 100 projects for clients that include Infinity Insurance, Padres Contra El Cáncer, La Curacao, La Opinión, LATV, Ritmo Latino Music Awards, and Univision Music Group. Manuel is also a member of the UCLA Alumni Association, the Latin Business Association, the Los Angeles Area Chamber of Commerce and the American Marketing Association.

### 4. 3 Criteria and Process for Selecting New Members

A stable, committed Board of Directors is essential to our school’s success. Due to the significant impact of each Board member, new members are selected by a careful screening process and may only be added by vote of the current members, as outlined in the school’s bylaws.

Directors shall serve a term of three years from the date of their appointments. Board members who wish to resign before their term is up may do so by submitting a letter of resignation to the Board of Directors. Board terms will be determined at each Director’s election, and, after
election, the term of a Director may not be reduced, except for cause as specified in the bylaws. A full term shall be considered to have been served upon the passage of a year, as marked by the Board’s annual meetings.

Each member of the Endeavor College Prep Board will share a commitment to our school’s college prep mission. All candidates for Board membership must demonstrate:

- Deep understanding of and commitment to the mission of Endeavor College Prep
- Unwavering belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the school governance process
- Expertise in education, law, facilities, architecture, real estate, financial management, marketing, fundraising, community organizing, governance, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to leverage personal and profession networks on behalf of the school
- A deep commitment to improving the quality of education for Los Angeles children and the quality of life for Los Angeles communities

The Governance Committee follows a five-step process for adding members to Board:

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee identifies existing vacancies and identifies members whose terms are about to expire and identify the skills, expertise and other qualifications necessary to complete the Board.
2. Any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.
3. The Governance Committee reviews resumes for, has conversations with, discusses, and ranks all prospective candidates.
4. The Governance Committee recommends candidates to the Board and brings the nomination to the Board for a vote at the next Board meeting.
5. The Board reviews the candidate’s resume and votes to approve new members.

New members are elected to the Endeavor College Prep Board of Directors when a previous member’s term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

4.4 Board Meeting Frequency, Agendas, and Minutes

Endeavor College Prep Board meetings take place at least once a month, ten months each year, and operate in full compliance with the Brown Act. At the Board’s annual meeting, it shall set the annual calendar of regular board meetings. The annual calendar of meetings for the Governance Committee and Finance Committee shall also be set at the annual meeting upon election of the committees’ members for the year. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Brown Act.

Unless otherwise noticed, all meetings will take place at Endeavor College Prep’s primary office, currently located at 126 Bloom St., Los Angeles, CA 90012.
Agendas for all meetings of the Board will be published and distributed to each governing board member and posted in accordance with the Brown Act. For all regular meetings of the Board, agendas are posted at least 72 hours at the primary office of the school in a location accessible to the public. Meeting agendas are also posted to the Endeavor website at www.endeavorcollegeprep.org.

The Board’s Secretary or his/her designee will record official minutes during each meeting and within five school days, the minutes will be available at the main office for any interested member of the public. Actions of the board will be recorded through roll call and each member’s vote will be recorded in the minutes.

4.5 Decision-making Procedures of the Governing Board.

In accordance with the Bylaws of Endeavor College Prep, a quorum is constituted of one-half of the Directors. A quorum is necessary for the transaction of business at any regular or special meeting of the Board of Directors.

It is the policy of the Board of Directors that an absent Board member may not designate an alternate to represent him or her at a Board meeting; however, for the purposes of achieving a quorum, a member of the board may be deemed present and may cast a vote if he or she has granted a signed, written proxy to another Director who is present at the meeting. The proxy must direct a vote to be cast on the absent Director’s behalf with respect to a particular proposal that is described with reasonable specificity in the signed, written proxy. All votes of the Endeavor College Prep Board of Directors are public, in accordance with the Brown Act, except where as allowed in closed session. Agenda items are brought to a vote after a motion and a second by members of the Board. In accordance with Senate Bill 751, which requires each member of a legislative body of a local agency to publicly report his or her individual votes, the Board of Directors conducts roll-call votes. Minutes will reflect whether the board accepted or rejected an agenda item, and how each member voted. Meeting minutes reflect whether the board accepted or rejected an agenda item, and how each member voted.

A Director may choose to abstain from any vote.

Members of the Board may participate in a meeting by teleconference as long as they comply with the provisions of the Brown Act. A quorum of the members of the Board must participate in the meeting from locations within the boundaries of the Los Angeles Unified School District. The locations from which Directors are participating remotely must be listed on the agenda of the meeting, and must be fully accessible to members of the public. Members of the public must be able to hear what is said during the meeting, and are provided with an opportunity to address the Board directly. Finally, as in all meetings, all votes taken during a teleconference meeting shall be taken by roll call.
4.6 Stakeholder Involvement in Governance

Endeavor College Prep believes it is critical that parents are invested in the success of the school and have a voice in matters critical to the school’s success.

Strategies to ensure that parents are involved at this level include:
- Inclusion of parents on Board Committees
- Creation of Parent Association and election of officers
- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the school’s main office
- Posting of Board meeting minutes in the school’s main office
- Midyear Parent Satisfaction Survey
- End-of-Year Parent Satisfaction Survey

We work with the School Site Council and other parents to assess and improve our comprehensive parent involvement plan, and may revise this plan annually in an effort to continually strengthen the role of parents as supporters of the school’s mission. More details about Endeavor College Prep’s family involvement plan can be found in Element One in the subsection titled “Parents as Partners” in section 1.7.

Teacher and Student Involvement in Governance

Endeavor College Prep provides many opportunities for teacher and student involvement in the school’s governance. Like Endeavor College Prep parents, teachers and students are invited to monthly Board meetings and provided documentation of Board actions, complete satisfaction surveys designed to measure the school’s effectiveness and areas for improvement, and are included on or consulted by Committees of the Board as appropriate. Teachers and students are also invited to present at Board meetings in order to give the Board insight into the school’s educational program.

School Site Council

Endeavor College Prep has a 10 member School Site Council (SSC) that meets monthly. The meetings are open to the public and conform with the requirements of the Brown Act.

As required by Federal Title I guidelines, the composition of the SSC is as follows:
- 5 parent representatives elected by their peers
- 3 teacher representatives elected by their peers
- 1 classified staff member elected by his/her peers
- The Co-Director of Finance and Operations (mandatory position)

Elections for these positions occur each September and members serve for a one-year term.

92 A sample parent satisfaction survey is included as Attachment M. These surveys are available to families in English and Spanish.
The primary responsibility of the SSC is to annually monitor and revise Endeavor College Prep’s Single Plan for Student Achievement, including approving the appropriate allocation of resources from the school’s budget to achieve the goals of the Plan. Other responsibilities of the SSC include making recommendations for the School’s Program Improvement plan, assessing and revising the School’s Parent Involvement Plan, overseeing the annual parent survey, and occasionally hosting parent information events such as a presentation about this year’s suspension of the California Standards Test.

**Conflict of Interest Policy**

The Board of Directors has adopted a Conflict of Interest policy that requires Board member to disclose any actual or possible conflict of interest in which the Board member has personal, material financial interest in a contract with the School. The policy further prohibits the Board from entering into any contract in which the Board determines such an interest exists. This policy conforms to Government Code section 1090.

**Title IX, Section 504, and Uniform Complaint Procedures**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Endeavor College Prep does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Legal and Policy Compliance

Endeavor College Prep shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries

Endeavor College Prep, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Endeavor College Prep, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Endeavor College Prep shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Endeavor College Prep. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Procedures for general parent concerns

Parents are asked to adhere to the following steps to resolve concerns at the school:

1. The first point of communication should be with the teachers of their child. The teachers are usually the ones most aware of issues concerning the students and most of the time concerns are successfully resolved at this level. Teachers
may be reached by telephone, email, written note, or by making an appointment to meet in person.

2. If the issue is not resolved with the teachers, the parent/guardian should make an appointment to meet with the Campus Director. In most cases one or more of the teachers will also join this meeting.

3. If the Campus Director cannot resolve the issue, the parent guardian should make an appointment to meet with the Co-Director of Academics and Culture or the Co-Director of Finance and Operations.

