

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2013–14 School Year**  
*Published During 2014–15*

*Lifeline Education Charter School*

**Address:** 225 S. Santa Fe Ave, Compton, CA 90221  
**Principal:** Mrs. Jeanette Andrews

**Phone:** 310-605-2510  
**Grade Span:** 6-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### District Contact Information – Most Recent Year

|                                   |                                         |
|-----------------------------------|-----------------------------------------|
| District Name                     | SBE - Lifeline Education Charter School |
| Phone Number                      | 310-605-2510                            |
| Superintendent/Executive Director | Mrs. Paula DeGroat                      |
| E-mail Address                    | lifelinecharter@yahoo.com               |
| Web Site                          | www.lifelinecharter.co                  |

### School Contact Information – Most Recent Year

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| School Name                       | Lifeline Education Charter School |
| Street                            | 225 South Santa Fe Avenue         |
| City, State, Zip                  | Compton, CA 90221                 |
| Phone Number                      | 310-605-2510                      |
| Principal                         | Mrs. Jeanette Andrews             |
| E-mail Address                    | lifelinecharter@yahoo.com         |
| Web Site                          | www.lifelinecharter.co            |
| County-District-School (CDS) Code | 19-76497-0115725                  |

### School Description and Mission Statement – Most Recent Year

*MISSION STATEMENT: The mission of the Lifeline Education Charter School is to create a learning community of students, parents, teachers, staff, and committed adults from the neighborhood and throughout the city, that will provide each student with 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 STATEMENT: 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 2013–14)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 59                 |
| Grade 7                 | 62                 |
| Grade 8                 | 60                 |
| Grade 9                 | 46                 |
| Grade 10                | 57                 |
| Grade 11                | 54                 |
| Grade 12                | 38                 |
| <b>Total Enrollment</b> | <b>376</b>         |

### Student Enrollment by Student Group (School Year 2013–14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 25.3                        |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 0.3                         |
| Filipino                            | 0                           |
| Hispanic or Latino                  | 73.9                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 0                           |
| Two or More Races                   | 0                           |
| Socioeconomically Disadvantaged     | 97.3                        |
| English Learners                    | 30.9                        |
| Students with Disabilities          | 3.2                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers                                                           | School 2012–13 | School 2013–14 | School 2014–15 | District 2014–15 |
|--------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential                                               | 14             | 16             | 16             | 16               |
| Without Full Credential                                            | 2              | 2              | 2              | 2                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012–13  | 2013–14  | 2014–15  |
|------------------------------------------------|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0        | 0        | 0        |
| <b>Total Teacher Misassignments*</b>           | <b>0</b> | <b>0</b> | <b>0</b> |
| <b>Vacant Teacher Positions</b>                | <b>2</b> | <b>2</b> | <b>2</b> |

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| This School                      | 100                                                                              | 0                                                                                    |
| All Schools in District          | 100                                                                              | 0                                                                                    |
| High-Poverty Schools in District | 100                                                                              | 0                                                                                    |
| Low-Poverty Schools in District  | 0                                                                                | 0                                                                                    |

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

### Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

*Year and month in which data were collected: June 2013*

| Subject                                    | Textbooks and Instructional Materials/year of Adoption | Percent Students Lacking Own Assigned Copy |
|--------------------------------------------|--------------------------------------------------------|--------------------------------------------|
| Reading/Language Arts                      | 2010                                                   | 0                                          |
| Mathematics                                | 2010                                                   | 0                                          |
| Science                                    | 2010                                                   | 0                                          |
| History-Social Science                     | 2010                                                   | 0                                          |
| Foreign Language                           | 2013                                                   | 0                                          |
| Health                                     | 2010                                                   | 0                                          |
| Visual and Performing Arts                 | 2013                                                   | 0                                          |
| Science Laboratory Equipment (grades 9-12) | 2013                                                   | 0                                          |

### School Facility Conditions and Planned Improvements – Most Recent Year

*Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:*

- *The safety, cleanliness, and adequacy of the school facility was noted as "good."*
- *The recently completed facility improvements include leasing a new building for the 2014-2015 school year for the addition of the 4th and 5th grades and will include the 6th grade.*
- *There is no current needed maintenance.*

**School Facility Good Repair Status – Most Recent Year**

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

**Overall Facility Rate – Most Recent Year**

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                |           | X    |      |      |

