Endeavor College Preparatory Charter School

Final Charter Material Revision
Respectfully Submitted to the
Los Angeles Unified School District

June 3, 2013

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Affirmations and Assurances

Endeavor College Preparatory Charter School ("Endeavor College Prep" or the "Charter School" or the "School") hereby certifies that the information submitted in this application for a charter for a California public charter school named Endeavor College Prep is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Los Angeles Unified School District ("LAUSD" or the "District") and this application does not constitute the conversion of a private school to the status of a public charter school.

Endeavor College Prep shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation 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.

Endeavor College Prep agrees to abide by all laws applicable to charter schools and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.
Term and Renewal of the Charter
In accordance with California Education Code §47607(a)(1), upon approval, this charter petition will be effective as of the date of approval. We request a charter term of five (5) fiscal years, starting with the first fiscal year in which the school opens and ending on June 30, 2014.

Endeavor College Prep will submit its renewal petition to the LAUSD Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

__________________________________________________________
Michelle Jasso, School Director
Endeavor College Prep

_____________________________________________________________________
Date
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 address of Endeavor College Prep is 126 Bloom Street Los Angeles, CA 90012.

The phone number of Endeavor College Prep is (323) 947-7311.

The contact person for Endeavor College Prep is Michelle Jasso.

The term of this charter shall be from July 1, 2009 to June 30, 2014.

The grade configuration will be grades transitional kindergarten through eight

The number of students in the first year was 124.

The grade level(s) of the students the first year was fourth and fifth.

The opening date of the charter school was September 9, 2009.

The admission requirements include: See Element Eight.

The enrollment capacity is 648 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be 180 days.

The bell schedule for the charter school will be: See Element One.

If space is available, traveling students will have the option to attend.

Statement of Need

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

Demographic and Academic Achievement Data Overview
The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving over 700,000 students in its 1155 schools. The district serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students, 73% in 2006-07, identify themselves as Hispanic/Latino. Over a third 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 72% qualifying for free and reduced lunch through the National School Lunch Program and approximately 70% of district students coming from families in which neither parent attended college.

A large percentage of students throughout Los Angeles currently attend under-performing district schools. Nearly 43% 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 29% of students district-wide earning a proficient or advanced score on the English-Language Arts portion of the test and 31% scoring proficient or advanced in math. The district’s Base API score for 2005-2006 was 655, but the average for Hispanic students was lower at 630, compared to 807 for white students. LAUSD high schools average a 66% graduation rate, compared with state average of 85%.

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. 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 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 2004¹⁶</th>
<th></th>
</tr>
</thead>
</table>

¹ http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/COMMUNICATIONS_FACTS/0607FINGERTIPFACTSHEET_REVISED.PDF.
² http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
³ http://www.lausd.k12.ca.us/lausd/board/secretary/entireyear6-06.pdf.
⁵ http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=darc3.
⁶ http://www2.edtrust.org/NR/rdonlyres/7AAD1563-BE27-4114-B6E2-B34A4AFD45B7/0/LAUSDAG.pdf
LAUSD’s Local District 5 includes the communities of South Central Los Angeles, Lincoln Heights, El Sereno, Boyle Heights, City Terrace, and East Los Angeles. Out of LAUSD’s eight local districts, Local District 5 serves the largest number of English Language Learners, with 57% of students classified as ELL. Local District 5 California Standards Test (CST) scores are lower than the district average, with 20% of students earning a passing score in English-Language Arts and 24% in math.

Boyle Heights is one of the East Los Angeles communities that make up LAUSD’s Local District 5. 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 a population of 87,426 residents in 2000, the Boyle Heights community is predominantly Latino (approximately 95%). Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census; actual numbers of immigrants are likely higher.) Eighty-two percent of Boyle Heights households have children, and the average household size is 4.01.

The residents of Boyle Heights are under enormous economic pressures:

- 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

LAUSD numbers were estimated based on available 2006 ACCORD data.
7 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
8 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
9 Census 2000.
10 Ibid.
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.\(^{11}\) Students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.\(^{12}\)

These facts, combined with the local schools’ pattern of achievement data as indicated in Figures 1.4 and 1.5 create an environment where students lack the academic preparation necessary for success in the 21\(^{st}\) century and are unlikely to break the cycle of poverty.

**Figure 1.3 – Boyle Heights Educational Attainment Data**

<table>
<thead>
<tr>
<th>Census 2000: Boyle Heights Educational Attainment Data (for Adults 25 and older)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma or Equivalent</td>
</tr>
<tr>
<td>High School Graduates or Equivalent</td>
</tr>
<tr>
<td>Some College (no degree)</td>
</tr>
<tr>
<td>Associate’s Degree</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
</tr>
<tr>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Doctorate or Professional Degree</td>
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</tbody>
</table>

Nearly all of Boyle Heights’ public schools are part of the Roosevelt High School cluster.\(^{13}\) As indicated in Figure 1.4 (on page 9), this cluster of schools serves a student population:

- that is over 96% Latino,
- with over 90% of families eligible for free and reduced lunch,
- with just over half of the students designated as English Language Learners.
- with approximately 10% of students qualified for special education services.\(^{14}\)

Not a single school in the cluster has an API score over 720, and almost all of the schools have a state rank of 1 or 2. Boyle Heights has two middle schools, each serving over 2,500 students and earning an API statewide rank of 1. Recent data indicate that 43% of Roosevelt High seniors pass the CAHSEE by their senior year, compared with just over 80% state-wide.\(^{15}\)

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11 Census 2000.
13 Detailed demographic and achievement data about the public schools in the Roosevelt cluster can be found in the table on page 9.
The cluster 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 is only one free public alternative to the district schools. The lone Boyle Heights charter school is a kindergarten-only program run by PUENTE Learning Center.\(^\text{16}\)

As evidenced in Figure 1.6, 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.\(^\text{17}\) 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.\(^\text{18}\)

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 middle 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.

While many schools have struggled to meet these goals, Endeavor College Prep, as a charter school, will have the freedom 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 middle school starting at the nontraditional entry point of grade four, we will be able to strategically confront the literacy challenges of our target population\(^\text{19}\) and educate our students within a college preparatory environment 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.

\(^{16}\) We are aware of KIPP L.A. Prep and Oscar de la Hoya Animo’s plans to move to Boyle Heights.

\(^{17}\) http://star.cde.ca.gov/.

\(^{18}\) 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.

\(^{19}\) For more detail on our decision to begin Endeavor College Prep at the fourth grade, please see Fourth Grade Start on page 22-23.
### Demographic Information for Prospective Site

**Figure 1.4 – Demographic and Achievement Data for Public Schools within the Roosevelt High School Cluster**

<table>
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<tbody>
<tr>
<td>1st Street Elementary</td>
<td>K-5</td>
<td>710</td>
<td>No</td>
<td>Year 3</td>
<td>Yes</td>
<td>Yes</td>
<td>709</td>
<td>1</td>
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<td>46</td>
<td>99</td>
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<tr>
<td>2nd St. Elementary</td>
<td>K-5</td>
<td>579</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>707</td>
<td>2</td>
<td>5</td>
<td>92</td>
<td>97</td>
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<td>Breed St. Elementary</td>
<td>K-5</td>
<td>672</td>
<td>No</td>
<td>Year 3</td>
<td>No</td>
<td>No</td>
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<td>48</td>
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<td>Bridge St. Elementary</td>
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<td>Year 5</td>
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<td>No</td>
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<td>No</td>
<td>No</td>
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<td>94</td>
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<td>Evergreen Ave. Elementary</td>
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<td>No</td>
<td>Year 5+</td>
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<td>Yes</td>
<td>691</td>
<td>1</td>
<td>1</td>
<td>96</td>
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<td>Lorena Street Elementary</td>
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<td>Malabar Street Elementary</td>
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<td>Year 5</td>
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<td>Yes</td>
<td>693</td>
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<td>94</td>
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<td>Year 5+</td>
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<td>Yes</td>
<td>679</td>
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<td>2</td>
<td>96</td>
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<td>Sheridan St. Elementary</td>
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<td>1174</td>
<td>No</td>
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<td>Yes</td>
<td>Yes</td>
<td>705</td>
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<td>No</td>
<td>687</td>
<td>1</td>
<td>3</td>
<td>98</td>
<td>98</td>
<td>64</td>
</tr>
<tr>
<td>Sunrise Elementary</td>
<td>K-5</td>
<td>535</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>689</td>
<td>2</td>
<td>3</td>
<td>94</td>
<td>100</td>
<td>69</td>
</tr>
<tr>
<td>Utah St. Elementary</td>
<td>K-6</td>
<td>532</td>
<td>No</td>
<td>Not in PI</td>
<td>No</td>
<td>No</td>
<td>719</td>
<td>4</td>
<td>9</td>
<td>95</td>
<td>95</td>
<td>58</td>
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<tr>
<td>Hollenbeck Middle School</td>
<td>6-8</td>
<td>2597</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>589</td>
<td>1</td>
<td>3</td>
<td>92</td>
<td>99</td>
<td>40</td>
</tr>
<tr>
<td>Stevenson Middle School</td>
<td>6-8</td>
<td>2610</td>
<td>No</td>
<td>Year 4</td>
<td>No</td>
<td>No</td>
<td>593</td>
<td>1</td>
<td>1</td>
<td>91</td>
<td>99</td>
<td>43</td>
</tr>
</tbody>
</table>

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20 All data in Figures 1.4-1.6 was taken from the state’s test results reporting site: http://star.cde.ca.gov and/or LAUSD’s website http://lausd.net.
Table 1.5 - Demographic and Achievement Data for Boyle Heights’ Charter School

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Puente Charter School</td>
<td>K</td>
<td>127</td>
<td>No</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>71</td>
<td>77% Hispanic/Latino</td>
<td>59</td>
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</table>

Table 1.6 – Comparison Schools in the Charter

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia Avance</td>
<td>6-8</td>
<td>146</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>708</td>
<td>1</td>
<td>7</td>
<td>99</td>
<td>99</td>
<td>51</td>
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<tr>
<td>Academia Semillas del Pueblo</td>
<td>K-8</td>
<td>327</td>
<td>No</td>
<td>Year 3</td>
<td>Yes</td>
<td>Yes</td>
<td>696</td>
<td>1</td>
<td>1</td>
<td>84</td>
<td>92</td>
<td>48</td>
</tr>
<tr>
<td>California Academy for Liberal Studies</td>
<td>6-8</td>
<td>257</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>767</td>
<td>5</td>
<td>10</td>
<td>85</td>
<td>96</td>
<td>19</td>
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<tr>
<td>Excel Charter Academy</td>
<td>6-8</td>
<td>178</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>702</td>
<td>4</td>
<td>n/a</td>
<td>93</td>
<td>97</td>
<td>41</td>
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<tr>
<td>KIPP Los Angeles Preparatory</td>
<td>5-8</td>
<td>331</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>726</td>
<td>7</td>
<td>10</td>
<td>94</td>
<td>93</td>
<td>45</td>
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<tr>
<td>Milagro Charter School</td>
<td>K-5</td>
<td>221</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>856</td>
<td>6</td>
<td>n/a</td>
<td>83</td>
<td>95</td>
<td>19</td>
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<tr>
<td>Para los Ninos Charter School</td>
<td>K-5</td>
<td>253</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>734</td>
<td>2</td>
<td>6</td>
<td>97</td>
<td>98</td>
<td>91</td>
</tr>
</tbody>
</table>
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. **Under this proposed material revision, Endeavor College Prep will add grades transitional kindergarten through third grade (including transitional kindergarten students by merging with and assuming the enrollment of Futuro College Preparatory Elementary School.**

Figure 1.7 – Enrollment Plan (Fully Enrolled)

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten (including transitional K)</td>
<td>72</td>
</tr>
<tr>
<td>First Grade</td>
<td>72</td>
</tr>
<tr>
<td>Second Grade</td>
<td>72</td>
</tr>
<tr>
<td>Third Grade</td>
<td>72</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>72</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>72</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>72</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>72</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>648</strong></td>
</tr>
</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.