4. If the issue is not resolved in steps 1-3 above or if the issue involves one of the Co-Directors, the parent/guardian may submit a written statement to be presented to Endeavor’s Board of Directors. The Office Assistant at any of Endeavor’s campuses will be able to forward the written complaint to the appropriate member of the board. Statements/complaints may be submitted in English or Spanish. A member of the Board of Directors will respond by telephone, email, or in person to the parent/guardian within 3 schooldays of the submission of the complaint. A summary of the issue and its resolution will be presented to the full board at the next regular Board meeting.

5.
Element 5 – Employee Qualifications
“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

Equal Employment Opportunity
Endeavor College Prep acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements
Endeavor College Prep shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 General Qualifications
All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Endeavor College Prep, regardless of their position, must consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill Endeavor College Prep’s mission
- Embodiment of Endeavor College Prep’s PRIDE values—preparation, respect, integrity, determination, and enthusiasm
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations (preferred)
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
5.2 Job Descriptions for Key Personnel

As noted in the organization chart included in Element Four, the staff of Endeavor College Prep will include the following key personnel:

- Co-Director for Academics and Culture
- Co-Director for Finance and Operations
- Operations Managers
- Campus Directors
- Special Education Coordinator
- Resource Specialist Program Teachers
- Teachers
- Teaching Assistants
- Office Manager
- Office Assistants
- School Psychologist

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

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93 The Endeavor College Prep Employee Handbook describes professional appearance as follows “For men, appropriate dress would be a dress shirt and tie with dress slacks or khakis. For women, skirts, dresses, business suits, or slacks would be appropriate.”
Co-Director for Academics and Culture

Position Summary
The Co-Director of Academics and Culture at Endeavor College Prep will work in with the Co-Director of Operations and Finance to advance the school’s mission. He/she will be directly accountable to the Board of Directors for the school’s rigorous culture and academic success.

Reporting
The Co-Director for Academics and Culture reports directly to the Endeavor College Prep Board of Directors. All instructional staff report to this Co-Director.

Job Expectations
As the instructional leader of Endeavor College Prep, the individual who assumes the position of Co-Director for Academics and Culture must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Providing day-to-day leadership of the school
- Recruitment, hiring, assignment, evaluation, and firing of all instructional staff
- Providing high quality professional development for teachers and support staff
- Developing and managing the school’s instructional leadership team (Campus Directors, Dean, Special Education Coordinator, and Teacher Leaders)
- Overseeing school-wide transition to the Common Core State Standards
- Overseeing standardized testing coordination
- Utilizing student assessment data to maximize student achievement
- Building and maintaining a school culture based on the school’s PRIDE values—preparation, respect, integrity, determination, and enthusiasm
- Enforcing student discipline policies
- Managing the school’s special education program
- Developing internal and external academic goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
- Evaluating, selecting, and/or overseeing creation of high-quality curricula
- Preparing and presenting thorough and accurate monthly academic reports to the Board, including student progress toward specific benchmarks identified by the Board
- Ensuring the physical and emotional safety of all students and employees

Specialized Qualifications
In addition to the general expectations of all school employees, this Co-Director should possess:

- At least three years teaching experience and two years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success
- Demonstrated experience managing and leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles preferred
- Understanding of statistical data and analysis, particularly with student achievement data
- Masters Degree in Education or related field
- Valid California teaching credential preferred
• Administrative credential or comparable school leadership training such as the Building Excellent Schools Fellowship or KIPP Fisher Fellowship preferred
Co-Director for Finance & Operations

Position Summary
The Co-Director of Operations and Finance at Endeavor College Prep will work with the Co-Director of Academics and Culture to advance the school’s mission. He/she will be directly accountable to the Board of Directors for the school’s financial stability and organizational viability.

Reporting
The Co-Director for Finance and Operations reports directly to the Endeavor College Prep Board of Directors. All non-instructional staff report to this Co-Director.

Job Expectations
As the operational leader of Endeavor College Prep, the individual who assumes the position of Co-Director for Finance and Operations must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Recruitment, hiring, assignment, evaluation, and firing of all non-instructional support staff
- Recruitment of students, including coordinating a random public lottery, when needed
- Implementing effective communication processes with all stakeholders
- Creating structures for meaningful parental involvement
- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the school site
- Managing relationships and overseeing the work of contracted service providers
- Advocating on the school’s behalf and serving as the school’s primary spokesperson to all external audiences, including investors, media, community partners, local leaders, elected officials, and the Los Angeles Unified School District
- Work with the Board of Directors to develop and implement a fundraising strategy and plan
- Ensuring the school follows all applicable District policies and State and Federal laws

Specialized Qualifications
In addition to the general expectations of all school employees, this Co-Director should possess:

- At least two years teaching experience and two years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success
- Demonstrated experience managing and leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Understanding of statistical data and analysis, particularly with student achievement data
- Masters Degree in Education or related field
- Administrative credential or comparable school leadership training preferred
Operations Manager

Position Summary
The Business and Operations Manager will be primarily responsible for Endeavor College Prep’s business transactions and operational systems.

Reporting
The Business and Operations Manager will report to the Co-Director for Finance and Operations

Job Expectations
The Business and Operations Manager’s primary duties include:
- Maintaining high standards of financial management and accuracy with regard to budgets, cash flow statements, expenditures, revenues, taxes, etc.
- Handling all on-site school finances, including paying bills, overseeing purchase orders, and submitting payroll
- Communicating all pertinent data to the Co-Director for Finance and Operations
- Preparing reports in compliance with all District, State, and Federal requirements
- Managing grant monies and related reporting
- Developing and maintaining relationships with the school’s banking partners and vendors
- Coordinating the purchase of goods and services for the school, including managing a bidding process when necessary
- Preparing documentation for the annual audit and LAUSD Charter Schools Division annual review
- Overseeing the school’s student information system
- Working with the Co-Directors and Dean to ensure a safe, clean facility
- Communicating with the school’s landlord to ensure timely facilities maintenance
- Working with students, teachers, and families as directed by the Co-Directors
- Assisting with school-wide projects as directed by the Co-Directors

Specialized Qualifications
In addition to the general expectations of all school employees, the Business and Operations Managers should possess:
- Demonstrated competence with generally accepted accounting principles
- At least three years’ experience in operations and/or finance
- Strong information technology (IT) skills and proficiency in Microsoft Office and other financial management software
- Experience in an educational setting preferred
Campus Director

Position Summary
The Campus Directors will work with the Co-Directors to operationalize the mission of Endeavor College Prep.

Reporting
The Campus Directors will report to the Co-Director for Academics and Culture. Each Campus Director will be responsible for supporting a specific grade span, and teachers working within that grade span will report to the Assist Director for their grade span.

Job Expectations
The Campus Director’s primary duties include:
- Assisting in the development of structures and systems to create a safe, orderly, disciplined school culture and maintain consistency within the school
- Assisting in the development of school-wide celebrations and recognition of student success
- Observing and providing feedback to teachers
- Analyzing and creating plans based on student achievement and behavioral data
- Coordinating with special education service providers
- Overseeing Prep Plus and the school’s Saturday program, including the recruitment, selection, training, and on-going support of volunteers
- Providing supervision before- and after-school, as well as lunch and recess
- Leading community meetings and other school-wide events
- Communicating regularly with parents and creating meaningful parent events
- Coordinating end-of-year field trips and other excursions throughout the year
- Serving as liaison to the Parent’s Organization
- Overseeing high school placement for graduating eighth graders
- Completing other tasks as directed by the Co-Director for Academics and Culture

Specialized Qualifications
In addition to the general expectations of all school employees, the Campus Director should possess:
- At least three years successful teaching experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships
- Proven ability to lead adults
- Ambition and desire to grow as a school leader
- Effective communication with parents, especially conflict resolution
- Strong knowledge of content standards and curricular materials for the grade span for which he/she will be responsible
- Working knowledge of special education law, documentation, and best practices (preferred but not required)
Special Education Coordinator

Position Summary
The Special Education Coordinator will work with the Co-Directors to operationalize the mission of Endeavor College Prep and ensure high-quality special education services for students and ensure the school’s compliance with all applicable laws pertaining to special education.

Reporting
The Special Education Coordinator will report to the Co-Director for Academics and Culture.

