Lifeline Education Charter School

CHARTER APPLICATION

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Compton, CA 90221

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Paula DeGroat, hereby certify that the information submitted in this renewal petition for a California public charter school named Lifeline Education Charter School ("Lifeline" or the "Charter School"), authorized by the State Board of Education ("SBE"), and located within the boundaries of the Compton Unified School District (the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if this charter is renewed, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School,including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Lifeline Education Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition.[Ref. Education Code Section 47605(d)(1)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to,the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and the Title II of the Americans with Disabilities Act of 2004.
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School will comply with the Public Records Act and the Family Educational Rights and Privacy Act.
- The Charter School shall comply with all applicable provisions of the No Child Left Behind Act.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make those available for audits or inspections.
- The Charter Schoolshall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter Schoolshall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Paula DeGroat Date

LIFELINE HISTORY

Lifeline Education Charter School

Initially Lifeline Education Charter School was awarded its charter under old charter legislation and opened in the Community of Compton in September 2002. Our five year commitment with Gorman District ended in June 2007 [*in accordance with Education Code §47605.1 which provides for the establishment of a charter school that will operate within the geographic boundaries of the authorizing school district*].

In September 2007 Lifeline began to operate under the jurisdiction of the State Board of Education with a one year Charter, as Lifeline's Charter was initially denied by Compton Unified School District and Los Angeles County Office of Education. This one year Charter was extended to three years in January 2008.

Charter School History

When Lifeline first opened in the fall of 2002, we had a total of 200 students. Since then, our enrollment has increased to 340 students in grades 6th through 12th. The reason for the increase in enrollment, is the community's desire for a meaningful alternative to local schools. The City of Compton has many schools and great educators, but what truly sets LECS apart is the personal attention that we provide to the *Lifeline family*. Previous, current, and future students are always welcome at Lifeline. Our staff is dedicated to assist our students in their academic and adolescent struggles. The staff has undergone many of the challenges similar to those our students are currently going through and therefore can connect with the students at a level unsurpassed by any local school.

Many of our students come from families that have never even attended high school, let alone college. Two of our graduates have graduated from the prestigious Howard University. Countless others from Cal State Dominguez Hills, Cal State Long Beach, and Long Beach City College, to name a few.

Testimonials of our students overcoming adversity would constitute a novel. Notably, we had a student, Jim, who suffered a horrendous childhood impacting his desire to live (family drug addiction and sexual abuse plagued his early years). Right before Jim began attending Lifeline, he attempted suicide on several occasions.

Through counseling and daily monitoring, his drive and motivation improved. Jim was no longer feeling guilty for his past, but rather using it to fuel his future. During his senior year, he was placed in a foster home where he received almost no support from his foster family,but jumped that additional hurdle by graduating and immediately enrolling at Long Beach City College.

We don't attempt to take full credit for his turnaround, but he assures us that our support andthe *Lifeline family* opened his eyes to a future that he never felt he was entitled to.

This is the type of positive impact that we would like to continue to provide for our students.

Material Revision

Lifeline requests a material revision to its current charter to expand its enrollment to serve students in grades TK-12. By adding a TK-5 elementary program to the Lifeline charter, Lifeline will be able to provide its students a high-quality education from the earliest grade level possible, ensuring their success when students matriculate to Lifeline's middle and high school grades. This expansion is in alignment with Lifeline's mission and vision to become a thriving learning community providing students with both education and real word opportunities that will engage the whole child in the learning process. Lifeline's mission and vision will become a reality when the school is able to serve children beginning in the elementary grades, which will lead to a thriving student population prepared for success in career and college.Furthermore, while Lifeline had a 35-point API gain in 2013, 12 out of 22 elementary schools that Lifeline's TK-5 students would otherwise attend experienced significant drops in its API scores ranging from 5 to 35 points.

The mission of Lifeline Education Charter School is to provide an academically challenging curriculum and to create a learning community of students, parents, teachers, staff, and committed adults from the community, which will provide the support necessary for each student to reach his/her highest individual potential – intellectually, socially, emotionally and physically.

Currently, Lifeline Education Charter School provides a strong academic program for all students at the secondary level with a solid intervention program. According to the National Center for Educational Statistics, every year approximately 3.5% of high school student's drop out of school and only approximately 75% of students who enter 9th grade graduate from high school (Chapman, Laird, &KewalRamani, 2010). Low academic skills are certainly factors that can contribute to a student dropping out of high school and can increase risk for course failures and dropout. Lifeline Education Charter School recognizes the importance of providing intervention as soon as possible beginning in the Elementary grades. Lifeline recognizes that an early intervention program for students struggling with foundational skills in math and reading is essential. Using an RTI model of identification and remediation, we assess students who score below expected age and grade level norms or who have been identified as struggling by their parents or teachers.

Ball &Blachman (1991) state that early intervention for struggling reader's needs to be explicit, intensive, and systematic in nature. Lifeline Education Charter School has identified several strategies to help assess student phonemic awareness and implement effective supplemental ready intervention in the early grades. Washington (2001) identified the lack of phonemic awareness as the most common cause of reading difficulties and acknowledges that students in high poverty urban areas are at a greater risk for reading failure and are in greater need of systematic early intervention. It is imperative that we are able to provide intervention before the middle grades and start addressing the needs of struggling readers at the earliest possible time.

Research shows that students, who are performing below grade level, do not have a developmental lag but rather a skill deficit. During the 2011-2012 school year, Lifeline Education Charter School conducted a self-study, assessing and analyzing the new students who enrolled at LECS. Of the new 35 students, 14 were performing at the pre-primer and primer levels. Lifeline Education Charter School understands that

early intervention is the key to effective remediation of academic difficulties. After consideration of CDE recommendation for expansion and self-study, it is imperative to begin with intervention at a much earlier age, thus the need for lower grades. Studies remarkably show that students who do not meet the mark, who have gaps in their early education, will not be able to catch up with out the appropriate intervention. Evidence indicates that the poor first-grade reader almost invariably remains a poor reader by the end of fourth grade. (Juel, 1988). On average, students who are behind in reading in elementary school never caught up to their peers. Francis et al. (1996) conducted a study of students below grade level and results indicated that all of the students improved quickly in elementary school, but then improved very little after sixth grade. Throughout elementary and secondary school, the gap between struggling readers and their peers remained quite steady. The upshot of the research: The problem is not a developmental lag; it is a skill deficit. As Joseph Torgesen (2012) explains, the skill deficit between average and below-average readers can be largely erased with appropriate early intervention. Thus Lifeline Education Charter School would like to include an Elementary School in the petition to ensure that we are meeting the needs of students that are not otherwise being serviced through their schools of residence.

In addition we would like to offer the full continuum of TK-12 recognizing that the establishment of community is imperative to student successes. As the National Association of School Psychologists (2004) published, for young people one of the most difficult transitions is the one from elementary to middle school. An inclusive TK-12 education at Lifeline Education Charter School will help make for a smooth transition to middle school.

Lifeline's plan for implementation of the TK-5 elementary program shall include but not be limited to the following:

	ACTION	**TIMELINE**
CONSULTANTS	Lifeline is working with the following consultants with experience in providing a high-quality elementary program: JKA Consultants; Kent Ashworth (retired Superintendent)	Ongoing
STAFFING	Lifeline expects to hire 14 teachers with appropriate qualifications to include a multiple subject teaching credentialwith appropriate ELD authorization, to teach K-5 students beginning in the 2014-15 school year. The staffing plan consists of the following: 2 teachers for 2 kindergarten	Spring-Summer 2014

	classrooms. 2 teachers for 2 first grade classrooms. 2 teachers for 2 second grade classrooms. 2 teachers for 2 third grade classrooms. 2 teachers for 2 fourth grade classrooms. 2 teachers for 2fifth grade classrooms. 1 Campus Administrator to oversee the elementary school program.	
STUDENT ENROLLMENT AND RECRUITMENT	Lifeline expects to enroll approximately 50-60 students in grades 4-5 beginning in the 2014-15 school year. Lifeline expects to recruit students fromCompton (Zip Codes 90220-90224) and the surrounding areas (South East Los Angeles, Lynwood, Carson, and Long Beach). Lifeline is confident it can meet its enrollment targets due to existing community outreach, parent consultations, and expressed interest from multiple stakeholders.	The grade configuration is TK-12. The number of students added during the 2014-2015 school year will be 50-60 in grades 4-5. The grade levels of the students in the 2015-2016 school year will be 2-12. The grade levels of the students in the 2016-2017 school year will be TK-12.
EDUCATION PROGRAM	The Lifeline charter, as presented below, includes a reasonably comprehensive description of the proposed Lifeline TK-5 education program, including a description of curriculum and instruction tailored for TK-5 students and aligned with the existing Lifeline education program.	Commencing 2014-15

MEASURABLE PUPIL OUTCOMES & ASSESSMENTS	The Lifeline charter, as presented below, includes a reasonably comprehensive description of measurable pupil outcomes and assessments appropriate for a K-5 education program.	Commencing 2014-15
BUDGET	Attached as revised Appendix A, please find an updated 5-year budget and financial projections accounting for the TK-5 expansion.	

ELEMENT I – EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

SCHOOL MOTO:

Achieving Academic Excellence

PURPOSE:

Motivate the individual student to become a life-long learner, as well as a productive and contributing citizen to his or her community.

MISSION:

The mission of Lifeline Education Charter School is to provide an academically challenging curriculum and to create a learning community of students, parents, teachers, staff, and committed adults from the community, which will provide the support necessary for each student to reach his/her highest individual potential – intellectually, socially, emotionally and physically.

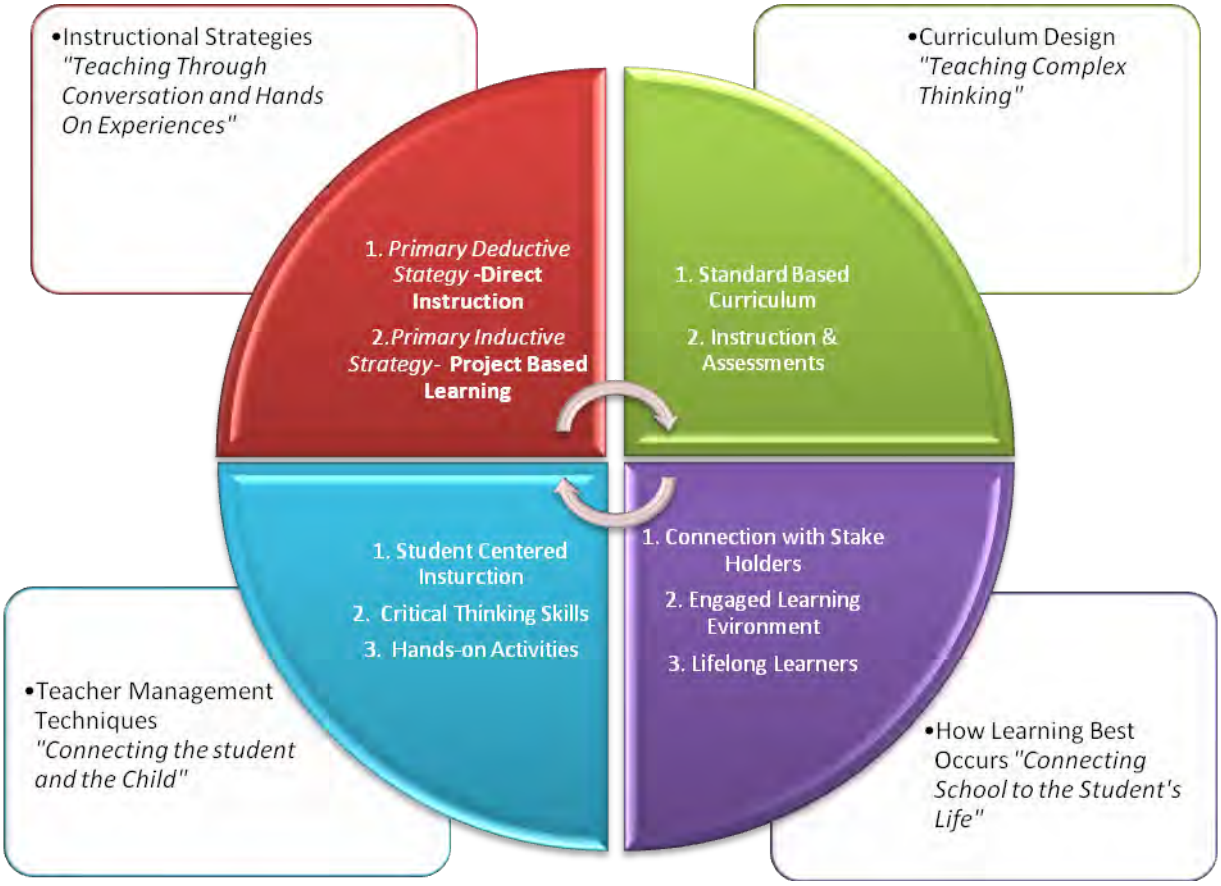
VISION:

We envision Lifeline Education Charter School as a thriving learning community providing students with both educational and real world learning opportunities thatwill engage the whole child in the learning process. Together, this community will build a scholarly, creative, and exciting environment for all students including at-risk students, attracting the most highly skilled and committed educators and community members.

Lifeline Education Charter School will promote a learning environment that emphasizes academic progress as well as academic success. Our students will obtain a sense of purpose and responsibility for their academic careers, and the Charter School will provide an outlet for creative expression, and empower our students and their families to participate in the education process in a way that benefits the family and community. Accountability and personal responsibility will be embraced by all students, parents and teachers.

Our students will graduate Lifeline Education Charter School as life-long learners with the potential to affect their own futures as well as their community. Our Prescriptive Individual Learning Plans (PILP) will enable at-risk students to become competent and contributing members of society. Each PILP is based upon the rigorous California Content Standards, and a carefully designed and articulated curriculum, offering students the opportunity to prepare themselves for post secondary education and a competitive world of work.

LIFELINE EDUCATION CHARTER SCHOOLPEDAGOGY



EDUCATIONAL ASSESSMENT AND PRESCRIPTIVE PLANNING

Lifeline Education Charter School stresses the importance ofdiscovering the level of student performance and proficiency of all basic skills through common formative assessments (CFA's) and data analysis on a systematically scheduled basis. It is through this systematic collection of data and analysis that Lifeline will be able to monitor, adjust and design an effective curriculum for the individual student. This information will be crucial to the informational and monitoring relationship between the school, student, parents and all stakeholders. Combined with Lifeline's*Lifeskills* andother methods of assessment such as Renaissance, CFA's, Northwest Educational Assessments MAPSS, NWEA, Plato,etc., all of our students will be given the opportunity to master non acquired skills as well which will offer them additional options for future life-changing choices. Lifeline is committed to offering students not only a rigorous academic experience but the lifeskills to successfully live in an ever-changing global community.

TARGETED POPULATION

Lifeline Education Charter School is a TK-12th grade charter school designed to provide an alternative choice to the traditional public school system and focuses on meeting the educational needs of students and families who live in and around Compton and surrounding areas. Although the majority of our pupils are from the community of Compton, Lifeline is open to all residents of California and typically admits students from various parts of Los Angeles County.

Lifeline will continue to focus its resources and efforts on the "at risk" student population and the inclusion of those students who have not been able to obtain an education that challenges their academic, social, and moral potential through traditional sources of public or private education. Lifeline Education Charter School will continue to be a place where the community is welcome and the students feel privileged.

Data on incoming, enrolled students is gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students' and their Lifeline advisors. The staff uses the data from these meetings to ensure that Lifeline has the appropriate place for the student.

Lifeline Education Charter School seeks to recover students who have dropped out of school or are being underserved by the current public school system by:

- Pre assessing (after enrollment but before placement in classes) students thoroughly in the areas of reading and math
- Discovering the individual student's areas of high interest or talent
- Developing Prescriptive Individual Learning Plans
- Engaging students in their own learning aspirations
- Offering many "hands-on" project-based learning experiences
- Promoting on-going rigorous professional development of all staff to deliver the California Standards Based Curriculum and Common Core State Standards (CCSS)Continual monitoring and adjusting of PILP's for every student
- Open transparent communication with parents and stakeholders as to the increase in student achievement.

FOCUS/DIRECTION

Lifeline Education Charter School provides a choice to those students desiring an alternative to the public school system. As the "at-risk" population is rising, Lifeline Education Charter School is there for those

students who are ready to make a change in themselves. We feel that both high and low academic achievers are currently being underserved by the public school system and are in considered "at-risk." The focus and direction of Lifeline Education Charter School is:

Academics

- To align instruction to the CCSS and the Next Generation Science Standards (NGSS)
- To implement curricula fully aligned to the CCSS: Carnegie Learning's Cognitive Tutor, a CCSS-aligned mathematics program is already implemented; ELA and Social Science teams are researching and evaluating multiple CCSS-aligned curricula; CCSS-aligned comprehensive K-5 will be implemented at an elementary level.
- To Progress Monitor how each student is performing on regular administered content assessment.
- To develop a rigorous curriculum taught at grade level with immediate interventions provided at the time student difficulty is realized.
- To challenge each student to excel in each of the essential elements, such as reading, writing, math and science.
- To ensure that a variety of appropriate instructional strategies are used to address the varied learning styles of the students and timely, attainable, measurable goals are set to ensure student and staff accountability is being addressed.
- Set timely, attainable, measurable goals for the increase of student achievement on the California Standards Test (CST),the California Measurement of Academic Performance and Progress (CalMAPP) assessment program, California High School Exit Exam (CAHSEE), California Physical Fitness Testing (CPFT required by all 5th, 7th, and 9th grade students), and CAPA (Special Education Students in the lowers cognitive level). These goals should match those required by NCLB regulations on the Adequate Yearly Progress (AYP)
- To provide a curriculum that allows students to acquire the competencies and knowledge needed to be competitive in today's marketplace and/or prepare our students academically to continue on to higher education.
- To develop useful and integrated problem solving skills and training that are applicable in the classroom and relevant to a world-wide changing economy dependent upon a working class that can quickly adapt to new jobs and new skills.

Project-based Learning

Students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from staff andtextbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

Technology

At Lifeline we know that successful technology-rich schools generate impressive results for students. In today's world of instant communication, data analysis, access to millions of bits or research, the use of technology is becoming a crucial part of the instructional process.The student population, the

instructional design, the teacher's role, how students are grouped, and the levels of student access to technology influence the degree of effectiveness; including:

- Significant positive impact on achievement in all subject areas, across all levels of school, and in regular classrooms as well as those for special-needs students.
- Higher appeal to students which may lead tohigher test scores
- Improved student attitude, enthusiasm, and engagement.
- Improved student retention
- Higher job placement rates
- Richer classroom content

Lifeline is happy to report that two brand new computer laboratories, one at each existing site, went into operation in October, 2013. Our middle school students utilize mobile labs consisting of Windows 8-based laptops and our high school students work with Apple desktop computers. Lifeline students will achieve proficiency in using both dominant computer operating systems, and will exhibit the closure of the historically persistent digital divide.

Life Skills

Life skillsbased education combines learning experiences that promote the acquisition of new knowledge and attitudes as well as the skills to change behaviors. Life skills-based education is a critical component of quality education. Through life skills, we:

- Promote positive self esteem, self-awareness and motivation for learning.
- Build character, ethics and good decision making skills.
- Emphasize written and verbal communication.
- Learn and teach from one another-"*Each one, Teach one.*"

Character Building

- To promote core ethical values as the basis of good character for all students attending Lifeline Education Charter School.
- To provide positive role models for students by all Lifeline Education Charter School teachers, staff and administrators demonstrating exemplary character traits.
- To work as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community.

Community Service

- To promote the many unique characteristics Lifeline Education Charter School students have.
- To assist the community in its many needs.
- To help students "open" their eyes to the many challenges people experience every day.

Partnerships

- To work as a team with parents and the community in order to help foster a positive learning environment and to enhance and set high standards for academic performance.
- To work with families and community to showcase the value of education in school with tangible value of lifelong living.
- To encourage parents, community leaders, and teachers to act as role models, guides, and advisors for the students.

AN EDUCATED PERSON IN THE 21ST CENTURY

Public school reform has become the #1 social issue for the United States of America. While most acknowledge the challengesof the public education system, the discussion to date has largely focused on governance issues. Lifeline Education Charter School intends to refocus the debate on a future vision for public schools in California about which all stakeholders are enthusiastic. Simply put, every child should have the opportunity to choose a school that meets their needs.

An educated person in the 21st century is creative, self-actualized, and enlightened. The student is a self-motivated, literate, bilingually fluent, and a lifelong learner who is resourceful, technologically proficient, and globally competitive. An educated person in the 21st century must also possess the necessary skills and understanding to participate and work productively in a multi-cultural globally oriented environment using technology to its full potential.