For our detailed student recruitment plan, please see *Element 7: Racial and Ethnic Balance.*

Educational Philosophy

**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.\textsuperscript{21} 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.

**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 21\textsuperscript{st} century.

The Massachusetts Institute of Technology faculty defines a well-educated person in the 21\textsuperscript{st} century as having the following characteristics:\textsuperscript{22}

- 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
- 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 21\textsuperscript{st} 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 creates students who are self-motivated, competent, 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.

**Research Base**

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.*\textsuperscript{23} 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

\textsuperscript{21} 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.

\textsuperscript{22} MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at http://web.mit.edu/committees/sll/JrFacWkshp.html.

\textsuperscript{23} Heritage Foundation (2000).
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 Lead 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
- KIPP Academy of Opportunity—Los Angeles, CA
- KIPP Bayview—San Francisco, CA
- KIPP Bridge—Oakland, CA
- KIPP D.C. Key Academy—Washington, DC
- KIPP Gaston College Prep—Gaston, NC
- KIPP Los Angeles Preparatory Charter School—Los Angeles, CA
- KIPP San Francisco Bay—San Francisco, CA
- KIPP Star—Harlem, NY
- KIPP TEAM—Newark, NJ
- Leadership Preparatory Charter School—Brooklyn, NY
- Newark Collegiate—Newark, NJ
- North Star Academy—Newark, NJ

24 Ibid.
25 A summary of the Building Excellent Schools training fellowship is included as Attachment B.
26 For more information about Achievement First and Amistad Academy, please visit http://www.achievementfirst.org.
With this proposed amendment, Endeavor College Prep has replicated these successful practices to offer a high-quality college preparatory education to the community of Boyle Heights, one of Los Angeles’ most educationally underserved communities.

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

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

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 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.

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27 Compiled by Linda Brown, Executive Director of Building Excellent Schools.
28 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.
29 A description of the Charter Launch program is included as Attachment C.
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:

7:15 a.m.  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.

7:20 a.m. Promptly at 7:20 all of the teachers meet with the School Director just inside the school’s double doors. They refer to this 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 Occidental homeroom has earned a pizza party for having the highest average on multiplication drills and will be eating with her in the classroom as a special treat. The teachers break from the huddle and spread throughout the building to their assigned morning stations.

7:30 a.m. At 7:30 many students have gathered at the school for breakfast before the start of the school day. The School Director, Mrs. Jasso, 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. Muñoz, one of the fifth-grade teachers, in the school’s main hallway. He does 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 middle school 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
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, Mrs. Christensen and Ms. Sutter, greet the students, who echo back their response. Ms. Sutter 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.

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. Christensen to decode multisyllabic words, another group is practicing finding the main idea of several short informational articles with Ms. Sutter, and a well-prepared student-led group takes turns reading Eleanor Estes’s *The Hundred Dresses* and answering questions the teacher has prepared about character traits and motivation.

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, Mrs. Christensen 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.

Mrs. Christensen 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.

Mrs. Christensen teaches a lesson on finding the area of irregular polygons and stops every few minutes to check for student understanding. After she shows several sample problems, she has students talk her through three more while the rest of the class takes notes. She assigns three more problems for students to complete in pairs. After each pair finishes and holds up their whiteboards, she gives them permission to move on to the day’s independent work.

After all the students in the class are working independently, Mrs. Christensen 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. She works with them for five minutes, re-teaching the skill and giving them feedback as they practice, before she 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, Mrs. Christensen 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.

10:15 a.m. Mrs. Christensen 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 morning, authors!” “Good morning, Mrs. Christensen!” Mrs. Christensen begins the class not by correcting the Do Now but by announcing the five scholars who earned 100% on Friday’s grammar quiz. She 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, Mrs. Christensen 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, Mrs. Christensen asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow. 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.

11:30 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, Mr. Muñoz 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. Classical music is playing and students are expected to talk quietly with the other students assigned to their table. Students are allowed to use the restroom without asking; they just have to make sure a pass is available and hurry back so that other students also have time to go. The teachers sit at a table in the front of the cafeteria and students know that it is time to clean up when they see their teachers get up from their table. At this point 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, Ms. Jasso and several of the teachers take turns calling out mental math problems that the students answer in unison.

12:00 p.m. Lined up in the hallway outside their classroom, the students are greeted by Ms. Sutter 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. Sutter 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. Sutter 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. Sutter’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 reading class.

1:15 p.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. Sutter 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. Sutter 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 Ms. Sutter 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. Sutter 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 SQUIRT (sustained, quiet, uninterrupted, independent reading time). 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. Sutter 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. Sutter 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 Ms. Sutter gives the signal to head back to their desks. They clean up and prepare for their next class to begin.

2:30 p.m.  For the physical education and arts classes, half of the class goes with Ms. Sutter to the cafeteria for yoga while the other grab the scripts for the play they will be performing at next week’s Team and Family.

The visitor is not sure what is more surprising—students doing yoga poses without giggling or the amount of expression students use when delivering their lines.

At 3:10 p.m. the yoga students return to the classroom for a quick snack with
their homeroom before Prep class. Snack is one of the least structured times of the day. Students are allowed to sit where they like and many choose to sit back on the rug with friends.

3:20 p.m. Prep class begins with students back in their seats promptly at 3:10. Right now all of the fourth-graders are progressing through packets of math facts. Some students are still working on two-digit addition with carrying, while others are practicing long division with remainders. The students work on their math folders for twenty minutes each day while the two homeroom teachers circulate and sometimes pull small groups of students to work on particular math computation skills. Students keep track of which math skills they have mastered and check off each new accomplishment with pride.

After math practice, students use the remainder of today’s Prep time to study and review the homework for that night. Students make sure they have everything they need for their homework and work independently to complete as much as they can. Students occasionally whisper to one another for help, but the noise level in the room never surpasses the level of a quiet library.

A few minutes before 4:00 p.m. the homeroom teachers ask students to pack up and clean up and they end the day with a few Shout Outs before dismissal.

4:00 p.m. Four o’clock 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. Jasso and Ms. Sutter tell students to “Have a great afternoon!” and “Do all of your homework” and “Read extra!”

The other half of the students attend various Prep Plus activities. In the building today there are two small decoding and fluency groups, one small writing academic support group, a group of students working on computers to complete a California Mission WebQuest, a meeting of the student government, and the homework center for students who want to stay and work in a quiet place on their assignments as well as students who have been assigned by a teacher to attend. There are also two Prep Plus groups that meet outside—a running club led by Ms. Schumacher and a soccer club led by Mr. Muñoz and two volunteer college students.

5:00 p.m. At 5:00 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.
How Learning Best Occurs
Endeavor College Prep implements research-proven best practices to ensure that all students achieve academic mastery and personal success. 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 Primary 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

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 be 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 Code of Conduct outlines the behaviors expected from each student and the consequences for both positive and negative choices. 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.

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:

- 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 will serve 648 students from transitional kindergarten through eighth grade. This small size and strategic growth plan allows us to create an environment where every adult 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

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30 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.
31 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.
32 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

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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 transitional kindergarten through third grade attend school for eight hours and fifteen minutes on full days and six hours and forty-five minutes on professional development days. Students in fourth through eighth grade attend school for 8 hours and 15 minutes on full days and 6 hours and 15 minutes 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.

Team Teaching in the Primary Grades
We have two credentialed teachers in every classroom from transitional kindergarten through fifth 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. At schools such as North Star Academy Elementary School in Newark, NJ and Leadership Preparatory Charter School 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 nine to eleven students while a third group of students does independent literacy development using such technology as the Waterford Early Reading adaptive computer literacy program or focusing on 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

33 The rationale justifying this long school day for kindergarten-age children is explained in detail in Attachment D.
34 Additional details about our school’s use of instructional time may be found on pages 63-71.
35 For additional detail, please refer to the sample daily schedules later in Element One.
36 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.
38 Leadership Preparatory Charter School is a Building Excellent Schools Fellow-founded school.
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.”39 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.

Focus on Literacy
Endeavor College Prep places enormous emphasis on literacy development, starting in transitional kindergarten. Transitional kindergarten through fifth grade students benefit from three and a half hours a day of literacy instruction and practice—mastering skills in phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English.40 We believe that using a literature-based literacy program, our students not only master all of the California English-Language Arts standards,41 but also become skilled, passionate, habitual, critical readers.

Key elements of the school’s literacy program include:

- **Phonics.** Transitional kindergarten and first grade literacy focuses strongly on phonics instruction. Students receive 45 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

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40 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.
41 We are currently transitioning to the Common Core State Standards in order to prepare our students for the new standardized testing in the 2014-1015 school year.
provide students with the phonemic awareness and phonics skills necessary for reading success.

Several research-based programs have proven effective with similar populations of students. Students receive this additional reading instruction during the after-school Prep Plus period, until their assessment results indicate that fluency and decoding remediation is no longer needed.

- **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 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: 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.*” 42

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.”

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. Teachers also provide direct instruction about these metacognitive strategies, give students opportunities to practice and share their own 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

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43 Ibid.
44 “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).
46 Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.
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 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.

47 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’ at home reading will be tracked on independent reading logs signed by parents.