Job Expectations
The Special Education Coordinator’s primary duties include:
- Developing structures and systems to create a highly effective special education program for students
- Participating in the selection, hiring, training, support, and evaluation of Resource Specialist Program teachers and other special education staff
- Ensuring that all services are provided and appropriately documented through meticulous special education records
- Working with LAUSD and various service providers to assign and schedule all services
- Preparing all needed reports for submission and oversight/compliance reviews
- Facilitating IEP meetings, as needed
- Reviewing all IEPs to ensure quality and compliance
- Managing the special education identification process and ensuring that all IEP deadlines are met
- Providing annual and on-going training and support for general education teachers
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process as needed
- Completing other tasks as directed by the Co-Director for Academics and Culture

Specialized Qualifications
In addition to the general expectations of all school employees, the Special Education Coordinator should possess:
- Resource Specialist Program credential or other appropriate credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- At least three years successful special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships
- Strong knowledge of special education law, documentation, and best practices
- Proficiency with LAUSD’s Welligent software for tracking IEP records and services
- Proven ability to lead adults
- Effective communication with parents, especially conflict resolution
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible
- Master’s degree in special education or related field, preferred
Resource Specialist Program (RSP) Teacher

Position Summary
The Resource Specialist Program (RSP) Teacher will work with the Special Education Coordinator to operationalize the mission of Endeavor College Prep and ensure high-quality special education services for students.

Reporting
The Resource Specialist Program (RSP) Teacher will report to the Special Education Coordinator.

Job Expectations
The Resource Specialist Program (RSP) Teacher’s primary duties include:
- Providing pull-out and push-in RSP services for students with Individualized Education Plans (IEPs)
- Drafting IEPS and ensuring compliance with all components of the IEP
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the special education to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Special Education Coordinator or Co-Director for Academics and Culture

Specialized Qualifications
In addition to the general expectations of all school employees, the RSP Teacher should possess:
- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents, especially conflict resolution
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Master’s degree in special education or related field, preferred
Teachers

Position Summary
Teachers at Endeavor College Prep perform the most critical work of our school—the daily instruction, evaluation, and support of our students.

Reporting
Teachers will report to the Co-Director for Academics and Culture or Campus Director.

Job Expectations
A teacher at Endeavor College Prep’s primary duties include:

- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
- Assessing students daily through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Differentiating in the classroom and working with students during Prep and Prep Plus to ensure that ALL students excel
- Identifying students who are academically at risk and initiating effective intervention strategies
- Completing other tasks as directed by the Campus Directors and Co-Directors

Specialized Qualifications
In addition to the general expectations of all school employees, the teachers should possess:

- Bachelor’s degree (advanced degree preferred)
- Appropriate California teaching credential, including English Learner Authorization
- Fulfillment of all criteria set forth to be considered Highly Qualified under NCLB
- Evidence of successful management of an urban classroom using structure and high expectations to drive student success
- Experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
Teaching Assistant

Position Summary
A Teaching Assistant at Endeavor College Prep supports the teachers in the daily instruction, evaluation, and supervision of our students.

Reporting
Teaching Assistants report to the Teacher to whom they are assigned or the Campus Director.

Job Expectations
A Teaching Assistant at Endeavor College Prep’s primary duties include:
• Collaborating with teachers to plan and delivering small group lessons and activities that ensure all students master required content
• Assessing students and tracking results to inform lessons
• Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
• Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
• Reflecting continually in order to ensure a culture of high academic and behavioral standards
• Communicating effectively with students, parents, and colleagues
• Using detailed data analysis of student performance to inform best practices
• Differentiating in the classroom and working with students during Prep and Prep Plus to ensure that ALL students excel
• Identifying students who are academically at risk and initiating effective intervention strategies
• Translating for parent meetings, conferences, and events as needed
• Completing other tasks as directed by the Campus Directors and Co-Directors, including administrative office tasks

Specialized Qualifications
In addition to the general expectations of all school employees, the teachers should possess:
• Associate’s Degree
• Evidence of successful management of an urban classroom using structure and high expectations to drive student success
• Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
• Demonstrated ability to work well in a team, especially with parents and community members
Office Manager

Position Summary
The Office Manager of Endeavor College Prep will ensure the efficient operation of the school’s main office and work with members of the administrative team to ensure the success of the school.

Reporting
The Office Manager will report to the Co-Director for Finance and Operations

Job Expectations
The Office Manager’s primary duties include:
- Performing the duties of the Office Assistant in his/her absence, including reception, clerical, and student supervision duties.
- Implementing systems to support the work of teachers and administrative staff
- Working with the Operations Managers and back office support provider to prepare various district, state, and federal reports
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Maintaining a neat, organized office environment
- Assisting in the coordination of special events
- Overseeing and evaluating the Office Assistant
- Assisting the Co-Directors and members of the administrative team, as directed

Specialized Qualifications
In addition to the general expectations of all school employees, the Office Manager should possess:
- A minimum of an Associate’s Degree or two years of college
- A minimum of two years’ experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred
Office Assistant

Position Summary
The Office Assistants at Endeavor College Prep will be the school’s front desk receptionist and will support members of the administrative team to ensure the success of the school.

Reporting
The Office Assistant will report to the Operations Manager or Office Manager for his/her campus.

Job Expectations
The Office Manager’s primary duties include:
• Monitoring the school’s entryway, greeting parents and visitors, and ensuring school safety
• Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
• Attending to students who are ill or injured
• Student supervision during arrival, recess, lunch, dismissal, etc., as directed by Co-Director
• Maintaining attendance records, including monitoring and following up with families about excessive absences and/or tardies
• Maintaining a neat, organized office environment
• Translating for parent meetings and school events
• Processing student enrollment paperwork
• Preparing and maintaining a variety of student records
• Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
• Overseeing parent volunteers and other school guests
• Assisting in the coordination of special events
• Assisting the Co-Directors and members of the administrative team, as directed

Specialized Qualifications
In addition to the general expectations of all school employees, the Office Manager should possess:
• Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
• Strong public relations skills with a variety of constituencies
• Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
• Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
• A minimum of an Associate’s Degree or two years of college
• Experience in an educational setting preferred
School Psychologist

Position Summary
The School Psychologist will maintain compliance with all guidelines regarding the assessment, reporting, and services provided to students with Individualized Education Plans (IEPs). He/she will also use therapeutic skills to help students understand and deal with social, behavioral, and personal problems that may be affecting particular students in the classroom. The psychologist will work with individual students, families, and groups, and he/she will also function as an integral part of the special education department and the larger school team. This role is integral in supporting students toward better coping with their daily stresses while functioning in an academically rigorous environment.

Reporting
The Psychologist reports to the Special Education Coordinator

Job Expectations
The School Psychologist will:
- Guide students to develop problem solving and coping skills
- Help student/family gain insight into their issue of concern and create an action plan
- Create new or use existing paperwork (Consent form, Release of Information, Intake Questionnaire, Basic Information Sheet, Student File Checklist) needed to obtain parental/client consent for treatment
- Collect information through interviews (initial intake, collaboration with outside professionals working with the student, etc.) and observations
- Assess safety and follow protocol in crisis situations
- Evaluate the effectiveness of counseling and client progress in resolving identified problems and moving toward identified objectives
- Maintain confidentiality, unless there are special circumstances to break confidentiality, as in the case of danger to self or others

Specialized Qualifications
Required:
- Candidate must possess a graduate degree in school psychology
- Candidate must also possess a valid school psychological services credential
- Experience working with urban middle school students and their families
- Knowledge of applicable special education laws and regulations
- Experience conducting psychological assessments, writing comprehensive reports, participating in IEP meetings, and providing individual and group counseling

Preferred:
- Fluency in Spanish
- Experience working with families, doing family counseling, leading parent workshops, etc.
- Knowledge of external resources to support students and families outside of the school day/structure
- Experience as a classroom teacher in an urban setting
Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 (b)(5)(F)

Legal Assurances

The health and safety of Endeavor College Prep students and staff is a high priority for the school. We comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

Endeavor College Prep operates as a drug-, alcohol-, and tobacco-free workplace.

Health, Safety and Emergency Plan

Endeavor College Prep shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Endeavor College Prep shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

The following is a summary of the health, safety, emergency, and risk management policies of Endeavor College Prep:

1. Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Endeavor College Prep relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Endeavor College Prep’s premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee must bring it to the attention of the Co-Directors or another member of the administrative team immediately. The school’s administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Co-Directors regarding the problem.