**B. Pupil Outcomes****State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison**

| Subject                              | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|--------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School                                                                                           |         |         | District |         |         | State   |         |         |
|                                      | 2011–12                                                                                          | 2012–13 | 2013–14 | 2011–12  | 2012–13 | 2013–14 | 2011–12 | 2012–13 | 2013–14 |
| <b>Science (grades 5, 8, and 10)</b> | 21                                                                                               | 26      | 45      | 21       | 26      | 45      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)**

| <b>Group</b>                                  | <b>Percent of Students Scoring at Proficient or Advanced in Science</b> |
|-----------------------------------------------|-------------------------------------------------------------------------|
| All Students in the LEA                       | 45                                                                      |
| All Students at the School                    | 45                                                                      |
| Male                                          | 51                                                                      |
| Female                                        | 37                                                                      |
| Black or African American                     | 53                                                                      |
| American Indian or Alaska Native              | 0                                                                       |
| Asian                                         | 0                                                                       |
| Filipino                                      | 0                                                                       |
| Hispanic or Latino                            | 41                                                                      |
| Native Hawaiian or Pacific Islander           | 0                                                                       |
| White                                         | 0                                                                       |
| Two or More Races                             | 0                                                                       |
| Socioeconomically Disadvantaged               | 44                                                                      |
| English Learners                              | 26                                                                      |
| Students with Disabilities                    | 0                                                                       |
| Students Receiving Migrant Education Services | 0                                                                       |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|-----------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School                                                                                              |         |         | District |         |         | State   |         |         |
|                        | 2010–11                                                                                             | 2011–12 | 2012–13 | 2010–11  | 2011–12 | 2012–13 | 2010–11 | 2011–12 | 2012–13 |
| English-Language Arts  | 34                                                                                                  | 29      | 29      | 34       | 29      | 29      | 54      | 56      | 55      |
| Mathematics            | 13                                                                                                  | 12      | 17      | 13       | 12      | 17      | 49      | 50      | 50      |
| History-Social Science | 17                                                                                                  | 19      | 24      | 17       | 19      | 24      | 48      | 49      | 49      |

Note: STAR Program was last administered in 2012–13. 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.

### Academic Performance Index Ranks – Three-Year Comparison

| API Rank  | 2010–11 | 2011–12 | 2012–13 |
|-----------|---------|---------|---------|
| Statewide | 779     | 788     | 790     |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                           | Actual API Change<br>2010–11 | Actual API Change<br>2011–12 | Actual API Change<br>2012–13 |
|---------------------------------|------------------------------|------------------------------|------------------------------|
| All Students at the School      | 655                          | 659                          | 693                          |
| Black or African American       | 656                          | 669                          | 666                          |
| Hispanic or Latino              | 652                          | 648                          | 705                          |
| Socioeconomically Disadvantaged | 643                          | 659                          | 693                          |
| English Learners                | 564                          | 587                          | 636                          |
| Students with Disabilities      | 424                          | 473                          | 460                          |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013–14)

Career Technical Education (CTE) Programs were not and are currently not offered at Lifeline Education Charter School. Students that are interested in taking CTE courses are encouraged to attend such courses through the local community college of their choice.

### Career Technical Education Participation (School Year 2013–14)

| Measure                                                                                                        | CTE Program Participation |
|----------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE                                                                          | 0                         |
| Percent of pupils completing a CTE program and earning a high school diploma                                   | 0                         |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0                         |

### Courses for University of California and/or California State University Admission

| UC/CSU Course Measure                                                     | Percent |
|---------------------------------------------------------------------------|---------|
| 2013–14 Students Enrolled in Courses Required for UC/CSU Admission        | 100.00  |
| 2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission | 85.70   |

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|-------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School                                                |         |         | District |         |         | State   |         |         |
|                       | 2011–12                                               | 2012–13 | 2013–14 | 2011–12  | 2012–13 | 2013–14 | 2011–12 | 2012–13 | 2013–14 |
| English-Language Arts | 27                                                    | 31      | 48      | 27       | 31      | 48      | 59      | 56      | 56      |
| Mathematics           | 32                                                    | 54      | 62      | 32       | 54      | 62      | 56      | 58      | 60      |

