

# Endeavor College Preparatory Charter

## School Accountability Report Card Reported Using Data from the 2017—18 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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>E-mail Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Endeavor College Preparatory Charter
<b>Street</b>	1263 South Soto St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90023-2615
<b>Phone Number</b>	323-800-4125
<b>Principal</b>	Danielle Lukk
<b>E-mail Address</b>	<a href="mailto:dlukk@endeavorcollegeprep.org">dlukk@endeavorcollegeprep.org</a>
<b>Web Site</b>	<a href="http://dlukk@endeavrocollegeprep.org">dlukk@endeavrocollegeprep.org</a>
<b>County-District-School (CDS) Code</b>	19647330120014

*Last updated: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

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 99% Latino, 92% free/reduced lunch.

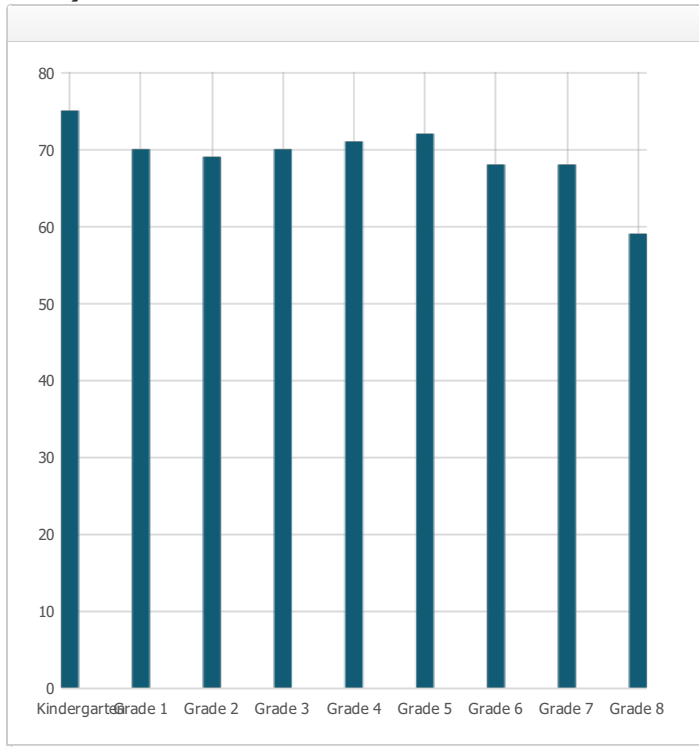
#### Mission Statement

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: 1/31/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	70
Grade 2	69
Grade 3	70
Grade 4	71
Grade 5	72
Grade 6	68
Grade 7	68
Grade 8	59
<b>Total Enrollment</b>	<b>622</b>



Last updated: 1/31/2019

### Student Enrollment by Student Group (School Year 2017–18)

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	0.2 %
American Indian or Alaska Native	0.2 %
Asian	%
Filipino	0.2 %
Hispanic or Latino	99.0 %
Native Hawaiian or Pacific Islander	%
White	0.2 %
Two or More Races	%
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.0 %
English Learners	37.1 %
Students with Disabilities	11.6 %
Foster Youth	0.8 %