Each year, Endeavor College Prep will issue an Employee Handbook that will cover rules and guidelines governing workplace safety and health. All employees are required to familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. If the Board of Directors revises the content of this handbook, the revisions will be shared with all staff.
All employees are required to maintain current First Aid and CPR certification. Annual trainings will be provided on site by the American Red Cross or other authorizing agency.

Employees are encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

2. Criminal Background Checks and Fingerprinting

Endeavor College Prep shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

3. Child Abuse Reporting

Endeavor College Prep adheres to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. All employees must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person needs only to "reasonably suspect" that abuse or neglect has occurred; the reporting person does not have to prove abuse. The Co-Directors work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility to report any suspicions of child abuse. Staff understand that under California law, anyone who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff are not made to investigate any incident, only report to the Co-Directors and proper authorities.
Endeavor College Prep staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Endeavor College Prep staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and made available to the parents.

4. Medication
Endeavor College Prep adheres to Education Code Section 49423 regarding administration of medication in school.

Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents must complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerate as needed. Designated staff log times for administering medications for each student and establish a reminder system to ensure that students are called and medications are dispensed at the appropriate times. In cases where medications are long-term prescriptions, designated staff provide parents with one week's notice to alert them that additional medications are needed.

5. Vision, Hearing, and Scoliosis Screenings
Endeavor College Prep adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. Students are screened for vision, hearing and scoliosis to the same extent as students attending non-charter public schools.

6. Blood Borne Pathogens
Endeavor College Prep meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Endeavor College Prep Board has established a written infectious disease control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

7. Harassment
Endeavor College Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation,
or disability. We maintain a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Endeavor College Prep (including employee to employee, employee to student, and student to employee misconduct). Inappropriate behavior of this nature is very serious and is addressed in the Board’s harassment policy.

8. Emergency Preparedness
Endeavor College Prep adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school sites in conjunction with law enforcement and the Fire Marshall. This handbook shall include detailed responses for the following:

- Fire—Fire drills will be held at least once every two months. Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- Disaster/Earthquake—Disaster/earthquake drills will be conducted at least once a year.
- Bomb/Terrorist Threats
- Evacuation Plans

Immunization and Health Screening Requirements
Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Family Educational Rights and Privacy Act (FERPA)
Endeavor College Prep including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Facilities

Safety
Endeavor College Prep ensures that the sites and any modifications comply with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. The school maintains readily accessible records documenting such compliance on file at the main office.
The school will secure a Certificate of Occupancy issued by the applicable permitting agency at least 45 days prior to the opening of the school.

The Charter School will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, the Charter School will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
Element 7 – Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Assurances
Endeavor College Prep works with neighborhood organizations to educate families about the availability of the charter school and actively recruits students from these traditionally underserved areas, in order to enroll a student population that reflects the racial, ethnic, economic, and academic balance of the surrounding community.

Anticipated Student Population
As described in our community description (located in Element One) and recruitment plan (located in Element 7), Endeavor College Prep seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Boyle Heights. The local public school population is 96% Latino, over 90% qualify for free or reduced lunch, and over 50% are English Language Learners. Endeavor College Prep anticipates that our students will continue to reflect similar socioeconomic statistics. Due to the low achievement data of surrounding schools, Endeavor College Prep further anticipates serving a majority of students who are academically low-achieving when they first enroll at our school.

No admission test is required for enrollment, although tests may be administered to determine the appropriate course placement for students entering after transitional kindergarten or kindergarten.

7.1 Community Outreach and Student Recruitment Plan

Endeavor College Prep implements an aggressive recruitment campaign to ensure we are fully enrolled. Our plan includes aggressive community outreach, in both English and Spanish, which provides an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of Boyle Heights.

While we are committed to serving any child who wishes to attend Endeavor College Prep, the majority of our recruitment efforts will focus on attracting families living within the boundaries of Boyle Heights and those whose students would otherwise be served by schools in the Roosevelt High School cluster. We plan to work in the community and closely with community organizations to build support for the school and ensure successful enrollment.
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<thead>
<tr>
<th>Dates</th>
<th>Efforts</th>
<th>Locations</th>
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<tbody>
<tr>
<td>July-August</td>
<td>Tabling and/or flyer distribution at community events</td>
<td>• El Sereno 4th of July Carnival</td>
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<td>• Boyle Heights 4th of July Carnival</td>
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<td>• Summer Night Lights at Ramon Garcia Park</td>
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<td>• Summer sports leagues at various city parks</td>
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<td>August-September</td>
<td>Neighborhood canvassing/flyer campaign by staff and parent volunteers</td>
<td>• Boyle Heights commercial corridor (Cesar Chavez Ave.)</td>
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<td>• Lincoln Heights commercial corridor (Broadway Blvd)</td>
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<td>• Boyle Heights Farmers Market</td>
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<td>• Ben Franklin Library</td>
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<td>• Lincoln Heights Library</td>
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<td>• Roosevelt Library</td>
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<td>• Malabar Library</td>
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<tr>
<td>September-October</td>
<td>Leverage currently enrolled families to reach out to neighbors and family</td>
<td>Various</td>
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<td>December</td>
<td>Tabling events at community organization toy drives</td>
<td>• Pueblo del Sol Community Center</td>
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<td>• Weller Street Church</td>
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<td>January-March</td>
<td>Preschool presentations for prospective kindergarten students</td>
<td>• USC Health Sciences Campus Childcare Center</td>
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<td>• Downey Road Headstart</td>
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<td>• La Santa Cruz Headstart</td>
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<td>• Plaza Community Services Preschool</td>
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<td>• Foundations for Early Education Preschool</td>
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<td>• Pico Aliso Preschool</td>
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<td>• Centro de Alegria</td>
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<td>• Plaza de La Raza Headstart</td>
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<td>• Volunteers of America Preschool</td>
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<td>• International Institute Preschools</td>
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Endeavor College Prep has built relationships with the following community leaders and organizations to garner support for the school:

- Boyle Heights Chamber of Commerce
- Boyle Heights Learning Collaborative
- Councilman Jose Huizar’s Office
- East L.A. Community Corporation
- Families in Schools
- Inner-City Struggle
- Plaza Community Services
- Union de Vecinos

In order to continue to build positive relationships with community organizations and build a strong student recruiting base, we plan to continue our outreach efforts in the following ways:

- Development of marketing materials in English and Spanish
- Presentations and flyer distribution at community meetings/events, such as the Boyle Heights Neighborhood Council, Boyle Heights Chamber of Commerce, Bingo Night at Salesian High School, Neighborhood Watch meetings at Resurrection Church, the annual Feria de Libros at City Hall
- Presentations and flyer distribution at community organizations who work with families, such as the Boyle Heights Learning Collaborative, Families in Schools, the Variety Boys and Girls Club, Hollenbeck Youth Center, Proyecto Pastoral, and local childcare centers
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries—Stevenson, Franklin, and Malabar, park and recreation centers, and PUENTE Learning Center
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, neighborhood parks, and shopping centers
- Open Houses and informational meetings at the school site
- Outreach to additional community organizations and elected officials
- Outreach to local television, radio, and print media reporters
- Advertisements in local newspapers
- Advertisements in local organization newsletters
- Advertisements on local radio stations

In addition to promotional materials in both English and Spanish, Endeavor College Prep provides translation services for in-person interaction requiring translation.

**7.2 Racial and Ethnic Balance**

In that these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in Boyle Heights and Los Angeles’s eastside communities, we believe the result will be a racial and ethnic balance that is reflective of the District.
Endeavor College Prep will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

**Court-ordered Integration**

Endeavor College Prep shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Endeavor College Prep has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Endeavor College Prep will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Endeavor College Prep shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Endeavor College Prep shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and Endeavor College Prep are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with Endeavor College Preps is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Endeavor College Prep agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Endeavor College Prep shall have the right to continue attending Endeavor College Prep until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Endeavor College Prep shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.
Endeavor College Prep shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Endeavor College Prep. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Endeavor College Prep. Endeavor College Prep shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Endeavor College Prep.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Endeavor College Prep under the NCLB-PSC program increases in subsequent years, Endeavor College Prep agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Endeavor College Prep.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Endeavor College Prep has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Endeavor College Prep understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Endeavor College Prep agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program.

• Maintain inventory of equipment purchased with categorical funds, where applicable.

