

Life Source International 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.

Jared Mix, Principal

Principal, Life Source International Charter

About Our School

Dear Parents: On behalf of the staff, I would like to take this opportunity to welcome all of our parents and students to Life Source International Charter School for the new school year. We look forward to working closely with you as we provide a challenging educational program for our scholars. I encourage your active support and participation as we seek to provide a positive learning environment for all of our scholars.

Congratulations to all the scholars who met their NWEA benchmark projection, which resulted in increased standardized test scores. We are very proud of the standard of excellence we have established at Life Source.

Our Motto is "From Students to Scholars." Communication between home and school is very important to the success of your child.

Always keep the lines of communication open with the school and reinforce the skills and procedures introduced by the classroom teachers on a daily basis. Please plan to participate in all the parent engagement programs we have scheduled this year, I believe there is something for everyone.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy.

I welcome your participation in the school improvement process through the Parent Task Force (PTF). I will communicate continually with you throughout the school year to keep you informed on school initiatives and events. Please refer to our school website for continuous updates of activities and events. Our staff is always available to assist you. Life Source Charter School embraces volunteers. If you are interested in volunteering in any capacity, please complete the volunteer application in the front office 44339 Beech Ave. Lancaster, CA 93536.

Kind Regards,
Deberae Culpepper CEO/Founder
Life Source International Charter School

Contact

Life Source International Charter
44339 Beech Ave.
Lancaster, CA 93534-4303

Phone: 661-579-2970

E-mail: culpepperd@lifesourcecharterschool.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Lancaster Elementary
Phone Number	(661) 948-4661
Superintendent	Michele Bowers
E-mail Address	bowersm@lancsd.org
Web Site	http://www.lancsd.org

School Contact Information (School Year 2018—19)	
School Name	Life Source International Charter
Street	44339 Beech Ave.
City, State, Zip	Lancaster, Ca, 93534-4303
Phone Number	661-579-2970
Principal	Jared Mix, Principal
E-mail Address	culpepperd@lifesourcecharterschool.org
Web Site	www.lifesourcecharterschool.org
County-District-School (CDS) Code	19646670123174

Last updated: 2/11/2019

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

Our Vision

Through its academically advanced curriculum, Life Source International Charter School's vision is to produce globally responsible citizens who are challenged to cultivate personal, positive, and impactful change in their communities.

Our Mission

The mission of Life Source International Charter School (LSICS) is to meet the needs of under served and disadvantaged students of Lancaster, California by supporting and expanding students' academic and human potential. The goal of LSICS is to deliver an established, successful, culturally relevant instructional program, while cultivating social skills and character qualities essential in overall adult success and well-being.

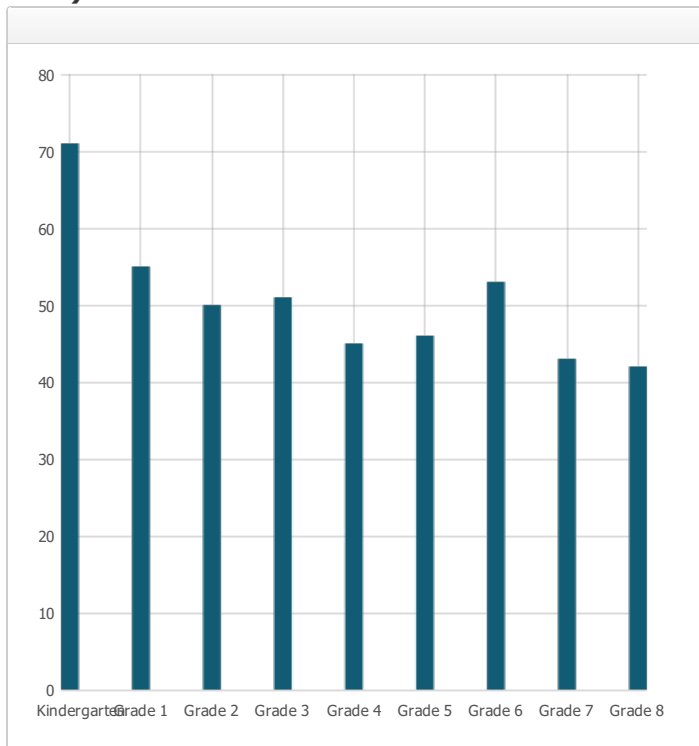
Educational Philosophy

Life Source International Charter School believes in a culturally and linguistically responsive hands-on approach to learning. We believe that acknowledgment and systematic validation of home culture and language motivates students to achieve. The founders of LSICS agree that teaching habits of the mind alongside habits of the heart ignite self-reflection and strengthens character. We hope that every student, regardless of background, leaves our school feeling valued, inspired, and part of a larger societal fabric.

