



2016-17
School
Accountability
Report Card

LIFELINE EDUCATION CHARTER SCHOOL

About This School

District Contact Information (School Year 2017–18)

District Name	COMPTON UNIFIED SCHOOL DISTRICT: LIFELINE EDUCATION CHARTER SCHOOL
Phone Number	310-885-1872
Superintendent	Paula DeGroat
E-mail Address	p.degroat@lifelinecharterschool.com
Web Site	www.lifelinecharterschool.com

School Contact Information (School Year 2017–18)

School Name	LIFELINE EDUCATION CHARTER SCHOOL
Street	225 S. SANTA FE AVENUE
City, State, Zip	COMPTON, CA 90221
Phone Number	(310) 605-2510
Principal	OBED NARTEY
E-mail Address	o.nartey@lifelinecharterschool.com
Web Site	www.lifelinecharterschool.com
County-District-School (CDS) Code	19-76497-0115725 and/or 19-73437-0115725

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

MISSION

The mission of Lifeline Education Charter School is to provide the learning community of students, parents, teachers, staff and committed adults from the neighborhood and throughout the city, an academically challenging curriculum and the support necessary to reach his or her highest individual potential—intellectually, socially, emotionally and physically. Lifeline Education Charter School will provide an environment conducive in achieving academic success to the at-risk student population.

Lifeline Education Charter School will provide educational and real world learning opportunities and programs that engage the whole child in the learning process. Lifeline Education Charter School will promote a learning environment that emphasizes academic progress as well as academic success. Lifeline Education Charter School encourages a student’s sense of purpose, provides an outlet for creative expression, and empowers youth and their families to participate in the educational process in a way that benefits the family and community.

The mission of Lifeline Education Charter School drives every aspect of its daily operations.

VISION

We envision Lifeline Education Charter School as a thriving, learning community that honors and maintains the centrality of its mission in all that it does. Together, this community will continue to build a scholarly, creative, and exciting environment for at-risk students to experience a place that will attract the most highly skilled and committed educators and community members. Parents will continue to be an active presence during the school day and in all aspects of governance. Accountability and personal responsibility is embraced by all constituents, particularly the teachers, who are given the maximum freedom and support possible to help them fulfill their teaching mission. Lifeline Education Charter School is a diverse, dynamic community dedicated to continuous educational improvement that we hope will become a national model for excellence in public education.

The school programs enable at-risk students to become competent contributing members of society equipped with reading, writing, math computational, technological, and problem solving skills necessary for success in a rapidly changing world. Recognizing that each child must be prepared for life long learning, the school offers a standards-based program that enables students to be prepared for post secondary education and a competitive world of work.

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

Grade Level	Number of Students
Kindergarten	51
Grade 1	33
Grade 2	25
Grade 3	20
Grade 4	21
Grade 5	29
Grade 6	58
Grade 7	73
Grade 8	72
Ungraded Elementary	
Grade 9	60
Grade 10	78
Grade 11	60
Grade 12	48
Ungraded Secondary	

Total Enrollment	628
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Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	14.10
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	85.90
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0.00159
Socioeconomically Disadvantaged	96.65
English Learners	38.5
Students with Disabilities	5.57
Foster Youth	1

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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	25	27	34	34
Without Full Credential	3	4	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	2

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

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

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	DPL	DPL	DPL
Mathematics	DPL	DPL	DPL
Science	DPL	DPL	DPL
History-Social Science	DPL	DPL	DPL
Foreign Language	DPL	DPL	DPL
Health	DPL	DPL	DPL
Visual and Performing Arts	DPL	DPL	DPL
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

School Facility Conditions and Planned Improvements

Lifeline Education Charter School has four campuses. Each campus has a full-time custodian assigned. There are established guidelines of maintenance each custodian follows to ensure a clean, safe and conducive school environment that promotes pride in each students educational journey. Safety hazards are addressed immediately either through the custodian or a licensed contractor.

The remodel for the middle school campus was completed in December 2016. It included major upgrades to the electrical systems and exterior/interior beautification such as paint and esthetics.

In general, each custodian daily ensures the minimum is completed the evening before school begins and include:

- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal
- Graffiti removal

Identifies potential hazards or issues that may need to be addressed

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	37	31	37	31	48	48.56
Mathematics (grades 3-8 and 11)	17	22.56	17	22.56	36	37.56

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	330	99.09	31
Male	167	165	98.80	30.30
Female	166	165	99.39	31.79
Black or African American	32	12	34.28	20
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	297	294	98.98	32.42
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	318	316	99.37	32.06
English Learners	233	232	99.57	26.74
Students with Disabilities	28	28	100	0
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	328	98.40	22.56
Male	167	163	97.60	24.54
Female	166	165	99.39	20.60
Black or African American	35	12	34.28	17.14
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	297	292	98.31	22.95
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	318	314	98.74	23.25
English Learners	233	230	98.71	20.87
Students with Disabilities	28	28	100	0
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a

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

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

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

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	44	40	44	40	60	54

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

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

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

Career Technical Education Programs (School Year 2016–17)