## A. Conditions of Learning

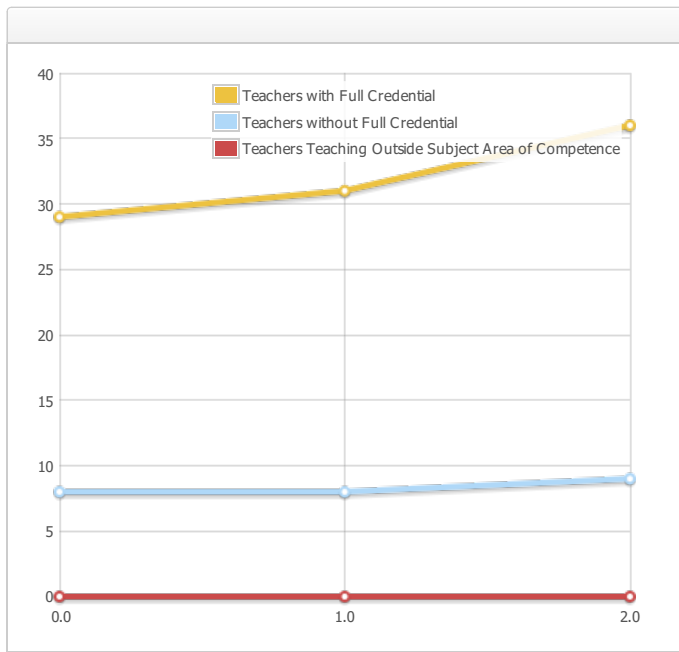
### State Priority: Basic

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

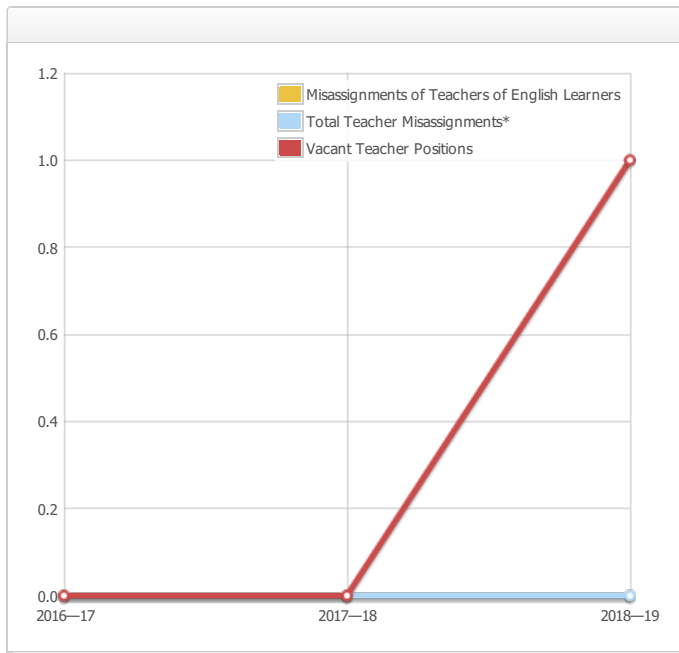
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	31	36	24740
Without Full Credential	8	8	9	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 2/1/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 2/1/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Benchmark Advanced TK-6</b></p> <p><b>Teacher Created Curriculum 7-8</b></p>	Yes	0.0 %
Mathematics	<p><b>K-8 uses Eureka Math</b></p> <p>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.</p>	No	0.0 %
Science	<b>Teacher Created Curriculum</b>	No	0.0 %
History-Social Science	<p><b>K-6:</b> Integrated in <b>Benchmark Advance</b> (except 5th who supplements with other texts)</p> <p><b>7-8: Teacher Created Curriculum</b></p>	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
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: 2/1/2019

### School Facility Conditions and Planned Improvements

- Our roof was coated and resealed in December 2018.
- Solar panels are scheduled to be installed no later than May 2019.
- Once the panels are installed we will be a 61.095 kW-AC CEC solar electrical generating facility.
- Our boiler is scheduled to be replaced no later than June 2019.

*Last updated: 2/1/2019*

### School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Poor	Our boiler is scheduled to be replaced no later than June 2019.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 2/1/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	34.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	23.0%	30.0%	32.0%	37.0%	38.0%

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: 2/1/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	403	99.26%	34.33%
Male	191	190	99.48%	27.51%
Female	215	213	99.07%	40.38%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	402	399	99.25%	34.17%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	375	372	99.20%	33.42%
English Learners	240	238	99.17%	31.22%
Students with Disabilities	58	57	98.28%	15.79%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 2/1/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	403	99.26%	22.83%
Male	191	190	99.48%	23.68%
Female	215	213	99.07%	22.07%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	402	399	99.25%	22.81%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	375	372	99.20%	22.04%
English Learners	240	238	99.17%	19.33%
Students with Disabilities	58	57	98.28%	7.02%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 2/1/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 2/1/2019*

# 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 2017–18)

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	16.9%	8.5%	--
7	25.0%	22.1%	2.9%

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.

*Last updated: 2/1/2019*

## 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 2018—19)

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 periodic 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 250 English Learners in our school, this committee is really important.

# State Priority: Pupil Engagement

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

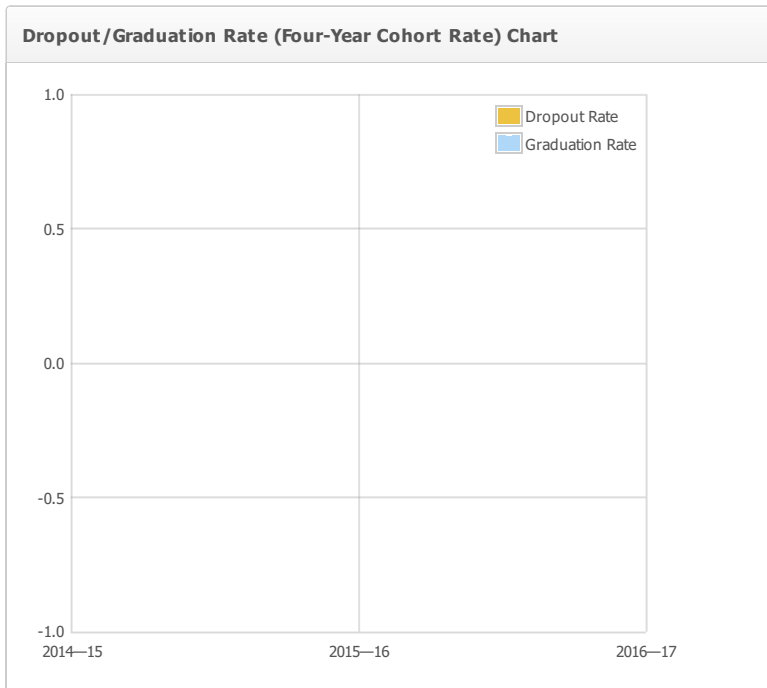
- High school dropout rates; and
- High school graduation rates

