

Endeavor College Preparatory Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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.

Danielle Lukk, Head of School

Principal, Endeavor College Preparatory Charter

About Our School

I am proud to serve the Boyle Heights community where students develop PRIDE every day!

Our staff of dedicated educators and amazing support personnel is committed to providing students with the support, structure, and instruction to help them excel now and in their future! We offer our students a rigorous curriculum, high quality instruction and targeted support as needed. Additionally, we are proud to be implementing Positive Behavior Intervention and Supports by providing structure, clear behavior expectations, and a welcoming school environment. We create a safe, orderly place to learn, where students demonstrate and develop preparation, respect, integrity, determination and enthusiasm (PRIDE). We believe that all family, students, staff, and community members are integral in developing the academic skills, character traits, and intellectual discipline within our scholars. We are committed to getting better each day and know that it takes a team and family working together to achieve greatness. Go lions!

Contact

Endeavor College Preparatory Charter
1263 South Soto St.
Los Angeles, CA 90023-2615

Phone: 323-800-4125
Email: dlukk@endeavorcollegeprep.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Endeavor College Preparatory Charter
Street	1263 South Soto St.
City, State, Zip	Los Angeles, Ca, 90023-2615
Phone Number	323-800-4125
Principal	Danielle Lukk, Head of School
Email Address	dlukk@endeavorcollegeprep.org
Website	http://endeavorcollegeprep.org
County-District-School (CDS) Code	19647330120014

Last updated: 1/21/2020

School Description and Mission Statement (School Year 2019—20)

Endeavor College Prep is a kindergarten through eighth grade charter school serving children from the historically underserved neighborhoods of Boyle Heights, Lincoln Heights, and surrounding eastside communities. Our student population is 98% Latino, 92% free/reduced lunch.

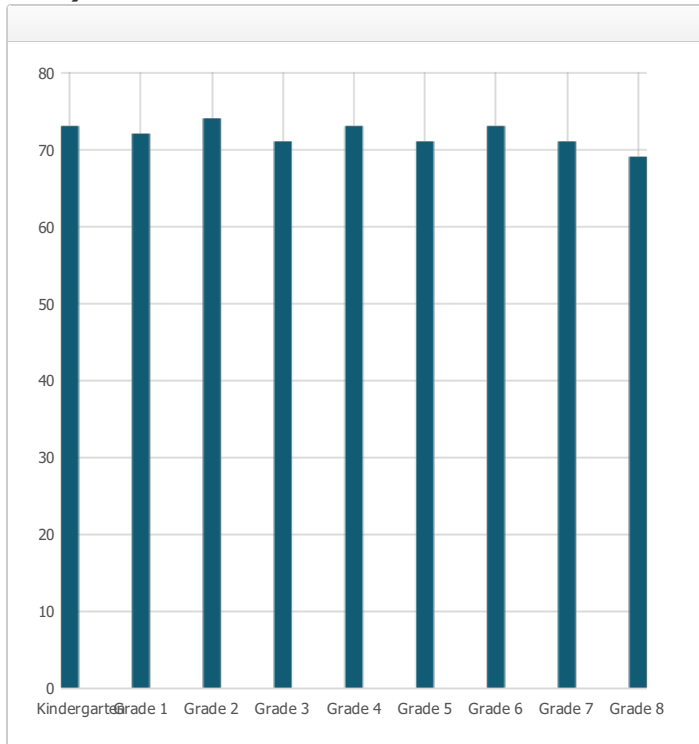
Mission Statement

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.

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	72
Grade 2	74
Grade 3	71
Grade 4	73
Grade 5	71
Grade 6	73
Grade 7	71
Grade 8	69
Total Enrollment	647



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

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

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.20 %
Hispanic or Latino	98.90 %
Native Hawaiian or Pacific Islander	%
White	0.20 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.10 %
English Learners	42.80 %
Students with Disabilities	10.70 %
Foster Youth	0.80 %
Homeless	0.30 %