Rooted in his/her culture, a 21st century educated person has a strong sense of moral ethics and respects the diverse culture present in today's society. Perceiving his or her self as a part of a larger community, that person is socially responsible, politically aware and an environmental steward. He/she utilizes critical thinking and creativity to positively impact his/her surroundings; make healthy personal choices and find balance in the appreciation for his/her own well-being.

Honest and respectful, the educated person in the 21st century makes sound ethical/moral choices. His or her concern for social justice enables him or her to create sustainable solutions through cross-cultural collaboration, respect for divergent opinions and peaceful co-existence.

The educated person in the 21st century embraces the "traditional" and seeks new challenges and new paradigms. Driven by hope and courage, he or she is resilient in facing obstacles and makes life-sustaining decisions. At Lifeline Education Charter School we are confident that the environment that we cultivate positively influences the potential for each student to become an educated person in the 21st century.

The Secretary's Commission on Achieving Necessary Skills report (SCANS) developed by the US Department of Labor in 1991 outlines what skills will prepare today's youth to participate in the modern workplace. The report breaks down these skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize and deploy resources.

The Board Members, Parent Advisory Committee, and staff at Lifeline Education Charter School agree in large part with this report's conclusions and believe that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society. Underlying this report is the realization that even more than in the later 20th century; information and communication are the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in this environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);

- Think creatively and logically to make decisions and solve problems;
- Adapt to change and work within a multi-cultural society

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to have a passion for: learning how to learn, and for asking questions and getting information. An educated person is self-motivated and driven to learn throughout his or her life.

It is the objective of Lifeline Education Charter School to enable students to become self-motivated, competent, lifelong learners.

HOW LEARNING BEST OCCURS

Research and working with students who have varying education levels highlights one fact: homogenous instruction does not work for all students. Lifeline has built its philosophy and educational program around multiple "best practices" that aid and benefit all students, allowing them the best opportunity for learning to occur. Understanding our students' cultural background, past experiences or lack thereof, support of their family and community and support by a staff that believes all children can learn, is the key to their success. Lifeline provides an atmosphere that strives to incorporate all of these vital components into the learning process by providing the staff strong, targeted professional development of our staff. This training is founded in the latest research by such practionersas Ruby Payne, Douglass Reeves, and Mike Schmoker and highly recognized organizations as the Harvard School of Educational Studies, WestEd, and McREL. All strategies are founded on highly respected research by such individuals and organizations and are applied to each educational opportunity.

Connections with all Stakeholders

The old proverb, "it takes a village to raise a child" is the core to Lifeline's philosophy. Lifeline realizes that a major factor influencing a student's ability to learn comes from the support that a student receives from their school, parents, and community. Lifeline believes that when the school and the community join to create an environment that is nurturing, warm, friendly, and welcoming, students can and will excel academically. Teachers and administrators play an important role in bringing these influencing forces together to support their students. Through the Prescriptive Individual Learning Plans, Lifeline assesses each student to discover areas of deficit and adjusts/accommodates the program to provide support for each area of need. Weekly or monthly monitoring meetings with parents, celebration activities in which the community is invited to share in success, community service, and positive communication with local media help to foster a supportive atmosphere for all students. Lifeline continually strives to become part of a seamless connection between their home, neighbors, peers, businesses, staff, and family.

Engaging Learning Environment

Research shows that learning best occurs when students and teachers feel engaged in the learning process. Students need to be intrinsically motivated to learn and should be inspired and challenged by teachers. Ideally, teachers and students should act as partners working on a very important joint project; students' educational and personal development. The curriculum must be developed by taking into account areas of high interest for the student. In the world today, students are searching for relevancy of the learning to real world experiences. No longer can learning be treated as an isolated set of items to be memorized but rather part of the very fabric of what makes life meaningful.

Lifelong Learners

To develop lifelong learners, Lifeline recognizes the need for students to understand the relevancy of what they are learning and applying it to constructive projects and activities. Nothing motivates student learning more than understanding why a piece of information or a skill is valuable to their personal dreams and/or daily lives. Applying knowledge and skills to projects or to solve problems, also facilitates interdisciplinary opportunities, which enhance the comprehension of the subject areas individually and give the student a complete picture of how bodies of knowledge fit together. The students through direct instruction supported by self-directed projects form a unique and lifelong learning experience.

BEST CLASSROOM AND TEACHING STRATEGIES

Lifeline Education Charter School believes and has seen that learning best occurs by using:

- Direct instruction by a highly qualified staff aligned to the CCSS and NGSS
- Supportive project based learning tied directly to application of concepts
- Cooperative independent learning environments providing a place for students to succeed and be challenged
- Interdisciplinary courses linking courses to a common theme and learning which is inter-related
- Individualized learning plans for special needs students and general education students, taking into account the needs at every level
- Class discussions involving all students where their ideas are respected and considered as a way of getting to an answer
- Intensive small-sized intervention classes in core disciplines
- Lectures when necessary

TeachingBest Occurs When Staff Members:

- Believe that all children deserve access to an excellent education in their own community and the concept that all students can learn. Some learning may need to be accommodated, however all students can learn
- Have high expectations for all students
- Provide engaging instruction, rigorous, challenging courses which challenge students to think and solve problems
- Use technology to help visualize the material and develop creative methods for the discovery of how technology tools will be used as secondary support to their own problem solving skills
- Align performance, content standards, and assessment to curriculum and instruction creating "the big idea," and essential questions which guide the learning

- Have a **supportive** relationship with the parents while still teaching parents "How to be a parent in the 21st Century"
- Develop strong bonds/relationships with parents
- Incorporate Life Skills into every subject
- Incorporate Character Building into every subject

In order to best serve students and give them access to the best education possible, the staff at Lifeline Education Charter School works as a coherent team. The staff uses results from standardized tests to assess student performance and improve their own instruction; data from student unit assessments to progressively monitor student performance and the need for re-teaching; and portfolios and teacher assessments to develop aPILP (Prescriptive Individual Learning Plan) for each student. Family involvement in a student's education is one of the most important ingredients to student success. Families should be expected to participate in their children's educational experience, the development of each student's individualized performance goals, and assessing achievement of those goals. Through regularly scheduled progress monitoring meetings, parents will be given data that will show the student progress and provide suggestions to the parent as to how they can offer support at home.

FOUNDATION FOR SUCCESS

Lifeline Education Charter School students are put into a supportive environment and given the support opportunity to learn the skills they need to succeed. Lifeline understands that many students will not be at grade level when enrolling at Lifeline. Taking that into account, Lifeline implements a variety of support mechanisms including extra time for literacy and writing, and skill building exercises in all core classes. A wide-spread issue with most students coming to Lifeline is their ineffective reading skills.

In September, 2009, the middle school teachers were immersed in training for Language!, a program which has helped many schools overcome the reading barrier. Nearly all middle school students were enrolled in the course at various achievement levels. By the end of the year, students had increased their reading achievement by at least 3 grade levels. Unfortunately, during the 2010-2011 school year, new administration felt the need to cancel the program due to financial reasons and the negative impact on state assessments showed the change. Not all issues could be directly targeted at the demise of the Language! program, but it was certainly a missing keystone to student success.

Language! has been re-instated during the after school program for the 2011-12 school year. To ensure student success, a free student support program is also offered to assist students who need homework help and tutoring in Lifeline's after school tutoring program. In addition, as part of the foundation for success, multiple intelligences are recognized, accepted, and evaluated. In this type of environment the entire school community values, respects, and appreciates each student's unique learning style.

Lifeline Education Charter School through its research at the localized and broad-based levels, has developed its own set of curriculum and instructional support systems tailored to address multiple intelligences and each student's specific needs, all while being paralleled to the California Standards. To support Lifeline's custom tailored curriculum, Data Director, Language, and Plato supplemental curriculaarealso used to ensure that all CCSS standards are addressed. This supplemental curriculum is used by schools statewide with positive and effective results.

School Design and Class Schedule

Lifeline Education Charter School offers classes that allow for a wide range of educational options, rather than a range of classes, which exclude diverse educational options. Lifeline Education Charter School will offerat least 180instructionaldays and an additional 10 professional development days for its teachers. This offering will meet or exceed the required number of minutes of instruction as set forth in Education Code §47612.5.

Individual classes (periods), are scheduled to last either 50 or 54 minutes (middle school and high school respectively) per period.

Lifeline will offer 22:1 (TK), 24:1 (K-5), and 28:1 (6-12) student-to-teacher ratios targeted to provide students individual attention and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

Minimum enrollment for the Transitional Kindergarten class will be 11 students. Maximum enrollment will be 22 students. If enrollment falls between 22 and 33 students, then the Executive Director may create an “AM/PM” program with split enrollment and a short amount of combined time with all students so that each student receives a minimum of 200 instructional minutes per day.

If there are fewer than 11 applicants for Transitional Kindergarten in any year of the program, the students will be included in the regular Kindergarten lottery for that year and enrolled students will be placed in one of our regular Kindergarten or K/1 classrooms.

Students in grades 4-5 will take courses that focus on the education of the whole child through a core curriculum of English-language arts, mathematics, science, and history-social science including a complementary curriculum of performing arts, physical education, technology, and life skills education. Lifeline Education Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. Lifeline Education Charter School will adhere to the Common Core State Standards and the required implementation timeline, as suggested by the California Department of Education.

Students in grades 6-12 must take core CCSS and NGSS-aligned classes in Math, English Language Arts, Science, and Social Studies.Other courses that we offer to balance the overall educational experienceLife Skills focus on a deliberate student "Success Plan" that helps the student to successfully transition from school to the work/community environments. The Life Skills program includes: college preparation, decision making, communication skills, goal setting, accountability, gender issues, budgeting and financing. Students also choose elective classes in technology, art and foreign language classes.

2014-2015 School Calendar

Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Days
September-11						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	18
October-11	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					20
November-11		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			19
December-11				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	12
January-12	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				16
February-12			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29			19
March-12				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22
April-12	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					15
May-12		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		22
June-12					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22						16

2014-2015 Bell Schedule

MIDDLE SCHOOL	CLASS PERIOD	HIGH SCHOOL
08:00-08:50	**1st**	08:00-08:54
08:55-09:45	**2nd**	08:58-09:52
09:50-10:40	**3rd**	09:58-10:52
10:45-11:15	**Lunch A**	10:56-11:24
11:15-11:50	**Lunch A (CST Prep)**	11:24-11:54
10:45-11:20	**Lunch B (CST Prep)**	10:56-11:26
11:20-11:50	**Lunch B**	11:26-11:54
11:50-12:40	**4th**	11:54-12:48
12:45-01:35	**5th**	12:52-01:46
01:40-02:30	**6th**	01:51-02:45

ELEMENTARY SCHOOL	CLASS PERIOD
08:00-09:30	**Classes**
09:30-09:45	**Recess**
09:45-12:20	**Classes**
12:20-01:00	**Lunch**
01:00-02:30	**Classes**

Methods of Instruction: Grades K-5

The educators at Lifeline Education Charter School (LECS) intend to utilize a variety of instructional methodologies to ensure all students are achieving academic excellence and each student is developing to reach his/her highest individual potential – intellectually, socially, emotionally and physically. These instructional methodologies include:

1) Data Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices
2) Backward Design and Multiple Assessments
3) Constructivist Approach
4) Project-Based Learning

The four strategies listed above and described below are critical to effectively serving the diverse population at LECS. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students.

1. Data Driven Instruction

Our instructional program will be driven by student data through two data analysis processes: Administrator-led Data Conferences and Professional Learning Communities (teacher led).

a) Data Analysis

At least monthly, the administrative team (principals and curriculum coaches) will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. Data will be collected through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards. The selected assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers will be able to administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards developed by the curriculum coach.

Utilizing a data management system (e.g. NWEA-MAPPS) the school Administrative team will be able to track student growth on state standards and run analyses to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

Data-driven conversations will be administrator-led initially, but will eventually be the responsibility of professional learning communities and lead teachers, who will analyze data to inform instruction. Teachers are provided with common planning time, part of which is lunch, to examine data at least monthly. Even as the responsibility transitions to lead teachers, the administrative team will continue to supervise the use of data by teachers (through meetings with lead teachers and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data). In particular, the administrative team will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all

times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

2. Backward Design and Multiple Assessments

Lifeline Education Charter School elementary school teachers will plan all units of study using the 'backward design' guidelines described in *Understanding by Design* (Wiggins &McTighe, 2005, 1998). This strategy advises teachers to "begin with the question, 'What would we accept as evidence that students have attained the desired understandings and proficiencies' – *before* proceeding to plan teaching and learning experiences."

There are three steps to this process:

1) Identify desired results: Using educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
   a) Information and skills worth being familiar with
   b) Important knowledge and skills
   c) Enduring understandings

   Teachers will answer four questions to help them select and prioritize these learning expectations:

   - To what extent does the idea, topic, or process represent a 'big idea' having enduring value beyond the classroom?
   - To what extent does the idea, topic, or process reside at the heart of the discipline?
   - To what extent does the idea, topic, or process require uncoverage? (meaning, what parts of these concepts do students typically have difficulty understanding)
   - To what extent does the idea, topic, or process offer potential for engaging students?

2) Determine acceptable evidence: Teachers will select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3) Plan learning experiences and instruction: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Backward design of instructional units is a critical precursor to differentiating instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to standards and develop targeted instruction to help all students meet those expectations. In the backward designed environment, teachers are knowledgeable about their curriculum and "can more effectively support the academic language development of our ELLs" by providing them with "the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons." (Carrier, 2005). Furthermore, that intent of Backward Design is to build units that focus on meaningful, real-world, and authentic content. Such content has been shown to better engage

middle-level learners as well as students in minority subgroups (Mayday, 2008).

3. Constructivism

LECS teachers will implement learning experiences grounded in constructivist learning theory.

Constructivism calls for the learning experience to be differentiated, beginning with each learner's level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. To understand is to discover, or reconstruct discovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition. (Piaget, *To Understand is to Invent*, 1973.)

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison& Young, 1995; Thornton &McEntee, 1995; McCombs, 1994; O'Neil & Drillings,1997; Freire, 1995.) Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to "construct" their own meaning. Each student's existing beliefs, theories and perceptions are challenged through conversation, hand-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards. As the LECS charter states, we seek to educate the whole child.

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when students can build on topics of interest, as "modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence." (Tomlinson, 2003.)

Two key hallmarks of a constructivist education are actively employed at LECS: grouping and scaffolding. Grouping refers to the practice of assigning students into small heterogeneous groups or pairs to work collaboratively. This offers students opportunities to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. Through scaffolding, teachers promote cognitive growth by modeling the desired learning task and then gradually shifting responsibility to the student. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is, "problem-solving under adult guidance or in collaboration with more capable peers." Teachers scaffold the learning of students and differentiate instruction by

breaking down tasks, using modeling, prompting, questioning, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards and prerequisite skills.

These practices are both especially advantageous for less proficient English Learners and special education students by stimulating conversation, providing peer guidance, and increasing student confidence.

This active engagement of elementary students in their own learning through highly structured yet creative learning experiences is the foundation of the LECS understanding of constructivism.

4. Project-Based Learning

Project based learning, although not our primary method of teaching, is incorporated into Direct Instruction in various subjects and classrooms. This inductive strategy will provide a basis of learning in a more hands on approach. PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom; addressing real world concerns and developing real world skills.

Project based learning allows the student to personalize learning. Experience and application enhances the learning by the student generating connection in his or her own life. This connection is shown to enhance life learning; not just mastery of content. Project Based Learning ("PBL") is a systematic teaching method where students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from textbooks, this approach has many benefits including, deeper knowledge of subject matter, increased self-direction and motivation, and improved research and problem-solving skills.

Project Based Learning, or PBL (often "PjBL" to avoid confusion with "Problem-based Learning"), is a constructivist pedagogy that intends to bring about deep learning by allowing learners to use an inquiry based approach to engage with issues and questions that are rich, real and relevant to their lives.

<u>PURPOSE</u>
Project Based Learning is designed to be used for complex issues that require students to construct solutions through exploration, design, production, and presentation in order to gain deeper understanding in their learning. It is not useful to use PBL for easy to learn factual information.

PBL is effective because it engages students in their own learning. Students learn skills necessary for success in the work world including personal and shared accountability, teamwork, communication, goal setting, problem-solving, and decision-making. Motivation is improved because students see the value and relevance of their learning experiences, and students begin to connect their work in school with how they can contribute to their community. Students develop critical thinking skills to solve never-before-seen problems or differently worded questions. Students connect their learning to physical anchors that enables better transfer of learning into long-term memory. Both are skills that improve achievement on standardized tests and start students on the path to becoming inspired lifelong learners.

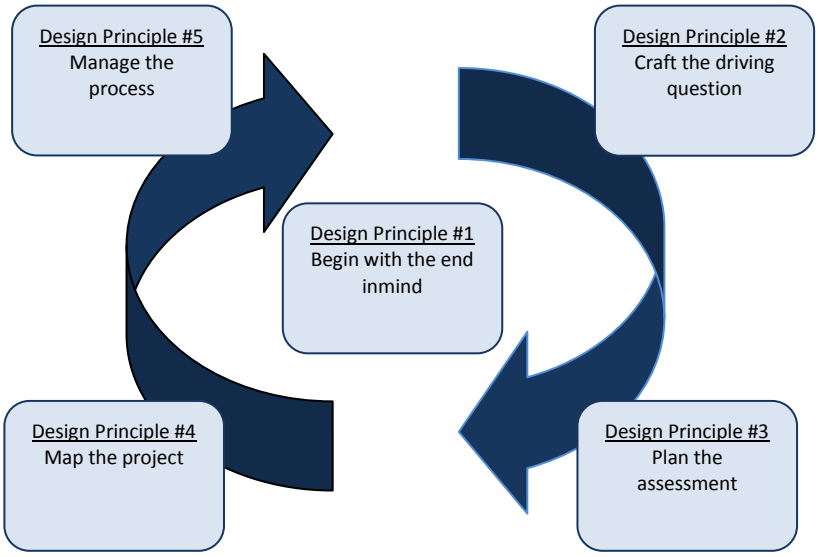
<u>STRUCTURE</u>

PBL is an approach for classroom activity that emphasizes learning activities that are long-term, interdisciplinary and student-centered. This approach provides more student autonomy than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Teachers, often in collaboration with students, provide project criteria to help students structure their time, research, and production needs. Within the project based learning framework, students collaborate with peers, teachers, and project-relevant expert adults from the community; working together to make sense of real-world issues. Products created in PBL are publicly presented to an authentic audience of peers and, whenever possible, community members. Project-based instruction differs from inquiry-based activity by its emphasis on collaborative learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

ELEMENTS

Elements of a good Project Based Learning experience include:

- A well devised question or issue that is rich, real and relevant to the students lives
- Real world use of technology
- Student-directed learning and/or the deliberate engagement of student voice
- Student collaboration with peers and adults
- Multi-disciplinary components
- Frequent teacher, peer, and self assessment of student work
- Long term (more than 3 weeks) time frame
- Outcomes-based, with artifact/s, presentation/s, or action/s produced from the inquiry
- Authentic audience for student products



*Designed by PBL-Online

ACTIVITIES

When used with 21st century skills, Project based learning is more than just an internet research task. Within this type of project, students are expected to use technology in meaningful ways to help them investigate and/or present their learning. Where technology is infused throughout the project, a more appropriate term for the pedagogy can be referred to as **iPBL** (copyright 2006, ITJAB), to reflect the emphasis of technological skills AND academic content. The PROMOTE Georgia Project is an excellent

example of iPBL. This 2002 Georgia Department of Education initiative was developed by a team of instructional technologists. When used effectively, research has shown PBL, and iPBL, helps teachers create a high-performing classroom in which teachers and students form a powerful learning community. The aim is for real-life context and technology to meet and achieve outcomes in the curriculum through an inquiry based approach. A PBL approach is designed to encourage students to become independent workers, critical thinkers, and lifelong learners. Many teachers and researches involved in PBL believe it makes school more meaningful as it provides in-depth investigations of real-world topics and significant issues worthy of each individual child's attention and investigation.

Teachers and students are held accountable to learning subject-area content for projects. Content standards and curricular goals are clearly stated so that students understand the competencies that must be demonstrated in the process and production of projects. Teachers will improve the effectiveness of lessons through analysis and critique of student work to inform development of future projects. Teachers will collaborate to share professional expertise and experience to improve the learning of all students.