48 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.


50 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).
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 five strands.

*Number sense.* Students must develop a clear understanding of numbers in order to count, compute, measure, and estimate. This strand focuses on the four basic arithmetic operations (addition, subtraction, multiplication, and division) as well as more advanced computation, such as comparing values, factoring numbers, and finding powers and square roots. The number sense strand also includes concepts of numeration, such as the base ten number system, fractions, decimals, negative numbers, rational numbers, and scientific notation. Number sense in the middle school years includes the study of prime and composite numbers, rational and irrational numbers, and real and complex numbers.

*Algebra and Functions.* In this strand, students learn to use patterns and functions, including the conversion of units of measurement. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions with multiple variables. Students use order of operations, as well as the commutative, associative, and distributive properties to evaluate expressions and solve problems involving rates, speed, distance, and time. Algebra becomes increasingly complex as students solve inequalities and learn to use algebraic language to represent the concepts involved.

*Measurement and Geometry.* Students learn to accurately measure and estimate measurements using standard U.S. units and the metric system. They learn properties of two- and three-dimensional shapes and manipulations of those shapes, and are able to calculate perimeter, area, and volume. Students use coordinate grids and graphing to represent points, lines, and figures.

*Statistics, Data Analysis, Probability.* This strand includes the calculation, representation, and analysis of various sets of data. Students compute the range, median, and mode of data sets, understand how additional data may affect the computations, and explain when to use specific measures of central tendency.

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They use various graphs, scatterplots, and more sophisticated diagrams, such as stem-and-leaf plots or box-and-whisker plots, to display data. Students are able to articulate the significance of sample size and selection on statistical accuracy. Students understand concepts of probability, can differentiate between dependent and independent events, and are able to make predictions based on probability and calculate the numerical probability of a given event.

**Mathematical Reasoning.** This strand includes the understanding of mathematics concepts on an abstract level. Students make decisions about how to approach problems, use strategies, skills, and concepts to find solutions, and move beyond a particular problem by generalizing to other situations. Mathematical reasoning is used to explain arithmetic facts, solve problems and puzzles, understand algorithms and formulas, and justify results. Students are able to use a variety of methods, including words, numbers, shapes, charts, graphs, tables, diagrams, and models to explain their reasoning. Mathematical reasoning, with its careful analysis of assumptions, use of strategies to solve problems, and emphasis on logical steps, is an intellectual discipline that supports logical reasoning and thoughtful judgments.

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.

**Standards-Based Lesson Design**

Endeavor College Prep teachers use the California State Content Standards and 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 CST 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 Assistant Directors and/or the Co-Director for Academics and Culture and revised at regular intervals throughout the year, based on student assessment data and on-going 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

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52 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.

53 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.
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.⁵⁴

Figure 1.10 – Gradual Release of Responsibility Model

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.

California Standards Test (CST) 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 CSTs 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 California Content Standards, to track progress on each standard in core content areas in every grade level. The Co-Director or Assistant 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 correlate 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 begin at our 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 state 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.55

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:56
- 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 fifth grade students are grouped by ability. These groupings allow the most struggling readers to

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55 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, and Rick Wormeli, author of Fair Isn’t Always Equal.

56 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.
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.  

- **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 two and a half hours of homework each night for students in grades six through eight.  
  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 Homework Center (during the Prep Plus period) 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.

- **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.

- **Prep Class**
  Students in grades four through eight participate in a daily Prep class. Prep is a combination study skills and character development course designed to support the specific academic and developmental needs of students at each grade level. Each  

57 Students in grades six through eight are also be included in leveled guided reading groups when appropriate.  
58 This level of homework after an extended school day is a common practice at the highest-performing urban schools in the country.
Homeroom of students is taught by two teachers during Prep, in order to allow a lower teacher-to-student ratio and increase the strength of relationships between students and teachers. Content will vary widely by grade level as well as the time of year, but the intent is always to further the school’s mission by developing and maintaining the character traits and intellectual habits that we believe are essential for future success.

**Prep Plus**

This after-school period allows us an extra 55 minutes with any students who need additional attention and support, four days a week. Students are identified for participation in Prep Plus for a variety of academic and behavioral reasons, which are clearly communicated to students and their families as part of an action plan to ensure student success. Students not assigned to Prep Plus are dismissed at first dismissal or may choose (in advance) to participate in some of the available Prep Pus activities.

Prep Plus serves a variety of purposes, including:

1. Fluency and Decoding Groups—These groups offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students are initially assigned to these groups based on summer assessment data and are frequently assessed to monitor progress and make changes as appropriate.

2. Academic Support Groups—In addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to Prep Plus sessions based on a specific need and remain in the group until the deficiency is remediated. These groups focus on a variety of specific skills/standards and vary throughout the year. They may also be offered before, during, or after the school day.

3. Homework Center—This group provide students struggling to complete homework assignments with a quiet, supportive place to do their work. Students may be assigned to this group based on teacher recommendation, or students and their families may request attendance.

4. Enrichment—Additional enrichment opportunities may be offered after school throughout the year and made available to students not assigned to other Prep Plus activities. Enrichment activities may be academic (such as a book club, robotics, Spanish, or debate team), athletic (such as cross country, drill team, or soccer), or artistic (such as silk screening, painting, or chorus). These activities may be offered one, two, or four days a week.

Prep Plus activities are planned and taught by Endeavor College Prep teachers.

**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

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59 For grades K-3, tutoring for students identified as needing extra support is offered in the morning from 7:20-8:00.
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.

- **Clubs**
  Clubs 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 development and school culture. Clubs, which start in the sixth grade and be driven by teacher and student interest, take place once a week, as part of the Friday schedule.  

Clubs 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 (sixth, seventh, and eighth grades) during club time and belong to a different club each trimester to allow for the development of a variety of interests and skills. Students do not earn grades for their participation in clubs, 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.

**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.

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60 Fourth and fifth grade students participate in physical education and arts classes two days a week, smaller groups for Guided Reading and Prep Class daily, and Team and Family activities each week. We believe these opportunities will meet the needs of our younger students and are pleased to reserve clubs as an opportunity for students beginning in grade six.

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.  

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
- 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

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62 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).
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.

**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:

63 More detail about the school’s discipline plan can be found in *Element Ten: Suspensions and Expulsions.*
• **Orientation**  
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.64 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

64 A draft of our Commitment to Excellence is included as Attachment F.
- **School Site Council**
  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 is also involved in the planning of special events, fundraising, recruitment, and coordinating volunteer efforts.

- **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 traffic flow (before and/or after school)
  - Serving as crossing guard (before and/or after school)
  - Working on campus beautification projects (painting, gardening, etc.)

**Talented Educators and Professional Development**
We recognize that the strength of our educational program depends on the quality of the teachers in each classroom. Therefore, we have established a strong teacher recruitment process and, upon hiring, a strong professional development program for all members of our instructional staff.

- **Teacher Recruitment**
  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. The process includes:

1. Resume and cover letter screening
2. Initial phone interview with the Director of Instruction and Culture or Assistant Director
3. In-person interview with Director of Instruction and Culture and/or Assistant Director
4. School visit, including tour and classroom observation (not applicable for 2009-10 school year)
5. 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
8. Offer letter

- **Professional Development**

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

  - sustained, coherent study, collaborative learning for teacher teams, time for classroom experimentation and follow-up, and an orientation toward innovation (Smylie et al., 2001).
  - content-specific pedagogical strategies for teaching higher-order thinking skills and problem solving (Wenglinsky, 2000).
  - an emphasis on accountability and student results (WestEd, 2000).

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.

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. During the summer, teachers 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.

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65 Additional fingerprinting, background checks, and medical clearance will be completed prior to beginning work.
66 These studies and others like them may be accessed at EdWeek’s Research Center on Professional Development, available on-line at http://www.edweek.org/rc/issues/professional-development/.
67 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.*
68 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.
A series of learning walks, informal observations, frequent check-ins, and formal observations provide the Co-Director for Academics and Culture and Assistant Directors with the data necessary to ensure they are able to support each teacher as they pursue excellence in their craft. Teachers work with the Assistant Directors to set school-wide and individual goals each year and have formal checks on progress toward those goals at least every two months. Teachers should also expect to receive meaningful written feedback at least once a month and have their overall performance reviewed annually.69

Weekly staff development meetings are held each Friday afternoon 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. Friday afternoons are also used for whole-staff development. Most of these professional development sessions will be led by the Co-Director for Academics and Culture, Assistant Directors, or various members of the Endeavor College Prep teaching team.

Professional Development topics will likely 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
  o Daily lesson design
  o Informal and formal assessment
  o Data analysis
  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

69 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.
In addition to weekly staff development time each Friday, 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.

**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 mastery of the essential knowledge and skills.

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 the section titled “Additional Supports for Targeted Students” 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.

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 Assistant Directors work with the

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70 Students in transitional 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.
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.

**Academic Calendar**
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, as outlined in attachment H.

The 180 days of instruction provide 76,990 instructional minutes, which are calculated to exclude all non-instructional time including breakfast, homeroom, 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 Figure 1.20.

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 24 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data. Students also attend a week-long Summer Academy to prepare for the year.

**Academic Calendar**
For the 2013-14 Academic Calendar, please see attachment H.

**Daily Schedules and Rationales**
The daily schedule of Endeavor College Prep is constructed to maximize academic instruction. Our school year contains 74,520 minutes in grades K-3 (including transitional kindergarten) and 76,990 instructional minutes in grades 4-8, calculated to exclude all non-instructional time including breakfast, 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 7:30 a.m. to 3:45 p.m., four days a week. Once a week students are dismissed at 2:15 p.m. to allow for the faculty to participate in

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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.
professional development as described on page 41. 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 8:00 a.m.

**Figure 1.20 – Annual Instructional Minutes for Grades K-3**

<table>
<thead>
<tr>
<th>Type of School Day</th>
<th>Number of Days</th>
<th>Number of Instructional Minutes</th>
<th>Number of Minutes</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full School Days</td>
<td>134</td>
<td>435</td>
<td>58,290</td>
<td>7:30-3:45 minus 60 minutes for lunch and recess</td>
</tr>
<tr>
<td>Professional Development Days</td>
<td>38</td>
<td>345</td>
<td>13,110</td>
<td>7:30-2:15 minus 60 minutes for lunch and recess</td>
</tr>
<tr>
<td>Parent/Teacher Conference Days</td>
<td>8</td>
<td>390</td>
<td>3,120</td>
<td>7:30-3:00 minus 60 minutes for lunch and recess</td>
</tr>
<tr>
<td><strong>Total Days</strong></td>
<td><strong>180</strong></td>
<td><strong>Total Minutes</strong></td>
<td><strong>74,520</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students in grade 4-8 attend school from 8:00 a.m. to 4:00 p.m., Monday through Thursday and Friday all students are dismissed at 2:00 p.m. Students may arrive at 7:30 a.m. for an optional breakfast program. Students participating in Prep Plus will be dismissed at 5:00 p.m. Monday through Thursday.