Use this space to provide information about Career Technical Education (CTE) programs including:

- *Lifeline Education Charter School does not offer a Career Technical Education Program.*

Career Technical Education Participation (School Year 2016–17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 2016–17)

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	51.70	10.30	6.9
7	52.80	27.80	4.2
9	16.2	35.00	30.00

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017–18)

Parents are always welcome to be involved in their child's education at Lifeline Education Charter School. During the 2017-18 school year, most parents have been involved during the monthly parent meetings and participated during various fundraising events, fieldtrips, and other volunteer services. Parents are connected with their child's teacher online through the use of Jupiter Grades, an online gradebook that all parents can access from the comfort of their phone.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	21.60	13.60	10.41	21.16	13.60	10.41	11.5	10.7	
Graduation Rate	64.88	74.58	89.59	64.88	74.58	89.59	80.44	82.27	

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

Student Group	School	District	State
All Students	89.59	89.59	
Black or African American	91.66	91.66	
American Indian or Alaska Native	0	0	
Asian	0	0	
Filipino	0	0	
Hispanic or Latino	88	88	
Native Hawaiian or Pacific Islander	0	0	
White	0	0	
Two or More Races	0	0	
Socioeconomically Disadvantaged	90.19	90.19	
English Learners	66.66	66.66	
Students with Disabilities	100	100	
Foster Youth	0	0	

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014– 15	2015– 16	2016– 17	2014– 15	2015– 16	2016– 17	2014– 15	2015– 16	2016– 17
Suspensions	3.19	3.1	3.34	3.19	3.10	3.34	3.80	3.65	
Expulsions	0	0	0	0	0	0	.09	.09	

School Safety Plan (School Year 2017–18)

Lifeline Education Charter School has a comprehensive school safety plan that addresses the health and safety of each student, parents and staff. The safety plan takes into consideration the unique community and external influences that are present in each of our campuses. In addition, there are armed security officers in each campus that monitor the campuses and screen visitors to ensure a safe environment.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	1	1
Percent of Schools Currently in Program Improvement	100	100

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					37	2			26		1	
1					21		1		33		2	
2									25		1	
3									20	1		
4	21		1		27		1		21		1	
5	29		1		35			1	29		1	
6	57			3	59		0		58		2	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	94			7	72		3		70		3	
Mathematics	60			5	72		3		70		3	
Science	53			5	72		3		70		3	
Social Science	69			5	72		3		70		3	

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

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	200
Counselor (Social/Behavioral or Career Development)	1	n/a
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (Paraprofessional)	0	n/a
Psychologist	1	n/a
Social Worker	1	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	1	n/a
Other	n/a	n/a

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8841	500	8341	52,000
District	N/A	N/A	700	52,000
Percent Difference – School Site and District	N/A	N/A	0.00	0.00
State	N/A	N/A	8341	70000
Percent Difference – School Site and State	N/A	N/A	0.00	25.72

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

Types of Services Funded (Fiscal Year 2016–17)

Lifeline Education Charter School provides all eligible students, free of charge: school lunches, after-school tutoring, 100% teaching staff with EL training, school field trips, supportive courses in English and Mathematics, and Special Education services. Students are eligible to participate in any of the programs offered. Accommodations are made to ensure all students are reaching their academic potential by being challenged during their normal courses, yet supported when encountering complex concepts in mathematics, science, and English. All students are afforded these opportunities through after-school tutoring with their individual teachers and other supportive staff. In addition, some courses offer instructional aides to ensure all students are grasping the concepts being delivered by the teacher. To further enrich the students' deep understanding of concepts, field trips are selected with an emphasis to promote multi-cultural awareness. The funding expended by Lifeline Education Charter School always keeps in mind the impact to the individual students, the students collectively, the teaching staff, and the community as a whole.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,000.00	44,958
Mid-Range Teacher Salary	54,000	70,581
Highest Teacher Salary	75,000	91,469
Average Principal Salary (Elementary)	95,000	113,994
Average Principal Salary (Middle)	68,066.76	120,075
Average Principal Salary (High)	85,000	130,249
Superintendent Salary	160,000	218,315
Percent of Budget for Teacher Salaries	29%	38%
Percent of Budget for Administrative Salaries	11%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	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	N/A

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

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

Professional Development

The primary and major areas of focus for staff development are reaching our at-risk population and teaching to students with English language development deficiencies; we have a high concentration of EL students and English-Only students that are not reading at or above grade level. These staff development programs/courses were specifically selected because of the unique population that we serve.

Professional development is normally held during after-school workshops, individual mentoring, on a professional development non-school day, and individual conference attendance for specific subject.

Teachers convene with principals as a group once every other week to discuss current teaching strategies, difficulties, and successes. Teachers needing additional support during the implementation of any new strategies learned during professional development are always encouraged to seek assistance by contacting the school principal, director, and/or professional development consultants.

Data is reviewed annually, normally in July, to ensure materials and adequate teaching staff is available for the upcoming school year.