ROLES

PBL relies on learning groups; student groups determine how to work together by delegating all aspects of the project within the group and in so doing, not only encourage leadership skills, but instill interdependence, a skill necessary to succeed in their own future careers. This is what makes PBL constructivist.

After a few project-based learning cycles, the school culture begins to revolve around the learning groups; success in projects helps determine community status. Status is also achieved by helping less confident students succeed in projects.

OUTCOMES

More important than learning a topic or subject, students need to learn to work in a community, thereby taking on social responsibilities. The most significant contributions of PBL have been in schools languishing in poverty stricken areas; when students take responsibility, or ownership, for their learning, student learning improves and their self-esteem soars. In standardized tests, languishing schools have been able to raise their testing grades a full level by implementing PBL.

CURRICULA

Mathematics.LECS will implement Houghton Mifflin Harcourt's Go Math, a comprehensive CCSS-aligned K-5 program. Go Math was adopted by the California State Board of Education in January, 2014. Extensive professional development in partnership with the publisher will take place during the Summer 2014 for new K-5 teachers and an administrator and will concentrate on program organization, best strategies, RTI, built-in assessments, standards, and the framework.

English Language Arts.LECS will implement Houghton Mifflin Harcourt's Journeys Common Core, a rigorous K–5 core reading program created to help students successfully meet the Common Core State Standards. Like the standards themselves, Journeys Common Core reflects an integrated model of literacy where instruction and application in the four strands—Reading, Writing, Speaking & Listening, and Language—are linked to the complex texts and topics with which students engage.

Methods of Instruction: Grades 6-12

The educators at Lifeline Education Charter School are trained in a number of instructional strategies to respond to the students' learning needs. The primary deductive strategy employed is *Direct Instruction*, and the primary inductive strategy is *Project Based Learning*. Teachers are directly involved in the instruction of each of their students whether it be direct instruction or Project Based Learning. Teachers are trained to differentiate the curriculum to meet the individual needs of the students in their classes. Combining this with the nineteen teaching strategies as presented by Robert J. Marzano, teachers are given a variety of teaching moments in which to engage students.

Primary Deductive Strategy – Direct Instruction

The primary method of instruction at Lifeline is *direct instruction* by a highly qualified teacher. The school and staff strongly feel that this more traditional approach to teaching will benefit Lifeline's student population of struggling learners. Educational research points to direct instruction as one of the best teaching approaches for vulnerable learners. Teachers remain alert to the behaviors, test scores, and daily interactions of all their students. They drive the pacing of the instruction for the day, keeping students on task and avoiding situations that steal time from the learning process. Teachers have had to learn that pure lecture doesn't work. A combination of a targeted presentation of the learning and transition to a time of individual discovery by students, to a daily time to put their discovery in writing has helped the instructional process greatly. We call this "little di." During those classes when time of instruction is very tight and every minute counts, teachers in special intervention classes such as Language! practice some of the instructional behaviors of BIG DI, or formal Direct Instruction. Lifeline believes this more traditional approach to teaching will benefit Lifeline's student population of struggling learners.

Educational research points to direct instruction as the best teaching approach for vulnerable learners. However, the strategies from formal Direct Instruction (BIG DI) found in programs such as Language! use some of the basic parts of this valuable strategy for students lacking an acquired skill from their early learning years, and immerse them in a strict processing classroom culture in order to make up for time Direct Instruction is Lifeline's primary method of instruction. Lifeline believes this more traditional approach to teaching will benefit Lifeline's student population of struggling learners. Educational research points to direct instruction as the best teaching approach for vulnerable learners.

Direct Instruction ("DI") is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning. It also requires that students be assessed on a regular basis and instruction is therefore adjusted based upon those results. Teachers are finding that they must review the effects of the previous days instruction and make adjustments to their lesson plans for the next day. This is the only way to assess the effectiveness of the instructional atmosphere in each classroom

A crucial element in the implementation of DI in most cases is change. Teachers will generally be required to behave differently than before and schools may need an entirely different organization than they previously employed. Even staff members will be called upon to alter some operations. The infusion of high level processing skills as defined by the New Bloom's Taxonomy move students to a higher

thinking level, allowing them to successful solve complex issues. Moving them to a level of analysis and synthesis from basic memorization (recall) and decision making will be imperative for them to become successful decision makers in everyday life.

The popular valuing of teacher creativity and autonomy as high priorities must give way to a willingness to follow certain carefully prescribed instructional practices. (Remaining the same, however, are the importance of hard work, dedication and commitment to students.) It is crucial that all concerned adopt and internalize the belief that all students, if properly taught, can learn.

Direct Instruction allows the teacher to carefully sequence the information in a manner that the students can grasp. The sequencing allows the teacher to work with students who need extra help, while simultaneously allowing advanced students to apply the knowledge in many different forms. Lifeline students come from a wide variety of educational backgrounds. Many have educational gaps, which hinder their ability to effectively master objectives without direct aid.

Guiding principles of DI include: every child can learn if we teach him or her carefully, and all teachers can be successful when given effective programs and instructional delivery techniques. Thus, ultimately it is the teacher who is responsible for student learning; students are not blamed for their failure to learn. One often hears the statement, "If the learner hasn't learned, the teacher has not taught" in reference to DI programs and instructional delivery (see Tarver, 1999 for further details). The structure of DI is of utmost importance to ensure students are given the instruction by the teacher with the highest level of fidelity to the program.

The goal of DI is to "do more in less time"—accelerating student learning by carefully controlling the features of curriculum design and instructional delivery. There are four main components to the design and delivery of DI programs. These include:

(a) program design,
(b) organization of instruction,
(c) teacher/student interactions and
(d) fidelity of instruction and adherence to the program design

<u>Program design</u> relates to (a) careful content analysis that promotes generalization (teaching the "big ideas" of instruction); (b) clear communication (the "wording of instruction" as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).

<u>Organization of instruction</u> centers on (a) instructional grouping (using flexible skill grouping as compared to "tracking"); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).

Teacher-student interactions include (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).

Careful benchmark assessing using such instruments Data Director and Plato will help successfully place students in order to attain the highest level of success. Using these assessments, along with teacher evaluation and state assessment scores will help level classes and thus ensure the Direct Instruction strategies will have a stronger affect.

Primary Inductive Strategy – Project Based Learning

Project based learning, although not our primary method of teaching, is incorporated into Direct Instruction in various subjects and classrooms. This inductive strategy will provide a basis of learning in a more hands on approach. PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom; addressing real world concerns and developing real world skills.

Project based learning allows the student to personalize learning. Experience and application enhances the learning by the student generating connection in his or her own life. This connection is shown to enhance life learning; not just mastery of content. Project Based Learning ("PBL") is a systematic teaching method where students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from textbooks, this approach has many benefits including, deeper knowledge of subject matter, increased self-direction and motivation, and improved research and problem-solving skills.

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PURPOSE

Project Based Learning is designed to be used for complex issues that require students to construct solutions through exploration, design, production, and presentation in order to gain deeper understanding in their learning. It is not useful to use PBL for easy to learn factual information.

PBL is effective because it engages students in their own learning. Students learn skills necessary for success in the work world including personal and shared accountability, teamwork, communication, goal setting, problem-solving, and decision-making. Motivation is improved because students see the value and relevance of their learning experiences, and students begin to connect their work in school with how they can contribute to their community. Students develop critical thinking skills to solve never-before-seen problems or differently worded questions. Students connect their learning to physical anchors that enables better transfer of learning into long-term memory. Both are skills that improve achievement on standardized tests and start students on the path to becoming inspired lifelong learners.

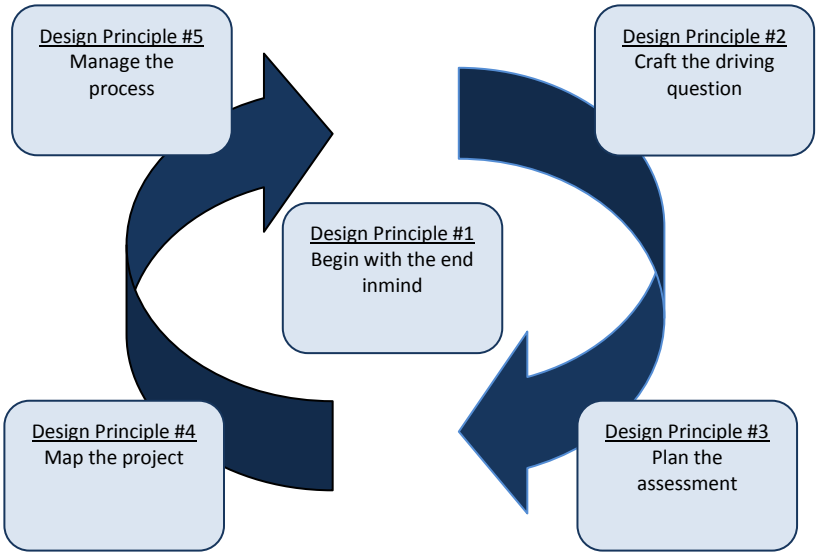
STRUCTURE

PBL is an approach for classroom activity that emphasizes learning activities that are long-term, interdisciplinary and student-centered. This approach provides more student autonomy than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Teachers, often in collaboration with students, provide project criteria to help students structure their time, research, and production needs. Within the project based learning framework, students collaborate with peers, teachers, and project-relevant expert adults from the community; working together to make sense of real-world issues. Products created in PBL are publicly presented to an authentic audience of peers and, whenever possible, community members. Project-based instruction differs from inquiry-based activity by its emphasis on collaborative learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

ELEMENTS

Elements of a good Project Based Learning experience include:

- A well devised question or issue that is rich, real and relevant to the students lives
- Real world use of technology
- Student-directed learning and/or the deliberate engagement of student voice
- Student collaboration with peers and adults
- Multi-disciplinary components
- Frequent teacher, peer, and self assessment of student work
- Long term (more than 3 weeks) time frame
- Outcomes-based, with artifact/s, presentation/s, or action/s produced from the inquiry
- Authentic audience for student products



*Designed by PBL-Online

ACTIVITIES

When used with 21st century skills, Project based learning is more than just an internet research task. Within this type of project, students are expected to use technology in meaningful ways to help them investigate and/or present their learning. Where technology is infused throughout the project, a more appropriate term for the pedagogy can be referred to as **iPBL** (copyright 2006, ITJAB), to reflect the

emphasis of technological skills AND academic content. The PROMOTE Georgia Project is an excellent example of iPBL. This 2002 Georgia Department of Education initiative was developed by a team of instructional technologists. When used effectively, research has shown PBL, and iPBL, helps teachers create a high-performing classroom in which teachers and students form a powerful learning community. The aim is for real-life context and technology to meet and achieve outcomes in the curriculum through an inquiry based approach. A PBL approach is designed to encourage students to become independent workers, critical thinkers, and lifelong learners. Many teachers and researches involved in PBL believe it makes school more meaningful as it provides in-depth investigations of real-world topics and significant issues worthy of each individual child's attention and investigation.

Teachers and students are held accountable to learning subject-area content for projects. Content standards and curricular goals are clearly stated so that students understand the competencies that must be demonstrated in the process and production of projects. Teachers will improve the effectiveness of lessons through analysis and critique of student work to inform development of future projects. Teachers will collaborate to share professional expertise and experience to improve the learning of all students.

ROLES

PBL relies on learning groups; student groups determine how to work together by delegating all aspects of the project within the group and in so doing, not only encourageleadership skills, but instill interdependence, a skill necessary to succeed in their own future careers. This is what makes PBL constructivist.

After a few project-based learning cycles, the school culture begins to revolve around the learning groups; success in projects helps determine community status. Status is also achieved by helping less confident students succeed in projects.

OUTCOMES

More important than learning a topic or subject, students need to learn to work in a community, thereby taking on social responsibilities. The most significant contributions of PBL have been in schools languishing in poverty stricken areas; when students take responsibility, or ownership, for their learning, student learning improves and their self-esteem soars. In standardized tests, languishing schools have been able to raise their testing grades a full level by implementing PBL.

Summary of Learning Strategies

Research shows that when incorporating direct instruction and project based learning there is an increasein the students' chances of mastering the standard and the learning is retained longer. At Lifeline Education Charter School our goal is to use project based learning as an enhancement to direct instruction, allowing the students to understand how what they learn in school will be used and replicated in real life situations. According to the needs of the class, the goal is to offer Project Based Learning approximately once per semester.

Core Curriculum

The foundation of Lifeline Education Charter School's curriculum is pillared by the Common Core State Standards and the content standards as adopted by the State Board of Education. The curriculum is

regularly reviewed and assessed based upon benchmarks the curriculum team sets. The curriculum team is made up of administrators, the curriculum advisor, and various teachers.

Lifeline will use adaptive benchmark assessments (NWEA-MAPPS) to make benchmark assessments of individual student progress. At the secondary level tools used to make benchmark assessments of the programs will continue to be selected from released questions from the California High School Exit Exam ("CAHSEE"), theCELDT, as well as standards driven pre and post assessments, and, in the future, results from the CalMAPP assessment program. The state mandated testing window for CST and structured days for CAHSEE are set by the Department of Education. School assessments are done three times a year; at the beginning of school year (used as a placement test), at the beginning of second semester (to track progress and modify the student's current placement as needed), and at the ending of the school year (to verify results). This is done for all students in gradesTK-12. By constantly reviewing and inspecting the data and discussing the methods of instruction, Lifeline is able to design, adjust and ensure that the curriculum remains relevant and responsive to each individual student attending Lifeline Education Charter School.

Lifeline Education Charter School's curriculum team is responsible for creating curriculum that is challenging and parallels with the content standards set by the State Board of Education. The Assessment Team will meet each summer to investigate those programs approved by the state that may be used for intervention. In addition, the team is currently evaluating multiple K-5 core CCSS-aligned programs.

Students having a difficult time in English Language Arts and Math will be placed in a "shadow" class which will give them support to be successful in the English Language Arts and Math class. This highly successful structure will also be used with EL and Special Needs students. If budget permits, students will be given access at home via web based programs in order to be given additional time for intervention.

Curriculum and instruction at Lifeline Education Charter School is linked to standards and assessments. The Curriculum Team has molded our curriculum and tailored it to the specifications required by the State of California Standards while adapting it to the students of Lifeline Education Charter School. The curriculum focuses on enhancing student strengths and building areas of weakness. Instead of having a curriculum that measures students against students, Lifeline Education Charter School implements a curriculum that values mastery of concepts and skills that enable them to do well in their academic lives and take advantage of life's opportunities. Continual local research is regularly being conducted. The current instructional methods will continue to evolve and adapt ensuring it remains effective and relevant to the students of Lifeline.

The Campus Administrator consults with parents regarding Lifeline's educational programs on a broad basis through PTA meetings, newsletters and school educational pamphlets. The Campus Administrator will also hold individual conferences concerning ILP (individual learning plans).

Research has shown that there are three key processes in education that must be aligned to improve student achievement:

1) Standards and curriculum
2) Instruction
3) Assessments

The staff at Lifeline continually aims at aligning all three. There are regular lesson plan review sessions and opportunities to express ideas and strategies for reaching total alignment of all three key areas. Particular attention has been paid to addressing alignment of instruction and assessment. The educational staff regularly meet to review progress in this area.

Lifeline's curriculum coordinator focuses primarily on curriculum and on instructional strategies, supports teachers by reinforcing the goals set by the curriculum team and aiding in implementing sound strategies to ensure all students master standards. The coordinator meets with individual instructors as often as needed, sometimes daily depending on the instructor's level of experience, to aid in use and implementation of resource materials and development of instructional strategies to ensure **all** students demonstrate proficiency of the core curriculum.

All students understand and there is a student commitment to our School wide Learning Objectives (SLOs):

School-wide Learning Outcomes – Elementary and Middle School

Upon leaving Lifeline Education Charter School, elementary and middle school students will be able to:

- Accomplish Academic Proficiency
  - Demonstrate proficiency in reading comprehension, writing, and communication
  - Exhibit competency in utilizing technology to ensure academic progress
  - Possess proficient computational skills to analyze and solve problems

- Show Critical and Creative Thinking Skills by:
  - Presenting organized prioritized information
  - Delivering a well-supported argument
  - Arriving at solutions and decisions through multiple approaches
  - Expressing these insights in multiple ways
  - Use accessible resources and supplies, including various technological tools, to create a product.

- Ability to Use Information for Education Decision Making
  - Create academic and personal goals to achieve educational objectives
  - Use a variety of resources for information
  - Construct and maintain a portfolio

- Demonstrate Personal Initiative and Good Citizenship
  - Ability to collaborate effectively in order to achieve/attain a specific goal
  - Know how to access the resources relevant to a given goal
  - Know the requirements of these goals: time span and cost
  - Show critical and creative thinking skills
  - Learn and apply social and academic skills

- Culturally Aware Individuals

- Show respect and diversity in an immediate and global setting
- Demonstrate respect and compassion for all individuals
- Display tolerance of diverse cultures and individual differences

School-wide Learning Outcomes – High School

Upon leaving Lifeline Education Charter School, high school students will be able to:

- Accomplish Academic Proficiency
  - Demonstrate proficiency in reading comprehension, writing, and communication
  - Exhibit competency in utilizing technology to ensure academic progress
  - Possess proficient computational skills to analyze and solve problems

- Show Critical and Creative Thinking Skills by:
  - Presenting organized prioritized information
  - Delivering a well-supported argument
  - Arriving at solutions and decisions through multiple approaches
  - Expressing these insights in multiple ways
  - Use accessible resources and supplies, including various technological tools, to create a product.

- Ability to Use Information for Career Decision Making
  - Create academic and personal goals to achieve post- secondary career objectives
  - Use a variety of resources for information
  - Research career and post-secondary objectives
  - Construct and maintain a graduate portfolio

- Demonstrate Personal Initiative and Good Citizenship
  - Ability to collaborate effectively in order to achieve/attain a specific goal
  - Know how to access the resources relevant to a given goal
  - Know the requirements of these goals: time span and cost
  - Show critical and creative thinking skills
  - Respect for diversity in an immediate and global environment.

Professional Development

The goal of professional development at Lifeline Education Charter School is to allow faculty to reflect on teaching practices, analyze student outcomes, revise and assess instructional practices, attend training tailored to teachers' needs, and create professional learning goals at the beginning of the year and during each quarter. Lifeline Education Charter School utilizes a combination of reflective professional development and both formal and informal opportunities for training. CCSS implementation is the primary focus of staff development for the 2013–14 and 2014–15 school years. Teachers are analyzing the standards, model lessons, and available frameworks. As the K-5 faculty joins Lifeline family, additional professional learning opportunities addressing teaching and learning at the elementary level will be

provided in conjunction with the curriculum training on new CCSS-aligned K-5 programs Go Math (HMH, Math) and Journeys (HMH, ELA).

LECS calendars ten full days for professional development each year, which are held with the LECS faculty. LECS conducts weekly on-site professional development meetings for two hours on Fridays at the elementary and middle school grades when students are dismissed at 12:30 pm. All staff members come together once a month for on-site professional development meeting for two hours on Fridays when students are dismissed at 1:00 p.m. All faculty, including teaching assistants, attend an orientation with LECS faculty one week before the start of the school year, where they receive training in the school's mission, vision, educational program, health and safety issues and other compliance related matters. Staff members receive a binder that includes the school master calendar, roster, organizational chart and an overview of all policies and procedures (e.g., employee handbook, implementation forms for discipline, intervention, special education and retention policies).

In addition, LECS teachers meet bi-weekly functioning as a professional learning community (PLC's). PLC's are led by lead teachers with a high degree of expertise in instructional strategies that raise student achievement. The PLC's meet for 1-2 hours per week after the instructional school day, guided by a plan that is focused on accomplishing student learning goals through classroom interventions and refinement of instructional practice.

The Campus Administrators and Lead Teachers are primarily responsible for leading professional development, including selecting professional development topics that are data-driven and aligned with school-wide learning expectations. Informal and formal assessments drive professional development topics including: daily assignments, teacher observations, writing samples, teacher-generated quizzes and tests, student presentations and required benchmark and testing data. The faculty collaboratively analyzes disaggregated assessment data to address curriculum modifications and specific instructional strategies to achieve performance goals. Teachers also individually determine professional development topics based on their specific needs and interests as they reflect on curriculum development, instructional strategies and their current student population.

The Administrative Team lead teacher training, using both regular informal classroom visits and bi-annual formal observations and evaluations as opportunities to reflect with teachers on their practice during weekly or bi-weekly check-ins with each teacher aligned with "Teach Like A Champion" strategies.