Last updated: 2/11/2019

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	55
Grade 2	50
Grade 3	51
Grade 4	45
Grade 5	46
Grade 6	53
Grade 7	43
Grade 8	42
Total Enrollment	456



Last updated: 2/11/2019

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

Student Group	Percent of Total Enrollment
Black or African American	61.2 %
American Indian or Alaska Native	0.9 %
Asian	0.2 %
Filipino	0.2 %
Hispanic or Latino	32.7 %
Native Hawaiian or Pacific Islander	%
White	1.8 %
Two or More Races	2.4 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.6 %
English Learners	14.3 %
Students with Disabilities	10.7 %
Foster Youth	2.2 %

A. Conditions of Learning

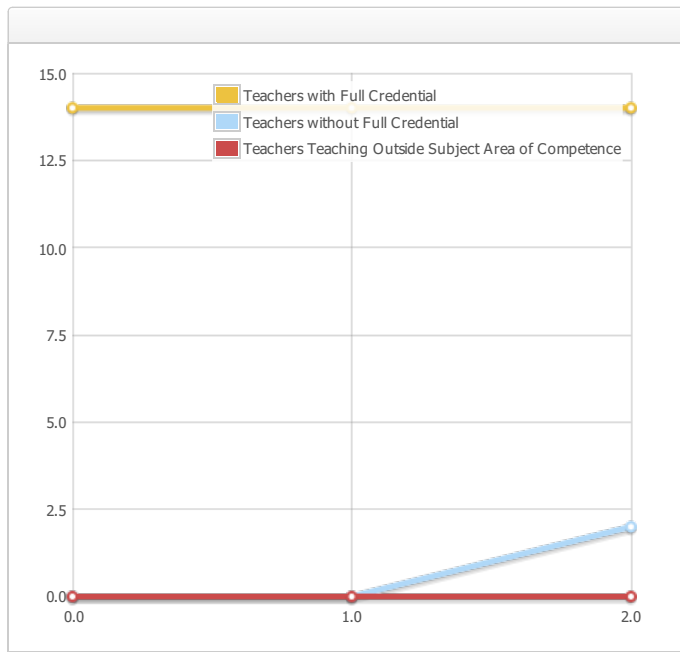
State Priority: Basic

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

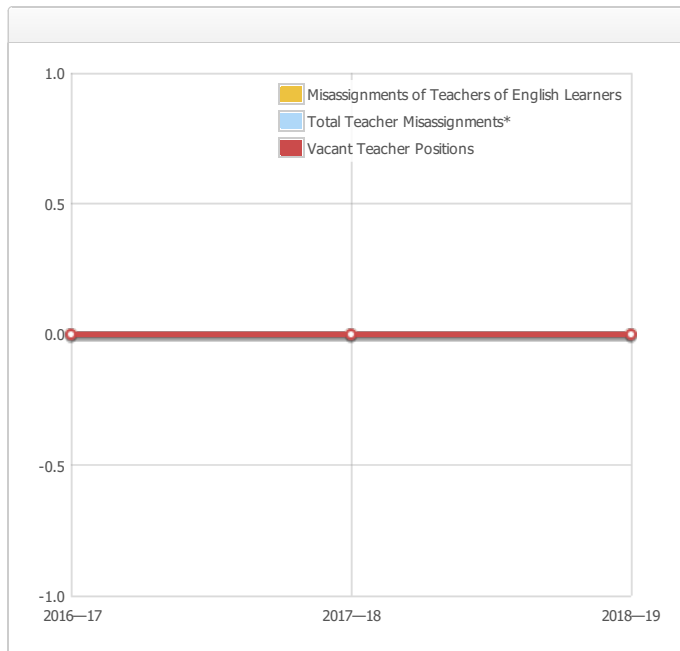
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	14	14	
Without Full Credential	0	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/11/2019

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	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.