**Figure 1.21 – Annual Instructional Minutes for Grades 4-8**

<table>
<thead>
<tr>
<th>Type of School Day</th>
<th>Number of Days</th>
<th>Number of Instructional Minutes</th>
<th>Number of Minutes</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays-Thursdays</td>
<td>133</td>
<td>425</td>
<td>56,525</td>
<td>8:00 a.m.-4:00 p.m. minus 55 minutes for morning break, lunch and recess</td>
</tr>
<tr>
<td>Fridays and Minimum Days</td>
<td>47</td>
<td>305</td>
<td>14,335</td>
<td>8:00 a.m.-2:00 p.m. minus 55 minutes for morning break, lunch and recess</td>
</tr>
<tr>
<td><strong>Total Days</strong></td>
<td><strong>180</strong></td>
<td><strong>Total Minutes</strong></td>
<td><strong>70,860</strong></td>
<td></td>
</tr>
</tbody>
</table>

As outlined in the table above and the schedules that follow, breakfast, homeroom, lunch, recess, and Prep Plus are not counted toward the total number of instructional minutes for all students.³²

A more detailed version of the teachers’ schedules can be found in Attachment I.

³² Prep Plus has an instructional focus but is not counted for our annual instructional minutes because not all students are required to attend.
**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 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 teaches science/social studies, P.E., and art while the other teacher teaches read aloud, grammar, and writing. This allows the opposite teachers to have planning periods during those times.
### Full School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-8:00</td>
<td>Morning Tutoring &amp; Breakfast (selected students)</td>
</tr>
<tr>
<td>7:30-8:00</td>
<td>Independent Work &amp; Breakfast</td>
</tr>
<tr>
<td>8:00-10:15</td>
<td>Literacy Rotations</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>10:50-11:05</td>
<td>Morning Recess</td>
</tr>
<tr>
<td>11:05-11:30</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Grammar &amp; Writing</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:15-2:55</td>
<td>Math</td>
</tr>
<tr>
<td>2:55-3:45</td>
<td>P.E. (2 days a week) or Arts (2 days a week)</td>
</tr>
<tr>
<td>3:45</td>
<td>Dismissal #1</td>
</tr>
<tr>
<td>3:45-4:35</td>
<td>Homework Help</td>
</tr>
<tr>
<td>4:35</td>
<td>Dismissal #2</td>
</tr>
</tbody>
</table>

### PD Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-8:00</td>
<td>Morning Tutoring &amp; Breakfast for selected students</td>
</tr>
<tr>
<td>7:30-8:00</td>
<td>Independent Work &amp; Breakfast</td>
</tr>
<tr>
<td>8:00-10:15</td>
<td>Literacy Rotations</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>10:50-11:05</td>
<td>Morning Recess</td>
</tr>
<tr>
<td>11:05-11:30</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Grammar &amp; Writing</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:15-2:15</td>
<td>Math</td>
</tr>
<tr>
<td>2:15</td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:30-5:00</td>
<td>Staff Meeting and Professional Development for All Teachers</td>
</tr>
</tbody>
</table>

*Fourth and Fifth Grades*

Fourth and fifth graders have four seventy-five minute classes (one for each core subject—reading, writing, math, and social studies or science), with shorter classes on Fridays. 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. Fourth and fifth grade students participate in physical education two days a week and an arts class two days a week.

Fourth and fifth grade students have two homeroom teachers and remain in the same classroom. We hire multiple-subject credentialed 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.

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.
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.74

During guided reading, P.E., arts, 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 Guided Reading and Prep teachers to provide greater levels of differentiation and allows for the development of stronger relationships between students and teachers during physical education and arts.

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 and Fifth Grade Student Schedules

<table>
<thead>
<tr>
<th>Monday-Thursday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45 Breakfast</td>
<td></td>
</tr>
<tr>
<td>7:45-8:00 Homeroom</td>
<td></td>
</tr>
<tr>
<td>8:00-9:00 Guided Reading</td>
<td></td>
</tr>
<tr>
<td>9:00-10:15 Math</td>
<td></td>
</tr>
<tr>
<td>10:15-11:30 Writing</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00 Lunch &amp; Recess</td>
<td></td>
</tr>
<tr>
<td>12:00-1:15 Social Studies (2 days a week) / Science (2 days a week)</td>
<td></td>
</tr>
<tr>
<td>1:15-2:30 Reading</td>
<td></td>
</tr>
<tr>
<td>2:30-3:20 P.E. (2 days a week) or Arts (2 days a week)</td>
<td></td>
</tr>
<tr>
<td>3:20-4:00 Prep Class</td>
<td></td>
</tr>
<tr>
<td>4:00 Dismissal #1</td>
<td></td>
</tr>
<tr>
<td>4:05-5:00 Prep Plus</td>
<td></td>
</tr>
<tr>
<td>5:00 Dismissal #2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45 Breakfast</td>
<td></td>
</tr>
<tr>
<td>7:45-8:00 Homeroom</td>
<td></td>
</tr>
<tr>
<td>8:00-9:00 Math</td>
<td></td>
</tr>
<tr>
<td>9:00-10:00 Writing</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00 Social Studies/Science (alternating weekly)</td>
<td></td>
</tr>
<tr>
<td>11:00-12:00 Reading</td>
<td></td>
</tr>
<tr>
<td>12:00-12:35 Lunch &amp; Recess</td>
<td></td>
</tr>
<tr>
<td>12:35-1:25 Prep Class</td>
<td></td>
</tr>
<tr>
<td>1:25-2:00 Team &amp; Family Time</td>
<td></td>
</tr>
<tr>
<td>2:00 Dismissal</td>
<td></td>
</tr>
<tr>
<td>2:30-5:00 Professional Development for All Teachers</td>
<td></td>
</tr>
</tbody>
</table>

74 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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Math</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Writing</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Social Studies/Science</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Reading</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Sixth Grade**

The sixth grade schedule serves as a bridge from the upper elementary to middle school grades. Sixth graders transition between two sixth grade classrooms and study five core academic subjects each day—reading, writing, math, social studies, and science—plus physical education or arts and Prep each day. Core classes last 70 minutes Monday through Thursday and are shortened to 60 minutes (with a combined reading and writing class) each Friday.

On Fridays, sixth grade students participate with upperclassmen in clubs run by teachers and grade-level or school-wide Team and Family Time.

**Figure 1.24 – Sample Sixth Grade Student Schedules**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:10</td>
<td>Reading</td>
</tr>
<tr>
<td>9:10-10:20</td>
<td>Math</td>
</tr>
<tr>
<td>10:20-11:30</td>
<td>Earth Science</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00-1:10</td>
<td>Writing</td>
</tr>
<tr>
<td>1:10-2:20</td>
<td>Social Studies—The Ancient World</td>
</tr>
<tr>
<td>2:20-3:10</td>
<td>P.E. (2 days a week) or Arts (2 days a week)</td>
</tr>
<tr>
<td>3:10-4:00</td>
<td>Prep Class</td>
</tr>
<tr>
<td>4:00</td>
<td>Dismissal #1</td>
</tr>
<tr>
<td>4:05-5:00</td>
<td>Prep Plus</td>
</tr>
<tr>
<td>5:00</td>
<td>Dismissal #2</td>
</tr>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Reading &amp; Writing</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Math</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Social Studies—The Ancient World</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Earth Science</td>
</tr>
<tr>
<td>12:00-12:35</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:35-1:25</td>
<td>Clubs</td>
</tr>
<tr>
<td>1:25-2:00</td>
<td>Team &amp; Family Time</td>
</tr>
<tr>
<td>2:00</td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:30-5:00</td>
<td>Professional Development for All Teachers</td>
</tr>
</tbody>
</table>
Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Reading &amp; Writing</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Math</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Social Studies—The Ancient World</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Earth Science</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

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, and physical education, arts, and Prep class four days a week. The arts class include study of visual arts, music, and drama. Students participate in clubs and Team and Family Time each Friday.

Figure 1.25 – Sample Seventh Grade Student Schedules

<table>
<thead>
<tr>
<th>Monday-Thursdays</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45 Breakfast</td>
<td>7:30-7:45 Breakfast</td>
</tr>
<tr>
<td>7:45-8:00 Homeroom</td>
<td>7:45-8:00 Homeroom</td>
</tr>
<tr>
<td>8:00-9:15 English</td>
<td>8:00-9:00 English</td>
</tr>
<tr>
<td>9:15-10:30 Pre-Algebra</td>
<td>9:00-10:00 Pre-Algebra</td>
</tr>
<tr>
<td>10:30-11:45 Life Science</td>
<td>10:00-11:00 Life Science</td>
</tr>
<tr>
<td>11:45-12:15 Lunch</td>
<td>11:00-12:00 Social Studies—The Medieval World</td>
</tr>
<tr>
<td>12:15-1:30 Social Studies—The Medieval World</td>
<td>12:00-12:35 Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:30-2:20 Arts</td>
<td>12:35-1:25 Clubs</td>
</tr>
<tr>
<td>2:20-3:10 P.E.</td>
<td>1:25-2:00 Team &amp; Family Time</td>
</tr>
<tr>
<td>3:10-4:00 Prep Class</td>
<td>2:00 Dismissal</td>
</tr>
<tr>
<td>4:00 Dismissal #1</td>
<td>2:30-5:00 Professional Development for All Teachers</td>
</tr>
<tr>
<td>4:05-5:00 Prep Plus</td>
<td></td>
</tr>
<tr>
<td>5:00 Dismissal #2</td>
<td></td>
</tr>
</tbody>
</table>
### Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>English</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Life Science</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Social Studies—The Medieval World</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

### Figure 1.26 – Sample Eighth Grade Student Schedules

#### Monday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:15</td>
<td>Social Studies—American</td>
</tr>
<tr>
<td>9:15-10:30</td>
<td>Physical Science</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>Algebra</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>English</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Arts</td>
</tr>
<tr>
<td>2:20-3:10</td>
<td>P.E.</td>
</tr>
<tr>
<td>3:10-4:00</td>
<td>Prep Class</td>
</tr>
<tr>
<td>4:00</td>
<td>Dismissal #1</td>
</tr>
<tr>
<td>4:05-5:00</td>
<td>Prep Plus</td>
</tr>
<tr>
<td>5:00</td>
<td>Dismissal #2</td>
</tr>
</tbody>
</table>

#### Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Social Studies—American</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Physical Science</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Algebra</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>English</td>
</tr>
<tr>
<td>12:00-12:35</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:35-1:25</td>
<td>Clubs</td>
</tr>
<tr>
<td>1:25-2:00</td>
<td>Team &amp; Family Time</td>
</tr>
<tr>
<td>2:00</td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:30-5:00</td>
<td>Professional Development for All Teachers</td>
</tr>
</tbody>
</table>

#### Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Social Studies—American</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Physical Science</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Algebra</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>English</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
Additional Supports for Targeted 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 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

In addition to the supports offered during regular school hours, Endeavor College Prep’s Prep Plus period in grades four through eight allows an extra 55 minutes with any students who need additional attention and support, four days a week. Students may be identified for participation in Prep Plus for a variety of academic and behavioral reasons, which are clearly communicated to students and their families as part of an action plan to ensure student success. Students not
assigned to Prep Plus are dismissed at first dismissal or may choose (in advance) to participate in some of the available Prep Plus activities.