LECS also participates in the El Dorado County BTSAinducaiton program. Novice teachers are assigned a BTSA Support Provider. The BTSA Support provider meets separately with new teachers to provide them with individualized induction plans that support standards-based teaching and differentiated instruction. Teachers also observe each other, collaborating both at grade level and across grade levels. Cross grade-level development time helps to build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers share lesson plans, instructional materials, booklists, internet resources and behavior charts for individual reinforcement of positive behavior goals.

Each academic department individually and collectively attends training workshops throughout the year in an attempt to examine a variety of appropriate instructional program materials that reinforce and extend skills, accommodate learning styles and ensure achievement of the State standards. All of the Departments

are currently looking for ways to include a Project Based Learning approach through various research, individual, group and class projects.

To ensure maximum benefit from staff development opportunities, Lifeline Education Charter School provides planning periods for all staff. Each week the curriculum coordinator meets with each teacher, and the entire teaching staff meets as a whole monthly. During this time the staff receive training in:

- Aligning each lesson to the Common Core State Standards
- Aligning assessments to the Common Core State Standards
- Direct instruction strategies
- Classroom management
- Monitoring students' mastery of the standards
- Utilizing technology in the classroom
- Relieving stress in the workplace
- Meeting the needs of our Special Education students

Topics for professional development include but are not limited to:

- Mission and vision of LECS
- Long-Term Planning
- English Language Development, including SDAIE
- Readers & Writers Workshop
- Guided Reading
- Tuning Assessments and Rubrics
- Developing Intervention Plans
- Integration of "Teach Like A Champion" strategies
- Student-led Conferences
- Student Portfolios
- Language Structure and Functions
- Effective Learning Environments
- Data Reporting and Analysis
- Differentiating instruction for all learners
- Writing across subject content areas
- Inquiry and investigation in science
- Teaching in a constructivist classroom
- Strategies for working with students with special needs
- Legal timelines and policies with regard to Special Education
- The Student Success Team (SST) process
- Effective classroom management
- Teacher evaluation
- Using assessment to inform instruction
- Student achievement data
- Smarter Balanced Assessment Training
- State Testing results

- School Operations

Teachers also may attend off-site conferences and workshops, with Campus Administrator approval.

Individuals have also been sent to offsite workshops for a wide variety of subjects such as:

- Funding sources to ensure the development of future professional development (ED source)
- Targeted Math Strengthening the math program (CEEA)
- Improve our writing program (The Stack the Deck Writing Program, VANTAGE, etc.)
- Improving classroom instruction (Data Works, elementary, middle and high school state-wide conferences, QUE)
- **Teachers will be trained and certified in EL Strategies in both SDAIE and ELD.**

Lifeline Education Charter School also relies on other various training seminars conducted by The Charter School Association and similar organizations. In 2008 New West Charter became a mentor for Lifeline. New West Charter teachers mentored 4 of Lifeline's teachers in areas such as teaching strategies, lesson planning, instruction strategies, classroom management, and other necessary instructional areas. New West Charter will continue to mentor in the upcoming school year.

Textbooks

Elementary instructional materials will be purchased no later than June 1 to ensure delivery in time for school start in August. Lifeline's Administrative Team will involve any staff members who have been hired before this date when making the purchasing decisions. Course descriptions included in this petition and the Common Core state standards will also be considered where applicable. We will purchase materials to support our instruction in areas of need as indicated by our student data and to align with our professional development focus. The criteria we will consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Alignments with CCSS
- Capacity to meet the needs of English learners
- Capacity to meet the needs of students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost

Instructional materials align with the California State Content and Common Core State Standards. Many resource materials are also derived from these textbooks.

English

TK-5	HMH	Journeys, Common Core
6th	Holt	Literature Introduced
7th	Holt	Literature and Language Arts
8th	Glencoe	The Reader's Choice # 3
9th	McDougal Littell	Literature
10th	Glencoe	Literature
11th	Glencoe	Literature (American)

12th	Glencoe	Literature British

Mathematics

TK-5	HMH	Go Math, CCSS
6th	Carnegie Learning	Mathematics 2
7th	Carnegie Learning	CCSS Bridge to Algebra
8th	Carnegie Learning	CCSS 8th Grade Mathematics
Algebra 1	Carnegie Learning	CCSS Algebra I
Geometry	Carnegie Learning	CCSS Geometry
Algebra 2	Carnegie Learning	CCSS Algebra II

Science

Earth Science	Glencoe	Earth Science
Life Science	Glencoe	Life Science
Physical Science	Glencoe	Physical Science
		Earth Science
Earth Science	Glencoe	Geology, the Environment, and the Universe
Biology	Prentice Hall	Biology
		Chemistry
Chemistry	Glencoe	Matter and Change
Physics	Serway/Faughn	College Physics

History/Social Studies

Ancient Civilization	TCI	History Alive - Ancient World
World History	TCI	History Alive - Medieval World
American History	TCI	History Alive - The United States
World History	McDougal Littell	Modern World History
American History	McDougal Littell	The Americans
Government	Glencoe	Government
Economics	Glencoe	Economics

Foreign Language - Spanish

Spanish I	Prentice Hall	PASO A PASO 1
Spanish II	Prentice Hall	PASO A PASO 2

Scope & Sequence

Please find the Scope and Sequencesection for all grades K-12 attached as Appendix I (revised January 2014 for K-5).

ACADEMIC ACHIEVEMENT STANDARDS

Academic Courses

The courses offered at Lifeline Education Charter School are structured to prepare students to matriculate to college and/or enter the work force. The curriculum team and the faculty actively engage in Professional Learning Communities ("PLC") where they review the results on unit tests and other student work and determine what strategies are working and which are not. Adjustments to the curriculum calendar, instructional strategies, or emphasis on specific topics are discussed and adjusted to improve the delivery of instruction. Teachers and administration are constantly relying on student data to shape the monitoring and adjusting of the curriculum. Decisions also must be made as to the type of intervention to offer students immediately. Each course is developed to meet educational benchmarks, increase the student's capability and individual growth.As mentioned above, the faculty reviews which activities are successful, including the following elements: technology-assisted education, the integration of multi-cultural components throughout the curriculum in recognition of the school's ethnic diversity, community-based learning, and a career education component utilizing community and parent resources.

Lifeline Education Charter School students have similar graduation requirements as most local and county school districts. Students are placed on an exclusive four year graduation plan to meet (and at times exceed) the requirements for enrollment into the California State University or University of California systems right out of high school.Students study English/Language Arts and Science, Math, History/Social Studies, a foreign language, Art, Computers/Technology, Health and Physical Education. Lifeline Education Charter School students must demonstrate mastery of a core set of basic academic skills before moving onto higher-level, more abstract material.

Courses for Graduation

Lifeline strives to offer challenging curriculum aligned with the California State Standards and with the University of California a-g requirements. These requirements are respected as the most comprehensive and general guideline for university competancy around the country. Our students are held to those standards and are placed in a four year graduation plan as follows:

- *English - 4 years required:* Four years of college preparatory English based on California State Standards for English Language Arts.
- *Mathematics - 3 years required, 4 recommended:* Three years of mathematics, including elementary algebra, geometry, and second year (advanced) algebra. Mathematics courses taken in grades 7 and 8 may be used to fulfill part of this requirement if the completed course is equivalent to the offered course and was passed with a minimum grade letter of "B." A year of Pre-Calculus and Trigonometry is offered for students striving to complete a fourth year of math.
- *History/Social Science - 3 years required:* Three years of history/social science including one year of U.S. history, one year of World history, and one-half year of Economics and one-half year of Civics or American Government.
- *Science – 2 years required, 3 recommended:* Two years of science including one year of Biology and one year of Chemistry. Science also includes an accompanying lab. Physics is offered for students striving to complete a third year of study.

- *Physical Education – 2 years required:* The 2-year program reflects the goals of the California Framework for Physical Education:
  - Develop movement skills and movement knowledge
  - Self-Image and Personal Development
  - Social Development
  - State mandated physical fitness testing will be held for all 9th grade students as per charter school and state agreements.
  - NOTE: Beginning with the class of 2012, 9th grade students must pass 5 out of the 6 Physical Education Proficiencies in the 9th grade. If they fail to pass 5 out of 6 they will need to continue to take the proficiency test in 10th grade and pass those proficiencies not passed during the prior year. Students will remain in PE until 5 out of 6 are passed.

- *Language Other than English (Spanish) - 2 years required, 3 recommended:* Two years of the same language other than English. Spanish emphasizes speaking and understanding, and includes instruction in grammar, vocabulary, reading, and composition.
- *Visual and Performing Arts - 2 years required for all freshman beginning 2008-09:* Courses offered meet the four components of 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context and 4) Aesthetic Valuing as outlined by the California Visual and Performing Arts Framework
- *Electives – 4 years required:* Courses offered prepare students for transitioning from school to institutions of higher learning and/or careers.

Courses for Graduation	2010-2011 Lifeline Education Charter School Requirements	U.C./CSU Requirements
English English I English II English III English IV	4	4
Mathematics Algebra I Geometry Algebra II Calculus	3 (4 recommended)	3 (4 recommended)
History/Social Science World History U.S. History Government Economics	3	2
Science Earth Science Biology Chemistry	2 (3 recommended)	2 (3 recommended)
Physical Education	2	

P.E. I P.E. II		
Foreign Language Spanish I Spanish II	2 (3 recommended)	2 (3 recommended)
Visual and Performing Arts Art Performing Arts Music	2	1
Electives Technical Arts Intro to Computers World Geography Life Skills Driver's Education Health Sports Journalism Yearbook	4	1

The Lifeline faculty selects educational objectives for each student using information about the student's academic and psychological needs and interests, contemporary life, and aspects of the subject matter that are useful to everyone. Data sources for the curriculum include standardized and classroom tests, teacher observation, on-going academic performance, and college/university feedback.

Parent Notification about Transferability/Eligibility of Courses

In the spring of 2013, Lifeline Education Charter School earned a three year initial accreditation from the Western Association of Schools and Colleges (WASC) –the maximum time frame allowed. Our initial candidacy will run until spring of 2016.

This action was taken after a careful study of the Visiting Committee Report; they noted many laudable aspects of the school. Lee Duncan, Associate Director of WASC, was quoted as saying, "The program is strong and I am confident that the quality of instruction being offered at Lifeline is of top excellence. I am optimistic of future endeavors." Lifeline Education Charter School was able to receive the WASC accreditation with the assistance of the entire school community--parents, students, faculty, and staff--with their support and continued efforts to improve the school in all areas in our action plan we were able to attain accreditation.

WASC accreditation ensures that Lifeline Education Charter School is providing students a quality education on state based standards. All high school courses are approved to satisfy UC/CSU "a-g" subject requirements for freshman admission and are transferable to any high school. Furthermore, the parents and guardians now have the security of knowing that Lifeline Education Charter School offers their children a high quality, comprehensive education that will give them the foundation they need to succeed in college and life. A letter from Lifeline Education Charter School will be sent to parents at the

beginning of each school year informing them of the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements.

SPECIALIZED PROGRAMS

Concentrated Tutoring

Lifeline Education Charter School has also implemented multiple tutoring opportunities aimed specifically at addressing student's individual needs. Each program below has a specific focus.

California Standards Test (CST) and California Measurement of Academic Performance and Progress (CalMAPP)

All students except grades K-1 and seniors must participate in the California StandardsTesting and CalMAPPexams to take this course. The preparatory course is offered as an elective during the regular school schedule. Students at the secondary level enroll in Shadow Classes focusing on remedial skills. All elementary and middle school students will participate in the i-Ready program.The objectives of the prep course are as follows:

- Students will develop an understanding of the format of the exam.
- Students will be acquainted with the format of the answer document.
- Students will be familiar with the subject content of the exam.
- Students will be familiar with time restraints associated with the exam.
- Students will demonstrate mastery of content knowledge.
- Special needs students will be given CAPA, CMA and STS appropriate to the student's level placement (Learning handicapped, Severely handicapped)

After School Tutoring

In this program, teachers offer their time after school to review what is being taught in the classroom. This program is open to all students, but the focus is on those students whose best efforts result in below average academic achievement. Students with a "C" or below are strongly encouraged to take advantage of this program. The focus of this program is student academic achievement, mastery of established benchmarks, and preparations for state examinations.

After School Education and Safety Program (ASES)

Lifeline was awarded an ASES grant and began implementing the program to its 6th through 8th graders on September 7, 2011.The school will be working with the CDE to amend the application to include K-5 students.Please review the information below as described by the CDE website.

Introduction

The After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code* (*EC*) 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). Funding is designed to: (1) maintain existing before and after school program funding; and

(2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The current funding level for the ASES program is $550 million.

Purpose and Objectives
The ASES program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-9.

Program Elements
The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
2. The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and complement the school’s academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

<u>Operational Requirements</u>
All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in *EC* Section 49430.

ASES grantees are required to operate programs a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.

After School Programs

It is the intent of the legislation that elementary school pupils participate in the full day of the after school program every day. Middle schools may adopt a flexible schedule to meet student needs and interests to accomplish program goals; students may attend three days within nine hours. However, the program must remain operational five days per week and three hours per day on every regular school day.

Evaluation Criteria

Before and/or after school programs participating in the ASES Program are required to submit annual student outcome data to the California Department of Education from local program evaluations. Data must include research-based indicators and measurable student outcomes for academic performance, attendance, and positive behavioral changes. The California Department of Education may consider the results of these evaluations when determining eligibility for three year grant renewal.

California High School Exit Examination (CAHSEE) Preparation

The focus of this program is to prepare and aid students in demonstrating proficiency on the CAHSEE. This program is for all 10th, 11th and 12th grade students who did not pass one or more parts of the exit exam. The class meets two months before the test on Saturdays and twoweekdays after school. Our research shows that this opportunity is needed to relieve the stress associated with high-stakes testing. The objectives of the program are:

- Students will be familiar with the purpose of the exit exam.
- Students will be familiar with the format of the exit exam.
- Student will identify specific areas of strengths and weakness related to what is being assessed.
- As per state requirements, seniors not passing one or both sections of the CAHSEE will be offered tutoring and opportunities for testing for two years past their original graduation date.
- Special needs students will be provided education at Lifeline Charter Learning Academy until age 22 as per Federal Regulations (IDEA)

As CAHSEE's future and standards alignment are not fully defined at this time, Lifeline is committed to re-evaluating its CAHSEE preparation program on an ongoing basis to ensure optimum levels of student readiness for the exam.

Peer to Peer

John Wooden, retired basketball coach for UCLA said, "*The best way to learn is to teach*." This program allows students who have demonstrated *mastery* in an academic subject to aid other members of the student body, fortifying both students. To qualify as a tutor, the student must have been recommended by an instructor of the particular subject. This program allows students that need one to one assistance in a subject to receive that help. All tutors are under the supervision of a teacher.

ANNUAL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

LIFELINE'S GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing Lifeline's annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. **Local Control Accountability Plan ("LCAP")** Lifeline will produce a Local Control Accountability Plan ("LCAP") pursuant to Education Code Section 47606.5, which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. Lifeline shall submit the LCAP to its authorizer and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."	
STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure 100% of teachers meet credential requirements as defined by the CA commission on Teacher Credentialing, and will maintain assignment requirements as demonstrated by initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance.
ACTIONS TO ACHIEVE GOAL	• During the hiring process, Lifeline Education Charter School's Business Department will collect resumes, CBEST results, official transcripts, credentials, and licenses to ensure that teachers are fully qualified for specified assignment.

	• In order to qualify for interviews, candidates must be verified as NCLB-qualified and have ELD authorization to effectively work with the high proportion of targeted students learning English. • Business Manager will review credential status/assignments of current teachers quarterly.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that 100% of students receive and have access to CA Common Core standards-based instructional materials as outlined in our charter petition. Lifeline Education Charter School, in collaboration with Executive Direction and faculty, will review, and when approved by Board of Directors will purchase instructional material aligned with CCSS.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will work in collaboration with our CDE Education Program Consultant to gain access to the list of state approved instructional materials for consideration. • All instructional materials considered/purchased will be aligned with CA Common Core State Standards.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that our facilities are safe and maintained in satisfactory repair as reported in our annual publication of School Accountability Report Card.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will ensure that all relevant architecture, building, and health & safety codes are adhered to at all times. • Lifeline Education Charter School will contact with a Security Company that specializes in school safety. • Lifeline Education Charter School's custodial staff will conduct daily general cleaning and maintain campus cleanliness. • The Executive Director and Facilities Manager will conduct monthly and quarterly facility inspections to screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to participate in CCSS professional development to ensure utilization and delivery of instruction aligned with CCSS curriculum to 100% of students as demonstrated by professional development agendas and curriculum guides/lesson plans.
ACTIONS TO	• Teachers will identify and participate in CCSS and content specific

ACHIEVE GOAL	professional development trainings. • Lifeline Education Charter School will continue to contract with Data WORKS to develop and guide ELA instruction. LECS will continue to contract with Odessa to develop and guide math instruction. • All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by CDE. • All teachers will submit lesson plans following CA Common Core State Standards.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that 100% of English Learner students will receive instruction in ELD, including specific strategies, such as SDAIE as measured by CELDT and teacher assessments.
ACTIONS TO ACHIEVE GOAL	• All lesson plans will have objectives and strategies to support EL's, both for academic content knowledge and English language proficiency. • English Learner students will participate in ELA instruction with appropriate instructional support. • Lifeline Education Charter School will continue to provide English Shadow classes for EL students.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter will ensure that 100% of English Learner students gain English Language proficiency through teacher implementation of ELD content curriculum related standards-based instructional strategies, and assessments as demonstrated on student performance on CELDT and reclassification documentation.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will continue to provide professional development to ensure teachers have the knowledge, skills, and dispositions to work with EL students so that these students are instructed effectively. • Teachers will design their instruction for EL students around CCSS standards that outline the rigorous content for which students are responsible. • Our ELD coordinator will continue to work with content teachers to develop actions plans/individualized learning plans for our EL students to ensure they are mastering CCSS and gaining English language proficiency.
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to maintain parent representation on the Board of Directors (governing board) as evidenced by Board meeting agendas and minutes to identify parent members.
ACTIONS TO ACHIEVE GOAL	• The Board of Directors serves as the primary governance body of the Charter School. Lifeline Education has included in the charters petition that the Board of Directions will include a parent.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to maintain parent participation on our Site Advisory Council which is responsible for making collaborative recommendations to the Board of Directors in relation to the Charter School's governance as evidenced by SAC meeting agendas and minutes.
ACTIONS TO ACHIEVE GOAL	• The Executive Director will continue to provide specific direction to the Site Advisory Council as required. • The Executive Director will continue to chair the Site Advisory Council and report directly to the President of the Board of Directors. • The Business Manager in collaboration with the parent liaison will in the event of a vacancy, advertise and recruit parents to join the SAC. • Our parent liaison will continue to accommodate and encourage collaboration between our Spanish speaking parents.
SUBPRIORITY C VOLUNTEERING	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to ask parents to volunteer a minimum of 5 hours per school year as stated in petition to ensure school-home partnership as evidenced by parent volunteer logs.
ACTIONS TO ACHIEVE GOAL	• The Administrative Team in collaboration with our parent liaisons will continue to communicate with parents regarding volunteer opportunities. • Parent volunteer opportunities will be posted in easy accessible, highly visible places. • Parents will volunteer a minimum of 5 hours per school year.
SUBPRIORITY D SEEK PARENTAL FEEDBACK	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will solicit parent feedback via various media, parent meetings, and annual satisfaction survey for identification of school strengths and areas of need.
ACTIONS TO ACHIEVE GOAL	• Parent feedback will be encouraged through an open-door policy and a visible suggestion box.