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)

| Group                           | English-Language Arts  |                    |                  | Mathematics            |                    |                  |
|---------------------------------|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
|                                 | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA         | 60                     | 23                 | 18               | 44                     | 49                 | 7                |
| All Students at the School      | 60                     | 23                 | 18               | 44                     | 49                 | 7                |
| Male                            | 53                     | 27                 | 20               | 40                     | 47                 | 13               |
| Female                          | 67                     | 19                 | 15               | 48                     | 52                 | 0                |
| Black or African American       | 67                     | 7                  | 27               | 43                     | 50                 | 7                |
| Hispanic or Latino              | 57                     | 29                 | 14               | 44                     | 49                 | 7                |
| Socioeconomically Disadvantaged | 59                     | 23                 | 18               | 45                     | 48                 | 7                |

|                         |           |           |          |           |           |          |
|-------------------------|-----------|-----------|----------|-----------|-----------|----------|
| <b>English Learners</b> | <b>84</b> | <b>16</b> | <b>0</b> | <b>70</b> | <b>25</b> | <b>5</b> |
|-------------------------|-----------|-----------|----------|-----------|-----------|----------|

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.

### California Physical Fitness Test Results (School Year 2013–14)

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|-------------|-----------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------|
| 7           | 16.4                                                      | 27.3                                                      | 29.1                                                     |
| 9           | 29.8                                                      | 31.9                                                      | 17.0                                                     |

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement – Most Recent Year

*Parents are always welcome to be involved in their child's education at Lifeline Education Charter School. During the 2012-13 school year, most parents were involved during the monthly PT&E/PTM meetings. During the following school year, a pilot program, that would require a minimum of 10 hours of volunteer service per family is being implemented at the elementary school.*

### State Priority: Pupil Engagement

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

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

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2010–11 | 2011–12 | 2012–13 | 2010–11  | 2011–12 | 2012–13 | 2010–11 | 2011–12 | 2012–13 |
| Dropout Rate    | 31.8    | 47.7    | 15.3    | 31.8     | 47.7    | 15.3    | 14.7    | 13.10   | 11.40   |
| Graduation Rate | 59.09   | 40.91   | 85.7    | 59.09    | 40.91   | 85.7    | 77.14   | 78.87   | 80.44   |

### Completion of High School Graduation Requirements – Graduating Class of 2013

| Group                           | School | District | State |
|---------------------------------|--------|----------|-------|
| All Students                    | 85.7   | 85.7     | 84.56 |
| Black or African American       | 66.67  | 66.67    | 75.90 |
| Hispanic or Latino              | 48.48  | 48.48    | 80.83 |
| Socioeconomically Disadvantaged | 50.00  | 50.00    | 82.58 |
| English Learners                | 0.00   | 0.00     | 53.68 |
| Students with Disabilities      | 33.33  | 33.33    | 60.31 |

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2011–12 | 2012–13 | 2013–14 | 2011–12  | 2012–13 | 2013–14 |
| Suspensions | 18      | 25      | 18      | 18       | 25      | 18      |
| Expulsions  | 1       | 0       | 0       | 1        | 0       | 0       |

### School Safety Plan – Most Recent Year

More information can be requested by contacting the school clerk at 310-605-2510 or by visiting [www.lifelinecharter.com](http://www.lifelinecharter.com)

### 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.

**Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)**

| AYP Criteria                                   | School | District |
|------------------------------------------------|--------|----------|
| Made AYP Overall                               | NO     | NO       |
| Met Participation Rate - English-Language Arts | YES    | YES      |
| Met Participation Rate - Mathematics           | YES    | YES      |
| Met Percent Proficient - English-Language Arts | NO     | NO       |
| Met Percent Proficient - Mathematics           | NO     | NO       |
| Met Graduation Rate                            | YES    | YES      |

**Federal Intervention Program (School Year 2014–15)**

| Indicator                                           | School | District |
|-----------------------------------------------------|--------|----------|
| Program Improvement Status                          | PI     | PI       |
| First Year of Program Improvement                   | NO     | NO       |
| Year in Program Improvement*                        | 1      | 1        |
| Number of Schools Currently in Program Improvement  | 1      | 1        |
| Percent of Schools Currently in Program Improvement | 100.00 | 100.00   |