Last updated: 2/11/2019

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

Year and month in which the data were collected: June 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CKLA, Reading with Relevance, Step into Writing	Yes	0.0 %
Mathematics	Eureka Math, Study Island		0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 2/11/2019

School Facility Conditions and Planned Improvements

Life Source is safe and clean and very well maintained according to our safety report.

Last updated: 2/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

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: June 2018

Overall Rating Good

Last updated: 2/11/2019

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)	16.0%	25.0%	30.0%	32.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	8.0%	10.0%	17.0%	17.0%	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: 2/11/2019

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	257	246	95.72%	25.20%
Male	117	109	93.16%	21.10%
Female	140	137	97.86%	28.47%
Black or African American	150	142	94.67%	22.54%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	94	92	97.87%	28.26%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	255	244	95.69%	25.00%
English Learners	56	54	96.43%	27.78%
Students with Disabilities	39	34	87.18%	
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: 2/11/2019

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	257	240	93.39%	--
Male	117	108	92.31%	13.89%
Female	140	132	94.29%	7.58%
Black or African American	150	139	92.67%	5.76%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	94	89	94.68%	17.98%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	255	238	93.33%	--
English Learners	56	54	96.43%	18.52%
Students with Disabilities	39	34	87.18%	
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: 2/11/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 2/11/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/11/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject 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	18.2%	43.2%	2.3%
7	26.8%	41.5%	4.9%

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: 2/11/2019

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)

Dear Parents: On behalf of the staff, I would like to take this opportunity to welcome all of our parents and students to Life Source International Charter School for the new school year. We look forward to working closely with you as we provide a challenging educational program for our scholars. I encourage your active support and participation as we seek to provide a positive learning environment for all of our scholars.

State Priority: Pupil Engagement

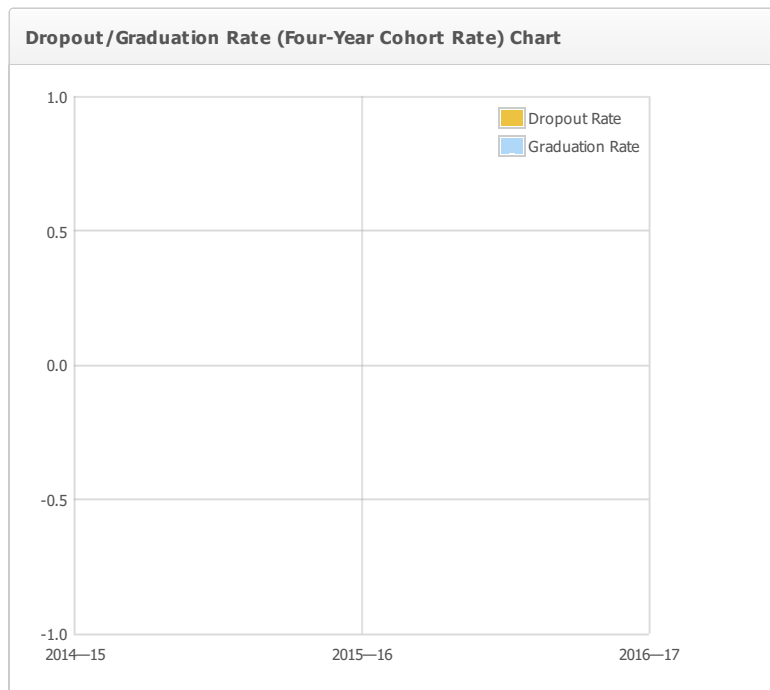
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

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

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	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: 2/11/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