	• Lifeline Education Charter School will continue to hold monthly roundtable events, such as *Coffee with the Principals*, parent-teacher conferences, and quarterly focus groups, to generate stakeholder input and receive stakeholder feedback. • Parent satisfaction surveys will be distributed and analyzed quarterly.
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. CA Measurement of Academic Progress and Performance statewide assessment* *B. The Academic Performance Index (API)* *C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	By year two of the charter, 65% of students at every applicable grade level, including all student subgroups will score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CA MAPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School's administrative team will provide leadership to teaching staff to ensure that classroom instruction is conductive to student learning and teachers provide adequate learning environments. • Lifeline Education Charter School will adopt appropriate CCSS aligned instructional materials, including intervention programs for at-risk students. • Lifeline Education Charter School will continue to use instructional technology in the areas of ELA and Math (i-Ready and Carnegie). • Lifeline Education Charter School will employ teacher assistants in the classroom to support instruction and student learning.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will continue to contract with North West Education Association Common Core Measures of Academic

	Progress® interim assessments to provide us with a mature, stable scale that measures not only on- or off-grade proficiency on Common Core standards, but growth over time. • Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced Assessment.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School's guidance counselor in collaboration with the administrative team will ensure that students are on track to be college and/or career ready as demonstrated by post-secondary student data.
ACTIONS TO ACHIEVE GOAL	• Students will have access to coursework that meets the A-G college entrance requirements. • Guidance Counselor will meet with students to develop a post-secondary education plan as part of their individualized learning plans. • Lifeline Education Charter School will focus on extensive student support structures (summer school, shadow classes, before/after-school tutoring) to meet graduation requirements (UC A-G).
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, English Learner students will advance at least one performance level per the CELDT each academic year.
ACTIONS TO ACHIEVE GOAL	• English Learner students will receive in-class support provided by instructional aide and teacher, using SDAIE and other ELD instructional strategies. • Students identified as Early Intermediate or below receive Systematic ELD instruction during a dedication class period driven by students English proficiency level.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, English Learner students will be reclassified as Fluent English Proficient annual and perform at grade level on the CA MAPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	• English Learner students will receive in-class support provided by instructional aide and teacher, using SDAIE and other ELD instructional strategies. • Students identified as Early Intermediate or below receive Systematic ELD instruction during a dedication class period driven by students English proficiency level. • English Learner student will receive in-class instructional support with includes one-on-one teacher support.
SUBPRIORITY F – AP EXAM PASSAGE RATE	

NOT APPLICABLE AT THIS TIME; CHARTER DOES NOT OFFER AP COURSES	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will demonstrate college preparedness pursuant to the EAP.
ACTIONS TO ACHIEVE GOAL	• Students will be exposed to rigorous college-ready curriculum while attending Lifeline Education Charter School.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. • Our Guidance Counselor/Student Advisor will conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will have a minimum of unexcused absences in any school year.
ACTIONS TO ACHIEVE GOAL	• Parents and student will be informed of our attendance policies specified in our Parent/Student Handbook given out at the beginning of every year and to in-year enrollees. • Parents will be informed of chronic absences as specified in Parent/Student Handbook. • Lifeline Education Charter School will provide recognition and incentives for perfect attendance.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will retain 98% of the 7th and 8th grade students as verified by our student information system and CALPADS.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will offer academically engaging learning environment for all its students, including members of all

	subgroups. • Lifeline Education Charter School will have a culture of "achieving academic excellence," high expectations and high support, a nurturing environment, and connected school community.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will retain and promote 80% of 10th-12th grade students as verified by our student information system and CALPADS.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will offer academically engaging learning environment for all its students, including members of all subgroups. • Lifeline Education Charter School will have a culture of "achieving academic excellence," high expectations and high support, a nurturing environment, and connected school community.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will have a 95% graduation rate as evidenced by our high school graduation records.
ACTIONS TO ACHIEVE GOAL	• Lifeline will develop a school culture and academic environment that will promote high expectations, including high school graduations. • Lifeline will ensure that all students have an Individualized Learning Plan to support at-risk students.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain an annual suspension rate of less than 1% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter school provides teachers professional development in our Charter Development program (Character Cures). The program is mandatory and is taught in all core classrooms. • Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. • Principals work with teachers and families to manage student behavior issues and concerns.

SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain an annual expulsion rate of less than 1% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter school provides teachers professional development in our Charter Development program (Character Cures). The program is mandatory and is taught in all core classrooms. • Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. • Principals work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will adhere to the School Safety Plan as evidenced through professional development agendas and annual drill calendars.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will provide all school employees training on the elements of the School Safety Plan at least annually. • Lifeline Education Charter School students and staff will participate in monthly Fire, Earthquake, and/or safety drills.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will host various community building events and activities throughout the school year as demonstrated through our school master calendar.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will host at least five community events annually in conjunction with our Site Advisory Committee and Parent Teacher Committee.
SUBPRIORITY E	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School students, parents, and teachers will feel a sense of community on campus, and within their classroom community.
ACTIONS TO ACHIEVE GOAL	• Students will participate in Character Cures program in classroom activities throughout the year. • Lifeline Education Charter School's administrative team will devise and administer satisfaction survey to parents, student, and teachers at least once a year. • Lifeline Education Charter School will plan and deliver a variety of

	fun and engaging co-curricular opportunities that will further enhances students' sense of belonging and community.
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in our academic and educational programs outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts.
ACTIONS TO ACHIEVE GOAL	• All students at the elementary level will participate in Lifeline Education Charter Schools Literacy Program 5 days per week. • All students at the secondary level will be placed correctly into ELA Shadow classes
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	• All students in grades 6-11 will participate in the Carnegie Curriculum • All students in elementary and targeted students in grades 6-12 will participate in i-Ready curriculum 2 days a week. • All students at the secondary level will be placed correctly into Math Shadow classes.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE	Lifeline Education Charter School students, including all student subgroups,

SUBPRIORITY	unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civic and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, student will study courses outlined in petition (e.g. U.S. History, World History, Government, Geography, and economics) using the CA History-Social Science Content Standards and CA Literacy Objectives or presently approved stated standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts, project based learning, computer based information, field trip experiences and hands-on projects.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge on life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach student will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: project based learning, gathering and analyzing data, integrating skills and concepts as they apply to different subjects, and hands-on learning.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to Visual and Performing Arts.
ACTIONS TO ACHIEVE GOAL	All students will have the opportunity to participate in classroom and school-wide visual, dance, music, and theater performances throughout the year.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in Physical Fitness.
ACTIONS TO ACHIEVE GOAL	All students will have the opportunity to learn about different methods of exercise and health including team and individual sports.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in health science.
ACTIONS TO ACHIEVE GOAL	All students will have knowledge of pertinent issues of health, safety, and the development of behaviors that are the foundation of lifetime healthy living.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE	Lifeline Education Charter School students, including all student subgroups,

SUBPRIORITY	unduplicated students, and students with exceptional needs, will have the opportunity to learn a foreign language.
ACTIONS TO ACHIEVE GOAL	Students will have a foundation in a language other than English and a knowledge and understanding of other cultures
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
NOT APPLICABLE	

STUDENTS WITH SPECIAL NEEDS

Students At-Risk of Retention

While the Charter School holds the same high expectations for all students, faculty and staff members ensure that no individual student falls behind. Lifeline has instituted comprehensive support for all students, such as limiting class size to 28 students, after school tutoring, and assistance during off-time periods that help support students so they do not "fall through the cracks of education."

Academically Low-Achieving Students

At-Risk Students at the Elementary Level

Since our constructivist program inherently values multiple intelligences and differentiated learning, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Other components of the program assist in meeting the individual needs:

1) Small class sizes which allow the teachers to truly know their students;
2) Ample instructional planning time during each school day (common planning period, part of which is lunch) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3) A culture among teachers of openness and collaboration, including weekly professional learning communities meetings, allowing teachers to learn from each other's varying expertise in handling learning differences;
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5) Various forms of assessment that are used to guide instruction;
6) Learning goals that are clearly articulated; and
7) High expectations for all students.

Teachers assess all new students, and administer baselines assessments to returning students. These evaluations are derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers also assess students through informal measures such as

checklists, running records, class work and observations, and through more formal means, such as STAR testing and quarterly benchmark assessments. All teachers are trained on instructional modifications such as differentiated instruction, scaffolding, and alternative assignments to address the needs of individual students. In addition, teachers provide individualized instruction for students during class, at break, or after school.

In order to address students who are at-risk of low achievement, LECS will follow the SST model to ensure student success:

Student Success Team: Despite the many strengths of the school‘s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school‘s resources. A request for assistance from the SST can be made by a teacher, administrator, parent or guardian.
The SST is comprised of the referring teacher, an administrator, and the student’s parent/guardian. Additional team members are added as appropriate to each student (e.g. additional teachers or instructional aides who work with the student, counselors or other support providers working with the student in or outside of school, or additional administrators).

When appropriate, students are asked to participate. The team meets in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student‘s strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead faculty member with experience and training in Special Education, ELL and other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

Following the implementation of an SST plan and mandatory first follow up meeting, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

Elementary Classroom Accommodations For At-Risk Students: In order to help students who appear to need special services or "a reasonable accommodation," classroom accommodations will be made. The following accommodations will be used by the regular classroom teacher for students who are at risk, depending on the student's specific need:

Materials:

- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials
- Incorporate technology-based adaptive curriculum

Methods:

- Teach to student's learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal
- Intrapersonal
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared notetaking
- Use clear and concise directions
- Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Share activities

Assignments:

- Ensure that all students understand learning objectives
- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions

- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for penmanship

Pacing:

- Reduce paper and pencil tasks
- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Testing:

- Give tests orally (may include dictated or taped answers)
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
- Use essay tests, allow to be dictated

Learners Needs:

- Provide student with weekly syllabus
- Provide a visual daily schedule
- Provide calendars
- Check often for understanding/review
- Set defined limits
- Provide positive reinforcement
- Allow projects to be presented orally or on tape
- Allow projects to be presented through demonstration, pictures, and/or
- models
- Use preferential seating
- Monitor and redirect student to task as needed
- Request parent reinforcement
- Have student repeat directions
- Teach study skills explicitly
- Use study sheets to organize material
- Design/write/use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations

- Teach skill in several settings/environments

Environment:
- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate too many visual distractions

At-Risk Students at the Middle and High School Levels

At the middle and high school levels, LECS will continue to use the plan in effect. Upon identification of any student as academically low-achieving either through teacher recommendation or based on the student's grades below a "C":

1. Lifeline informs parents of the student's academic standing within one week of identification.
2. Within three weeks of identification, Lifeline schedules a conference with the SST committee (student, parent, teachers, and administrative staff) to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services. In the areas where the student is struggling most the classroom teacher and/or assistant teacher offers one-to-one instruction. The student also participates in programs such as, SRA Reach, *Language!*or the more intense DI (Direct Instruction).
4. The student is enrolled in a remediation program such as the After School Program.
5. Special needs students are by law allowed to attend Lifeline until age 22 as per Federal guidelines (IDEA)
6. Special needs students meeting the qualifying criteria will be offered CAPA, CMA, STS in place of the California Standards Test as be State Education Code.

Academically High-Achieving Students

Academically High-Achieving Students at the Elementary Level

Some students arrive better prepared for school or naturally able to learn at a faster pace than other students, suggesting the need to provide academically challenging activities that foster more sophisticated critical thinking skills. Students who during the course of the academic school year demonstrate an ability to advance at a faster pace in core academic areas are challenged through an individualized education plan. In certain instances, services such as psychological testing are used to test students for gifted ability, depending on the availability of such services. Parents and guardians are informed when their child is identified as potentially gifted so that they can seek appropriate challenges and opportunities for their child.

Differentiation strategies serve to meet the unique learning needs of advanced learners within the regular classroom program, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers;
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking; and
- Incorporating a variety of the levels of thinking described in Bloom‘s taxonomy –including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products. (Tomlinson, 1995.)

Another educational researcher (Kaplan,1986) suggested the following ways for teachers to enhance the curriculum for a gifted student:

1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas. Encourage the development of products that use techniques, materials and forms.
11. Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
12. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

Elementary students identified as “high achievers” will receive differentiated instruction from their instructors that will challenge them to their full ability and will further enhance their mastery of the Common Core standards.

Academically High-Achieving Students at the Middle and High School Levels

Secondary students identified as "high achievers" will be recommended to attend El Camino College - Compton Campus to take on more challenging curriculum, work on their high school credits, and work on their college credits. Additionally, upon completion of college level mathematics and English, students will be able to take on a full range of courses at the community college such as electives, vocational courses, and assistance courses.

Advanced Academic Achiever Program

Students identified as academically advanced achievers will have their courses supplemented by Plato, an online resource kit used to challenge those students.

Promotion and Retention of Students

There are no social promotions at Lifeline Education Charter School. Students also have the capacity to accelerate far beyond the "age-specified" curriculum based on interest, skill, and mastery of prerequisite knowledge.

Lifeline Education Charter School has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to pursue educational and career goals. The parents are provided at the first PTA meeting each year with the standards and expectations for each student. Promotion and retention of students are based on several assessment measuressuch as and by the recommendation of the educators or the parents. The ultimate decision will be made by the executive director and the parent/guardian.

The administrative and/or teaching staff prepares a written determination to specify the reasons for retention, including recommendations for interventions that are necessary to assist the student in attaining acceptable levels of academic achievement.The student's parents, the student's teachers, and the administrative staff meet to discuss the written determination.

Students identified for retention must participate in a remediation program (i.e. after-school tutoring and summer school). The staff reassesses the student's academic performance and reevaluates the decision to retain or promote the student at the end of the remediation program.

The staff determines the promotion and retention of special education students according to the individual student's IEP.

Serving English Learners

Overview

Lifeline Education Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment[1] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Lifeline Education Charter School meets all requirements of federal and state law relative to equal access to the curriculum for English Learners. Our goal is to develop high quality instructional programs and services for elementary and secondary English Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native-English speaking students. Native Spanish-speakers also continue to study Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural world, Lifeline Education Charter School emphasizes the strength of being bilingual.

The English Language Literacy intensive component of the program supports English Learner students through:

- A teaching staff qualified in second language pedagogy;
- An after school program and summer school program with a strong language literacy focus

Lifeline Education Charter School administers the CELDT, which initially identifies students as English Learners, determines individual student level of English proficiency, and assesses student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills are assessed. Students receive a score identifying their English proficiency level:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Students are classified as Fluent English Proficient if they achieve an overall proficiency level of Early Advanced or above and proficiency levels of Intermediate or above in all three test components (listening/speaking, reading, and writing). Students scoring below the Early Advanced level are identified as English Learners.

The CELDT is administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Learners annually to determine student's individual proficiency level for reclassifying students to Fluent English Proficient ("FEP"). Once an English Learner student is identified, a conference is scheduled with the parent to outline the instructional

[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

program, the teacher's role in implementing the instructional program, the Charter School's role in supporting the instructional program, and the parents' role in supporting the instructional program.

Lifeline Education Charter School will continue to comply with all federal, state, and judicial mandates for English Learners. The school will have a Charter School assigned evaluator test and assess the English proficiency of EL students, using the CELDT.

ELD Learner at the Elementary Level

LECS teachers focus on ELD objectives in their lesson plans. Throughout teacher lesson plans and curriculum, teachers utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible through the use of strategies such as:

- Realia and manipulatives (real objects and materials)
- Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)

To ensure that ELD students are identified and services appropriatelay, LECS will be vigilant about timely redesignation of ELL students. Within 30 days of the beginning of the school year, the school will administer the state-required home language survey to identify students' levels of English fluency. LECS will use this information, annual CELDT data, teacher assessments, and ELD and ELA standards to determine EL student levels and reclassify English Learners as English proficient when appropriate. This data will also be used to enable teachers to plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels.

All ELD Learners

All students identified by their Home Language survey are given the CELDT at least once yearly to measure their progress towards proficiency in the English language. The results of the 2010-2011 CELDT test administration for grades 9-11 are as follows:

Grade	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
9th	0	0	0	0	2
10th	0	2	3	1	0
11th	0	0	3	3	2
12th	1	2	1	1	0

Lifeline Education Charter School is dedicated to providing all English Learners with an exceptional education and transitioning them into English Proficiency as soon as possible. Lifeline Education Charter School also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's score curriculum, enrichment programs, and life-skills curriculum.

Lifeline Education Charter School seeks to hire faculty who have received CLAD (Cross Cultural Language Acquisition Design) or California Commission on Teacher Credentialing ("CCTC") equivalent training. In addition, staff is trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), scaffolding techniques, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Lifeline Education Charter School ensures that all EL students have access to the core content, and will employ or contract with the necessary specialist in order to do so. Should a child not beofficially identified as EL, he/she is monitored regularly via various assessment techniques to ensure their retention of the material.

The school will translate materials as needed to ensure that parents of ELD students understand all communication and are involved in all processes related to the education of their child.

Reclassification of English Learners

Lifeline will follow the following steps in reclassifying English Learner students:

1) Review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we move on to the next step in the reclassification process otherwise the student will remain as an English learner.
2) In addition to meeting CELDT's definition of proficiency students must attain at least basic status in English Language Arts on the California Standardized Tests.
3) Students who meet the CST criterion must obtain at least a grade of "C" on the end semester English Language Arts assessment.
4) The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then notice should be provided to parents and guardians of their rights to participate in the reclassification process. The notice also should encourage their participation in this process.

Finally, the student would be reclassified to fluent English proficient ("RFEP"). As part of this process, parents and guardians are notified, school records are updated, and Lifeline continues to monitor the student's progress for two years. If the student fails to progress, the school will provide the necessary intervention.

English Language Development (ELD)

English Language Development is a specific curriculum that includes the teaching of the English language according to English proficiency levels assessed by the CELDT examination. The purpose of English Language Development is to teach the English Learner to communicate (listen, speak, read, and write) in English and perform well in all other subjects.

Instruction

When a student has scored below CELDT standards, that student will be enrolled in ELD supported classes with individualized curriculum that correlates with the California ELD standards. Hampton Brown's *Highpoint Curriculum* is used with all ELD students until the newest edition (under a new title) is available from the publisher and teachers have received the appropriate training. This new approach is scientifically research based and meets the criteria for approval under NCLB. ELD students who continually have difficulty in core classes will be placed in additional shadow classes to help in their transition from their home language to English. Lifeline carefully assesses students to ensure that through their English skills, which may appear to be high, are, in fact, very weak due to the lack of appropriate knowledge of academic vocabulary. The theory is that if a student cannot comprehend the English language and/or have enough knowledge of academic vocabulary, they will not be able to adequately perform in all other classes. Depending on their level of proficiency, students will also be given a class is writing which will help in passing the CAHSEE. Teachers will also adhere to the State of California ELD Standards and understand the correlation between those standards and the Core Content Standards. All teachers new to Lifeline will receive appropriate training in this area due to the importance of developing strong teaching strategies for all students.

Class Setting

Students in the Beginner, Early Intermediate, Intermediate, and Early Advanced (as necessary) proficiency levels, will undergo an extensive English/Language Arts combination which will emphasize all the necessary components as prescribed in the *California Standards Correlation Matrix.* All other subjects will be molded and adapted to meet the students English Proficiency level.

Advancement

Having a class setting where students have close interaction with a teacher will greatly impact a student's ability to improve their English Proficiency levels. Students will be closely monitored and assessed as needed or at a minimum of twice per year (generally once per semester). Once a student has advanced into the next level, notification will be made to the Administration Team including the Director. Curriculum will be adjusted according to the new placement level. Mainstream placement will be incorporated for students at the Early Advanced or Advanced levels. After students have successfully advanced and exited the ELD program, students will be monitored on a monthly basis for six months to ensure they have properly attained a satisfactory proficiency level.

If students have not advanced or are continually at the same proficiency level, student curriculum will be restructured to address the problematic issues in greater detail; After-School tutoring may be suggested and/or strongly encouraged. If a condition has not improved within a year, a recommendation may be made to schedule a meeting with the Special Education Coordinator. Further tests and recommendations will follow in the best interest of the child's academic future.

SDAIE INSTRUCTION

SDAIE (Specially Designed Academic Instruction in English) or sheltered instruction is a strategy that must be implemented within classrooms where English Learners are in attendance. These strategies have been shown to be effective for all students and could help teachers differentiate their instructional delivery. The content standards, as well as all of the benchmarks for sheltered language classes are synonymous to the college prep mainstream courses as well. These strategies must be implemented in all

subject areas because there are students who are developing their English language skills across the curriculum. The strategies that the teacher **must** use are as follows:

- Modeling
- Scaffolding of new information
- Cooperative learning
- Utilizing Graphic organizers
- Assessments using multiple modalities
- Utilizing audiovisual materials
- Any tools that provide students with ample opportunities to reinforce learning
- Use of technology (power point presentations etc….)
- Emphasis on building Academic Vocabulary
- Emphasis on developing writing skills in their native language as well as English.

ELD Program Matrix for Grades 6-8th grade Utilizing the High Point Curriculum

Core Literature (K-5 ELD instruction is imbedded in textbooks)

Student Levels	Program	ELD Instruction	Other Classes
Beginning CELDT Level 1 & Early Intermediate CELDT Level 2	ELD Program SDAIE Instruction -Language support assistance -supplementary support material	ELD 1/English 1 Hampton-Brown High Point Level Basic & Level A & B	SDAIE instructional support
Intermediate CELDT Level 3 & Early Advance CELDT 4/5	ELD Program	SDAIE Instructional Support / Mainstream English Class	SDAIE Instructional support

*If after the first semester, students at the beginning level showing significant progress and pass with a score of an intermediate or above on the CELDT assessment, they will be integrated into the mainstream English class. Students will also be given additional support during their first year of transition to ensure success in their mainstream English Language Arts class. This may be in the area of reading, writing or both, reading and writing. The student should demonstrate proficiency during this transition time to ensure success. The program My Access by Vantage Learning is a very strong tool to use to support those students in this situation. This is a web based program which allows students to receive feedback on writing samples they word process into the computer and send via the web. A critique with suggestions to improve their writing comes back to the student within 30 – 40 seconds. This quick

response encourages students to increase their writing and supports the research that encourages getting feedback to students as soon as possible. This program can be accessed at school and at home.