Prep Plus time serves a variety of purposes designed to meet the needs of our students, including:

1. Fluency and Decoding Groups—These groups offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students are initially assigned to these groups based on summer assessment data and are frequently assessed to monitor progress and make changes as appropriate.

2. Academic Support Groups—in addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to Prep Plus sessions based on a specific need and will remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards and vary throughout the year and may also be offered before, during, or after the school day.75

3. Homework Center—This group provides students struggling to complete homework assignments with a quiet, supportive place to do their work. Students may be assigned to this group based on teacher recommendation, or students and their families may request attendance.

4. Enrichment—Additional enrichment opportunities are offered after school throughout the year and made available to students not assigned to other Prep Plus activities. Enrichment activities may be academic (such as a book club, robotics, Spanish, or debate team), athletic (such as cross country, drill team, or soccer), or artistic (such as silk screening, painting, or chorus). These activities may be offered one, two, or four days a week.

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.

**Students Achieving Above Grade Level**

Gifted/Talented Students: We are committed in engaging in comprehensive strategies for all students enrolled at Endeavor College Prep School. If we determine to use the District’s GATE identification process and policy and allow Endeavor College Prep school student participation in the Saturday Conservatory of Fine Arts, we will reimburse a Fee for Service basis.

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

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75 In kindergarten through third grade, academic tutoring for students performing below grade level takes place in the morning, during universal breakfast while other students are doing independent morning work.
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.

Students earning advanced scores on the CST, 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.

High-achieving students are also be 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 be 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.

**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.
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 score of Below Basic or Far Below Basic on the CST and equivalent scores on nationally-normed assessments
2. earning below 70%\(^7\) 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

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 required to

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76 In kindergarten through third grade, academic tutoring for students performing below grade level takes place in the morning, before the start of the school day.
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.

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.
**English Language Learners**

Endeavor College Prep serves a large percentage of English Language Learners: approximately 50% 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.

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 designed to meet the academic and developmental needs of students at each grade-level
- Phonics, decoding, and fluency groups during Prep Plus
- 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 with ELL students:

- Families complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English are initially assessed over the summer and/or within the first 30 days of enrolling in a California public school for the first time.
using the California English Language Development Test (CELDT).\footnote{77 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.} 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 (refer to \textit{Element Three} for more details) 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 \textit{English-Language Development Standards for California Public Schools} as a guide. Based on assessment results, the Co-Director for Academics and Culture or Assistant 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

Students who are reclassified to RFEP continue to be monitored for two years after their reclassification. During this monitoring period, CELDT testing is not required.

As described earlier in \textit{Element One}, teachers meet weekly for professional development, with many of the professional development topics helping teachers to meet the needs of students learning English.

\textbf{LAUSD-Specific Language: English Learner Instruction}

Endeavor College Prep is required to timely identify potential English Learner students 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 (EL) 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 Prep shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Endeavor College Prep chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Endeavor College Prep shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Endeavor College Prep shall administer the CELDT annually. Endeavor College Prep shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

**Special Education Program**

All 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Endeavor College Prep will either 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated 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 chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) 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:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**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.
Element 2 – Measurable Student Outcomes

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.” Ed. Code § 47605 (b)(5)(B)

LAUSD Benchmarks to be Met
The achievement of Endeavor College Prep is measured in both growth and absolute measures and is compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools include the following:

Comparison Schools
In gauging the success of Endeavor College Prep during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school’s academic performance will include a comparison of the academic achievement of Endeavor College Prep’s students to the academic achievement of two sets of comparison District schools:

1. The residence schools Endeavor College Prep students would have otherwise attended (“Resident Schools”);
2. District schools of similar demographic characteristics (“Demographically Similar Schools”);
3. The comparison schools identified in the table titled “The Demographic and Achievement Data for Public Schools within the Roosevelt High School Cluster” found in Element 1 (“Comparison Schools”)

“Resident Schools” will be selected by using Endeavor College Prep’s students’ home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison “resident schools.”

“Demographically Similar Schools” will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

“Comparison Schools” were selected as the District schools serving our geographically targeted area as described in the beginning of Element 1.
Primary Growth Measures
Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of Endeavor College Prep will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, and has met the minimum requirements for charter renewal pursuant to Education Code Section 47607(b), Endeavor College Prep will be considered an academic success:

1. The charter school’s “value added” for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB).
2. The charter school’s “value added” for Math is greater than the median value added for the comparison schools (prepared annually by PERB).
3. The charter school’s API growth is 1.25 times the median growth of the comparison schools.
4. The charter school’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

Other Measures
If Endeavor College Prep fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school’s API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.

7. The school has met its AYP goals and is not in Program Improvement

Board Discretion
At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

Additional Student Outcome Measures
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 and assessed by PERB, Endeavor College Prep also sets the following goals and accompanying measures for our success:

Figure 2.1 – Additional State Testing Targets by Assessment, Grade Level, and Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts California Standards Test (CST)</td>
<td>57% proficient or advanced</td>
<td>68% proficient or advanced</td>
<td>78% proficient or advanced</td>
<td>89% proficient or advanced</td>
<td>100% proficient or advanced</td>
</tr>
<tr>
<td>Mathematics CST</td>
<td>57% proficient or advanced</td>
<td>68% proficient or advanced</td>
<td>78% proficient or advanced</td>
<td>89% proficient or advanced</td>
<td>100% proficient or advanced</td>
</tr>
<tr>
<td>History-Social Science CST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science CST</td>
<td>50% proficient or advanced</td>
<td>60% proficient or advanced</td>
<td>65% proficient or advanced</td>
<td>70% proficient or advanced</td>
<td>75% proficient or advanced</td>
</tr>
</tbody>
</table>

Figure 2.2 – Additional Student Outcome Measures

Our stated goals for student performance on the California Standards Tests in English-Language Arts and Mathematics are based on the ambitious national goals set in the Federal No Child Left Behind Act, which set a national standard of 100% proficiency in ELA and math by 2014.

We recognize that these goals far exceed the current test scores of the schools serving our target population. All elements of our school design—extended day, focus on literacy and math, Prep Classes, additional support for struggling students, low student to teacher ratio, etc.—were selected to help us achieve these ambitious academic targets.

As Federal legislation or local interpretation of the legislation changes, we will revise our goals as appropriate. If tests are added or removed from the state’s battery of assessments, our testing program will be modified as necessary.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Timeframe &amp; Tool</th>
</tr>
</thead>
</table>
| Demonstrate meaningful growth in overall academic achievement       | 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. | Annual AYP scores                |
| Title III Annual Measurable Achievement Objective (AMAO) #1: Making annual progress in learning English | 2012-13: 57.5% of English Learners will meet annual growth expectations (as defined by the California Department of Education)  
2013-14: 59% of English Learners will meet annual growth expectations | Annual assessment using CELDT    |
| Title III Annual Measurable Achievement Objective (AMAO) #2: Attaining English proficient level on the California English Language Development Test (CELDT) | 2012-13:  
1. For students with less than 5 years of English language instruction, 21.4% will attain proficiency on the CELDT  
2. For students with 5 or more years of English language instruction, 47% will attain proficiency on the CELDT  
2013-14:  
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 | Annual assessment using CELDT    |
| Title III Annual Measurable Achievement Objective | 2012-13: 1. 95% of EL subgroup will  
2013-14: 1. 95% of EL subgroup will | Annual assessment                   |

79 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.
| (AMAO) #3: Meeting AYP requirements for the EL student group | participate in state tests  
2. 89.2% of EL students will earn proficient on the state test in English-Language Arts  
3. 89.5% of EL students will earn proficient on the state test in Mathematics |
|---|---|
| 2013-14:  
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 |
<p>| ELL reclassification rates | 75% of ELLs will be reclassified as Fluent English Proficient before the end of their fifth year of English language instruction |
| Demonstrate increasing mastery of state content standards in all core academic content areas, based on CST scores | Exceed an API score 700 within our first three years of operation and meet growth targets each year for each subgroup |
| Students will demonstrate growth in reading comprehension and vocabulary | 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 75th percentile. |
| Students will demonstrate growth in mathematics computation and problem solving | 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 75th percentile. |
| Students will demonstrate growth in Language Arts | In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 |</p>
<table>
<thead>
<tr>
<th><strong>Students will demonstrate proficiency with visual and performing arts</strong></th>
<th><strong>Students will demonstrate mastery of the California State Visual and Performing Arts Content Standards by earning a passing score on a grade-level appropriate rubric for the project and/or performance completed at the end of each unit of study.</strong></th>
<th><strong>Standards-based rubrics</strong>&lt;br&gt;<strong>Every six weeks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong>&lt;br&gt;TK through eighth grade students will earn an average of 70% or more of the PRIDE points available each week.</td>
<td><strong>Weekly PRIDE reports</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The school will maintain a strong character development program for students</strong></td>
<td><strong>Average scores of “Good” or higher on the Character Education Partnership’s <em>Character Education Quality Standards Self-Assessment Tool for Schools and Districts.</em></strong></td>
<td><strong>Annual CEP self-assessment</strong></td>
</tr>
<tr>
<td><strong>The school will maintain high levels of student attendance</strong></td>
<td><strong>Average Daily Attendance greater than 93% year one, 94% year two, and 95% years three and beyond</strong></td>
<td><strong>Monthly attendance reports</strong></td>
</tr>
<tr>
<td><strong>Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school</strong></td>
<td><strong>Average scores of “Satisfied” or higher on the midyear and end-of-year parent satisfaction survey</strong></td>
<td><strong>Midyear and end-of-year surveys</strong></td>
</tr>
</tbody>
</table>

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 based on changes to State and/or Federal accountability goals. Such changes in student outcome measures will be approved by the school’s Board of Directors.
Element 3 – Method by Which Student Outcomes will be Measured
“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Approach to Assessments and Data
Endeavor College Prep’s mission is to prepare students with the academic skills, character traits, and intellectual discipline necessary to excel in high school, college, and life. This includes providing “at-risk” elementary and middle school students with a college-preparatory instructional program that equips them for success in high school Honors and Advanced Placement courses. While we recognize that such growth is achieved in gradual, incremental steps, Endeavor College Prep regularly assesses the effectiveness of our programs using a variety of assessment tools. These frequent and systematic assessments provide the school leadership and teachers with valuable data that allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population.

