

Endeavor Alternative Center

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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 2016-17)

Endeavor Alternative Center is an alternative, independent study program located the central San Joaquin Valley, in the city of Ceres. Ceres is home to 45,417 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, can 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 74% Hispanic, 1% American Indian, 2% Asian, 2% Black or African American, .5% Pacific Islander, not Hispanic, .5% two or more races, not Hispanic and 20% White. English Learners comprise 15.8% of our student population and 75.9% of the students qualify for the National School Lunch Program.

Endeavor Alternative Center maintains a staff of seven 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, one learning director and a principal. Special Education students receive weekly services from the 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 to keep good communication between home and school open. The site implemented a Text Remind system during the 2014-15 school year to notify parents and students of deadlines and events. 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.

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

Working collaboratively, the staff, parents, and community of the Ceres Unified School District understand the importance of high standards and expectations for every individual student. We are committed to providing a high quality, balanced education that promotes academic excellence. This expectation includes mastery in basic and vocational skills, problem-solving, and the attitudes necessary for life-long learning in a safe and nurturing environment.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	1
Grade 10	29
Grade 11	45
Grade 12	83
Total Enrollment	158

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.3
Asian	1.9
Filipino	0
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.6
White	19.6
Two or More Races	0.6
Socioeconomically Disadvantaged	82.9
English Learners	15.8
Students with Disabilities	7.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	7	6	609
Without Full Credential	0	0	0	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2016-2017 school year.

9-12

Standards aligned, district adopted

Standards aligned, district adopted

Standards aligned, district adopted

Standards aligned, district adopted

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Yes	Yes	0%
Mathematics	Yes	Yes	0%
Science	Yes	Yes	0%
History-Social Science	Yes	Yes	0%
Foreign Language	n/a		0%
Health	Yes	Yes	0%
Visual and Performing Arts	Yes	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/27/2016				
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			Room 14: There were two piggy backed power strips. Room 4: There was exposed electrical on the wall. The roof is leaking.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/27/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Office: The roof is leaking. Room 2: The roof is leaking. Room 3: The roof is leaking. Room 4: There was exposed electrical on the wall. The roof is leaking.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/27/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	21	35	39	44	48
Mathematics	2		20	20	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	76	67	88.2	20.9
Male	11	34	31	91.2	16.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	42	36	85.7	25.0
Hispanic or Latino	11	57	52	91.2	11.5
White	11	17	14	82.3	50.0
Socioeconomically Disadvantaged	11	64	55	85.9	14.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	76	67	88.2	
Male	11	34	31	91.2	
Female	11	42	36	85.7	
Hispanic or Latino	11	57	52	91.2	
White	11	17	14	82.3	
Socioeconomically Disadvantaged	11	64	55	85.9	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	15	18	14	56	50	47	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	49	79.0	14.3
Male	23	17	73.9	11.8
Female	39	32	82.1	15.6
Hispanic or Latino	47	37	78.7	5.4
White	13	10	76.9	50.0
Socioeconomically Disadvantaged	59	47	79.7	12.8
English Learners	12	11	91.7	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16)

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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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. The Parent Institute for Quality Education also holds a bi-annual parenting program for all parents. This program is designed to help parents navigate through the educational system as they prepare students for graduation and post-secondary education.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	24.10	33.60	29.80	10.50	9.20	6.10	11.40	11.50	10.70
Graduation Rate	74.07	60.91	56.73	85.39	86.82	89.32	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	94	86
Black or African American	100	95	78
American Indian or Alaska Native	0	73	78
Asian	100	96	93
Filipino	0	86	93
Hispanic or Latino	100	96	83
Native Hawaiian/Pacific Islander	0	57	85
White	100	90	91
Two or More Races	0	90	89
Socioeconomically Disadvantaged	100	82	66
English Learners	67	49	54
Students with Disabilities	100	94	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	2.4	1.1	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Endeavor Alternative Center Safe School Planning Committee Members consist of certificated, classified, administrative, law enforcement and parent participants.

The members are as follows:

Certificated:

Vanessa Monn, Resource Specialist
 Thomas Gomez, Teacher
 Cindy Johnston, Teacher

Lucia Hernandez, Administrative Assistant
 Jan Gordon, Principal

Parent:

Sharmaine Gonzales

Classified:

Gabriel Crisanto, Campus Supervisor

Law Enforcement:

Steve Carvalho, School Resource Officer, Ceres Police Department

Administration:

Paula Aguiar, Learning Director

The 2015-16 Safety Plan was developed and approved by committee members on February 1, 2016 and shared with staff members on February 25, 2016.

Key elements of the Safety Plan include:

Endeavor Alternative Center staff has high expectations for all students. School expectations and rules are posted in every classroom. 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 to a caseload teacher who also serves as an advisor. Caseload teachers counsel and advise individual students toward the best course of action. Pamphlets and other written communications are available to students providing guidelines for positive behavior. A full time School Resource Officer was added to our site in August 2014. This allows school site personnel to work closely with the 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 and shared with staff.

The custodial staff does an excellent job keeping the grounds of our campus clean and orderly. We have had several trees removed and concrete poured to create a safe and clean image of the campus. In January 2012, our new multiuse facility was completed. The addition of the multiuse rooms allow space for assemblies, parent nights, and state testing. Additionally, in August 2011 our first marquee was installed. Our site consistently receives a score of nine or ten during the the annual District 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 2016-17)

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	2013-14			2014-15			2015-16					
	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	64	1		1	77	1		1	77	1		1
Mathematics	44	1		1	56	1		1	56	1		1
Science	83			1	105			1	105			1
Social Science	119			1	145			1	145			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 2015-16)

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 2014-15)

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	\$73,217
Percent Difference: School Site and District	N/A	N/A	10.9	19.3
State	N/A	N/A	\$5,677	\$74,216
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 2015-16)

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. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day. All expenditures are reviewed and monitored by the School Site Council.

All certificated staff has participated in Lesson Demonstrations coordinated and implemented by Data Works. All certificated staff has participated in Lesson Studies and Lesson Design workshops facilitated by the CUSD coaching staff.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
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/>.

Professional Development (Most Recent Three Years)

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.