ELD Program Matrix for Grades 9th-12th grade Utilizing the High Point

Core Literature

Student Levels	Program	ELD Instruction	Other Classes
Beginning CELDT Level 1 & Early Intermediate CELDT Level 2	ELD Program SDAIE Instruction -Language support assistance -supplementary support material	ELD 1/English 1 Hampton-Brown High Point Level Basic & Level A & B	SDAIE instructional support
Intermediate CELDT Level 3 & Early Advance CELDT 4/5	ELD Program	SDAIE Instructional Support / Mainstream English Class	SDAIE Instructional support

*If after the first semester, students at the beginning level who show significant progress and pass with a score of intermediate or above on the CELDT exam, they will be integrated into the mainstream English class.

Evaluation: the ELD standards established four levels of language proficiency from "pre-production" (the student can understand a question but does not know enough language to reply) to "advanced intermediate fluency" (the student is close to the proficiency of a primary speaker and develops the ability to make a transition to the regular English classroom). ELD teachers focus on the same skills –speaking, reading, listening, and writing.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School shall be categorized as a local educational agency in accordance with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Campus Administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the IDEIA

Lifeline Education Charter School recognizes the importance of providing educational opportunities to all students regardless of physical or special needs. To that end, Lifeline Education Charter School is responsible for the provision of special education services to identified students enrolled at the Charter School and for ensuring that appropriate programs are implemented based on the student's IEP in compliance with state and federal laws.

The Charter Schoolintends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Lifeline acts as its own local educational agency ("LEA") for purposes of special education and is a member of the El Dorado Charter SELPA. Lifeline Education Charter will independently contract with certificated Related Services Professionals, including but not limited to, School Psychologists, Nurse, Speech Pathologist, Adaptive Physical Education Teacher, Occupational Therapist, for the provision of services for Lifeline students.

Lifeline Education Charter School provides appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.).

In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) will be provided a free appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Team. The Team includes the involvement of student, parents, general

education teachers, special education teacher, administrator, and/or any designated related services personnel and the decisions are formulated in a written individualized education plan (referred to as an IEP).

The identification process for students who would be eligible for special education services begins when students have been accepted and enrolled in Lifeline Education Charter School. All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. In addition students are also eligible through the "child find" process which is an ongoing aspect of the instructional program at all schools.

A child with disabilities attending Lifeline Education Charter School shall receive Specialized Academic Instruction or Designated Instruction and Services, or both, in the same manner as a child with disabilities who attends school in other LEAs in California. Lifeline Education Charter School shall ensure that all children with disabilities enrolled in Lifeline Education Charter School receive special education and instruction in a manner that is consistent with their Individualized Education Plan and in compliance with the Individuals with Disabilities Education Act (20 USC Sec. 1400*et seq.*) and implementing regulations.

SELPA Membership Plan
As a member of the El Dorado Charter SELPA, Lifeline has made assurances in accordance with the SELPA Plan and policy including but not limited to the following:

1. FREE AND APPROPRIATE PUBLIC EDUCATION: The Charter School shall assure that a free and appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY: The Charter School shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.

3. CHILD FIND: The Charter School shall assure that all students with disabilities are identified, located, evaluated, and offered a free, appropriate public education.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP): The Charter School shall assure that an IEP is developed, maintained, reviewed and revised for each child with a disability who is eligible for special education services in accordance with applicable law.

5. LEAST RESTRICTIVE ENVIRONMENT: The Charter School shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.

6. PROCEDURAL SAFEGUARDS: The Charter School shall assure that children with disabilities and their parents shall be provided with procedural safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

7. ANNUAL/TRIENNIAL ASSESSMENT: The Charter School shall assure that an IEP review shall be conducted at least on an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.

8. CONFIDENTIALITY: The Charter School shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

9. PERSONNEL STANDARDS: The Charter School shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

10. PARTICIPATION IN ASSESSMENTS: The Charter School shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

11. Further, Charter School will be required to comply with the SELPA Local Plan and perform all corrective actions deemed necessary by Lifeline administration and/or the SELPA. The oversight of the special education programs at the Charter School will be provided by a staff member designated by the school to serve as the special education coordinator who has extensive experience in the area of special education service delivery and state and federal statutes and regulations. Additionally, Lifeline will free and appropriate public education. Charter School staff will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of administrative staff to meet special education quality and compliance requirements.

Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by the Charter School's Special Education coordinator at least monthly to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to the Charter School to address local needs, review changes in the law, and introduce promising educational interventions.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been enrolled based upon their student history. Students are also eligible for special education identification and eligibility determination through the School's "child find" process. Instructional staff is instructed about the characteristics of special education handicapping conditions and referral procedures. The Charter School provides psycho-educational diagnostic services to assess students for each of the 13 special education eligibility categories as defined by state and federal law.

(A complete list of services is documented in **Appendix I – SELPA**)

Lifeline Education Charter School has hired a Special Education Administrator. The Administrator will oversee onsite Special Education staff and services ensuring that all required rules and regulations are adhered to. The Administrator has the appropriate Special Education Certification. El Dorado County SELPA will provide support training and funding.

ELEMENT II – MEASURING STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

And

ELEMENT III – METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Lifeline Education Charter School has set high standards for all students based on the California State Content and Common Core State Standards. Lifeline Education Charter School has accepted the challenge of meeting the educational goals of our diverse population. The population at Lifeline includes a range of students who have been: in search of a smaller learning environment, neglected by their previous school district and have not had their needs addressed, diagnosed with learning disabilities; shown chronic educational deficiencies; previously removed from other educational institutions; and identified as at-risk students.

Currently all students attending Lifeline Education Charter School will have an Individualized Learning Plan ("ILP") developed in collaboration with the student, parent and teacher outlining the student's personal learning goals for each semester.

Lifeline seeks to provide valuable educational experiences and build the capacity for participating and graduating students to be well adjusted human beings, lifelong learners, and high achieving scholars. To meet these aims, Lifeline focuses on training individual, social, and academic characteristics that enable student success. In particular, students are made aware of their individual habits, situated in a climate conducive to growth, and taught cultural cohesiveness.

Examples of successful individual characteristics Lifeline seeks to train are:

- focus
- concentration

- resilience
- resourcefulness

Examples of social characteristics Lifeline seeks to train are:

- cooperation
- teamwork
- connection
- sharing

Examples of academic characteristics Lifeline seeks to train are:

- authenticity
- originality
- quality
- determination
- perseverance

Lifeline believes that through dealing with high expectations and rigorous demands, the student learns the essential aspects of how competency plays out at the learning level.

Examples of high expectations are:

- assessments that allow for students to demonstrate understanding
- strong citizenship and student discipline
- student mastery of the CCSS at all grade levels
- meeting & exceeding A-G graduation requirements
- collegial peer competition
- expectation of college entrance

Examples of rigorous demands are:

- the peer review process
- the teacher review process
- exhibitions, portfolios
- excellence on standardized tests

These relevant educational experiences form the measurable outcomes that school productivity or evaluation is based on. In particular, Lifeline's Expected Schoolwide Learning Results ("ESLRs")comprise the measurable characteristics that progress can be compared to. Through teaching content/subject competencies, it is believed that the Lifeline student comes to learn, embrace, and embody the ESLRs (as well as become a functional, literate, participating, and contributing member of the learning community).

To meet the needs of the student population and their future needs as members of society, Lifeline's model aims to help students become self-directed life-long learners. Lifeline understands a self-directed life-long learning emphasis must be objectively assessable and conforms its emphasis to comply with required state assessments (the CalMAPPtests), and specifically utilizes a variety of criteria and norm referenced measurements to assess growth and comparability.

Students' initial assessment on basic competencies in English, Math, and critical thinking represents the foundation for developing a learning plan that focuses on *learning how* to learn over a lifetime rather than on more narrow vocational skills and knowledge. While Lifeline prefers to describe the learning aims of the long range approach to education, our school is dedicated to setting high standards for utilizing a variety of research based, objective, and comprehensive methods for measuring pupil progress.

Lifeline Education Charter School is specific in setting its student outcomes. Our purpose is to implement the proven methods of best practices from successful charter models,modified for our TK-12th grade education program. Lifeline will continue to seek appropriate partnership opportunities with other successful charter schools and will work closely with the Authorizing Agency to develop quantifiable measurable student outcomes to further enhance the outcomes presented in this charter and shall modify the measurable student outcomes over time, as needed, to be in alignment with the state objectives and priorities.. Additionally, we are currently working with New West Charter to improve our middle school student outcomes and are actively seeking a partnership with a high school charter.Lifeline's outcomes also reflect appropriate measures for our elementary grade students.

OUTCOMES ALIGNED TO THE EIGHT STATE PRIORITIES

LIFELINE'S OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing Lifeline's outcomes that align with the state priorities and Lifeline's goals and actions to achieve the state priorities, as identified in Element I of the charter. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by Lifeline at the school site.	
STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure 100% of teachers meet credential requirements as defined by the CA commission on Teacher Credentialing, and will maintain assignment requirements as demonstrated by initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will work in collaboration with our CDE Education Program Consultant to gain access to the list of state approved instructional materials for consideration. • All instructional materials considered/purchased will be aligned with CA Common

	Core State Standards
MEASURABLE OUTCOME	For each year of the charter, Lifeline Education Charter School will ensure 100% of teachers meet credential requirements as defined by the CA commission on Teacher Credentialing, and will maintain assignment requirements as demonstrated by initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance.
BASELINE PERFORMANCE LEVEL	Since the renewal of our petition in 2012-2013 school year, 100% of teachers held a valid CA Teaching Credential with appropriate ELD authorization.
METHODS OF MEASUREMENT	• Staff roster with appropriate teaching credential; HR Department • Class schedule with teacher assignments; HR Department • Initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that 100% of students receive and have access to CA Common Core standards-based instructional materials as outlined in our charter petition. Lifeline Education Charter School, in collaboration with Executive Direction and faculty, will review, and when approved by Board of Directors will purchase instructional material aligned with CCSS.
ACTIONS TO ACHIEVE GOAL	• Teachers will identify and participate in CCSS and content specific professional development trainings. • Lifeline Education Charter School will continue to contract with Data WORKS to develop and guide ELA instruction. LECS will continue to contract with Odessa to develop and guide math instruction. • All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by CDE. • All teachers will submit lesson plans following CA Common Core State Standards.
MEASURABLE OUTCOME	100% of students receive and have access to CA Common Core standards-based instructional materials as outlined in our charter petition.
BASELINE PERFORMANCE LEVEL	Since the establishment of the charter, 100% of students have had access to standards-aligned material.
METHODS OF MEASUREMENT	Executive Director and faculty will review, and when approved by Board of Directors will purchase instructional material aligned with CCSS.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that our facilities are safe and maintained in satisfactory repair as reported in our annual publication of School Accountability Report Card.

ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will ensure that all relevant architecture, building, and health & safety codes are adhered to at all times. • Lifeline Education Charter School will contact with a Security Company that specializes in school safety. • Lifeline Education Charter School's custodial staff will conduct daily general cleaning and maintain campus cleanliness. • The Executive Director and Facilities Manager will conduct monthly and quarterly facility inspections to screen for safety hazards.
MEASURABLE OUTCOME	Facility inspection checklists will be in compliance/good standing with 90% accuracy as measured by facilities manager and 100% of identified required corrections will be corrected within 3 months of identification as evidenced by maintenance and repair records and security reports.
BASELINE PERFORMANCE LEVEL	Since establishment of charter, all Required Corrections notes by facility inspection have been corrected.
METHODS OF MEASUREMENT	School Accountability Report Card; Contract with security company; Monthly and quarterly site inspection documents/reports prepared by Executive Director and Facilities Manager
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to participate in CCSS professional development to ensure utilization and delivery of instruction aligned with CCSS curriculum to 100% of students as demonstrated by professional development agendas and curriculum guides/lesson plans.
ACTIONS TO ACHIEVE GOAL	• Teachers will identify and participate in CCSS and content specific professional development trainings. • Lifeline Education Charter School will continue to contract with Data WORKS to develop and guide ELA instruction. LECS will continue to contract with Odessa to develop and guide math instruction. • All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by CDE. • All teachers will submit lesson plans following CA Common Core State Standards.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least 2 days of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development.
BASELINE PERFORMANCE LEVEL	Since August 2013, 100% of teachers participated in at least 1 full day of Professional Development training in CCSS and two hours of Technology in Teaching and Learning professional development.

METHODS OF MEASUREMENT	Professional Development calendar, professional development agendas, and roster will evidence participation by teachers in CCSS professional development activities. Curriculum guides/lesson plans will evidence teacher implementation of CCSS in the classroom.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will ensure that 100% of English Learner students will receive instruction in ELD, including specific strategies, such as SDAIE as measured by CELDT and teacher assessments.
ACTIONS TO ACHIEVE GOAL	• All lesson plans will have objectives and strategies to support EL's, both for academic content knowledge and English language proficiency. • English Learner students will participate in ELA instruction with appropriate instructional support. • Lifeline Education Charter School will continue to provide English Shadow classes for EL students.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
BASELINE PERFORMANCE LEVEL	During the 2012-2013, school year CST results indicate that EL students met their growth target and exceed growth target by 39 points.
METHODS OF MEASUREMENT	EL student performance on Cal MAPP statewide assessments; CELDT Assessments; academic benchmarks
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter will ensure that 100% of English Learner students gain English Language proficiency through teacher implementation of ELD content curriculum related standards-based instructional strategies, and assessments as demonstrated on student performance on CELDT and reclassification documentation.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will continue to provide professional development to ensure teachers have the knowledge, skills, and dispositions to work with EL students so that these students are instructed effectively. • Teachers will design their instruction for EL students around CCSS standards that outline the rigorous content for which students are responsible. • Our ELD coordinator will continue to work with content teachers to develop actions plans/individualized learning plans for our EL students to ensure they are mastering CCSS and gaining English language proficiency.
MEASURABLE OUTCOME	80% of EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CA CCSS.
BASELINE PERFORMANCE LEVEL	During 2012-2013 school year, --% of reclassified EL students reached English language proficiency.

METHODS OF MEASUREMENT	Student performance on CELDT; school benchmarks; reclassification documentation
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to maintain parent representation on the Board of Directors (governing board) as evidenced by Board meeting agendas and minutes to identify parent members.
ACTIONS TO ACHIEVE GOAL	The Board of Directors serves as the primary governance body of the Charter School. Lifeline Education has included in the charters petition that the Board of Directions will include a parent.
MEASURABLE OUTCOME	The Board of Directors will have at least two parent members.
BASELINE PERFORMANCE LEVEL	Since the establishment of the charter, at least two parents have always served as parent members on the Board of Directors.
METHODS OF MEASUREMENT	Board meeting agendas and minutes to identify parent members
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to maintain parent participation on our Site Advisory Council which is responsible for making collaborative recommendations to the Board of Directors in relation to the Charter School's governance as evidenced by SAC meeting agendas and minutes.
ACTIONS TO ACHIEVE GOAL	• The Executive Director will continue to provide specific direction to the Site Advisory Council as required. • The Executive Director will continue to chair the Site Advisory Council and report directly to the President of the Board of Directors. • The Business Manager in collaboration with the parent liaison will in the event of a vacancy, advertise and recruit parents to join the SAC. • Our parent liaison will continue to accommodate and encourage collaboration between our Spanish speaking parents.
MEASURABLE OUTCOME	Annually, the Site Advisory Council will be comprised of at least 50% parents.
BASELINE PERFORMANCE LEVEL	Since the establishment of the charter, two parents serve on the Site Advisory Council.

METHODS OF MEASUREMENT	Site Advisory Council meeting agendas and minutes identify parents who form part of the Site Advisory Council.
SUBPRIORITY C VOLUNTEERING	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will continue to ask parents to volunteer a minimum of 5 hours per school year as stated in petition to ensure school-home partnership as evidenced by parent volunteer logs.
ACTIONS TO ACHIEVE GOAL	• The Administrative Team in collaboration with our parent liaisons will continue to communicate with parents regarding volunteer opportunities. • Parent volunteer opportunities will be posted in easy accessible, highly visible places. • Parents will volunteer a minimum of 5 hours per school year.
MEASURABLE OUTCOME	Parents will volunteer a minimum of 5 hours per school year.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Parent volunteer logs
SUBPRIORITY D SEEK PARENTAL FEEDBACK	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will solicit parent feedback via various media, parent meetings, and annual satisfaction survey for identification of school strengths and areas of need.
ACTIONS TO ACHIEVE GOAL	• Parent feedback will be encouraged through an open-door policy and a visible suggestion box. • Lifeline Education Charter School will continue to hold monthly roundtable events, such as *Coffee with the Principals,* parent-teacher conferences, and quarterly focus groups, to generate stakeholder input and receive stakeholder feedback. • Parent satisfaction surveys will be distributed and analyzed quarterly.
MEASURABLE OUTCOME	The Executive Director will conduct annual satisfaction meetings/surveys among parents.
BASELINE PERFORMANCE LEVEL	During the 2012-2013 school year, 20% of parents have completed a satisfaction survey.
METHODS OF MEASUREMENT	Documentation of parent meetings held at a variety of times, with agenda(s) showing time designated for parental input; parent surveys showing 80% satisfaction rate
STATE PRIORITY #4— STUDENT ACHIEVEMENT	

Pupil achievement, as measured by all of the following, as applicable:

A. *CA Measurement of Academic Progress and Performance statewide assessment*
B. *The Academic Performance Index (API)*
C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
E. *EL reclassification rate*
F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	By year two of the charter, 65% of students at every applicable grade level, including all student subgroups will score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CA MAPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School's administrative team will provide leadership to teaching staff to ensure that classroom instruction is conductive to student learning and teachers provide adequate learning environments. • Lifeline Education Charter School will adopt appropriate CCSS aligned instructional materials, including intervention programs for at-risk students. • Lifeline Education Charter School will continue to use instructional technology in the areas of ELA and Math (i-Ready and Carnegie). • Lifeline Education Charter School will employ teacher assistants in the classroom to support instruction and student learning.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CA MAPP statewide assessments, with at least 65% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
BASELINE PERFORMANCE LEVEL	In 2012-2013, --% of students' scores proficient or higher on the California Standards Tests for English Language Arts; --% of students scored proficient or higher on the California Standards Tests for Mathematics.
METHODS OF MEASUREMENT	CA MAPP statewide assessment; NWEA Benchmarks
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education.
ACTIONS TO	• Lifeline Education Charter School will continue to contract with North West

ACHIEVE GOAL	Education Association Common Core Measures of Academic Progress® interim assessments to provide us with a mature, stable scale that measures not only on- or off-grade proficiency on Common Core standards, but growth over time. • Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced Assessment.
MEASURABLE OUTCOME	Lifeline Education Charter School will aim to meet or exceed state targets for API at least 3out of 5 years with 100% of students meeting API growth targets.
BASELINE PERFORMANCE LEVEL	In 2012-2013, school wide API target was met. Current API score is 693.
METHODS OF MEASUREMENT	CA MAPP Assessment reports; API reports or equivalent as determined by the CA Department of Education.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School's guidance counselor in collaboration with the administrative team will ensure that students are on track to be college and/or career ready as demonstrated by post-secondary student data.
ACTIONS TO ACHIEVE GOAL	• Students will have access to coursework that meets the A-G college entrance requirements. • Guidance Counselor will meet with students to develop a post-secondary education plan as part of their individualized learning plans. • Lifeline Education Charter School will focus on extensive student support structures (summer school, shadow classes, before/after-school tutoring) to meet graduation requirements (UC A-G).
MEASURABLE OUTCOME	90%ofstudentswillgraduatefromLifeline Education Charter SchoolcompletingcoursesthatmeettheA-Gcollegeentrancerequirements
BASELINE PERFORMANCE LEVEL	Since the establishment of the charter, Lifeline has had high graduation rates.
METHODS OF MEASUREMENT	Post-secondary student data; graduation reports
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, English Learner students will advance at least one performance level per the CELDT each academic year.
ACTIONS TO ACHIEVE GOAL	• English Learner students will receive in-class support provided by instructional aide and teacher, using SDAIE and other ELD instructional strategies. • Students identified as Early Intermediate or below receive Systematic ELD instruction during a dedication class period driven by students English proficiency

	level.
MEASURABLE OUTCOME	75%ofELstudentswillhaveadvancedatleastoneperformancelevelpertheCELDTeachacademic year
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	CELDT Scores
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, English Learner students will be reclassified as Fluent English Proficient annual and perform at grade level on the CA MAPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	• English Learner students will receive in-class support provided by instructional aide and teacher, using SDAIE and other ELD instructional strategies. • Students identified as Early Intermediate or below receive Systematic ELD instruction during a dedication class period driven by students English proficiency level. • English Learner student will receive in-class instructional support with includes one-on-one teacher support.
MEASURABLE OUTCOME	PercentageofELstudentsreclassifiedasFluentEnglishProficientannuallywillbehigherthanthelocal District'saverage
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	CEDLT results; reclassification documents
SUBPRIORITY F – AP EXAM PASSAGE RATE	
NOT APPLICABLE AT THIS TIME; CHARTER DOES NOT OFFER AP COURSES	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will demonstrate college preparedness pursuant to the EAP.
ACTIONS TO ACHIEVE GOAL	Students will be exposed to rigorous college-ready curriculum while attending Lifeline Education Charter School.
MEASURABLE OUTCOME	Lifeline Education Charter Schoolwillhaveahigherpercentageofstudentsconsideredcollege-readybasedonEAPresultscomparedtoCompton Unified comparisonsschools.

BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	EAP results

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

A. *School attendance rates*
B. *Chronic absenteeism rates*
C. *Middle school dropout rates (EC §52052.1(a)(3))*
D. *High school dropout rates*
E. *High school graduation rates*

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. • Our Guidance Counselor/Student Advisor will conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Monthly,Quarterly,andAnnualADAreports

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will have a minimum of unexcused absences in any school year.
ACTIONS TO ACHIEVE GOAL	• Parents and student will be informed of our attendance policies specified in our Parent/Student Handbook given out at the beginning of every year and to in-year enrollees. • Parents will be informed of chronic absences as specified in Parent/Student

	Handbook. • Lifeline Education Charter School will provide recognition and incentives for perfect attendance.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year.
BASELINE PERFORMANCE LEVEL	Since the establishment of the charter, communication with our parents regarding our attendance policies and providing incentives for perfect attendance, our attendance rates have met or exceeded student attendance expectations.
METHODS OF MEASUREMENT	Monthly,Quarterly,andAnnualADAreports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will retain 98% of the 7th and 8th grade students as verified by our student information system and CALPADS.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will offer academically engaging learning environment for all its students, including members of all subgroups. • Lifeline Education Charter School will have a culture of "achieving academic excellence," high expectations and high support, a nurturing environment, and connected school community.
MEASURABLE OUTCOME	98% of the 7th and 8th grade classes will be comprised of students who enrolled at Lifeline Education Charter School the prior academic year.
BASELINE PERFORMANCE LEVEL	In 2013-2014, 98% of 7th and 8th grades students were enrolled at Lifeline Education Charter School the prior year.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will retain and promote 80% of 10th-12th grade students as verified by our student information system and CALPADS.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will offer academically engaging learning environment for all its students, including members of all subgroups. • Lifeline Education Charter School will have a culture of "achieving academic excellence," high expectations and high support, a nurturing environment, and connected school community.
MEASURABLE OUTCOME	80%ofthe10th to

	12th grade classes will be comprised of students who were enrolled at school the prior academic year
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will have a 95% graduation rate as evidenced by our high school graduation records.
ACTIONS TO ACHIEVE GOAL	• Lifeline will develop a school culture and academic environment that will promote high expectations, including high school graduations. • Lifeline will ensure that all students have an Individualized Learning Plan to support at-risk students.
MEASURABLE OUTCOME	95% of seniors will graduate from Lifeline Education Charter School meeting/exceeding the A-G college entrance requirements.
BASELINE PERFORMANCE LEVEL	In 2013, 95% of our students graduated from Lifeline Education Charter School
METHODS OF MEASUREMENT	High school graduation records
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain an annual suspension rate of less than 1% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter school provides teachers professional development in our Charter Development program (Character Cures). The program is mandatory and is taught in all core classrooms. • Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. • Principals work with teachers and families to manage student behavior issues and

	concerns.
MEASURABLE OUTCOME	Annually, less than 1% of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	In reviewing historical SARC data, Lifeline Education Charter School has maintained a suspension rate of --%
METHODS OF MEASUREMENT	Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will maintain an annual expulsion rate of less than 1% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter school provides teachers professional development in our Charter Development program (Character Cures). The program is mandatory and is taught in all core classrooms. • Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. • Principals work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students will be expelled.
BASELINE PERFORMANCE LEVEL	In reviewing prior SARC data, Lifeline Education Charter school has had less than 1% expulsion rate.
METHODS OF MEASUREMENT	Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will adhere to the School Safety Plan as evidenced through professional development agendas and annual drill calendars.
ACTIONS TO ACHIEVE GOAL	• Lifeline Education Charter School will provide all school employees training on the elements of the School Safety Plan at least annually. • Lifeline Education Charter School students and staff will participate in monthly Fire, Earthquake, and/or safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least 1 hour of Safe School training; Students will participate in at least nine fire, earthquake, or safety drills annual.
BASELINE	In 2012-2013, 100% of school staff participated in one hour of Safe School training. In

PERFORMANCE LEVEL	2012-2013 school year, ten fire, earthquake, or safety drills were conducted.
METHODS OF MEASUREMENT	Professional development agendas and annual drill calendars.
SUBPRIORITY D – OTHER – COMMUNITY BUILDING EVENTS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, Lifeline Education Charter School will host various community building events and activities throughout the school year as demonstrated through our school master calendar.
ACTIONS TO ACHIEVE GOAL	Lifeline Education Charter School will host at least five community events annually in conjunction with our Site Advisory Committee and Parent Teacher Committee.
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year.
BASELINE PERFORMANCE LEVEL	During the 2012-2013 school year, Lifeline Education Charter School held more than five community events.
METHODS OF MEASUREMENT	School master calendar
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in our academic and educational programs outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	Lifeline Education Charter School will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll as outlined in school's charter.
BASELINE PERFORMANC	In 2012-2013, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the

E LEVEL	school's charter.
METHODS OF MEASUREMEN T	Student, teacher, course, and grade level schedules.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts.
ACTIONS TO ACHIEVE GOAL	• All students at the elementary level will participate in Lifeline Education Charter Schools Literacy Program 5 days per week. • All students at the secondary level will be placed correctly into ELA Shadow classes
MEASURABLE OUTCOME	Reading Comprehension: 75% of students will read fluently, understand, analyze, and respond to grade level text in all content areas as measured by NWEA benchmark data. Writing: 75% of students will successfully apply writing strategies and conventions to demonstrate mastery (3+ on rubric) of grade level writing standards, as measured by teacher made assessments
BASELINE PERFORMANC E LEVEL	None
METHODS OF MEASUREMEN T	CA MAPP Assessment; NWEA Benchmarks; teacher created writing assessments
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	• All students in grades 6-11 will participate in the Carnegie Curriculum • All students in elementary and targeted students in grades 6-8 will participate in i-Ready curriculum. • All students at the secondary level will be placed correctly into Math Shadow classes.
MEASURABLE OUTCOME	Annually, 75% if students in elementary grades will progress one grade/skill level each year as evidenced by CA MAPP and NWEA benchmarks Annually, 65% of students in the secondary grads (6-11), will score proficient or higher on

	the CA MAPP statewide test in the area of Mathematics.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	CA MAPP, NWEA benchmark, Carnegie assessments, i-Ready diagnostics
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Lifeline Education Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civic, and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, student will study courses outlined in petition (e.g. U.S. History, World History, Government, Geography, and economics) using the CA History-Social Science Content Standards and CA Literacy Objectives or presently approved stated standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts, project based learning, computer based information, field trip experiences and hands-on projects.
MEASURABLE OUTCOME	Annually, 65% of all students, including all student subgroups, unduplicated students, and student with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	NONE
METHODS OF MEASUREMENT	Pre-post tests, end of unit quizzes, and essay exams
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and student with exceptional needs will demonstrate grade level skills and content knowledge in sciences outlined in our charter (life, earth and space, and physical science)
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach student will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: project based learning, gathering and analyzing data, integrating skills and concepts as they apply to different subjects, and hands-on learning.
MEASURABLE OUTCOME	Annually, 65% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	NONE
METHODS OF MEASUREMEN	Pre and post testing, end of unit quizzes, and experiments and reports.

T	
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students including all student subgroups, unduplicated students, and students with exceptional needs, will have access to Visual and Performing Arts.
ACTIONS TO ACHIEVE GOAL	All students will have the opportunity to participate in classroom and school-wide visual, dance, music, and theater performances throughout the year.
MEASURABLE OUTCOME	Annually, 100% of students will participate in classroom and school-wide visual, dance, music, and theater performances as indicated for graduation requirements.
BASELINE PERFORMANCE LEVEL	NONE
METHODS OF MEASUREMENT	Student schedules; School Master Calendar; Senior Graduation Checks
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students including student subgroups, unduplicated students, and student with exceptional needs, will participate in Physical Fitness.
ACTIONS TO ACHIEVE GOAL	All students will have the opportunity to learn about different methods of exercise and health including team and individual sports.
MEASURABLE OUTCOME	Annually, 100% of students will participate in classroom physical fitness as mandated by the Department of Education.
BASELINE PERFORMANCE LEVEL	NONE
METHODS OF MEASUREMENT	School Master Schedule, student roster/schedule
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and student with exceptional needs will participate in health science.
ACTIONS TO ACHIEVE GOAL	All students will have knowledge of pertinent issues of health, safety, and the development of behaviors that are the foundation of lifetime healthy living.
MEASURABLE	Annually, 100% of student will participate in classroom health education throughout the

OUTCOME	year.
BASELINE PERFORMANCE LEVEL	NONE
METHODS OF MEASUREMENT	School master schedule, student schedules/report cards
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 9-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and student with exceptional needs, will have the opportunity to learn foreign languages.
ACTIONS TO ACHIEVE GOAL	Students will have a foundation in a language other than English and a knowledge and understanding of other cultures
MEASURABLE OUTCOME	Annually, 100% of students will participate in classroom and foreign language classes as indicated for graduation requirements.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	School master schedule, student schedules/report cards, Senior Transcripts/Graduation checks
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
NOT APPLICABLE	

Methodology of Assessing Student Progress

Lifeline Education Charter School's academic program is driven by the California Content Standards and Common Core State Standards. To ensure the success of our students and the effectiveness of our teachers, Lifeline has adopted methods for measuring pupil progress that are in full alignment with the pupil outcomes described above and the curriculum described in Element I of this charter. Students in Lifeline Education Charter School are regularly evaluated in all areas of achievement by a combination of ongoing teacher assessments, portfolios, testing and exams, and any appropriate district performance exam.

Lifeline utilizes a variety of assessment tools, appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with measurable student outcomes. Lifeline reports the outcomes of these assessments in the form ofCalMAPP reportingand meets all statewide standards and administers all state assessments and/or other

standardized tests, as required by Education Code 47605(c)(1). Examples of supplemental assessment tools utilized are:

- Pre and post testing as well as benchmark assessments establish~~es~~ a baseline from which growth can be assessed. Criterion referencedpre and post testing provides data by which comparisons can be made.
- Portfolios provide samples of demonstrated knowledge (authentic assessment) of what a child knows and is able to do (demonstrate).
- Criteria based assessments assess growth whereas norm referencing compares progress to an established hypothetical standard.

Student evaluation is defined as the process of interpretation and use of information to make decisions and judgments regarding the quality and value of student work. Evaluation of student work is conducted in reference to the annual individualized learning plan and the requirements to meet district and state standards.

Lifeline affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element II of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Standardized Testing

Lifeline Education Charter School uses a series of testing practices to determine levels of achievement for students. These tests include but are not limited to: Norm-referenced examsare specific exams describing a student's performance by comparison to a normal group: e.g. Scholastic Aptitude Test and other nationally recognized assessments. Performance-based or criterion referenced assessments that relate student performance directly to performance standards, such as the State of California Core Content Standards assessments are regularly utilized by the Charter School. These assessments provide one form of an analytical data approach to student performance and are used as key criteria to adjust instructional strategies and modify learning plans. These assessments are developed by the State of California. Criterion referenced assessments demonstrate progress in the areas of Math, English Language Arts, Science and Social Studies through the California Standards Test (CST) and the new CalMAPP assessment program. Students who demonstrate performance in the lower 10% of the population are to take a special assessment called the CAPA. Teachers will be giving additional assessments called Benchmark assessments developed by the four core departments to assess student progress at specific intervals during the year. These assessments are used to identify concepts that need to be re-taught or the need for specific student intervention before the CalMAPPassessment window or CAHSEE administration dates.

It is a common practice for publishers to have an assessment correlated to the text. This is a possible option within a specific course. Options exist for correlation of assessments with curriculum. Norm referenced assessments such as the CHSPE, GET, SAT, SAT II, etc) are used to compare performance between schools and population demographics nationally.

Teacher Assessments

Lifeline Education Charter School teachers provide teacher assessments for all students to assist in determining student achievement. Teacher evaluationof student work includes but is not limited to:

- a review of assignments
- evaluation of worksheets
- projects
- special assignments
- locally administered evaluations of student work
- benchmark assessments as described in the previous section

Summative assessments are done at the end of a unit, course or sequence of lessons. The chapter test, final exam, final draftof a writing project, and senior exhibition are all examples of summative assessments. Rubrics and established benchmarks are utilized to objectify evaluation.In instances where subjectivity is involved, assessment committees can be formed, or subject experts can be brought in. In addition to summative evaluations, formative evaluations (research based and data driven) are utilized to make mid-course corrections or adjustments to the instructional or learning process. Benchmark assessments are administered at strategic times during the year according to the Curricular Calendar.

Student Portfolios

A student portfolio is maintained for each student at Lifeline Education Charter School. Portfolio evaluation(showcase portfolio) includes a purposeful and systematic collection of selected student work and self-assessment developed over time in collaboration with the teacher. Lifeline Education Charter School staff has developed procedures and assessment criteria to review, evaluate and compare student portfolios in order to rank portfolios the showcase portfolio is a collection or gathering of a student's best work from all aspects of his learning experiences including examples from academic curriculum, co-curricular activities and examples of work from community service. Collected work samples are based on annual learning plans. This showcase portfolio contains finished works that have been revised, polished, edited and proofread several times.

Classroom Tests, Exams and Quizzes

Use of pre- and post- testing is one of the primary tools utilized for measurement of student outcomes. Classroom tests, exams and quizzes are used to determine the effectiveness of the implementation of curriculum by the staff. Using in-classroom testing enables Lifeline to determine by subject and grade the effectiveness of the curriculum. Performance based exams are authentic assessments whose intent is to measure what a child knows and can do or demonstrate. These exams and quizzes may be substituted by a benchmark assessment (as created/modified by the curriculum team).

Community Service

Student participation in the community service programs enables Lifeline Education Charter School to evaluate the effectiveness of both the Character Development program and Life Skills program. This tool for assessing outcomes provides Lifeline staff the method to gauge the effectiveness of programs designed to provide students with the individual and personal skills students require beyond their high school years. Along with participation in the Community Service program, the effect and the outcome of the community service project are used to measure the student’s progress.

Observation/Evaluation

All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Teachers perform systematic reviews of student work that include, but are not limited to, reviews of assignments, evaluation of progress and evaluations of work completed (quantity and quality).

Character Development Program

Student participation in Lifeline's Character Development program (Character Cures) is mandatory and is taught in all core classrooms. This program develops quality characteristics in the 6 core character traits of integrity, responsibility, respect, honesty, fairness and giving. Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community.The use of the character program will assist in defining positive character traits and will be used to evaluate the student's character improvements through written, group and hands on activities throughout the school year.

Staff Review of Data and Instruction

All instruction is designed with regular evaluation (diagnostic, formative, and summative) of student work. Assignments and examinations measure student performance in each course. Teachers perform systematic reviews of student work that include, but are not limited to, reviews of assignments, evaluation of progress and evaluations of work completed (quantity and quality).

To improve instruction in all areas, faculty and administrative staff meet regularly to review assessment outcomes and to develop responsive strategies. Staff also use outcomes from curriculum-based assessments (benchmark assessments sometimes called Cumulative Formative Assessments ("CFAs")), which help to identify students who have not mastered a skill or those with low skill levels. These assessments may be used as one indicator of students who are identified for consideration of special education referrals (however students are to remain in the least restrictive environment, therefore CFAs or Benchmark assessments are not designed to be the sole identification tool or criteria for identifying a student for special services) and/or learning enrichment-such as tutoring or homework assistance. Criterion Referenced Test and state test results—like the CST, CalMAPP and the CAHSEE---may be used to identify areas that pose challenges for students, and the instruction is accommodated accordingly. Where there is ample evidence of a demonstrated need to adjust the curriculum, modifications are taken into consideration through a committee process examining the nature of the standard in question, and the ways achieving it has been approached. In the case of the CAHSEE, students are given a class period and time before and after school for a CAHSEE intervention class.

Lifeline Education Charter School is committed to showing evidence that students are making progress towards meeting:

1) Statewide performance standards
2) Specific student goals as established by the individual student learning plan.

Collecting and Reporting

Lifeline's plan for collecting, analyzing, and reporting data on pupil achievement to staff, parents/guardians, and to improve the school program includes:

- complying with State mandated testing (e.g. CST, CalMAPP, CAHSEE, CELDT, PFT), monitoring progress through supplemental assessments.
- regular committee team meetings (e.g. curriculum and instructional team)
- requirements for the utilization of data (e.g. CST, CalMAPP and CAHSEE) to improve instruction and learning readiness.
- Have a state approved digital program, such as NWEA, to track student performance data in order to compare year to year the success of grade levels.
- Have a state approved digital program for student attendance that complies with the state monitoring CSIS numbers and CSIS system.

In particular, in addition to yearly summative assessments (e.g. CFA's, CAHSEE, CELDT, CST, CalMAPP), school wide benchmark assessments (CFAs) based on sample release test data, teacher made questions and other measures of student performance will be implemented. The aim of this additional assessment is to inform the instructional process in a way that speaks to the dynamic dimensions of learning and growth. It will also give feedback to the staff as to the effectiveness of their instructional practices.

In addition to standardized reporting of student progress in the form of 4 and 5 week report cards, a continuous reporting system will be developed and implemented. The aim of this program is to inform and address parents/guardians and educators in a way that speaks to the need for timeliness in education.

Dissemination of Information

Dissemination of information will occur through the development of a daily, weekly, and monthly information compilationsystem. The aim of this endeavor is to help focus the educational efforts of the learning community. An example of a daily information release is a daily academic and behavioral monitoring report that describes the class by class progress of the student in question.

An example of a weekly report could be an attendance report that identifies those students arriving late or missing school on a regular basis. The aim of the weekly report is to identify and address trends as they begin to emerge as a matter of being proactive. An example of a monthly report is the weighted grading and classroom reports of teachers using a computerized reporting program,Jupiter Grades.

Lifeline uses *Jupiter Grades* an online based system that is updated by all teachers weekly. This software helps the staff, administrators and the executive director compile the data such asstudent rank, portfolios, observation/ evaluation. Within this program the staff is able to systematically view student achievement in areas other than grades and testing. This gives Lifeline an overall view of student progress individually and as a group. Additionally, since this is an online based system being regularly updated by all teachers, parents have "real-time" access to their child'sperformance in each class that they are currently enrolled in.

This program allows Lifeline to view and identify at any time period of the school year; individual students, or classrooms which are not meeting benchmarks. This affords Lifeline the opportunity to correct a potential problem area before it becomes an actual problem. It assists in identifying students

who are falling behind before the grading period ends, allowing the teachers to provide individualized attention or tutoring to a student to correct the problem. This program also affords administrators to determine classrooms as a whole who are not meeting benchmarks, providing individual teacher training in specific areas needed.

Lifeline aims to develop a set of indexes that reasonably describe a comprehensive measurement of pupil progress. Utilizing the goals set forth in the school charter, State AYP and API targets, Lifeline seeks to remain NCLB compliant and highly qualified in providing educational services appropriate to the target school population. Lifeline has adopted State Content and Common Core State Standards as the school wide standards. The aim here is to coalesce the diverse learning scaffolds and frameworks into a set of principles that guide and focus the Charter School.

