

# Lifeline Education Charter School

## Executive Summary

2012–13

### School Accountability Report Card (SARC)

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**Address:** 225 S. Santa Fe Ave, Compton, CA 90221  
**Phone:** 310-605-2510  
**Principal:** Mrs. J. Andrews  
**Grade Span:** 6<sup>th</sup> - 12<sup>th</sup>

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

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Lifeline Education Charter School offers the Community of Compton and surrounding cities, with the ability to have a *choice* in their education. Lifeline is a free-tuition, public school, that is structured like the traditional school system.

A charter school is probably best described as a hybrid between a public and a private school. With a charter school students are able to retain the class classroom sizes and personalized attention, such as that found in a private school, but are able to receive free education like a traditional public school.

#### Student Enrollment

Group	Enrollment
Number of students	376
Black or African American	29.8%
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	69.9%
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	91.2%
English Learners	57.34%
Students with Disabilities	4.3%

#### Teachers

Indicator	Teachers
Teachers with full credential	14
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	29%
Mathematics	17%
Science	26%
History-Social Science	24%

## Academic Progress<sup>2</sup>

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	35
Statewide Rank (from 2012 Base API Report)	2
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 5
2013-14 Program Improvement Status (PI Year)	1

## School Facilities

### Summary of Most Recent Site Inspection

The safety, cleanliness, and adequacy of the school facility has been determined to be in "good" standing with no major or critical maintenance or repairs needed.

### Repairs Needed

No major maintenance or repairs were noted or required.

### Corrective Actions Taken or Planned

None required.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.00%
Mathematics	0.00%
Science	0.00%
History-Social Science	0.00%
Foreign Language	0.00%
Health	0.00%
Visual and Performing Arts	0.00%
Science Laboratory Equipment (grades 9-12)	0.00%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,218
District	\$6,218
State	\$5,455

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

### School Completion

Indicator	Result
Graduation Rate (if applicable)	72.00%

### Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	-
Graduates Who Completed All Courses Required for University of California or California State University Admission	72.00%

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

## **Lifeline Education Charter School**

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.

- 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/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **I. Data and Access**

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

#### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013–14)

District Name	SBE - LIFELINE EDUCATION CHARTER SCHOOL
Phone Number	310-605-2510
Web Site	www.lifelinecharter.com
Superintendent	Paula DeGroat
E-mail Address	lifelinecharter@yahoo.com

### School Contact Information (School Year 2013–14)

School Name	LIFELINE EDUCATION CHARTER SCHOOL
Street	225 S. SANTA FE AVENUE
City, State, Zip	COMPTON, CA 90221
Phone Number	310-605-2510
Principal	Mrs. J. Andrews
E-mail Address	lifelinecharter@yahoo.com
County-District-School (CDS) Code	19-76497-0115725

### School Description and Mission Statement (School Year 2012–13)

**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.*

## Opportunities for Parental Involvement (School Year 2012–13)

*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.*

### III. Student Performance

#### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (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
<b>English-Language Arts</b>	34	29	29	34	29	29	54	56	55
<b>Mathematics</b>	13	12	17	13	12	17	50	51	50
<b>Science</b>	33	19	26	33	19	26	57	60	59
<b>History-Social Science</b>	17	19	24	17	19	24	48	49	49

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 by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	29	17	26	24
All Students at the School	29	17	26	24
Male	29	17	29	33
Female	29	18	23	15
Black or African American	29	16	25	19
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	18	26	26
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	29	17	27	23
English Learners	9	10	10	11
Students with Disabilities	6	19		
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### 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		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	27	31	48	27	31	48	59	56	57
Mathematics	32	54	62	32	54	62	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	32	15	38	45	17
All Students at the School	52	32	15	38	45	17
Male	56	34	9	34	50	16
Female	48	30	21	42	39	18
Black or African American	57	21	21	50	14	36
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	53	36	11	36	53	11
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	54	31	15	38	46	16
English Learners	77	18	5	45	55	0
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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	32.00	20.00	38.00
9	26.40	15.10	34.00

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.



## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	1	6	1

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	1	3	35
Black or African American	63	12	-3
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	-7	58
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	14	38
English Learners	0	19	50
Students with Disabilities			

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.

## Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	311	693	311	693	4,655,780	790
Black or African American	98	666	98	666	298,394	707
American Indian or Alaska Native	0		0		30,423	742
Asian	0		0		407,138	906
Filipino	0		0		121,231	867
Hispanic or Latino	213	705	213	705	2,446,247	743
Native Hawaiian or Pacific Islander	0		0		25,431	773
White	0		0		1,203,251	852
Two or More Races	0		0			
Socioeconomically Disadvantaged	287	693	283	689	2,842,918	742
English Learners	88	636	88	636	1,463,551	717
Students with Disabilities	18	460	18	460	557,092	616

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012–13)

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

## Federal Intervention Program (School Year 2013–14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Yes	1
First Year of Program Improvement	2012-2013	1
Year in Program Improvement	1	1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Grade 6	57
Grade 7	52
Grade 8	51
Ungraded Elementary	0
Grade 9	62
Grade 10	73
Grade 11	42
Grade 12	39
Ungraded Secondary	0
Total Enrollment	376

### Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	29.8
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.3
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	91.2
English Learners	1.1
Students with Disabilities	4.3

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

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	28		2		25		2		28.5		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	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.5	0	2	0	32.5	0	0	2	30	0	2	0
Mathematics	28.5	0	2	0	32.5	0	0	2	30	0	2	0
Science	28.5	0	2	0	32.5	0	0	2	30	0	2	0
Social Science	32	0	2	0	32.5	0	0	2	30	0	2	0

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

### School Safety Plan (School Year 2012-13)

In light of the school shootings around the country, Lifeline Education Charter School has contracted with various private armed security companies. The armed guards are responsible for regulating the flow of visitors and are ready to respond to an active shooter situation. They also assist with conflict resolution and escorting students to class and/or the administrator's office. More information can be requested by contacting the school clerk at 310-605-2510 or by visiting [www.lifelinecharter.com](http://www.lifelinecharter.com)

### Suspensions and Expulsions

Rate	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	8	18	25	8	18	25
Expulsions	0	1	0	0	1	0

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The safety, cleanliness, and adequacy of the school facility has been determined to be in "good" standing with no major or critical maintenance or repairs needed.

Technological updates were made in the 2012-13 school year. LCD projectors were installed in all classrooms. Also, wireless routers were strategically placed around the schools and ethernet ports were installed all classrooms to increase the ability to connect students and staff to the internet.

### School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

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 (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## VII. Teachers

### Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	10	14	14	14
Without Full Credential	4	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	2	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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	100.00	0.00
<b>High-Poverty Schools in District</b>	100.00	0.00
<b>Low-Poverty Schools in District</b>	0.00	0.00

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	200
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	.5	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	1	N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	1	N/A
<b>Other</b>	0	N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Percent students lacking own assigned copy
Reading/Language Arts	2011	0
Mathematics	2011	0
Science	2013	0
History-Social Science	2011	0
Foreign Language	2013	0
Health	2010	0
Visual and Performing Arts	2013	0
Science Laboratory Equipment (grades 9-12)	2013	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site			\$6,218	\$42,000
District	N/A	N/A	\$6,218	\$42,000
Percent Difference – School Site and District	N/A	N/A	\$681	\$42,000
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	\$681	\$15,720

Note: Cells shaded in black or with N/A values do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher

salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012–13)

Instead of blaming other schools or programs, we intend to address the deficiencies that are present in our student population, by offering enrichment courses to our students. Both, high school and middle school students are 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 2011–12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,000	
Mid-Range Teacher Salary	\$42,000	
Highest Teacher Salary	\$52,000	
Average Principal Salary (Elementary)	\$0.00	
Average Principal Salary (Middle)	\$60,000	
Average Principal Salary (High)	\$60,000	
Superintendent Salary	\$90,000	
Percent of Budget for Teacher Salaries	25%	
Percent of Budget for Administrative Salaries	10%	

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



## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Dropout Rate	48.10	31.80	47.70	48.10	31.80	47.70	16.60	14.70	13.10
Graduation Rate	51.90	68.20	52.30	51.90	68.20	52.30	83.40	85.30	85.90

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

## Graduating Class of 2012

Group	School	District	State
All Students	19	19	418,598
Black or African American	3	3	28,078
American Indian or Alaska Native	0	0	3,123
Asian	0	0	41,700
Filipino	0	0	12,745
Hispanic or Latino	16	16	193,516
Native Hawaiian or Pacific Islander	0	0	2,585
White	0	0	127,801
Two or More Races	0	0	6,790
Socioeconomically Disadvantaged	19	19	217,915
English Learners	0	0	93,297
Students with Disabilities	1	1	31,683

## Career Technical Education Programs (School Year 2012–13)

*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 2012–13)

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
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	53.11
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	94.74

## Advanced Placement Courses (School Year 2012–13)

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

\*Lifeline currently does not offer AP courses, but encourages high school students to enroll at the community college to receive college credits in courses that they feel they would like more in depth course study.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.