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

This section is not applicable because Endeavor College Prep does not serve high school grades.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

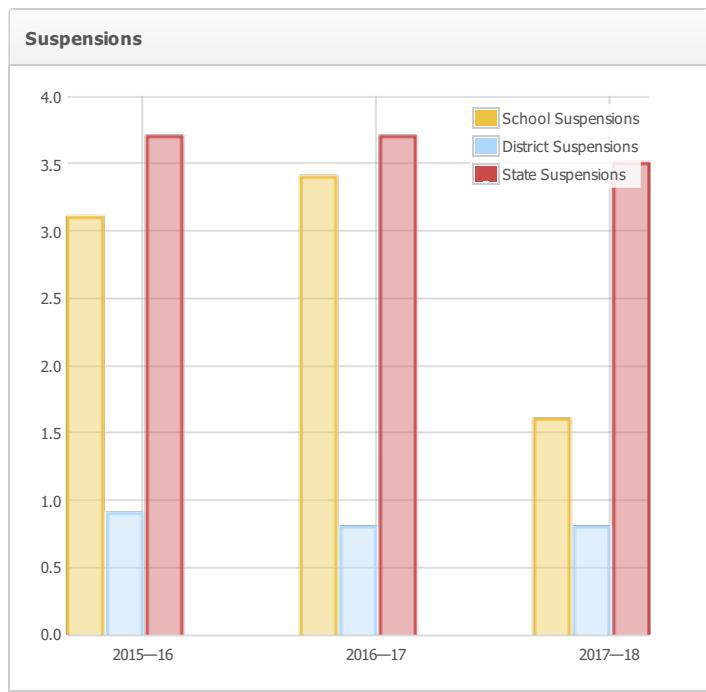
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.1%	3.4%	1.6%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

## School Safety Plan (School Year 2018—19)

The School's Comprehensive Safety Plan was last reviewed 10/2018. The safety plan was completely revised for the 2017-18 school year as we moved into a private facility from previously co-located sites. We aren't currently in the process of completely revising again with a submission deadline of 3/1 for LACOE. Sections of the plan have been discussed with staff and students specifically the areas around emergency preparedness. Because 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: 2/1/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	31.0	0	2	2
1	36.0	0	0	2
2	35.0	0	0	2
3	36.0	0	0	2
4	35.0	0	0	2
5	33.0	0	0	2
6	32.0	0	2	5
Other**	0.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	35.0	0	0	2
1	31.0	0	2	0
2	36.0	0	0	2
3	36.0	0	0	2
4	35.0	0	0	5
5	32.0	0	2	0
6	33.0	0	0	2
Other**	0.0	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	25.0	0	3	0
1	35.0	0	0	2
2	35.0	0	0	2
3	36.0	0	0	2
4	36.0	0	0	2
5	36.0	0	0	2
6	34.0	0	0	2
Other**	0.0	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.

Last updated: 2/1/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	33.0	0	0	4
Mathematics	33.0	0	0	4
Science	33.0	0	0	4
Social Science	33.0	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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	0	0	4
Mathematics	31.0	0	4	0
Science	31.0	0	4	0
Social Science	31.0	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0		2	2
Mathematics	32.0		2	2
Science	32.0		2	2
Social Science	32.0		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.

*Last updated: 2/1/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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.

*Last updated: 2/1/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12062.0	\$2932.0	\$9130.0	\$51054.0
District	N/A	N/A	\$5729.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	24.7%	-45.1%

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

*Last updated: 2/1/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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.