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | Avg. Class Size | 2011–12 Number of Classes* |       |     | Avg. Class Size | 2012–13 Number of Classes* |       |     | Avg. Class Size | 2013–14 Number of Classes* |       |     |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
|             |                 | 1-20                       | 21-32 | 33+ |                 | 1-20                       | 21-32 | 33+ |                 | 1-20                       | 21-32 | 33+ |
| 6           | 33              |                            | 2     |     | 33              |                            |       | 2   | 35              |                            |       | 2   |

\* 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 | 2011–12 Number of Classes* |       |     | Avg. Class Size | 2012–13 Number of Classes* |       |     | Avg. Class Size | 2013–14 Number of Classes* |       |     |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
|                |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |
| English        | 63              | 0                          | 0     | 6   | 52              | 0                          | 0     | 8   | 67              | 0                          | 2     | 6   |
| Mathematics    | 50.2            | 0                          | 0     | 5   | 54              | 0                          | 0     | 5   | 53              | 0                          | 2     | 5   |
| Science        | 50.2            | 0                          | 0     | 5   | 54              | 0                          | 0     | 5   | 53              | 0                          | 2     | 5   |
| Social Science | 64.5            | 0                          | 0     | 4   | 47              | 0                          | 0     | 6   | 56              | 0                          | 2     | 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 2013–14)**

| Title                                               | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|-----------------------------------|---------------------------------------------------|
| Academic Counselor                                  | 1.5                               | 275                                               |
| Counselor (Social/Behavioral or Career Development) | 1                                 | 375                                               |
| Library Media Teacher (librarian)                   | 0                                 | 0                                                 |
| Library Media Services Staff (paraprofessional)     | 0                                 | 0                                                 |

|                                           |   |     |
|-------------------------------------------|---|-----|
| <b>Psychologist</b>                       | 1 | 375 |
| <b>Social Worker</b>                      | 1 | 375 |
| <b>Nurse</b>                              | 1 | 375 |
| <b>Speech/Language/Hearing Specialist</b> | 1 | 375 |
| <b>Resource Specialist (non-teaching)</b> | 1 | 375 |

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 2012–13)

| <b>Level</b>                                         | <b>Expenditures Per Pupil (Basic/Unrestricted)</b> | <b>Average Teacher Salary</b> |
|------------------------------------------------------|----------------------------------------------------|-------------------------------|
| <b>School Site</b>                                   | \$6,218                                            | \$42,000                      |
| <b>District</b>                                      | \$6,218                                            | \$42,000                      |
| <b>Percent Difference – School Site and District</b> | 00.00                                              | 00.00                         |
| <b>State</b>                                         | \$5,537                                            | \$57,720                      |
| <b>Percent Difference – School Site and State</b>    | 11%                                                | (-) 7.2%                      |

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

### Types of Services Funded (Fiscal Year 2013–14)

For the 2013-2014 school year, both high school and middle school students will continue to be strategically enrolled in English and Mathematics enrichment courses. These courses are taught by credentialed teachers and are in tandem with the core English and Mathematics courses that correspond to their grade level. They are intended to target the deficiencies in the most vulnerable, but critical areas our students are lacking.

After-School tutoring is offered by most teachers every day after school.

Professional development for all staff and for the administrative team is also funded.

**Teacher and Administrative Salaries (Fiscal Year 2012–13)**

| Category                                      | District Amount |
|-----------------------------------------------|-----------------|
| Beginning Teacher Salary                      | \$38,000        |
| Mid-Range Teacher Salary                      | \$45,000        |
| Highest Teacher Salary                        | \$57,000        |
| Average Principal Salary (Elementary)         | \$0.00          |
| Average Principal Salary (Middle)             | \$65,000        |
| Average Principal Salary (High)               | \$55,000        |
| Superintendent Salary                         | \$93,000        |
| Percent of Budget for Teacher Salaries        | 35%             |
| Percent of Budget for Administrative Salaries | 15%             |

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

**Advanced Placement Courses (School Year 2013–14)**

| 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.

**Professional Development – Most Recent Three Years**

The primary and major areas of focus for staff development are reaching our at-risk population and teaching to students with English language development issues; 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. Student achievement data from the STAR test, Plato, student academic performance during the year (student grades), and other local performance tests used by Lifeline were used to determine the professional development needs for our staff.

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.