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

Endeavor College Prep also understands that as part of its oversight of Endeavor College Prep, the District may conduct program review for federal and state compliance.
8.1 Admission Requirements

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605(d)(2)(A), Endeavor College Prep will admit all students who wish to attend, up to the school’s enrollment capacity. If demand exceeds enrollment capacity, admission will be determined by a random public lottery.

Endeavor College Prep will adhere to all provisions of No Child Left Behind regarding:
- receiving students from Program Improvement schools as part of Public School Choice.
- providing the Co-Directors’ attestation of highly qualified teachers and paraprofessionals.
- meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

NON-DISCRIMINATION

Endeavor College Prep shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Endeavor College Prep may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Endeavor College Prep shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Endeavor College Prep will adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access
additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

8.2 Outreach and Student Recruitment

Endeavor College Prep attracts a diverse student population as detailed in the Community Outreach and Recruitment Plan in Element 7 and is committed to serving all students. We are committed to aggressively recruiting students from our targeted school community in Boyle Heights, which already includes a high percentage of academically low-achieving students, students with disabilities, and economically disadvantaged students.

8.3 Admission Preferences

If the school receives a number of lottery forms that exceeds the number of available spaces, enrollment for the available spaces will be offered through a public random lottery.

The following categories of students will be exempt from the lottery and will automatically be granted admission:

1. Currently enrolled Endeavor College Prep students. This preference is being extended to provide continuity in the child’s education.
2. Siblings of currently enrolled Endeavor College Prep students. This preference is being extended to keep families together and simplify education access for families who might otherwise have their children attending different schools simultaneously.
3. Children of Founders, employees, and Board Members (no more than 10% of total enrollment may be enrolled under this exemption). We feel it is important that employees and current and Founding Board Members are willing to stand behind the quality of the program they helped create, and sending their own children to the school is a testament of their belief in the program.

The remaining available spaces will be assigned to students through a school-wide public random drawing. Children who reside within the boundaries of LAUSD will be given a two to one preference in the lottery.

Application Process

The Endeavor College Prep application process includes:

94 The School will follow the District’s Founding Parents/Founders policy as adopted on February 7, 2012. For these purposes, “Founders” are defined as individuals who served on the Endeavor College Preparatory Charter School Founding Board or Governing Board prior to the school’s opening on September 9, 2009 or who served on the Futuro College Preparatory Elementary School Founding Board or Governing Board prior to the school’s opening on September 7, 2010. A list of Founders will be provided to LAUSD in accordance to District policy.
1. Open Enrollment Period (September 1 through the Wednesday, 3 days before the lottery at 5:00 p.m.)
   a. Recruitment, informational presentations, and school tours
   b. Completion of lottery form
2. Random Public Drawing (If enrollment demand exceeds enrollment capacity)
   a. Lottery will be held at Endeavor’s primary address at 9:00 a.m. on the second Saturday of April
   b. Notification of families of their admission or waiting list status through a letter sent by the School
3. Paperwork (within two weeks of lottery)
   a. Acceptance letter signed by parent/guardian and returned to school office staff, who will maintain a database of family responses
   b. Completion of all necessary paperwork, including but not limited to:
      1. Proof of age
      2. Immunization records
      3. Home language survey
      4. Emergency medical information
4. Orientation (June)
   a. Parent attendance at school orientation is strongly recommended
   b. Student attendance at school orientation
   c. Parent and student signature of school Commitment to Excellence

Open Enrollment
All students interested in attending Endeavor College Prep will be required to complete a lottery form and submit it directly to the school before the annual deadline. Lottery forms will be available during a publicly advertised open enrollment period each year, generally beginning the first business day after September 1 and continuing through 5 p.m. on the Friday one week before the lottery. Submitted lottery forms are date- and time-stamped by the office staff who receive them and student names added to a lottery roster to track receipt.

Lottery forms that are received by the posted deadline are counted to determine if any grade level has received a number of lottery forms which exceed available seats. In this event, the school will hold a public random lottery to determine enrollment for the impacted grade level.

8.4 Public Random Lottery
Should the number of students applying for school admission exceed the number of spaces available in any given grade, a random public lottery will be held at Endeavor’s principal address at 9:00 a.m. on the second Saturday in April to determine admission, per the requirements of Education Code 47605(d)(2)(B). No child will be forced to attend Endeavor College Prep. Families have the right to withdraw their child’s admission application at any time, including after the lottery date.

95 Not a requirement for admission, but strongly encouraged. The Endeavor College Prep Commitment to Excellence is a compact between the parent, teacher, and student.
Lottery forms are due to the Endeavor office by 5:00 p.m. the Wednesday before the lottery. Any student whose lottery form is received after that deadline will not participate in the lottery. Instead, their name will be added to the waiting list after the last name from the lottery, in the order they are received. The names of all applicants whose lottery form is received by the deadline will be sorted alphabetically by the student’s last name and assigned an identification number based on this order. These numbers are what will be randomly drawn during the lottery.

Before beginning the drawing, rules for the lottery will be explained in English and Spanish.

The lottery itself will be conducted by pulling slips of paper with identification numbers out of a container. Parents attending the lottery in person will be told their child’s identification number at the lottery site before the drawing begins so they will know their child’s place on the list by the conclusion of the drawing. All numbers will be displayed on a table before being put into the container to ensure that all assigned numbers are entered. Slips will be pulled until all openings are filled and then all remaining slips will be drawn to create a waiting list.

The lottery will be facilitated by an uninterested third party such as leader of a local community organization and fair execution of the lottery will be verified by an officer of the Endeavor College Prep Board of Directors.

Copies of all lottery forms, lottery results, and waiting lists will be readily available for inspection at the school office.

Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by a letter mailed out by Endeavor College Prep office staff within two weeks of the lottery. All admitted students must return acceptance letters within ten calendar days of the date of mailing to secure their seat.

**Waiting List**

The waiting list will be established from the applications that do not receive admission through lottery exemption or the lottery itself and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, an Office Assistant will contact the family at the top of the waiting list via telephone to offer their student admission to the school. If the family is unreachable by phone on the first day, a letter will also be sent via certified mail. Should the family decline the seat or fail to respond within three business days of the initial phone contact or five business days of the date of mailing notification in the case of no phone contact, the next family on the list will be contacted in the same manner until the open position is filled.

Students who submit a lottery form after the deadline will be added to the end of the waiting list in the order received. The waiting lists are valid for any entire school year through the last day of school. After the last day of school, the waiting lists are reset and the new waiting list order that was determined in the most recent lottery becomes effective. Waiting lists do not carry
forward from year to year. A student who is on the waiting list must submit a new lottery form each year until they are admitted.

**Attendance Accounting**

Endeavor College Prep utilizes an electronic student information system for attendance tracking and reporting purposes and attendance accounting procedures that satisfy requirements for LAUSD, LACOE, and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

Endeavor College Prep shall provide to the LAUSD the following information for each academic year:

- Norm Day Classification
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations
- Total School Enrollment
- List of Emergency Credentialed Teachers in non-core subjects
- Number of Students by Grade Level
- Unfilled Classroom Teacher Positions
- Number of Students by Ethnicity & Grade Level
- Fiscal Year-End Financial Report
- Number of Students Living Outside LAUSD Attendance Area
- List of Register-Carrying Teachers
Element 9 – Annual Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code § 47605(b)(5)(I)

Independent Charter Status

Endeavor College Prep is a fiscally independent, directly funded charter school.

Budgets

Each spring Endeavor College Prep establishes an annual budget, monthly cash flow projections, and a three-year financial projection. The Co-Director of Finance and Operations will prepare the budget and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue.

The budget development process begins in March of the preceding fiscal year and continues through the Governor’s May revisions of the State budget. The budget and five-year projections are then presented to the Endeavor College Prep Board of Directors for discussion and approval.

The Co-Directors and Finance Committee review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The Co-Director for Finance and Operations and Board of Directors also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow, which shall also ensure that resources are available to meet the needs of students with disabilities including transportation in those cases it is a related service.

The Endeavor College Prep Board has formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Endeavor College Prep’s operational budget through Academic Year 2015-16, as well as cash flow and financial projections can be found in Attachment P.