A. Conditions of Learning

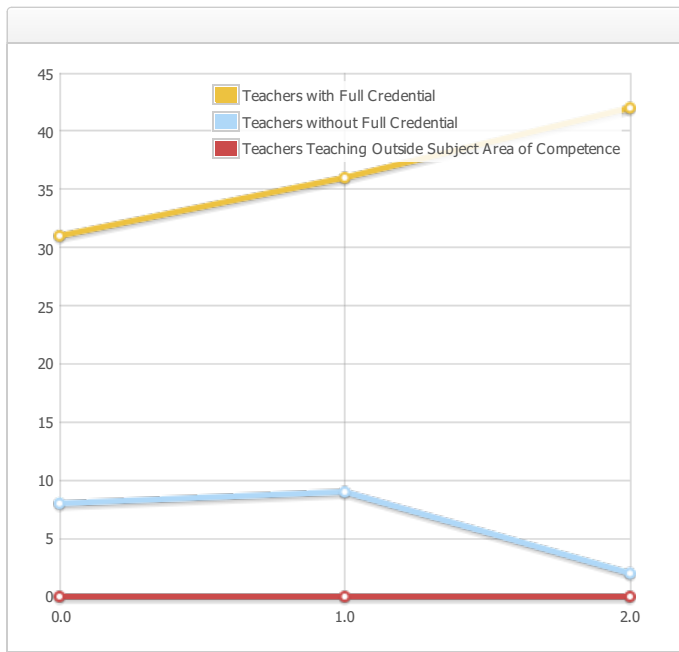
State Priority: Basic

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

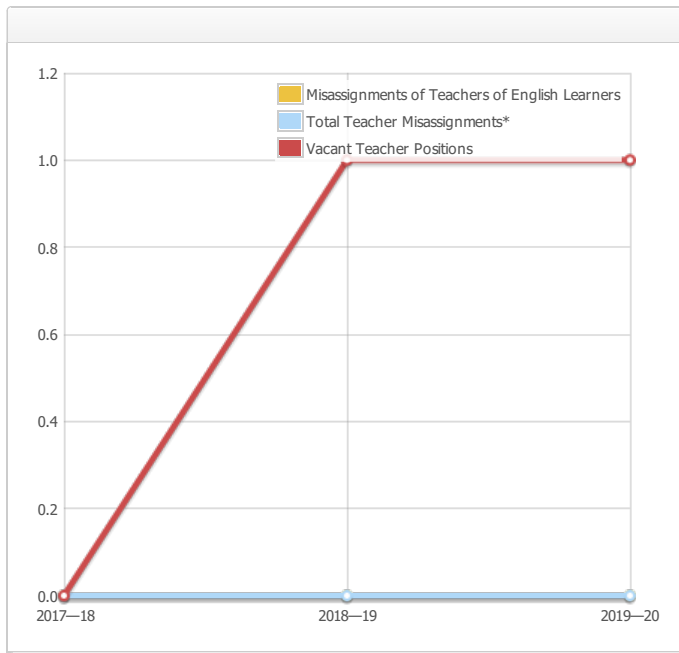
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	31	36	42	21054
Without Full Credential	8	9	2	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/28/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1



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

Last updated: 1/21/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced TK-6 Teacher Created Curriculum 7-8	Yes	0.00 %
Mathematics	K-8 uses Eureka Math Eureka Math—also known as EngageNY—is a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.	No	0.00 %
Science	Teacher Created Curriculum	No	0.00 %
History-Social Science	K-6 History: Integrated in Benchmark Advance (except 5th who supplements with other texts) 7-8: Self-created using DBQ resources and primary source documents + sometimes use of McGraw-Hill School Textbook (but there are not enough for every student, so these are not used often)	No	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

- All external drain pipes were hydro jetted to prevent backups and leaks when it rains.
- A new motor and pump were installed in the water coolant tower for the HVAC system.
- Toilets and internal pipes were augered.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/15/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	36.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	22.0%	32.0%	34.0%	38.0%	39.0%

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

Note: ELA and 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.