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.

The state-wide testing program currently includes:

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 Standards Tests (CST)</td>
<td>• Standards-based • Multiple-choice (includes written component in grades 4 &amp; 7)</td>
<td>• Measure proficiency with state content standards in English-Language Arts</td>
<td>2 to 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure proficiency with state content standards in Mathematics</td>
<td>2 to 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure proficiency with state content standards in Science</td>
<td>5 and 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure proficiency with state content standards in History/Social Science</td>
<td>8</td>
</tr>
</tbody>
</table>
### California English Language Development Test (CELDT)
- Standards-based
- Multiple-choice
- Performance assessment
- Measure proficiency of English Language Learners and reclassify students as appropriate
- All—based on student’s EL status and repeated annually until student is reclassified

### California Alternate Performance Assessment (CAPA)
- Standards-based
- Performance assessment
- Measure achievement in ELA and math
- Determined by IEP; available grades 2-5

### California Modified Assessment (CMA)
- Standards-based
- MultiEple-choice
- Measure achievement in ELA, math, and science
- Determined by IEP; available grades 3-8

### Standards-Based Tests in Spanish (STS)
- Standards-based
- Multiple-choice
- Norm-referenced
- Multiple-choice
- Measure proficiency in ELA and math; administered to students whose primary language is Spanish and who have been enrolled in a U.S. school for less than 12 months
- 2-7
- 8

### Aprenda 3
- Criterion-referenced
- Performance assessment
- Measure physical fitness based on seven key elements
- 5 and 7

The most heavily weighted as well as most thorough of the tests in the STAR program, the California Standards Tests (CSTs), are criterion-referenced assessments that allow us to determine if proficiency goals, described as Accountability Goals in Element Two, have been met and allow us to make instructional changes for the upcoming year as needed. Endeavor College Prep uses the CELDT test to measure the proficiency of English Language Learners in order to provide appropriate language learning support and re-classify students.

### Testing
Endeavor College Prep agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Endeavor College Prep does not test (i.e., STAR, CELDT, CAHSEE) with the District, Endeavor College Prep hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
Accountability Progress Reporting
The State and District will also measure our success using the Accountability Progress Reporting (APR) system outlined below:

**Figure 3.2 – Additional State Measures**

<table>
<thead>
<tr>
<th>State Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress Index (API) Score</td>
<td>API is a State accountability measure required under the Public Schools Accountability Act. API is reported as a single number between 200 and 1000 that indicates how well a school performed academically in the previous year.</td>
</tr>
<tr>
<td>API State Ranking</td>
<td>API is also reported as a decile rank score between 1 and 10. This score is reported as two numbers—an overall statewide rank and a rank against similar schools.</td>
</tr>
<tr>
<td>Adequate Yearly Progress (AYP)</td>
<td>AYP is a requirement under the Federal No Child Left Behind (NCLB) legislation. Under NCLB criteria, schools must meet or exceed annual criteria for improvement. AYP targets include particular emphasis on the performance of subgroups of students, based on criteria such as race/ethnicity, ELL level, socioeconomic disadvantage, and special needs.</td>
</tr>
</tbody>
</table>

**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 has created interim benchmark tests using a thorough understanding of grade-level standards and the school’s scope and sequence, an intense look at California’s released test questions and other relevant assessments, and will use the California Department of Education’s blueprints 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>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nationally Norm-Referenced Tests</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Stanford 10                                    | • Reading: comprehension and vocabulary • Language arts • Math                           | • measure longitudinal growth for cohorts of students over multiple years  
• compare growth to national norms         | • at the conclusion of each school year, grades K-8  
• for all students new to the school during summer orientation |
| **In-House Diagnostic and Interim Assessments**|                                     |                                                                                          |                                                                         |
| Internally-created assessments designed using standards-based test generating software, like EduSoft | • ELA • Math • Science • History/ Social Science | • gather baseline achievement 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 | • start of school year for ELA and math  
• every six to twelve weeks thereafter for all content areas, grades TK-8 |
| **Published Assessment Tools**                 |                                     |                                                                                          |                                                                         |
| San Diego Quick Assessment of Reading Ability   | Reading: decoding                   | • determine annual baseline for battery of literacy skills  
• data will be used to group students for targeted small group instruction  
• monitor individual student growth over years  
• identify school-wide strengths and weaknesses in our literacy program | • at the beginning and end of each school year, grades 4-6  
• similar tests may be used throughout the year to monitor progress, particularly for those students performing below grade-level in reading |
<p>| McLeod Assessment of Reading Comprehension     | Reading: comprehension              |                                                                                          |                                                                         |
| Fry Oral Reading Test                          | Reading: fluency                    |                                                                                          |                                                                         |
| Critchlow Verbal Language Scale                 | Reading: vocabulary                 |                                                                                          |                                                                         |
| Words Their Way Qualitative Spelling Inventory (QSI) | Spelling                           |                                                                                          |                                                                         |
| Strategic Teaching Evaluation of Progress (STEP)| Reading: fluency and comprehension for TK-3rd grade |                                                                                          |                                                                         |
| Six Plus One                                   | Writing                             | • evaluate student writing                                                               | • for each major                                                       |</p>
<table>
<thead>
<tr>
<th>Traits Writing Rubrics</th>
<th>based on characteristics of strong composition • monitor individual student growth over years</th>
<th>writing assignment in all content areas, grades 4-8 • every four to eight weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook publisher-created quizzes, chapter and unit tests</td>
<td>• Math • Science • History/Social Science</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>determine annual baseline for mastery of grade-level appropriate math facts/mental calculations • monitor growth over the year • data will be used to group students for targeted small group instruction</td>
</tr>
<tr>
<td>Accelerated Reader Independent reading</td>
<td>• monitor comprehension of books read independently • track level and quantity of books read • data is used to measure students effort and growth over time</td>
<td>varies, based on book length</td>
</tr>
<tr>
<td>Teacher-Created Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do Now All</td>
<td>• 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</td>
<td>Daily for all grades</td>
</tr>
<tr>
<td>Homework Class participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects/major writing assignments All</td>
<td>• used to track student mastery of grade-level standards • used to group students for targeted small group instruction</td>
<td>at least trimesterly</td>
</tr>
<tr>
<td>Vocabulary tests All</td>
<td></td>
<td>at least every two weeks</td>
</tr>
<tr>
<td>Standards-based quizzes and tests All</td>
<td>• comprise the bulk of a</td>
<td>at least every two weeks</td>
</tr>
<tr>
<td>(including chapter and/or unit tests)</td>
<td>student’s grade and are also a factor in promotion</td>
<td>twice a year</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Cumulative midterm and final exams</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Final project and/or performances</td>
<td>Arts</td>
<td>every six weeks (at the end of each unit of study)</td>
</tr>
<tr>
<td>Individual and class PRIDE reports</td>
<td>Character and discipline</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

**Data Analysis and Data-Driven Instruction**
State assessment data is collected using Data Director. The Co-Director of Academics and Culture, Assistant 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 Assistant 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 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.

**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 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.

**Grading Policy**

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

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.

<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></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NY80</td>
<td>Below 70%</td>
<td>0 or 1</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td></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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, Assistant 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.

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

80 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.
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)

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

Legal Assurances
Endeavor College Prep will comply with the Brown Act and Government Code 1090.

Members of the Endeavor College Prep’s Board of Directors, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

Endeavor College Prep and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Evidence of the School as a Non-Profit Public Benefit Corporation and Bylaws
Endeavor College Prep is operated by, and will function according to all legal and ethical standards related to, a non-profit public benefit corporation. A copy of our approved amended Articles of Incorporation and bylaws, and conflicts code are included as Attachments J, A, and K, respectively.

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 School Directors as well as the educational programs of the school. Further, the Board has established a Governance Committee81 which oversees the recruitment and orientation 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.

For the 2013-14 school year, individuals who had served on the Board of Directors of Futuro College Preparatory Elementary School in the 2012-13 school year will be invited to join the Endeavor College Prep Board of Directors under the terms of a merger agreement between the two schools.

81 As a standing committee, the Governance Committee will adhere to the requirements of the Brown Act.
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, plans to involve parents, and use of expert service providers reflect our intention to ground the school in the best practices of charter school management and oversight.

Endeavor College Prep will be led by two Co-Directors. Each Co-Director will report directly to the ECP Board of Directors, and the board will be responsible for the hiring, evaluation, support, and firing of each leader.

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. 82

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 evaluate all instructional staff</td>
<td>• Recruit, select, hire, train, support, and evaluate all office and support staff</td>
</tr>
<tr>
<td>• Coach instructional leadership team</td>
<td></td>
</tr>
</tbody>
</table>

82 More information about the co-founders of the PUC Schools and their successful collaboration can be found at http://www.pucschools.org/about/founders.php.
<table>
<thead>
<tr>
<th>Manage observation/feedback cycle for teachers</th>
<th>Meet all local, state, and federal compliance reporting deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversee all teacher professional development: huddle, content team meetings, Friday PD, August/Winter/Spring PD</td>
<td>Manage day-to-day facilities, maintenance, IT, and campus safety, including all mandated trainings</td>
</tr>
<tr>
<td>Lead all curriculum &amp; assessment design</td>
<td>Manage the front office of the school and creation of effective school-wide processes</td>
</tr>
<tr>
<td>Track academic performance of students</td>
<td>Lead student recruitment</td>
</tr>
<tr>
<td>Oversee special education &amp; other student supports</td>
<td>Manage schools financials: budget creation, accounts payable, payroll</td>
</tr>
<tr>
<td>Build student culture and manage discipline</td>
<td>Lead resource development (fundraising)</td>
</tr>
<tr>
<td></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 cash flow statements
- 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
- Appointing an administrative panel to hear student expulsions and act on expulsion appeals when necessary
- Adhering to the school’s Conflict of Interest policies

83 The Conflict of Interest policy is included as Attachment K
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. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Brown Act.