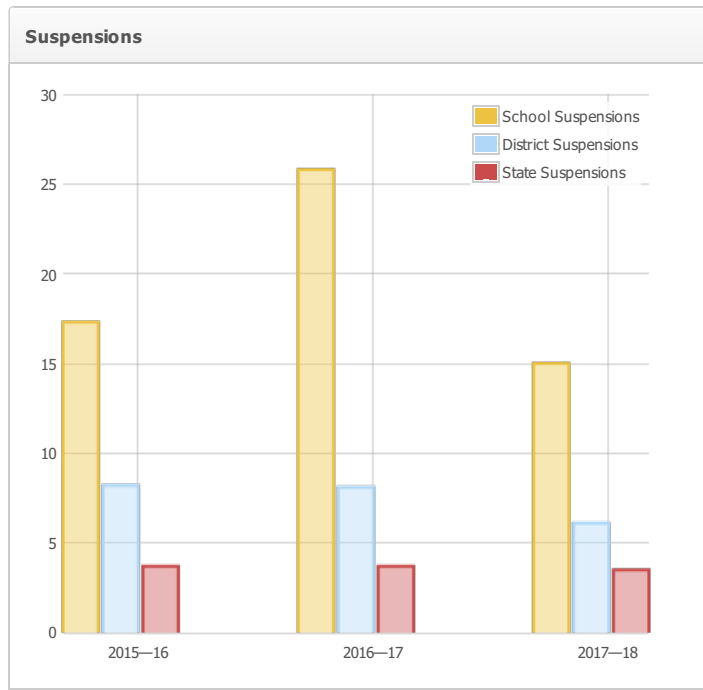
State Priority: School Climate

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	17.3%	25.8%	15.0%	8.2%	8.1%	6.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%	0.1%	0.1%	0.1%



Last updated: 2/11/2019

School Safety Plan (School Year 2018—19)

School Safety Plan was last review 8/2018 and updated to include active shooter protocol.

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Additional Documents: Evacuation Assembly Map
 Response to Intervention Pyramid Student Support Flowchart Student Behavior Expectations Bullying Flowchart

ED Code 48900 Notice of Suspension Inclement Weather Schedule Outdoor Activity Weather Guidelines
Life Source Disaster Staff Duties/Procedures Active-shooter vs. Code Blue handout
Code Blue handout
LSD Student Handbook, District Policies & Procedures, ref. pp 11-32

Last updated: 2/11/2019

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	22.0	1	8	
1	29.0		8	
2	25.0		8	
3	22.0		8	
4	25.0		8	
5	30.0		8	
6	28.0		8	
Other**				

* 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	23.0	1	8	
1	27.0		8	
2	26.0		4	
3	23.0		8	
4	22.0	4	4	
5	29.0		8	
6	24.0		8	
Other**	26.0		4	

* 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	1	8	
1				
2	25.0		8	
3	26.0		8	
4	21.0		8	
5	20.0	4	4	
6	25.0		8	
Other**	28.0		8	

* 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: 2/11/2019

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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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: 2/11/2019

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

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

Last updated: 2/11/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$79560.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

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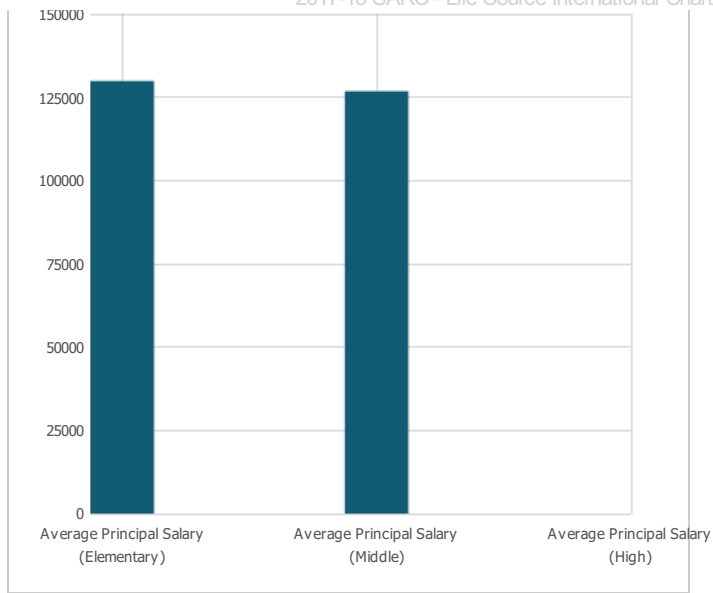
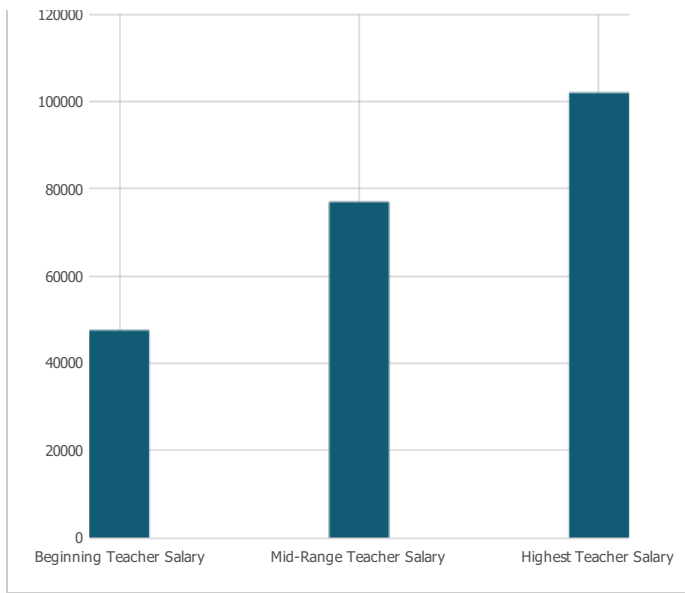
Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,514	\$50,084
Mid-Range Teacher Salary	\$76,940	\$80,256
Highest Teacher Salary	\$101,953	\$100,154
Average Principal Salary (Elementary)	\$129,889	\$125,899
Average Principal Salary (Middle)	\$126,801	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$203,664	\$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/11/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 2/11/2019