Last updated: 1/15/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	432	99.77%	0.23%	35.96%
Male	204	204	100.00%	0.00%	28.57%
Female	229	228	99.56%	0.44%	42.54%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	428	427	99.77%	0.23%	35.68%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	389	388	99.74%	0.26%	35.14%
English Learners	217	216	99.54%	0.46%	26.85%
Students with Disabilities	62	62	100.00%	0.00%	16.13%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

Last updated: 1/15/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	432	99.77%	0.23%	21.76%
Male	204	204	100.00%	0.00%	24.02%
Female	229	228	99.56%	0.44%	19.74%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	428	427	99.77%	0.23%	21.55%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	389	388	99.74%	0.26%	21.13%
English Learners	217	216	99.54%	0.46%	14.35%
Students with Disabilities	62	62	100.00%	0.00%	8.06%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

Last updated: 1/15/2020

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

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 area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.50%	12.20%	0.00%
7	18.10%	5.60%	8.30%

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

Last updated: 1/21/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

To help parents get a well-rounded understanding of what is happening at the school, ECP sends home a bulletin every Friday as well as consistent, daily updates through social media. Teachers also communicate with families on a regular basis, making phone calls, sending notes home, or messaging through the ClassDojo app to share concerns as well as celebrate student success. Parents have teachers' phone numbers and e-mail addresses, and are encouraged to contact teachers to discuss their child's progress at any time. Parents participate in mandatory student-led conferences at least twice a year to discuss their children's academic and behavioral progress.

Endeavor College Prep hosts monthly family events, including parent-teacher student led 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. Upcoming parent events are noted in the school's weekly parent letter.

Parents also complete a family satisfaction survey at the end of each trimester. Results of the parent survey are shared with the SSC and ELAC and taken into consideration when making annual LCAP updates.

Endeavor's School Site Council (SSC) is the formal parent and teacher association that represents the school community's voice. SSC meets monthly for approximately 1 hour depending on the topic. The SSC annually reviews the school's Local Control Accountability Plan (LCAP), which describes how the school will meet its academic and social goals. In addition SSC reviews the school's spending plan for federal funding, and represent families' perspectives in school-wide decisions and helps the school to maximize family engagement at Endeavor.

Endeavor's English Learners Advisory Committee (ELAC) is a group of parents and staff who advise and assist Endeavor in making important decisions related to services for English Learners. ELAC meets monthly for approximately 1 hour depending on topic. Our decisions, together with those of School Site Council (SSC), help the school improve. With over 240 English Learners in our school, this committee is really important.

State Priority: Pupil Engagement

Last updated: 1/22/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.40%	1.60%	2.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/21/2020

School Safety Plan (School Year 2019—20)

The School's Comprehensive Safety Plan was last reviewed 12/2019 and approved at the 12/11/19 board meeting. Sections of the plan have been discussed with staff, students and parents specifically the areas around emergency preparedness. Since our school is located in a building with another school, not affiliated with ours, we have also shared our safety plan with them to ensure that in case of an emergency we are able to safely exit all of our students.

Key components of the Comprehensive Safety Plan are:

- Campus Safety & Security
- Emergency Preparedness
- Disaster Planning
- Campus Environment

Last updated: 1/21/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	35.00	0	0	2
1	31.00	0	2	0
2	36.00	0	0	2
3	36.00	0	0	2
4	35.00	0	0	5
5	32.00	0	2	0
6	33.00	0	0	2
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00	0	3	0
1	35.00	0	0	2
2	35.00	0	0	2
3	36.00	0	0	2
4	36.00	0	0	2
5	36.00	0	0	2
6	34.00	0	0	2
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	0	3	0
1	36.00	0	0	2
2	37.00	0	0	2
3	36.00	0	0	2
4	37.00	0	0	2
5	36.00	0	0	2
6	37.00	0	0	2
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	0	0	4
Mathematics	31.00	0	4	0
Science	31.00	0	4	0
Social Science	31.00	0	4	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	32.00	0	2	2
Mathematics	32.00	0	2	2
Science	32.00	0	2	2
Social Science	32.00	0	2	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	35.00	0	0	4
Mathematics	35.00	0	0	4
Science	35.00	0	0	4
Social Science	35.00	0	0	4

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

Last updated: 1/22/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

ECP did not have Academic Counselors for 2018-19 school year.