Balance Reserves

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.
**Business Management**

Endeavor College Prep’s Co-Director for Finance and Operations assumes the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The Co-Director will work with the Business and Operations Manager to manage the day-to-day financial management needs of the school. Since opening in 2009, ECP has worked with Excellent Education Development (ExED) for back-office support. We anticipate using their services again for the 2014-15 school year.

The Co-Director for Finance and Operations and/or Operations Manager will work with the back office support provider to manage the school’s financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, facilities financing, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Endeavor College Prep and their contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

**Annual Audit**

**9.1 Auditor Selection**

Endeavor College Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Board of Directors will establish an ad-hoc Audit Committee. The Co-Director for Finance and Operations, Business and Operations Manager, and Audit Committee of the Board will be knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies” and, as required under Ed. Code § 47605 (b)(5)(l), the school will hire an independent auditor to conduct a complete fiscal audit of the books and records of Endeavor College Prep. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

**9.2 Conducting the Audit**

The Co-Director of Finance and Operations and the School’s back office support provider will provide to the auditor any documentation or information requested during the course of the audit as necessary to complete a thorough and complete audit.

**9.3 Auditor Qualifications**

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an
educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

9.4 Resolving Audit Exceptions and Deficiencies
At the conclusion of the audit, the Co-Director for Finance and Operations and the Business and Operations Manager, along with the Audit Committee, will review any audit exceptions or deficiencies, and report them to the Endeavor College Prep Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

9.5 Submission of the Completed Audit
The Co-Director of Finance and Operations ensures that the auditor completes the annual audit within four months of the close of the fiscal year and that a copy of the auditor’s findings is forwarded to the District, the County Superintendent of Schools, the State Controller, the CDE, and any other required agencies by the 15th of December each year.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

Reporting Requirements
The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District
Endeavor College Prep will promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and will consult with the District regarding any inquiries.

Endeavor College Prep maintains internal fiscal control policies governing all financial activities.
Element 10 – Suspension and Expulsion Procedures

“The procedures by which students can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

10.1 Discipline Plan

At Endeavor College Prep, we have a strong, structured school culture that incorporates positive behavior supports for all students and interventions for all students. Our positive behavior support system exists for three reasons:

a. To maintain a focused and professional learning environment
b. To build the habits and norms that will empower our scholars to be successful in outside professional settings
c. To maximize time for high impact instruction

We have numerous culture builders to ensure that we create the type of environment where students are enthusiastic and focused on learning. Our culture builders encompass everything from our PRIDE Values (Preparation, Respect, Integrity, Determination, and Enthusiasm), to Team and Family school-wide meetings and celebrations, to weekly letters home to families.

The following outlines eight components of our positive behavior support plan:

1) Administrative Leadership and Support—School leaders actively support the adoption, implementation, and maintenance of School-Wide Positive Behavior Support.
   a. The Co-Director of Academics and Culture and two Campus Do-Directors were integral to the development of the plan and the monitoring of its rollout.
   b. School-wide Teach Like a Champion trainings were led by teachers who had been trained by Doug Lemov
   c. Campus co-directors involved in all Tier 3 and 4 behavior interventions
   d. School-wide PD on implementation of PBS led by Campus Co-Directors

2) Team-Based Implementation—The School-wide Positive Behavior Support team is composed of members from many stakeholder groups (administrator, general educator, special educator, classified staff, support staff, parents, and students)
   a. School Co-Director and two Campus Co-Directors
   b. Three RSPs
   c. General educator (Teacher)
   d. School Psychologist
   e. Parents involved in addressing Tier 2, 3, or 4 behaviors for their own children through timely communication with the teachers
   f. Students involved in ongoing conversation about their behaviors through discussion of conflict resolution strategies, PRIDE values, weekly PRIDE champions, and PRIDE self-evaluations at the end of each class

3) Behavioral Expectations Defined—A small number of positively stated expectations are in place for all students and staff. Behavior expectations need to be concrete, positive behaviors so that every student, staff, and family can remember and follow them:
a. Three rules—Be Nicer, Work Harder, and SLANT
b. PRIDE values articulated at the end of each class
c. PRIDE lists in each classroom and office

4) **Behavior Expectations Taught**—Behavioral expectations are taught so all students through explanation, modeling, practicing, and processing on a regular and ongoing basis:
   a. Summer Academy explicit instruction of three rules and PRIDE values.
   b. PRIDE evaluations after each class
   c. PRIDE champions each week
   d. Whole-grade or whole-class Council
   e. MVTs (Most Valuable Teammate award for students embodying the PRIDE values)

5) **Acknowledge and Reinforce Appropriate Behavior**—Appropriate behaviors are modeled by all students, staff, and families and are acknowledged and reinforced on a regular and ongoing basis.
   a. PRIDE evaluations at the end of each class
   b. PRIDE champions each week
   c. MVTs
   d. Jeans passes (Special jeans days to celebrate student behavior)
   e. Free dress passes (Special non-uniform days to celebrate student behavior)
   f. Special PRIDE awards

6) **Monitor and Correct Behavioral Errors**—Consequences are consistent and are developed for a continuum of behavioral errors.
   a. Tiered behaviors, and tiered responses to behaviors (PBS Plan)
   b. *Teach Like a Champion* techniques to address Tier 1 behaviors
   c. PRIDE points
   d. Trackers based on consistency
   e. Individual behavior plans for students who need more support
   f. For students displaying more severe behaviors (tier 3) that is impeding learning for self or others, the behavior is monitored through a Functional Behavior Analysis (FBA).
   g. For students displaying extreme behaviors (tier 4) that are injurious to self or others or causing property damage, behavior is monitored through a formal Functional Analysis Assessment (FAA) by a certified Behavior Intervention Case Manager (BICM).

7) **Data-Based Decision Making**—Data is analyzed and used to guide decisions.
   a. Decision making is a collaborative effort among the student’s general education teachers, special education service providers, school leadership, and parents/guardians
   b. Office referrals analyzed to identify students in need of personal support plans
   c. Data from trackers analyzed to determine changes in trackers
   d. PRIDE points analyzed to guide interventions

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e. Data from an FBA are used to inform and modify individual behavior plans  
f. Data from an FAA are used when a Behavior Intervention Plan is appropriate for a student

8) **Family and Community Collaboration**—Partnerships are built between the school, home, and community.  
   a. Back to school night and Family Handbook to lay out behavior expectations  
   b. *Cafecitos* for informal communication with the Co-Directors  
   c. Friday letter to share positive culture  
   d. Parent involvement in all Tier 2, 3, or 4 behaviors  
   e. Parent involvement in all personal behavior plans and trackers  
   f. Positive notes and/or phone calls for to recognize student successes and accomplishments  
   g. Daily check-ins with students who have struggled with appropriate school behavior

The following three charts show the Tiered Behavior flowcharts for each grade span. Unlike the typical three-tier RTI model that most PBS systems use, our team decided to break tier three into two parts in order to better differentiate between behaviors that are addressed by an office referral vs. a suspension.

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**ECP Tiered Behavior Supports: Lower Campus (Grades K-3)**

**TIER 1 Behavior**  
What you would expect from an elementary classroom—**students** test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a nonverbal redirect, self-interrupt, or a positively framed reminder.

**TIER 2 Behavior**  
Still what you would expect from an elementary classroom—**students** test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a stern redirection, a move of the student’s clip, and a note to parents in the learning log.

**TIER 3 Behavior**  
These behaviors are a more serious breach of our school’s PRIDE values. **They endanger the safety and well-being of others in class and/or violate the integrity of our college-prep learning environment.** Teachers should use a very stern redirect, immediately move clip to 1, and have a responsible scholar escort to another class with a note and independent work for 30 minutes. Teachers will set a timer & have student escorted back to class by a responsible scholar. Teacher will also call parents that day.

**TIER 4 Behavior**  
These are the most egregious student offenses and could result in student suspension (in-school or out) or expulsion. These behaviors pose an immediate threat to school safety and may even break the law. **One teacher should escort student to office, with independent work.** (If alone, teacher should immediately **text the team to get an escort for the student.**) Student clip moves to 1.
Teacher assesses the incident of disruption as MINOR
- containable and not dangerous
- low medium impact on learning environment
- not likely to involve student distress
- involves small number of students

**Disruptive Classroom Incident**

**TIER 1 Behavior**
What you would expect from an upper elementary classroom—
students test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a *nonverbal redirect, self-interrupt, or a positively framed reminder.*

**TIER 2 Behavior**
Still what you would expect from an upper elementary classroom—
students test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a *stern redirect, PRIDE point deduction, and a parent phone call.*

**TIER 3 Behavior**
These behaviors are a more serious breach or our school's PRIDE values. They endanger the safety and well-being of others in class and/or violate the integrity of our college-prep learning environment. Teachers should use a *very stern redirect,* to immediately stop student behavior, send the student to the office, and contact parents that day to set up an in-person meeting within the next 2-3 days. Member of the leadership team may choose to participate in the parent meeting depending on the severity/frequency of the offense.