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. 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.

The Board’s Secretary will record notes during each meeting and within five school days, minutes will be available at the main office for any interested member of the public.

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

A representative from LAUSD may sit on the Endeavor College Prep Board in accordance with Education Code Section 47604(b).

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 school Directors, 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 may include members of the Board of Directors, staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force.

The Board of Endeavor College Prep will form the following 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. The Governance Committee will create tools
for evaluating the strength of the board and provide development opportunities for members. The Governance Committee is also responsible for the identification, recruitment, nomination, and (upon approval) training of new members.

- **Finance**—The purpose of this committee is to closely oversee the financial management of the school and work with the school leader and business manager to ensure fiscal responsibility and sustainability. The Finance Committee tasks include reviewing monthly cash flow statements, preparing financial reports and presenting these reports to the Board, and taking the lead in hiring the school’s auditor and interpreting the results of the financial audit.

### 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 nonprofit 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

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84 Resumes and Questionnaires for all Board Members may be found in Tab 9 and 10.
85 Complete resumes and completed LAUSD Board Member Questionnaires for each member of the founding board can be found in Tab 9 and 10.
86 Coming from the Futuro College Preparatory Elementary School’s Governing Board.
University, and Bachelor of Science in Finance and Accounting from Boston College.

- **William Coughlin** is 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.

- **Tracey Glenn Pashley** is the President of 365 Enterprise, Inc., a company that provides marketing consulting as well as interim staff support. Prior to launching 365 Enterprise, Ms. Glenn was Director of Marketing for Avery Dennison managing the Printable Expressions line of products. Before joining Avery Dennison fifteen years ago, Ms. Glenn held various positions including that of analyst for the City Manager of the City of Oakland. For three years she volunteered as a mentor in the Hathaway-Sycamores Mentoring Program. Ms. Glenn continues to be an active volunteer with various non-profit organizations, particularly those with programs focused on youth. Ms. Glenn holds a double Bachelor’s Degree in Economics and

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87 Coming from the Futuro College Preparatory Elementary School’s Governing Board.
88 Coming from the Futuro College Preparatory Elementary School’s Governing Board.
Psychology from Dartmouth College and a Masters in Business Administration from the University of Michigan.

- **Emilio Gonzalez**\(^{89}\) 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**\(^{90}\) 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.

- **Maria Murillo**\(^{91}\) is a Post Delivery executive at HBO. A native Angeleno, Ms. Murillo has written, directed, and produced a number of independent short and documentary films. Her work has been showcased in a number of international film festivals and she was named one of "Generation Ñ" up and coming Latino Filmmakers by the Guggenheim, New York. Throughout her career, Ms. Murillo has worked with young people as a mentor and a teacher and has taught acting, video production and television production to students from an elementary school to undergraduate level. Ms. Murillo holds a Bachelor's Degree in Social Science from The University of California, Berkeley and a Master's of Fine Arts in Film Production and Directing from The University of California, Los Angeles.

- **Chitavan Patel**\(^{92}\) 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

\(^{89}\) Coming from the Futuro College Preparatory Elementary School’s Governing Board.
\(^{90}\) Coming from the Futuro College Preparatory Elementary School’s Governing Board.
\(^{91}\) Coming from the Futuro College Preparatory Elementary School’s Governing Board.
\(^{92}\) Coming from the Futuro College Preparatory Elementary School’s Governing Board.
Economics with concentration in Finance from the Wharton School at the University of Pennsylvania.

- **Catalina Saenz** is an Instructional Coach and Computer Teacher for Resurrection School, a private school, on the use of data to improve achievement. She has worked as an Instructional Administrator for PUC Schools and a freelance educational consultant with Uncommon Schools for whom she designed the math program for Excellence Charter Middle Academy in New York. Ms Saenz grew up in Boyle Heights and began her career there as a math teacher at Resurrection School. She later relocated to Boston and became a math teacher and Numeracy Coach at Roxbury Preparatory Charter School, currently the top urban middle school in the state of Massachusetts. Upon returning to Los Angeles, she joined CALS Early College High School (a PUC school) where the student achievement results in her classroom grew from 0% to 53% proficient and advanced in 9th grade Algebra I. She later served as the Director of Math Instruction for the PUC network. Ms. Saenz holds a Bachelor’s degree in Mathematics from Wellesley College, a Masters Degree in School Development from The Harvard Graduate School of Education, and National Board Certification in Early Adolescent Mathematics.

- **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,

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93 Coming from the Futuro College Preparatory Elementary School’s Governing Board.
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.

Selection of 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.

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.

Parent 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 will work with parents to develop and adopt a 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 plans can be found in Element One.

**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.

**Conflict of Interest Policy**
The Board of Directors has adopted a Conflict of Interest policy that requires any member of the Board to recuse him/herself from voting on any matter presenting a real or perceived conflict. See attachment K.

**Grievance Procedure for Parents and Students**
Endeavor College Prep designates 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 the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Endeavor College Prep will notify all its

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94 A sample parent satisfaction survey is included as Attachment M. These surveys are available to families in English and Spanish.
students and employees of the name, office address, and telephone number of the designated employee or employees.

Endeavor College Prep adopted and published grievance 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.

Endeavor College Prep implements specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**
The Endeavor College Preparatory Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**
Endeavor College Prep promptly responds to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Endeavor College Prep acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**
Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Endeavor College Prep.

**Process for Amendments to the Charter**
Endeavor College Prep will comply with current LAUSD policy for amendments to the charter.
Element 5 – Employee Qualifications

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

Endeavor College Prep employs a group of professionals passionate about educating all students and dedicated to fulfilling our college preparatory mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement. As a result, it is a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Equal Opportunity Employer

Endeavor College Prep believes that all persons are entitled to equal employment opportunity. Endeavor College Prep shall not discriminate against qualified 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

No Child Left Behind

Endeavor College Prep agrees to comply with the provisions of the No Child Left Behind Act as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools.

Credentials

All teachers at Endeavor College Prep will follow credentialing requirements described in the California Education Code. Teachers of core content areas (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. All teachers working with ELs must possess an EL authorization from the California Commission on Teacher Credentialing (CTC) or authorization allowed under California Education Code such as an Emergency CLAD/BCLAD Permit from the CTC.

Endeavor College Prep will seek to minimize our use of Emergency Credentialled Teachers.

Employee Records

Endeavor College Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher’s credentials are kept on file in the main office and are readily available for inspection. School administration will review teacher credentials annually.

**Background Checks**
Endeavor College Prep complies with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees. Prior to the first day of work with students, Endeavor College Prep will process all background checks through LiveScan, administered by the United States Department of Justice.

In addition, all employees must provide:
- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding a prior criminal record
- Documents establishing legal employment status
- Contact information for at least two (2) professional and one (1) personal reference

**Employee Welfare and Safety**
Endeavor College Prep complies with all Local, State, Federal, and relevant District policies concerning employee welfare, health, and safety issues. These include, but are not limited to, the requirement for a drug- and tobacco-free workplace and child abuse awareness and reporting.

**Terms and Conditions of Employment**
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.

**Staff Selection**
Endeavor College Prep utilizes a strenuous screening process to ensure selection of the highest quality staff.

The Board of Endeavor College Prep hires the school’s Co-Directors. All other staffing decisions will be made by the Co-Directors.

Our selection process includes:
1. Development of job qualifications and a thorough job description
2. Posting of job openings and participation in career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief
6. Extensive interview with multiple members of the school’s existing staff
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. Offers of employment to the strongest candidates

The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, statuses as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

**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
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by No Child Left Behind

**Job Descriptions for Key Personnel**
As noted in the organization chart included in Element Four, when fully grown, the staff of Endeavor College Prep will include the following key personnel:
- Co-Director for Academics and Culture
- Co-Director for Finance and Operations
- Business and Operations Managers
- Assistant Directors
- Teachers
- Office Manager and office assistants
- Paraprofessionals
- Dean
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.
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 (Assistant 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
• Administrative credential or comparable school leadership training 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

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

Business and 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
Assistant Director

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

Reporting
The Assistant Directors will report to the Co-Director for Academics and Culture. Each Assistant 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 Assistant 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 Assistant 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 Assistant 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 Assistant Directors and School 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 Assistant 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 Assistant 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 School 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 School 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
Staff Compensation and Benefits
The Co-Directors of Endeavor College Prep, in consultation with the Board of Directors, established a salary schedule for the school. This salary schedule is 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 are set at the discretion of the Co-Directors, based on the candidate’s experience and responsibilities. The salary of the Co-Directors is 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.

Teacher Recruitment
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, including 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.

Staff Evaluation
The Board of Endeavor College Prep conducts an annual performance review of the Co-Directors. The Co-Directors are responsible for completing 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 (for teachers). The teacher evaluation plan (based on the Professional Growth Plans used by the Achievement First Schools) can be found in Attachment G.
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 maintains a Health, Safety and Emergency Plan, which is available in the main office or upon request. Endeavor College Prep ensures that staff has been trained in health, safety, and emergency procedures and maintains a calendar and conducts emergency response drills for students and staff.

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.

   Periodically, Endeavor College Prep may issue 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.

   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 requires all employees of the Charter School, and all volunteers who perform services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Endeavor College Prep maintains on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Endeavor College Prep also ensures that it receives subsequent arrest notifications from the 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. TB testing
All employees of Endeavor College Prep are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

6. Medical and Immunization Records
All students enrolled at Endeavor College Prep are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Students’ medical records are kept on file at the school and made available to school staff only as necessary to protect student safety and confidentiality.

7. 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.

8. 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.
9. 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.

10. 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

11. FERPA
Endeavor College Prep, its employees and officers will 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.
LAUSD-Specific Language

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 petition 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.**
  1. **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 the 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.

**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. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The 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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the 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.

**Asbestos Management**
Endeavor College Prep will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR 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.

**Safety of Auxiliary Services**
Dependent on facility lease requirements, Endeavor College Prep will outsource maintenance/custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The school will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

**Food Service Program**
Endeavor College Prep contracts with an outside agency for its food service needs. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Endeavor College Prep is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.
Insurance Requirements
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Endeavor College Prep shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Endeavor College Prep’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If Endeavor College Prep provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Endeavor College Prep 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 insured 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 the charter school's insurance primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**

Endeavor College Prep shall furnish to the District’s Office 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 Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Endeavor College Prep 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 the school.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Endeavor College Prep 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The 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 attorney’s 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, Endeavor College Prep agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.
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.

Community Outreach and 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.