Title	Ratio**
Counselors*	0.0

*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.
 **Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	7.00
Other	

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

Last updated: 1/21/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14312.33	\$5680.65	\$8631.67	\$50672.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	6.75%	24.09%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	9.08%	29.45%

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

Last updated: 1/28/2020

Types of Services Funded (Fiscal Year 2018—19)

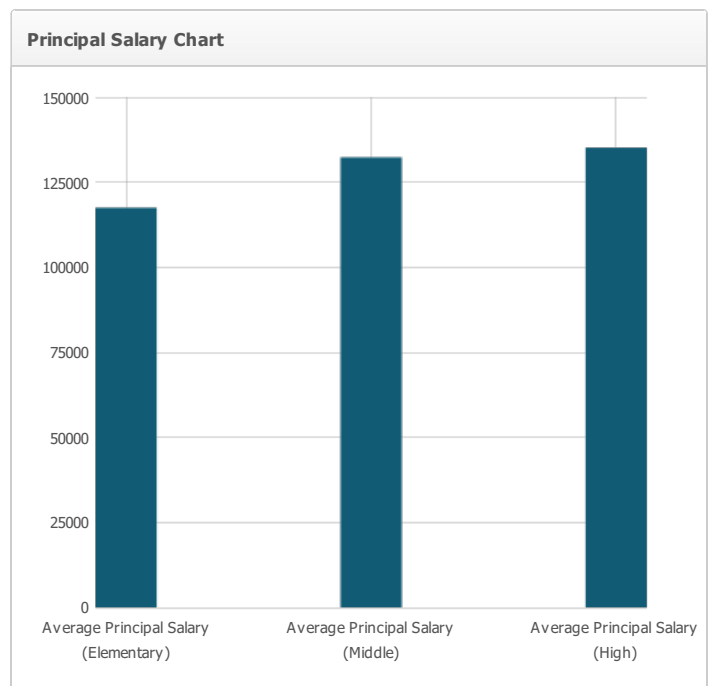
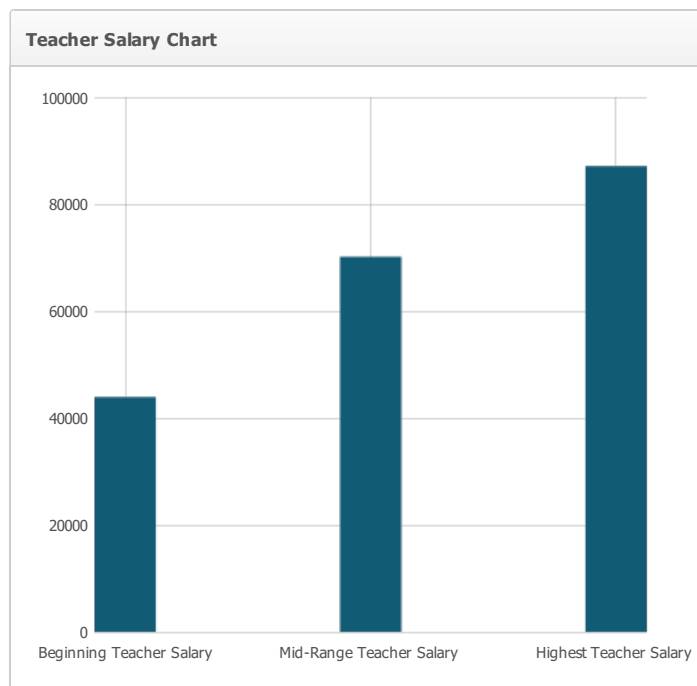
Services funded at Endeavor College Prep include the following:
 Special Education funds are used to provide services to students as required by the Individual Education Plans.
 After School Enrichment and Safety (ASES) funds are used to provide after-school homework help and enrichment classes to students who participate in the program.
 Title III funds are used to provide English Language Development support for our English Language Learners through both integrated and designated ELD.
 Title I funds are used for push-in and pull-out supports to help close the achievement gap that affects low-income children. Title II funds are used for staff professional development.

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/21/2020

Professional Development

- SY 2017-18 - 29 pupil free days and 10.13 days (36 partial days with 2.25 hour sessions)
- SY 2018-19 - 26 pupil free days and 10.69 days (38 partial days with 2.25 hour sessions)
- SY 2019-20 - 23 pupil free days and 10.69 days (38 partial days with 2.25 hour sessions)

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	39.13	36.69	33.69