Professional Development

16-20 days of professional development is provided.

Target areas of development are curriculum and instruction, classroom management, and instructional focus

A) Objective #1: Students NWEA Benchmark (1) outcome reflect a 20% academic growth and NWEA Benchmark 2 an additional 20% increase on MAPS Reports which will reflect increased student achievement aligned to common core proficiency. (Goal Met—Updated 5/2018)

Objective #1: Updated goal 2019 NWEA outcomes will depict an additional 20% student achievement increase identified on the NWEA Spring 2019 outcomes.

B) New Goal 2018-19

Objective #1: Increase writing, reading, and comprehension on Standardized Tests

a) Organization

b) Conventions

c) Elaboration

d) Research, Argument, Explanatory

e) Elaboration, evidence and Details

f) Fluency through phonemic and sight work skills

Critical Academic Need: (Goal Met 2017)

New Goal 2018-19

? Student academic needs call for the school to deepen rigor in regards to curricular and instructional strategies and interventions that will increase writing and comprehension skills

? Students need interventions and strategies to increase the number of students testing out of reading and math intervention

Supporting Data: - NWEA entry assessment and Benchmark 1 and 2

- Study Island Constructed Response Benchmark Assessment

- National Common Core Assessment AYP and API goal met

- Read 180 Diagnostic, System 44 Diagnostic

Growth Targets: - 20% Increase the number of students that meet their projected NWEA score

- 20% Increase in the number of students who score a 3 or 4 on constructed responses

- Establishing of Baseline Data with new Common Core testing 2015-2016 and increases every year thereafter by 10% a year (Goal Not Met— Decrease in Math and Some ELA 2016-2017).

(Goal Met 2017-18 increase in all scores)

SLOs (Student Learning Objectives) Addressed: Ownership, Achievement

Impact on Student Achievement:

Through PD and teacher collaboration, students will have access to more engaging, rigorous units of study with real world application that better prepare them for college and post-secondary opportunities.

Monitor Progress Tools:

1. Unit Common Core Summative and Formative Assessments embedded in the curriculum posted in the classroom

2. Student Work Samples

3. Student Projection Pass Rate on NWEA and Study Island

4. Intervention success rate

Report Progress:

? Data Reporting:

Administrative Team will report NWEA, Study Island, Read 180, Math intervention data every 8 weeks to leadership and teachers.

Leads will report on Formative Assessment Data posted monthly (Not Met)

? Action Plan Progress:

Leadership will monitor Implementation Plan during monthly meetings.

- August meeting will establish the baseline data for the year and set growth targets and alignment of budgetary needs if any. February leadership meeting will analyze budgetary needs and align for the following school year. Action plan modified, when necessary, at least annually.

Task Responsible

Person(s) Professional Development/Resources Means to Assess Improvement Timeline/Reporting

1a. Establish a common, concise set of essential curricular components and teach them to all students, curricular agreements.

1b. Allow teachers to meet and

discuss strategies for

implementing:

- College and Career Ready Skills
- Common Core Expectations
- Language Objectives ? Principal

? Leadership

? Teachers ? Training on creating a Culturally Relevant Professional Learning Community

? PD time to develop and implement culturally relevant strategies and goals

? PD on Culturally Responsive

? Classroom Observations to gauge implementation of curricular agreements

? Rubric of implementation

>Student work samples

>Assessment outcomes August 2018

Development of Curricular Agreements

August- May 2018

Grade level/Subject alignment

August 2018-May 2019 Monthly meetings and ongoing

Monitoring of implementation

C) Objective 2: Student discipline referral and absenteeism will reduce by 20% each year.