**TIER 4 Behavior**
These are the most egregious student offenses and could result in student suspension (in-school or out) or expulsion. These behaviors pose an immediate threat to school safety and may even break the law. Such behaviors could include physical aggression toward another person with likelihood of causing injury, possession of a weapon, etc. Teachers should immediately *text the team to get an escort for the student.* As a follow up, teacher should *log detailed account of incident in behavior binder* and consult with a *Campus Director* for additional next steps.

Send to office procedure TIER 3:
1. Send student with an escort and a green slip describing the incident to the office
   a. Make sure to send the student with work and their independent reading book
   b. The office team will take care of giving the student their behavior reflection
2. Text the team in the “Code Red” text with a description of the incident AND a time frame that you will follow up so the Campus Director and office team can determine immediate next steps.
3. Log the behavior in the black “Student Support” binder, staple the green slip to the student’s behavior reflection and place it in the clear plastic sheet.
4. Follow up with your Campus Director regarding the situation for next steps, they will most likely be
   a. Schedule an in person parent meeting within the next 2-3 days
   b. Follow up with the student about his or her behavior and make sure the student knows that he/she lost 100 points for that week

Send to office procedure TIER 4:
1. Text CODE RED group with a request to escort a student to the office, send the student outside the door and see both inside of the classroom and the student who is out in the hall.
2. Send student with an adult escort and green slip describing the incident to the office
   a. If possible, send the student with work and their independent reading book
   b. The office team will take care of giving the student their behavior reflection
3. Text the team in the “Code Red” text with a description of the incident AND a time frame that you will follow up so the Campus Director and office team can determine immediate next steps
4. Log the behavior in the black “Student Support” binder, staple the green slip to the student’s behavior reflection and place it in the clear plastic sheet.
5. Follow up with your Campus Director regarding the situation for next steps. They could range anywhere from in-school suspension to loss of points and being sent back to class later that day or the next day. If you were the teacher involved in the incident, generally you will be involved in participating in next steps. A Campus Director will keep you in the loop.

Endeavor College Prep
Charter Renewal February, 2014
Teacher assesses the incident of disruption as **MINOR**
- containable and not dangerous
- low/medium impact on learning environment
- not likely to involve student distress
- involves small number of students

**TIER 1 Behavior**
What you would expect from a middle school classroom—students test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a **nonverbal redirect**, **self-interrupt** or a **positively framed reminder**.

**Disruptive Classroom Incident**
TIER 2 Behavior
Still what you would expect from a middle school classroom—students test boundaries in developmentally appropriate ways, and ECP teachers are equipped to handle these behaviors with a **stern redirect**, **PRIDE point deduction**, and a parent phone call.

**TIER 3 Behavior**
These behaviors are a more serious breach of our school’s PRIDE values. They endanger the safety and well-being of others in class and/or violate the integrity of our college-prep learning environment. Teachers should use a **very stern redirect** to immediately stop student behavior, send the student to the office, and contact parents that day to set up an in-person meeting within the next 2-3 days. The Campus Director or another member of the leadership team may choose to participate in the parent meeting depending on the severity/frequency of the offense.

Send to office procedure TIER 3:
- Send **student with a green slip** describing the incident to the office (if upstairs, watch to make sure that student goes, if downstairs send with an escort)
  - Make sure to send the student with work and his/her independent reading book.
  - The office team will take care of giving the student their behavior reflection
- **Text the team** in the “Tier Three” text with a description of the incident **AND** a time frame that you will follow up so the Campus Director or Director of Academics and Culture and office team can determine immediate next steps
- **Log the behavior** in the black “Student Support” binder, staple the green slip to the student’s behavior reflection and place it in the clear plastic sheet.
- Follow up with the Campus Director regarding the situation for next steps, they will most likely be
  - Schedule an in person **parent meeting within the next 2-3 days**
  - Follow up with the student about his or her behavior and make sure the student knows that he/she lost **100 points** for that day

**TIER 4 Behavior**
These are the most egregious student offenses and could result in student suspension (in-school or out) or expulsion. These behaviors pose an immediate threat to school safety and may even break the law. Teachers should immediately **text the team to get an escort for the student**. As a follow up, teacher should log detailed account of incident in behavior binder and consult with your **Campus Director** for additional next steps.

Send to office procedure TIER 4:
- Text Tier Three group with a request to escort a student to the office, send the student outside the door and position yourself so you can see both inside of the classroom and the student who is out in the hall.
- Send **student with an adult escort** and green slip describing the incident to the office (if upstairs, watch to make sure that student goes, if downstairs send with an escort)
  - If possible, send the student with work and his/her independent reading book.
  - The office team will take care of giving the student their behavior reflection
- **Text the team** in the CODE RED text with a description of the incident **AND** a time frame that you will follow up so Rachel/MJ and office team can determine immediate next steps
- **Log the behavior** in the black “Student Support” binder, staple the green slip to the student’s behavior reflection and place it in the clear plastic sheet.
- Follow up with the **Campus Director** regarding the situation for next steps. They could range anywhere from in-school suspension to loss of points and being sent back to class later that day or the next day. If you were the teacher involved in the incident, generally you will be involved in participating in next steps. **Your Campus Director will keep you in the loop.**
**Student Suspension and Expulsion Policy**

This Pupil Suspension and Expulsion Policy (“The Policy”) has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. This shall serve as the entire policy for suspension and expulsion.

The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Directors’ offices.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

10.2 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Students may be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

   b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to:

   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has
been transmitted on the Internet or is currently posted on the Internet.

s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

u) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

v) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
10.3 Mandatory and Discretionary Expellable Offences

The following table summarizes which offences from the list above are discretionary and which are mandatory. The table is a resource provided by CDE and can be found at http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp.

Endeavor College Prep shall adhere to these guidelines.

<table>
<thead>
<tr>
<th>Must Recommend Expulsion (Mandatory)</th>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
<th>May Recommend Expulsion (Discretionary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Code (EC) 48915(c)</strong></td>
<td>Act <strong>must</strong> be committed at school or school activity.</td>
<td>Acts committed at school or school activity or on the way to and from school or school activity.</td>
</tr>
<tr>
<td>1. Firearm</td>
<td><strong>EC</strong> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</td>
<td></td>
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<tr>
<td>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</td>
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<tr>
<td>b. Selling or otherwise furnishing a firearm.</td>
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<tr>
<td>2. Brandishing a knife at another person.</td>
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<tr>
<td>3. Unlawfully selling a controlled substance listed in <strong>Health and Safety Code</strong> Section 11053 et. seq.</td>
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<tr>
<td>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.</td>
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<tr>
<td>5. Possession of an explosive.</td>
<td><strong>EC</strong> Section 48915 (a)(1). Causing serious physical injury to another person, except in self-defense.</td>
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<tr>
<td>6. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <strong>EC</strong> Section 48915 (a)(2).</td>
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<tr>
<td>7. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <strong>Health and Safety Code</strong>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</td>
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<tr>
<td>8. Robbery or extortion. <strong>EC</strong>Section 48915 (a)(4).</td>
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</tbody>
</table>

† Acts committed at school or school activity or on the way to and from school or school activity.
‡ Acts committed at school or school activity or on the way to and from school or school activity.
Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001

5. Assault or battery, or threat of, on a school employee. The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

rail firearm

n. Committed sexual harassment

o. Harassed, threatened or intimidated a student witness

p. Sold prescription drug Soma

q. Committed hazing

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a
court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

10.4 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Co-Director of Academics and Culture or a Campus Director with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Co-Director of Academics and Culture or designee.