As of June 2008, members of the Endeavor College Prep founding team had met with the following community leaders and organizations to garner support for the school:

- Boyle Heights Chamber of Commerce

96 Many of these community organizations, as well as other organizations and individuals have offered their formal written support for Endeavor College Prep. These letters of support are included as Attachment R.
In addition, we had talked with parents and children at a variety of locations throughout the community, including:

- Evergreen Park, 2844 E. 2nd Street
- Food for Less, 2750 1st Street
- Franklin Library, 2200 E. 1st Street
- Hollenbeck Park, 415 S. St. Louis Street
- Lorena Terrace Apartments, 611 S. Lorena Street
- Malabar Library, 2801 Wabash Avenue
- Stevenson Library, 803 Spence Street
- Super A Foods, 425 S. Soto Street

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

97 Samples of early family outreach materials are included as Attachment N.
- 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.

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**

The Charter School 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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 charter schools 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 separately memorialize any agreed-to number of NCLB-PSC placements of District students at the 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 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Endeavor College Prep will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

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 the Charter School.

**Federal 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 the No Child Left Behind Act 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 the 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 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; and
• 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 the Charter School, the District may conduct program review of federal and state compliance issues.
Element 8 – Admission Requirements

“Admission Requirements if applicable.” Ed. Code § 47605 (b)(5)(H)

Legal Assurances
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.

Endeavor College Prep will:

- be non-sectarian in all areas of operations, including student admission
- not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).
- not charge tuition
- accept all students who are California residents that wish to attend the Charter School, regardless of their place of residence within the state
- not require any pupil to attend the Charter School
- not require any test or assessment prior to acceptance and enrollment in the Charter School
- not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements
- comply with all laws establishing minimum age for public school attendance

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.

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.
Application Process
The Endeavor College Prep application process includes:

1. Open Enrollment Period (September 1 through the Friday, one week before the lottery at 5:00 p.m.)
   a. Recruitment/Informational Meetings
   b. Completion of lottery form
2. Random Public Drawing (second Saturday following approval of this material revision at 9:00 a.m.)
   a. Lottery (if necessary)
   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 (August)
   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 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.

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98 Not a requirement for admission, but strongly encouraged. The Endeavor College Prep Commitment to Excellence can be found as Attachment F.
99 The application form is included as Attachment O.
Admission Preferences

If the school receives a number of applications 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
2. Currently enrolled Futuro College Preparatory Elementary students (applicable for the 2013-2014 school year only)
3. Siblings of currently enrolled Endeavor College Prep and Futuro Prep students (Futuro Prep siblings applicable for the 2013-2014 school year only)
4. Children of Founders100 (no more than 10% of total enrollment may be enrolled under this exemption)

The remaining available spaces will be assigned to students through a school-wide public random drawing in the following order:

- **Group A**: Children of Endeavor College Prep employees and Futuro Prep employees, and children of Endeavor College Prep board members and Futuro Prep board members (LAUSD resident) [Note this group would be limited to 10% of enrollment; children of Futuro Prep employees and board members applicable for the 2013-14 school year only]

- **Group B**: Children of the Endeavor College Prep employees and Futuro Prep employees, and children of Endeavor College Prep board members and Futuro Prep board members (non-LAUSD resident) [Children of Futuro Prep employees and board members applicable for the 2013-14 school year only]

- **Group C**: All other students who reside in the District

- **Group D**: All other children who wish to attend

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100 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 provided to LAUSD in accordance to District policy.
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 to determine admission, per the requirements of Education Code 47605(d)(2)(B). For the 2013-14 school year, all families who have applied for admission to Futuro College Preparatory Elementary School will automatically be entered into the lottery for admission to Endeavor College Prep. 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.

In the event that a lottery is required for 2013-14 enrollment, it will be held within two weeks of LAUSD’s approval of this material revision. The Charter School will take steps to ensure the community is aware of the revised lottery date. Within two weeks of approval of the merger, all families who have applied for admission to Endeavor College Prep or Futuro Prep will be sent a letter from the Endeavor College Prep administrative staff, notifying them of the lottery date and location. Notice will also be posted at all campuses of the two schools in the same location, on each school’s website, and addressed in the schools’ weekly parent bulletin.

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 application packets, 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 two weeks of the lottery to secure their seat.

Waiting List

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the school will contact the family at the top of the wait list to offer their student admission to the school. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled.
Students who submit applications after the deadline will be added to the end of the waiting list in the order received.

**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

**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.
**Element 9 – Annual Independent 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)

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**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 School Directors and Business and Operations Manager 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 School 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 2013-14 school year.

The Co-Director for Finance and Operations and/or Business and 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

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)(I), 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.

The Board will establish an Audit Committee which will select 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.

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.

The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be 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**

Endeavor College Prep submits the following reports to LAUSD, LACOE, and/or CDE, as required:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July 1 of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – September 15 following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- In addition:
  - P1, first week of January
  - P2, the first week of April
  - Bell schedule, annually by September
- Other reports 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.

**District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of Endeavor College Prep not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the school is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District
may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Endeavor College Prep 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 the Charter School, Endeavor College Prep authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Endeavor College Prep further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Endeavor College Prep 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**

Endeavor College Prep agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Endeavor College Prep is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of Endeavor College Prep.
- The District is authorized to revoke this charter for, among other reasons, the failure of Endeavor College Prep to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District reserves the right, pursuant to its oversight responsibility, to audit Endeavor College Prep 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 school financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
Endeavor College Prep shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days’ notice to the Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours’ notice.

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)

Student Suspension and Expulsion Policy

This Pupil Suspension and Expulsion 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. 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. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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.

LAUSD-Specific Language

Endeavor College Prep shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Endeavor College Prep shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for
example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Endeavor College Prep shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

The Charter School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The Charter School will also ensure staff is knowledgeable about and complies with the district’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Endeavor College Prep shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

A. 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. Discretionary Suspension Offenses. Students may be suspended 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.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 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 preinitiation 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) 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.

s) 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 12, inclusive.

t) 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 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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, any of the following:

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.

w) 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).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with a Co-Director’s or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Directors or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled 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.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 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 preinitiation 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) Made terrorist 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.

s) 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 12, inclusive.

t) 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 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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, any of the following:
   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.

w) 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).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Director’s or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the
students had obtained written permission to possess the item from a certificated school employee, with the Co-Director’s or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by a Co-Director or the Directors’ designee 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 or designee.

The conference may be omitted if the Co-Director 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 of the student’s right to return to school for the purpose of a 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 held within two school days, 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, an administrator 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Co-Directors or Co-Directors’ designee, the pupil and the pupil’s 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.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should 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.

E. 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, charges and offenses 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.

F. 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.

G. 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.

H. 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.

I. Written Notice to Expel

The Co-Director for 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 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.

The Board of Directors’ decision to expel shall be final.

_LAUSD-Specific Language_

If a student is expelled from Endeavor College Prep, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
• documentation of the expulsion proceeding, including specific facts supporting the expulsion
• student’s current educational placement
• copy of parental notice expulsion
• copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter’s failure to implement 504 Plan?

J. 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.

K. Appeal of Suspension or Expulsion

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the School Director or the School Director’s designee. A suspension appeal may be made to the School Director within the term of the suspension. Following due consideration, the School Director’s decision regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the School Director. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days), at which time the parents must attend to present their appeal. The appeal will be heard by a fair and impartial panel comprised of three or more local charter school administrators, selected by the Endeavor College Prep Board of Directors. For a student who is not reinstated upon the appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board will be final.

L. 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.

**LAUSD-Specific Language**

**Outcome Data**

Endeavor College Prep shall maintain all data involving expulsion placement, tracking, and monitoring of student suspensions, expulsions, reinstatements, and out-of-district expellees, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Endeavor College Prep shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

**Readmission**

The Endeavor College Prep 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, the Charter School’s governing board shall readmit the pupil, unless the 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**
The Endeavor College Prep governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

Gun Free Schools Act

Endeavor College Prep shall comply with the federal Gun Free Schools Act.
**Element 11 – STRS, PERS, AND SOCIAL SECURITY COVERAGE**

“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 completing 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.101
- 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.)

101 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 – 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)

Endeavor College Prep is a school of choice and, as such, no student may be required to attend the Charter School. 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. Parent(s) or guardian(s) of each pupil enrolled in the Charter School shall be informed on admissions forms that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by 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)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at Endeavor College Prep shall have no automatic rights of return to the District after employment at the 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 union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Former District employees must consult with the District to determine their eligibility for leave.
Element 14 – 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 attempt 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 made 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 School Director
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 claim or controversy (“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 matter 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 must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to settle 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 attorneys’ 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 attorneys’ fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Employer Status and Collective Bargaining

“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 Prep is deemed the exclusive public employer of employees of the Charter School for purposes of the Educational Employment Relations Act (EERA). As such, Endeavor College Prep will comply with all provisions of the EERA and will act 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.
Element 16 – Charter School Closure
“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)

Charter Term
Endeavor College Prep received a five year charter from the District. The school is currently in its fourth year of operation and will seek renewal in the 2013-14 school year.

Charter Renewal
The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Revocation
The District may revoke the charter of Endeavor College Prep if Endeavor College Prep 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 the Endeavor College Prep if the District finds, through a showing of substantial evidence, that the 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 California Education 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.

Closure Action
The decision to close Endeavor College Prep either by Endeavor College Prep governing board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Endeavor College Prep board votes to close the Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the Charter School must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Endeavor College Prep will be issued by Endeavor College Prep within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by Endeavor College Prep by registered mail within 72 hours of the decision to Closure Action. Endeavor College Prep shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by Endeavor College Prep by registered mail within 72 hours of the decision to Closure Action. Endeavor College Prep shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. Endeavor College Prep will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Endeavor College Prep shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Endeavor College Prep by registered mail within 72 hours of the
decision to Closure Action. Endeavor College Prep shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

Endeavor College Prep shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Endeavor College Prep shall observe the following in the transfer and maintenance of school and student records:
1. Endeavor College Prep will provide the District with original 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 at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The 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. Endeavor College Prep will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with Endeavor College Prep for the delivery and/or pickup of the student records.

5. Endeavor College Prep must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Endeavor College Prep will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the Charter School has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify Endeavor College Prep and the authorizing entity if it is aware of any liabilities Endeavor College Prep owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

The financial closeout audit of Endeavor College Prep will be paid for by Endeavor College Prep. 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. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter School closure procedures must also ensure disposal 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

   b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Endeavor College Prep Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Endeavor College Prep 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.

Endeavor College Prep shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, Endeavor College Prep shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the 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 District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Endeavor College Prep 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.

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 petition 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.
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