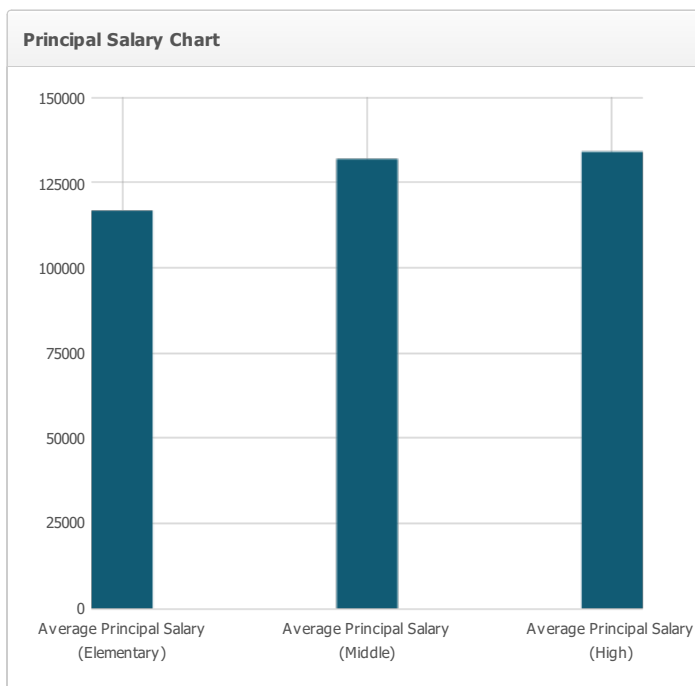
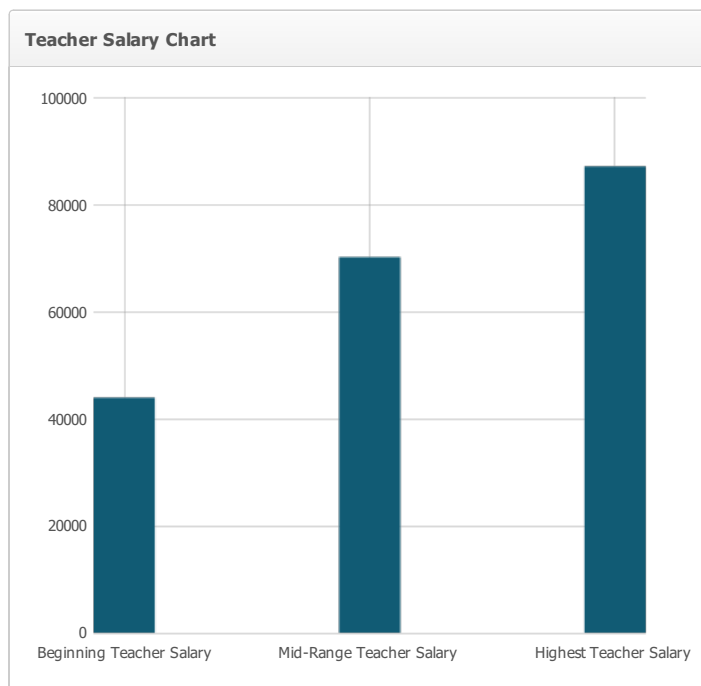
Title I funds are used for push-in and pull-out supports to help close the achievement gap that affects low-income children. Title II funds are used for staff professional development.

*Last updated: 2/1/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 2/1/2019*

## Professional Development

### Professional Development at Endeavor

2016-17: 30 full-days of professional development. Additionally, three days per month, there was early dismissal to provide teachers and administrators with at least two hours of additional time for professional development workshops and internal training.

2017-18: 32 full-days of professional development. Additionally, three days per month, there was early dismissal to provide teachers and administrators with at least two additional hours weekly for professional development workshops and internal training. Staff professional development is focused on our three priorities: school culture, student support, teacher support. We have extensive professional development around using and practicing the school's systems effectively. The focus on student and teacher supports have come in many different forms and foci. In alignment with our mission, we have PDs that focus on academic and character building needs. Through the use of professional development, we are able to create an ongoing learning community and a safe place to practice and receive feedback.

2018-19 Endeavor College Preparatory Charter School uses student data to inform our school wide focus to support all student subgroups. Professional development focuses on data driven instruction, preparing teachers for success in co-teaching strategies, engaging instructional strategies, meeting the needs of our English Language Learner populations, and our students with exceptionalities. 3 times a month, teachers experience our 2 hour weekly PD's on Friday afternoon after early student release. Once a month, on a student release day, teachers participate in full day PD in addition to end of the year and beginning of the year PD totaling 26 full days . All teachers work weekly with their instructional coaches and receive individual mentoring, and some teachers have attended external conferences. ECP provides ongoing teacher support through our observation-feedback cycle. Coaches provide regular feedback based on observations and also provide data analysis opportunities twice a month. Administrators provide formal feedback based on observations at least twice a year, and informal feedback frequently throughout the year. Feedback is aligned to our framework (rubric) that defines effective instructional practice, and designed to be high leverage and bite sized.

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