

Endeavor Alternative Center

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Endeavor Alternative Center
Street	2555 Lawrence Street
City, State, Zip	Ceres, CA 95307
Phone Number	209.556.1805
Principal	Jan Gordon
E-mail Address	jgordon@ceres.k12.ca.us
Web Site	argus.ceres.k12.ca.us
CDS Code	50-71043-5030168

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Endeavor Alternative Center is an alternative, independent study program located the central San Joaquin Valley, in the city of Ceres. Ceres is home to 48,278 people, making it the third largest city in Stanislaus County. Endeavor serves approximately 175 students, in two different types of programs. Students in grades eleven and twelve, who choose to enroll, attend a weekly two and one half hour session that includes a direct instruction lesson in English and Math. Students enrolling in this program should be capable of academic success in an independent study setting. Students in grades nine and ten, who choose to enroll, attend a weekly five and one half hour session hybrid program combining online learning coursework and traditional textbook coursework. All students at Endeavor have the option of attending additional days during the week. It is suggested students have earned at least an overall performance level of Intermediate on the California English Language Development Test (CELDT) to ensure academic success. Test results provide evidence that students can read, write and compute well enough to thrive as independent learners. Students with medical and emotional concerns can also choose enrollment at Endeavor Alternative Center with supported medical documentation. Typically the school year begins with lower enrollment and the number of students grows as the year progresses.

The current CBEDS/CALPADS report indicated that the student demographics consisted of 71% Hispanic, 1% American Indian, 4% Asian, 2% Black or African American, 0% Pacific Islander, 2% two or more races, not Hispanic and 20% White. English Learners comprise 13.7% of our student population and 86.30% of the students qualify for the National School Lunch Program.

Endeavor Alternative Center maintains a staff of six full time teachers. Endeavor shares administrative staff and support personnel with Argus High School. The staff includes one office manager, one secretary IV, one attendance clerk, one community liaison, one campus supervisor, one full-time paraprofessional, one part-time paraprofessional, one administrative assistant, two learning directors and a principal. Special Education students receive weekly services from one full time Resource Specialist and one 33% Resource Specialist assigned to Argus High School. In addition, Ceres Unified hired a third School Resource Officer, through the Ceres Police Department, who is dedicated full-time to the Argus/Endeavor site.

The staff at Endeavor Alternative Center is committed to providing ongoing communication with all students and families. Endeavor utilizes the Connect Ed telephone automatic dialing system, quarterly newsletters, an active website and a twitter account to keep home-school communication open. Parent participation is encouraged by all staff members and remains a focus of the Family Engagement Team. Endeavor students have the opportunity to earn extra credits by performing community service at area schools and businesses. In addition, Endeavor students are invited to participate in all activities coordinated by the Argus High School Leadership classes. These activities include Breast Cancer Awareness (October), the Great American Smokeout (November), a local canned food and toy drive, and Pennies for Patients through the Leukemia Society.

MISSION STATEMENT: The mission of Endeavor Alternative Center is to direct students to new learning opportunities through alternative paths which will help them reach their greatest potential.

Expected Schoolwide Learning Results (ESLR's):

- Students will be self-directed learners
- *Students who take responsibility for individual success
- *Students who evaluate and document work in progress
- *Students meet graduation requirements
- *Students who produce projects related to the career world

Students will be effective communicators

- *Students who write in the four domains for a variety of audiences
- *Students who read, answer questions, and discuss various genres of literature and content area material
- *Students who pass the ELA component of the CAHSEE
- *Students whose work in English is aligned to the state standards

Students will be proficient in computational skills

- *Students who successfully complete the mathematics curriculum through Algebra I as aligned to the state standards
- *Students who pass the mathematics component of the CAHSEE
- *Students who use computational skills in curricular areas other than mathematics

Students will be proficient in the use of technology

- *Students who use computers for research in the classroom
- *Students who format and edit school assignments utilizing a variety of programs
- *Students who fully utilize the internet

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	7
Grade 10	27
Grade 11	62
Grade 12	87
Total Enrollment	183

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.1
Asian	3.8
Filipino	0
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	0
White	20.2
Two or More Races	1.6
Socioeconomically Disadvantaged	86.3
English Learners	13.7
Students with Disabilities	7.1
Foster Youth	2.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	6	6	553
Without Full Credential	0	0	0	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015)	Yes	0%
Science	Grades 9-12 Biology – Prentice Hall Modern Biology (2006)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History – McDougal Littell (2006) US History – McDougal Littell The Americans (2006) Government – Pearson/Prentice Hall McGruder’s Government CA Edition (2007)	Yes	0%
Foreign Language	N/A		0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Science Laboratory Equipment (grades 9-12)	n/a		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Endeavor Alternative Center provides a safe and clean environment which encourages students to respect themselves and their surroundings. The campus consists of five permanent structures (four classrooms and the main office) and twelve portable classrooms. The Endeavor site utilizes four of the portable classrooms. A multiuse room was completed in January 2012, allowing space for assemblies, large parent meetings and state testing.