The conference may be omitted if the Co-Director of Academics and Culture or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified in a letter describing the incident, referencing this Policy, and of the student’s right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be convened by Co-Director of Academics and Culture or his/her designee and held within two school days of the offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
2. Notice to Parents/Guardians

At the time of the suspension, the Campus Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Co-Director of Academics and Culture and Campus and/or his/her designee, wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

3. Right to Appeal

Except in an “emergency situation” as described in section 1 above, parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension within ten days of the initial suspension decision. For suspensions that were made by a Campus Director, the appeal shall be heard by the Co-Director of Academics and Culture. For suspensions that were made by the Co-Director of Academics and Culture, the appeal shall be heard by the Co-Director of Finance and Operations. Following due consideration, and no more than 5 days after the appeal is made, the Co-Director who heard the appeal will respond in writing with a decision on the appeal. This decision regarding student suspension will be considered final.

10.5 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may not be suspended more than 20 days in a school year, except in cases pending an expulsion process that meet the criteria listed in section 10.7 below.

10.6 Access to Education during Suspension

During the term of the suspension, the student will be provided with school assignments that his/her teachers consider to be reasonably equivalent to the work that would otherwise be expected of him/her in the normal classroom setting during that time. The work will be available for pick up in the School’s office. This work is expected to be completed by the student and submitted to the teachers upon return to class. Incomplete work may affect the student’s grade.

10.7 Suspension during Pending Expulsion Process

Upon a recommendation of expulsion by the Co-Directors of Academics and Culture, the pupil and the pupil’s parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion
hearing. This determination will be made by the Co-Directors or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The teachers will continue to provide reasonably equivalent work for the student to complete during this extended suspension.

**Authority to Expel**

A student may be expelled by an Administrative Panel to be assigned by the Board of Directors. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**10.8 Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Co-Directors or designee determine that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Endeavor College Prep may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by Endeavor College Prep or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’s use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present
evidence that the witness’s presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’s prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the
conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Co-Director of Academics and Culture, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Endeavor College Prep.

The Co-Director of Academics and Culture or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student’s name
2. The specific expellable offense committed by the student
3. The reinstatement eligibility review date
4. A copy of the rehabilitation plan
5. The type of educational placement during the period of expulsion
6. Appeal procedures

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Endeavor College Prep shall notify the superintendent of the school district of the
pupil’s last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

**Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**Appeal of Expulsion**

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

An expulsion may be appealed within ten working days following the issuance of the notice of the decision to expel and must be submitted in writing to the Co-Director of Academics and Culture. The student will be considered suspended until a meeting is convened to hear the appeal.

At least one parent or guardian of the child must attend to present their appeal. The appeal will be considered by an Expulsion Committee of the Board consisting of at least three members of the Board of Directors. The appeal will be heard no later than 30 school days from issuance of notice of the decision to expel. The Expulsion Committee shall consider the findings of fact and record of the hearing. If the Expulsion Committee overturns the appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal.

The Co-Director of Academics and Culture will contact the family and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision.

**Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward
student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code § 47605(b)(5)(K)

Assurances
Endeavor College Prep will make any contribution that is legally required of the employer. Currently, Endeavor College Prep makes contributions to CalSTRS, Medicare, workers compensation, Social Security and unemployment insurance with the assistance of ExED, a back office support provider that handles Endeavor College Prep’s payroll calculations.

State Teachers’ Retirement System
Endeavor College Prep certificated teachers and eligible administrators are part of the State Teachers' Retirement System (STRS). Employees accumulate service credit years in the same manner as all other members of STRS.

Non-Certificated Employees’ Retirement
Other employees contribute to Social Security and full-time non-certificated employees are offered a 403(b) retirement account.

Reporting
Retirement reporting is contracted out to a qualified service provider; however, the Co-Director for Finance and Operations is responsible for ensuring that such retirement coverage is arranged.

Endeavor College Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

Personnel Policies and Procedures

- Endeavor College Prep complies with all provisions of the Educational Employment Relations Act (EERA) and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

- The Board of Directors approves the salary schedule for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Co-Directors,
based on the candidate’s experience and responsibilities. The salary of the Co-Directors will be set by the Board of Directors.

- A comprehensive benefits package (medical, dental, and retirement) is included as part of each full-time employee’s compensation.
- The school calendar (vacations, holidays, hours, etc.) is set by the Co-Directors and approved by the Board each year.
- All employees of Endeavor College Prep are at-will employees. The terms and conditions for employment at Endeavor College Prep are reviewed in detail during the interview process and reiterated in an offer of employment.
- Endeavor College Prep complies with all State and Federal laws concerning the maintenance and disclosure of employee records.
- Teachers of core content areas at Endeavor College Prep (English Language Arts, Math, Science, and Social Studies) are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Copies of each teacher’s credentials are kept on file in the main office and are readily available for inspection. School administration reviews teacher credentials annually.
- Details of the Endeavor College Prep staff recruitment plan may be found in Element One: Educational Program.
- Details of the Endeavor College Prep staff selection model may be found in Element Five: Employee Qualifications.
- The Board of Endeavor College Prep will conduct an annual performance review of the Co-Directors. The Co-Directors will be responsible for conducting all other staff evaluations, based on an evaluation process that includes multiple measure of performance, including annual formal observations, monthly informal observations, staff self-reflection, and student achievement data.97
- The process for termination of an employee is detailed in the Employee Handbook which is provided to each employee upon commencement of employment or upon request.
- The Board of Endeavor College Prep maintains a formal process for resolving complaints and grievances that will ensure due process for all parties. This process is described in the Employee Handbook. (See attachment Q.)

97 A draft of the teacher evaluation plan (based on the Professional Growth Plans used by the Achievement First Schools) can be found in Attachment G.
Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Pupils who choose not to attend Endeavor College Prep may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code § 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605(b)(5)(N)

Dispute Resolution Procedure

The staff and governing board members of Endeavor College Prep agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Endeavor College Prep, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Endeavor College Prep shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Endeavor College Prep
c/o Co-Director of Finance and Operations
126 Bloom Street
Los Angeles, CA 90012

To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own
attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

“A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O).

Endeavor College Preparatory Charter School is deemed the exclusive public school employer of all employees of the Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605(b)(5)(P)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Endeavor College Preparatory Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Endeavor College Prep if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Endeavor College Prep committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Endeavor College Prep failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Endeavor College Prep failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Endeavor College Prep violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Endeavor College Prep in writing of the specific violation, and give Endeavor College Prep a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Endeavor College Prep, either by the governing board of Endeavor College Prep or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Endeavor College Prep votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Endeavor College Prep, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Endeavor College Prep or the LAUSD Board of Education, the governing board of Endeavor College Prep shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Endeavor College Prep will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of Endeavor College Prep. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the Charter School may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Endeavor College Prep within 72 hours of the Closure Action. Endeavor College Prep shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Endeavor College Prep shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Endeavor College Prep shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Endeavor College Prep shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Endeavor College Prep shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Endeavor College Prep shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure.

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Endeavor College Prep shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. Endeavor College Prep must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity of any liabilities the Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the Charter School if it has reason to believe that the school received state funding for which it was not eligible.

Endeavor College Prep shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the Charter School.

This audit may serve as the school’s annual audit.

Endeavor College Prep shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Endeavor College Prep will be the responsibility of Endeavor College Prep and not LAUSD. Endeavor College Prep understands and acknowledges that Endeavor College Prep will cover the outstanding debts or liabilities of Endeavor College Prep. Any unused monies at the time of the audit will be returned to the appropriate funding source. Endeavor College Prep understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Endeavor College Prep participates, and other categorical funds will be returned to the source of funds.

Endeavor College Prep shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available...
for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the Charter School may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Endeavor College Prep shall retain sufficient staff, as deemed appropriate by the Endeavor College Prep governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Endeavor College Prep’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Endeavor College Prep’s right to operate as a charter school or cause Endeavor College Prep to cease operation. Endeavor College Prep and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of
LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:  
  (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location**: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant**: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD
shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires
that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. **Crime Insurance or Fidelity Bond** coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. **Professional Educators Errors and Omissions liability** coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter School.
agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter School.
Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Endeavor College Prep will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)
Conclusion

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The founding team of Endeavor College Prep is honored by the opportunity to apply for a charter school that will serve families in Los Angeles and is eager to work with the District to provide the best possible educational opportunities for all students.

*I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor.*

-- Henry David Thoreau