Critical Academic Need: (Met 2019)

? Student disciplinary needs call for the school to introduce a curriculum and instruction program that will decrease the number of suspension, detentions, truancy as it relates to increased classroom instruction.

? Students need engaging strategies and support systems in the classroom to be successful in their learning environment

? Students need to embrace a bully free environment school culture that encourages good attendance

Supporting Data: - (Met 2018)

Student disciplinary action log

PowerSchool attendance and discipline log

Demerit and detention slips

Growth Targets: (Some Areas Met) Incorporated Additional Strategies

- 20% decrease in suspension and detention

- From 93% ADA to 96% Ada

- Decrease in bullying episodes

SLOs Addressed: Ownership, Achievement

Impact on Student Achievement:

Through a reduction in detention, suspension, students will have access to more engaging, rigorous units of study with real world application that better prepare them for college and post-secondary opportunities.

Monitor Progress Tools:

1. School-wide discipline log that monitor types of infractions
2. Powerschool suspension report
3. Reduction in phone call home by teacher (teacher discipline log)

Report Progress:

1. Data Reporting: Detention teacher will report discipline data at leadership meeting
2. Attendance Clerk will report suspension and attendance data at monthly leadership meeting

Action Plan Progress : Leadership will monitor and implement character building program during monthly meetings.

- August meeting will establish the baseline data for the year and set growth targets and alignment of budgetary needs if any. February leadership meeting will analyze budgetary needs and align for the following school year. Action plan modified, when necessary, at least annually.

Task Responsible

Person(s) Professional Development/Resources Means to Assess Improvement Timeline/Reporting

1a. To decrease disciplinary infractions

1b. Allow leadership and teachers to meet and discuss strategies for implementing:

- Character building skills
- Interpersonal Skills
- Anti-Bullying Campaign ? Principal

? Leadership

? Teachers ? Training on developing interpersonal skills in students

? Training on how to overcome bullying

? Classroom Management PD

? Classroom Observations

? Discipline Logs

April- June 2018

Development Anti-Bullying Program

February- June 2016

Students attend character building and bullying assemblies

August 2016-ongoing

Monitoring of implementation

D) Objective #3: Increase overall parent involvement

Critical Academic Need: (Partially Met 2018)

? Student academic needs call for parents to be more involved in the learning process. Parents will benefit from learning more about common core demands which will result in their ability to help their student.

? Parent involvement increases student academic and behavioral performance.

? An involved parent community will strengthen the community as a whole.

Supporting Data: - Number of parents a Board meetings and School Site Council Meetings

- Number of parent volunteers at school and during events

- Number of parents involved in the Parent Task Force (PTF)

Growth Targets: - 20% Increase the number of parents who attend the Board meeting and School Site Council meetings

- 20% Increase in the number of parents that volunteer at school

- 20% increase in the number of parents that join the PTF

SLOs Addressed: Ownership, Achievement

Impact on Student Achievement:

Students will understand the importance of education when they witness their parent involvement in their education. Students will develop a strong home school connection when parents are actively involved with the school. Parents and students will feel more empowered when they are instrumental in developing their school culture.

Monitor Progress Tools:

1. Parent sign-in sheet for classes
2. PTF roster

3. Students' submission of homework assignments Report Progress:

1. Data Reporting: PTF president will report attendance to the Leadership team
2. Parenting Class instructor will submit sign-in sheets

Act Action Plan Progress : Leadership will monitor and implement advertising campaign to encourage parent attendance in parent programs and volunteerism. Program data will be analyzed during monthly meetings.

August meeting will establish the baseline data for the year and set growth targets and alignment of budgetary needs if any. February leadership meeting will analyze budgetary needs and align for the following school year. Action plan modified, when necessary, at least annually.