Vandalism and graffiti are minimal. The students and staff take pride in the facility and actively take part in the upkeep of the site. The Endeavor campus is available for community use and is treated by the community with the same respect. The site consistently scores a 9 out of 10 on the annual Ceres Unified Site Facility Visit.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Classroom 8: Chemicals under the sink. Classroom 9: Chemicals under the sink.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/5/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	20	39	38	48	48
Mathematics (grades 3-8 and 11)		0	20	21	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	61	81.33	19.67
Male	33	27	81.82	14.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	42	34	80.95	23.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	56	47	83.93	17.02
White	16	12	75	33.33
Socioeconomically Disadvantaged	65	54	83.08	16.67
English Learners	18	16	88.89	6.25
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	56	75.68	0
Male	33	25	75.76	0
Female	41	31	75.61	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	55	42	76.36	0
Socioeconomically Disadvantaged	64	49	76.56	0
English Learners	18	15	83.33	0
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	18	14	50	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Endeavor Alternative Center does not have the flexibility in the master schedule to offer CTE programs, however, Endeavor students do have the opportunity to attend ROP classes at both of the comprehensive high schools. Students ballot in the spring for the following school year. Both of the comprehensive high schools support our students and work closely with the Endeavor staff to meet the needs of our students.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31	17.2	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Endeavor staff is supportive of all avenues to ensure student success. Teachers are accessible through phone calls, emails and conferences. All parents/guardians are required to attend an Academic Review conference with Endeavor staff prior to starting school. During the conference, Endeavor staff, parents and students discuss current transcript information, state assessment results, and plan educational goals for the student. Parents and students sign and receive a copy of the review. A copy of the review is also given to the student's caseload teacher.

Parents are an important component of the School Site Council. As members of the SSC, parents review and approve the Single Plan for Student Achievement and the site budget. In addition, Endeavor staff supports the Safe and Civil School Team and the Family Engagement Team. The Safe and Civil School Team meets regularly to review data collected from surveys of students, parents and staff and develop plans for improvement. The Family Engagement Team meets regularly discussing ideas to promote parent involvement in the educational system, as well as maintaining a family friendly environment on campus.

A Back to School/Advisory Night is held in September, along with a spring Open House/Advisory Night, providing an opportunity for parents to meet and discuss individual needs with teachers and staff. Recruitment for a variety of committees is also held during these events. Sign-ups for School Site Council, DAC/DELAC and ELAC Committees, Family Engagement Team and the Parent's Advisory Council are encouraged. Modesto Junior College and Argus/Endeavor staff work in partnership to help students enroll in a variety of post-secondary options. In addition, Financial Aid and college nights are held throughout the year to assist students and parents with application procedures.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	33.6	29.8	28.9	9.2	6.1	6.9	11.5	10.7	9.7
Graduation Rate	60.91	56.73	61.98	86.82	89.32	87.84	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.8	89.14	87.11
Black or African American	0	65.22	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	86.49	94.42
Filipino	0	87.5	93.76
Hispanic or Latino	98.39	88.56	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	95.63	90.99
Two or More Races	100	90.91	90.59
Socioeconomically Disadvantaged	100	91.56	85.45
English Learners	69.23	47.75	55.44
Students with Disabilities	100	90.99	63.9
Foster Youth	0	14.29	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	1.1	3.2	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Endeavor Alternative Center Comprehensive Safety Planning Team and Advisors:

Consultants:

Steve Carvalho, School Resource Officer, Ceres Police Department
 Brian Chandler, Administrative Assistant, Child Welfare and Attendance

Staff:

Jan Gordon, Principal
 Paula Aguiar, Learning Director
 JoDee DeSouza, Learning Director
 Lucia Hernandez, Administrative Assistant
 Marissa Alamo, Campus Supervisor

Additional input to modify/update the plan was provided by the School Site Council, including parent Carmen Ruiz and staff members Vanessa Monn and Elizabeth Ojeda.