Task Responsible

Person(s) Professional Development/Resources Means to Assess Improvement Timeline/Reporting

1a. Promote parent involvement

1b. Increase parent involvement by:

- Advertising PTF
- Start a parent volunteer recruitment
- Invite parents to join school site council and any other activities we have on campus.
- Invite parents to open parent conference night

? Principal

? Leadership

? Teachers

? Parent Classes (Met)

? Training on the importance of parental involvement

? Parenting class training

? Training on how to encourage parents to volunteer in your class

? Cooking Classes, English Classes, Art Classes

? Increased Parent participation in trainings

? Increase parent sign-in on committees

? Decrease in negative behavior

? Consistency and Attendance

August 2018- May 2019

Development of training schedule

February- June 2019

Leadership submits action plan

August 2018-2019

ongoing

Monitoring of implementation

Objective # 4 (Met)

The Administration and Staff needs to research and implement a schoolwide data base system to collect individual formative and summative data as a means to analyze student academic performance. This will provide an individual and overall view of target areas for improvement in math, reading and writing.

Resolve: Administration and staff collaborated, researched and implemented a schoolwide data base system that collects individual, formative and summative data to analyze student academic performance. We provide students individual Student Goals Sheets that include explicit target areas for improvement in math, reading and writing. We continue to use NWEA to service our data needs.

Objective #5 (Met)

The Administration and Staff need to develop and implement a formalized professional development plan base on student academic achievement data. The plan should include a measurement tool on how effective the training was as related to student academic achievement. This plan should include requiring schedule meeting throughout the year.

Life Source administration is currently meeting with the entire staff monthly to review and refocus our efforts in the classroom aligned to all our data outcomes. Training is scheduled at the beginning of the year and throughout the year, while all is related to improved academic achievement. Training sign-in sheets and yearly schedule is available upon request.

Objective #6 (Met)

-The Administration, Faculty and Staff needs to review current ESLRs and implement a formalized measurable and quantifiable connect to the curriculum, instruction, assessment and school culture. With the revision ESLRs, additional opportunities for growth in the areas of instruction strategies, curriculum development, and the use of assessment to inform instruction will be created.

Life Source has created new ESLERS which we renamed Student Learning Objectives (SLO).

These are the student learning objective for 2018-2019 based on NWEA and SBAC test score weaknesses:

E) New Goal 2018-19 (Met)

Expected Schoolwide Learning Goals (ESLERS) or Student Learning Objective (SLO)

Explicit Goals (DOLs):

- a) Organization
- b) Conventions
- c) Elaboration
- d) Research, Argument, Explanatory
- e) Elaboration, evidence and Details
- f) Fluency through phonemic and sight work skills

All the Life Sources collaboration, meetings, and professional development are quantifiable connected to curriculum, instruction, assessment, and school culture. The revision of our ESLERS increased our school's focus, increased curriculum and instruction delivery, and increased student success.

In summary, this is our overall target, while the explicit goals are our focus for this school year.

Effective Communicators who: • Articulate thoughts clearly and effectively through writing, speaking, and/or multimedia. • Demonstrate effective writing skills in all subject areas by note-taking, research papers, reports, essays, summaries, and journals/logs. • Demonstrate effective speaking skills in discussions, presentations, speeches, debates, panels, and Socratic Seminars. • Demonstrate effective listening skills by responding to questions, participating in discussions, and following instructions.

Critical Thinkers and Problem Solvers who: • Analyze, evaluate, and synthesize information in a variety of forms to solve problems and answer questions. • Exercise sound reasoning and understanding to analyze problems and reach solutions. • Make sound life decisions by applying acquired knowledge to assess situations, options, effects, and consequences. • Use effective questioning and reflection to advance and evaluate learning. • Monitor their own understanding and learning needs. • Demonstrate a commitment to learning as a life-long process.

Collaborative Workers who: • Demonstrate ability to work effectively with diverse teams. • Assume shared responsibility for collective work. • Exercise flexibility and willingness to compromise to accomplish a common goal. • Manage time effectively, share the work, and meet deadlines. • Demonstrate understanding of multiple perspectives and different cultural values.

Technologically Proficient Learners who: • Use technology as a tool to research, organize, evaluate, and communicate information. • Access, analyze, synthesize, and apply information to solve problems, express insights, and present ideas accurately and creatively.

Responsible Citizens who: • Demonstrate self-respect, respect for others, honesty, and integrity in school, home, and community. • Demonstrate effort, diligence, and a positive work ethic. • Act responsibly in school, at home, and in the community. • Engage in activities to better their school, community, and society.

Objective #7-The Administration needs to create and implement a formalized plan to monitor and adjust the Action Plan on a regular yearly cycle. The Action Plan needs to be reviewed and modified to produce specific measurable goal using formative and summative student data.

Resolve: Please see action plan above.

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