The 2017-18 Safety Plan was revised by team on November 9, 2017 and approved by the School Site Council on November 14, 2017. In addition, the plan was shared with staff members on December 18, 2017.

Key elements of the Safety Plan include:

Endeavor Alternative Center staff has high expectations for all students. All new students attend an orientation where school rules, procedures, and expectations are reviewed. Students and parents also receive a copy of the student handbook at the required conference with Endeavor staff held prior to enrollment. Student and staff safety is a priority for Endeavor Alternative Center. All students have the right to an education in a safe environment. School rules and District policies are clear and consistent.

All students are assigned a caseload teacher to help monitor student credit earnings and advise individual students toward their educational goals. A full time School Resource Officer was added to our site in August 2014. This allows school site personnel to work closely together with Ceres Police Department regarding student behavior and attendance.

The Safe and Civil School committee utilizes the Randy Sprick three tier discipline program. Students who fail to demonstrate positive behavior and/or regular attendance, may be required to attend SART/SARB meetings that determine appropriate classroom/school placement. Safe and Civil School surveys are provided annually to students and staff and to parents every other year. Survey results are reviewed by the committee, staff and shared with the School Site Council.

The custodial staff does an excellent job keeping the grounds of our campus clean and orderly. In January 2012, our new multiuse facility was completed. Additionally, in August 2011 our first marquee was installed. Our site consistently receives a score of nine or ten during the annual District Site Facility Visit. We believe that a neat and clean atmosphere promotes a positive environment for our students, conducive to learning.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	77	1		1	154			1	177			1
Mathematics	56	1		1	50	1		1	63	1		1
Science	105			1	99			1	112			1
Social Science	145			1	152			1	166			1

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	175
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.33	N/A
Social Worker		N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,322.01	\$1,167.24	\$7,154.77	\$87,316.09
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	10.9	19.3
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	26.0	17.7

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

Types of Services Funded (Fiscal Year 2016-17)

The District grants funding to our site based on enrollment and site needs. The District will allocate categorical money based on student enrollment (CALPADS/CBEDS). Endeavor Alternative Center receives Title I categorical funding. Title I funds are used to supplement required programs in ensuring all students improve academic achievement in ELA and mathematics. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. All expenditures are reviewed and monitored by the School Site Council.

Outside representatives from Data Works and the CUSD coaching staff has worked with the staff and provided feedback regarding lesson design and instructional strategies to improve student learning. The data was disaggregated and discussed during staff meetings and collaboration time. All certificated staff has participated in Lesson Studies and Lesson Design workshops facilitated by the CUSD coaching staff.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The school site had 17 planning days and 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 18 planning days and 5 professional development days.

Endeavor administration continues to hold collaboration and professional development for staff at Endeavor Alternative Center as a top priority. Teachers are provided the opportunity to enhance knowledge of standards-based instruction and teaching methodology through a variety of conferences, seminars and workshops sponsored by Ceres Unified, the Stanislaus County Office of Education and other organizations. Information regarding conferences, seminars and speakers is distributed to staff regularly. Administrators also have the opportunity to receive professional development through ACSA and ASCD, in addition to the Stanislaus County Office of Education. New teachers learn how to analyze their teaching and effectiveness through participation in either a two-year CUSD Induction Program or a two-year Stanislaus County BTSA induction program.

Staff participates in professional development related to the implementation of Literacy and the California State Standards through staff meetings, workshops and during District led discussions.

Several staff members have attended conferences led by Solution Tree, focusing on Professional Learning Communities. Professional learning day agendas are built around the PLC key ideas.

The current school calendar reflects monthly collaboration meetings. During collaboration meetings, teachers review data by department, teacher and student results. Collaboration time is also spent sharing lesson design ideas and researching current methods of implementing the California State Standards.

Staff members are included on all district committees. Committees by subject area have worked towards adopting new textbooks, developing pacing calendars and coordinating District benchmark assessments. Current committees include Curriculum and Instruction, Literacy, Substance Abuse (TUPE), School to Career and the Career Technical Education (CTE) committees.

Endeavor staff is also supported by an assigned District Curriculum Coach. This coach provides inservices, coaching and collaboration utilizing instructional strategies and alignment of the CUSD Instructional Norms, and facilitates discussions around the California State Standards.