ELEMENT IV – GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Lifeline Education Charter School is established and operated as a non-profit corporation. The non-profit corporation, in accordance with California Law and the Charter School Act, is governed by a designated Board of Directors and Corporate Officers.

The Charter School will operate autonomously from the authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the authorizerand the Charter School. Pursuant to California Education Code Section 47604(c), the authorizershall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the authorizerhas complied with all oversight responsibilities required by law.

Lifeline Education Charter School has a two-tier level of governance; designed to promote maximum participation by all stakeholders, especially parents. This governance structure at the Board of Directors and Site Advisory Council level follows the Brown Act (Government Code Section 54950*et seq.*), the Public Records Act (Government Code Section 6250*et seq.*) and the Conflict of Interest Statutes (Government Code Section 1090). The Board of Lifeline Education Charter School is tasked with ensuring this compliance.

The Lifeline Board of Directors have a legal fiduciary responsibility for the well being of the Charter School. The Board of Directors is the ultimate governing body and is responsible for the governance of Lifeline Education Charter School. The Board of Directors is responsible for strategic planning and policy decisions.

The Board of Directors created and adopted the Articles of Incorporation,Bylaws and Conflict of Interest Code **(See Appendix E)** for Lifeline Education Charter School which clearly defines the roles and responsibilities of the Board of Directors and the Site Advisory Council, as well as the complete governance structure. The Board of Directors has also adopted a Conflict of Interest Policy. **(See Appendix F)**

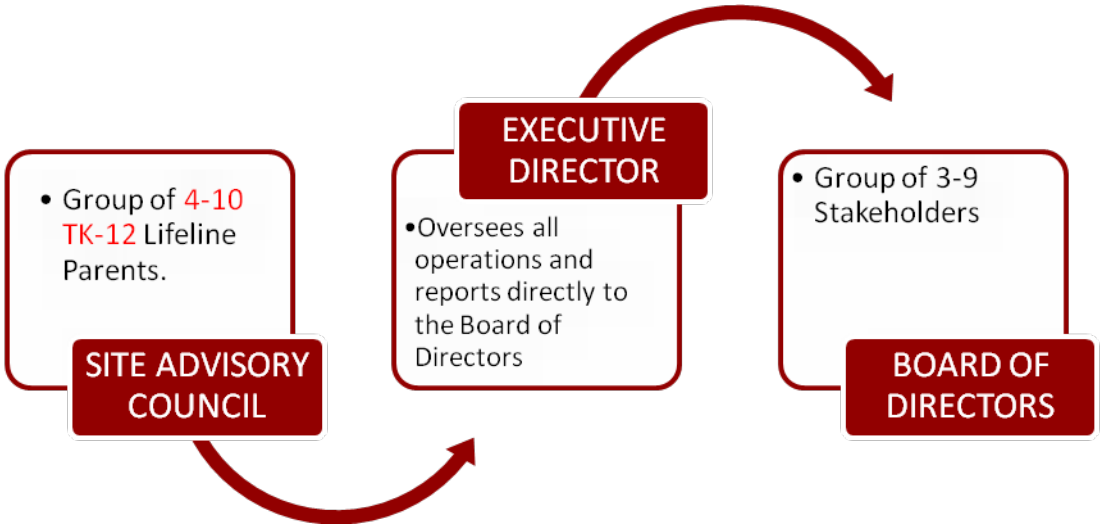


Figure 1 Governance Stucture - Lifeline Education Charter School

The Executive Director and the Site Advisory Council make recommendations to the Board of Directors which has the final authority for all matters dealing with administration of Lifeline Education Charter School.

Decision Making

The decision-making processes at the Charter School is decentralized in accordance with the provisions of this charter and detailed below.

- Board of Directorsserve as the primary governance body of the Charter School. The Board of Directors will consistent of at least 3 and no more than 9 voting members. It will include at a minimum, a representative of the public, a representative of the chartering authority at its discretion, and a parent. TheBoard will comply with the Brown Act and organize the school as a not-for-profit public benefit corporation. The corporation will operate in accordance with its approved by-laws.
- Site Advisory Council is designed to represent primary stakeholders, especially parents, in the Charter School. It is the primary advisory group to the Board and the Executive Director and is tasked to make recommendations. As required, this group considers and discusses the potential detriment or benefit of its recommendations for the whole school as well as for each of their constituents. The Board of Directors and/or the Executive Director will provide specific direction to this group as required. There are ten to fifteen members of the Charter Advisory Council as defined in the by-laws. This group is like a site council in a traditional school.

Site Advisory Council

The Chair of the Site Advisory Council shall be the Executive Director. The Executive Director will report directly to the President of the Board of Directors. The Site Advisory Council willelect its members from the pool of volunteers by a simple majority vote. The Site Advisory Council consists of 4-10 parents. Members of the Site Advisory Council will represent our student population, one parent from each grade

will serve as the parent liaison to the Site Advisory Council.After one year of service, a representative may be re-elected to serve additional years without limit. The Executive Director serves as a permanent member and chair.

The Site Advisory Council is responsible for making collaborative recommendations to the Board of Directors in relation to the Charter School's governance, including, but not necessarily limited to:

- Policies and procedures for operations
- Fiscal Management and accountability
- Educational program / instructional strategies
- Recommendations for new school policies and procedures
- Fundraising Recommendations and Implementation
- Event Recommendation and Implementation
- Promoting parent participation and volunteerism

Final authority for all matters dealing with the administration or operation of Lifeline Education Charter School shall reside with Lifeline Education Charter School Board of Directors. The Site Advisory Council meets on a regularly scheduled basis. The Executive Director or a designee will schedule and conduct these meetings. The Executive Director or designee will appoint a secretary who is responsible for insuring the recording of minutes and making such minutes a part of the public record.

Process to Ensure Parental Involvement

Parents participate in the governance of Lifeline Education Charter School through representation on the Site Advisory Council. The parent's role at Lifeline Education Charter School is very important. We believe the more involved the parent is in their child's educational process the child's chance of academic success increases. All Lifeline parents are asked to volunteer a minimum of 5 hours per school year at the school. Parent and teacher meetings throughout the year provide a platform to consult with the parents and teachers regarding Lifeline's educational program.

Board of Directors

The Board of Directors ofLifeline Education Charter School serves as the primary governance of the Charter School. The Board of Directors includes a diverse group of individuals who serve to govern the Charter School and ensure its success both educationally and financially.

The Board of Directors will conduct monthly Board Meetings adhering to guidelines within the Brown Act, including public notices. The Board of Directors will consist of a group of individuals with diverse experience including organization, community building skills and expertise, curriculum, instruction, assessment, and school finance.

Subject to the provisions and limitations of the California Nonprofit Public benefit corporation law and any other applicable laws, the corporation's activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board. The Board of Directors are responsible for the operation and fiscal affairs of the school.

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School;

- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the CharterSchool. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the CharterSchool's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the CharterSchool in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the CharterSchool;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

MAKE-UP OF BOARD AND BOARD QUALIFICATIONS

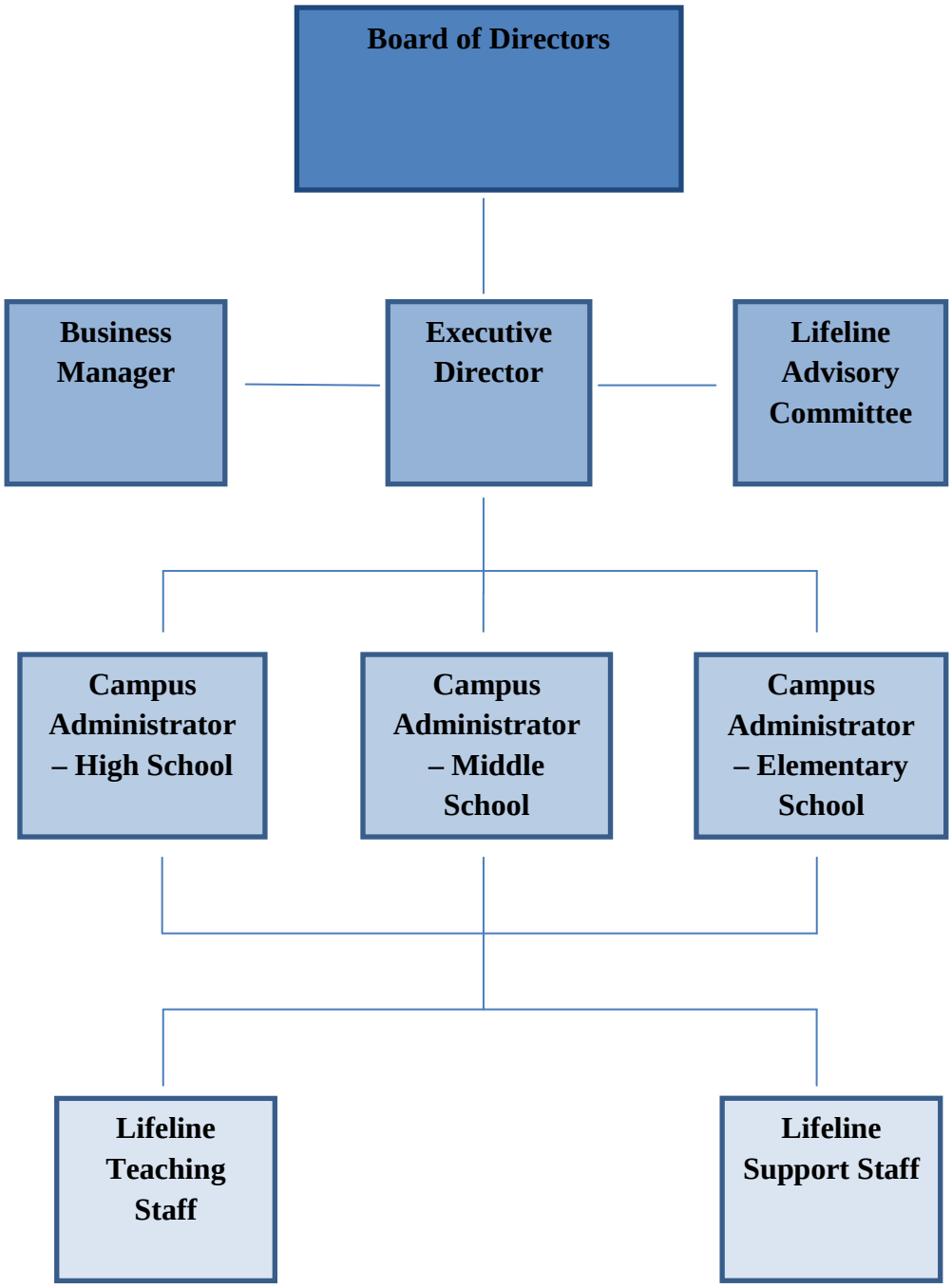
The Board of Directors will consist of a minimum of three and no more than nine members.The board members must be qualified to carry out the purpose and activities of the corporation. To this end, the board membership shall include at all times a parent, a representative of the community and a representative from the chartering authority (at the authorizer's discretion) in accordance with Education

Code Section 47604(b). The remaining board members nominated to serve will be nominated based on their commitment to the mission and vision of the school, their willingness to participate in ongoing orientation and training in areas including, but not limited to, leadership effectiveness, cultural competency, fund-raising, conflict resolution, community outreach, the Ralph M. Brown Act, and board governance. The board members will be comprised of individuals with backgrounds in the areas of education, business, charter school operation and community activism. The board members shall be recruited from the civic community, and the business and educational communities surrounding the school.

BOARD TRAINING

The Board of Directors will receive training approximately once a year in areas including:

- The Brown Act - This discussion will involve how meetings conducted by local legislative bodies such as schools boards should be run and how to balance public access to meetings with the need for confidentiality and candor among board members.
- Policy & Procedures/Responsibilities of Board members - This session will involve a discussion of what the responsibilities of board members are and the importance of developing and updating the organizations Policy & Procedures manual on an annual basis.
- Managing conflict - This session will involve an in-depth analysis of how board members handle conflict individually and collectively
- Team Building - This discussion will focus on how a person can become more culturally competent and the techniques for becoming culturally competent.
- Individual Cultural Competence Pt .1 - This discussion will focus on how an organization can become more culturally competent and the techniques for becoming culturally competent.
- Organizational Cultural Competence Pt. 2 - This discussion will focus on how an organization can become more culturally competent and the techniques for becoming culturally competent.
- Organizational Change - During this discussion we will explore Kotter's 8 stage change model and discuss the how the board reacts to change.
- Review of Sexual and Other Prohibited Harassment Policy - This discussion will be geared toward making sure that the board understands the schools sexual harassment policy.
- The Power of Ethical Management - We will review during this session the definition of Ethics and explore the challenges every board member faces.
- How to be an effective Board member – The discussion will address how board members can be more effective and how the talents they bring to the board can be maximized.
- Review and discussion of Federal Civil Rights law and legislation - During this session various Civil Rights laws will be discussed and scrutinized.
- Leadership – Various leadership theories will be discussed and examined in the context of education.


Board of Directors
Business Manager
Executive Director
Lifeline Advisory Committee
Campus Administrator – High School
Campus Administrator – Middle School
Campus Administrator – Elementary School
Lifeline Teaching Staff
Lifeline Support Staff

EXECUTIVE AND ADMINISTRATION RESPONSIBILITIES

Executive Director

General Description: Administer the Charter School in all of its aspects of its day to day operations, work cohesively with the Charter School Board of Director, the School District, students, parents, and community members and the other governing bodies specified by local and state law. Direct, and manage instructional program and supervise operations and Administrative personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with Charter School policies, authorizer policies, success of instructional programs, and operation of all campus activities. Strengthen, build and develop all programs offered.

- Instructional Management
  - Regularly consult the Site Advisory Council about planning, operation, supervision, and evaluation of the education program. Include students and community representatives when appropriate.
  - Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use ongoing assessment to identify problems and take corrective actions.
  - Regularly consult the Campus Administrators about planning, operation, supervision, and evaluation of program activities.
- Community Relations
  - Articulate the Charter School's mission to the community and solicit its support in realizing the mission.
  - Demonstrate awareness of community needs and initiate activities to meet those needs.
  - Use appropriate and effective techniques to encourage community involvement.
  - Attend and participate in coalitions for the Compton Area.
  - Liaison to CUSDand LACOE, as necessary, and the CDE.
- School Morale
  - Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
  - Provide for two-way communication with Campus Administrators, staff, students, parents, and community.
  - Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
  - Anticipate and identify conflicts to ensure effective and quick resolution.

  - Provide instructional resources and materials to support staff in accomplishing goals.
- School Improvement
  - Build common vision for school improvement with Camps Administrators and Staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
  - Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
  - Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Partnerships/Collaborations/Capacity Building
  - Develop partnerships and collaborations with other Charter Schools whose goals or missions parallel or intersect with Lifeline mission.
  - Partner with non-profit organizations to provide services which are an integral part of Lifeline's mission and vision affording Lifeline to offer alternate programs.
  - Provide a written and signed MOU with all partnering organizations clearly defining the goals and objectives.
  - Promote current programs and future programs on-site in current communities. Build relationships and trust within the community increasing the numbers served.
  - Build capacity by increasing numbers served.
  - Develop a volunteer program to assist with the mission and vision of the organization.
  - Obtain membership in organizations which can assist in growing and developing the organization; attend all meetings and actively participate in the organization
- Personnel Management
  - Interview, orient, and recommend new staffto the Board of Directors. Discuss performance of all personnel to the Board of Directors.
  - Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
  - Observe employee performance, record observations, and conduct evaluation conferences with staff.
  - Work with campus-level planning and decision-making committees to plan professional development activities.

  - Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
  - Ensure all core, college prep teachers has a valid California Teaching Credential that is required in the area of academic assignment
- Management of Fiscal, Administrative, and Facilities Functions
  - Comply with Charter School policies and fiscal controls and state and federal laws and regulations affecting the Charter School.
  - Manage use of school facilities and coordinate space assignments. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Student Management
  - Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
  - Conduct conferences about student and school issues with parents, students, and teachers if needed.
  - Coordinates department programs, seminars, workshops, travel arrangements, special projects, and/or events; may coordinate program/project development and planning.
- Personal Growth and Development
  - Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.
  - Obtain professional development through on-going training.
- School or Community Relations
  - Articulate the Charter School's mission to the community and solicit its support in realizing the mission.
  - Demonstrate awareness of school and community needs and initiate activities to meet those needs.
  - Use appropriate and effective techniques to encourage community and parent involvement.
- Supervisory Responsibilities
  - Supervise and evaluate the performance of staff assigned to campus including administrators, teachers, instructional aides, and clerical support staff.

<u>Campus Administrators</u>

There are threecampus administrators; one for the high school, one for the middle school, and one for the elementary school campus. The duties described below are the same for alladministrators and differ only in that they apply to the campus that they serve.

General Description: Direct, and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

- Instructional Management
  - Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
  - Provide a weekly report by 8:00am Monday morning for the previous week to the supervisor.
  - Work with the Executive Director and Coordinator of Security.
- School or Organization Morale
  - Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
  - Provide for two-way communication with Executive Director, staff, students, parents, and community.
  - Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
  - Anticipate and identify conflicts to ensure effective and quick resolution.
- School or Organization Improvement
  - Build common vision for school improvement with Executive Director and Staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
  - Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
  - Develop and set annual campus performance objectives for each of the Academic Performance Indicators using the campus planning process.
  - Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Personnel Management
  - Along with Executive Director, interview, select, and orient new staff. Along with the Executive Director, discuss performance of all personnel assigned to campus.
  - With Executive Director, define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.

- Observe employee performance, record observations, and conduct evaluation conferences with staff.
- Assign and promote campus personnel.
- Make recommendations to Executive Director on termination, suspension, or non-renewal of employees assigned to campus.
- Work with campus-level planning and decision-making committees to plan professional development activities.
- Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
- Ensure all staff has a valid California Teaching Credential that is required in the area of academic assignment
- Ensure staff are clocking in appropriately. Keep track of all staff tardiness.
- Handle all employee sick calls and find appropriate replacement for class.

- Management of Fiscal, Administrative, and Facilities Functions
  - Comply with district policies and state and federal laws and regulations affecting the schools.
  - Manage use of school facilities and coordinate space assignments. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Student Management
  - Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
  - Conduct conferences about student and school issues with parents, students, and teachers.
  - Coordinates department programs, seminars, workshops, travel arrangements, special projects, and/or events; may coordinate program/project development and planning.
- Personal Growth and Development
  - Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.
- School or Community Relations
  - Articulate the school's mission to the community and solicit its support in realizing the mission.
  - Demonstrate awareness of school and community needs and initiate activities to meet those needs.

  - Use appropriate and effective techniques to encourage community and parent involvement.
  - Adhere to the Lifeline Code of Conduct at all times.
- Supervisory Responsibilities
  - Supervise and evaluate the performance of staff assigned to campus including, teachers, instructional aides, and clerical support staff.

Instructional/Student Services Staff			
Title	**Qualifications**	**Skills/Knowledge**	**Experience**

ELEMENT V – HUMAN RESOURCES

Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Lifeline Education Charter School staff will show a high level of commitment to all areas of instruction and school management as demonstrated by, but not limited to, the participation in and development of school programs, workshop attendance and participation in quality improvement teams, as they are established.

All core, college prep teachers will meet the No Child Left Behind qualifications of being "highly qualified" professionals. A highly qualified teacher must:

1. have a bachelor's degree;
2. hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold;
3. be able to demonstrate subject-matter competence.
4. Teachers must demonstrate competency for each subject and grade span they teach.

Key Personnel who will supervise the day to day operations of Lifeline Education Charter School and their functions are outlined in the following table. Qualifications, special skills/knowledge and experience for all key employment positions at Lifeline Educational School are also outlined in the table. All requirements for employment set forth in statute will be met.

Teacher	1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program; 2. NCLB Compliance 3. Bachelor or Masters Degree 4. Successfully passed all required DOJ/FBI and LiveScan checks 5. Tuberculosis and other medical exams	• Ability to work well with children. • Ability to communicate effectively. • Ability to help students achieve extraordinary academic results. • Ability to inspire confidence and trust in parents and colleagues. • Expert knowledge of child cognitive development and different learning styles, California State Standards, subject-specific frameworks and assessments. • Ability to work in a team environment. • Ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities • Understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles • Ability to design, tailor and manage individual learning plans	• Minimum 2-5 years experience in a classroom setting • Under 2 years experience will be considered only with a teaching mentor assigned. • At-risk classroom experience a plus
Instructional Aide (Aides who act primarily as translators, or who do not assist in instruction, do not need to meet these requirements.)	1. Two years of college (48 semester units); 2. A.A. degree or higher; or 3. Passing score on a local or state test which assesses knowledge of and ability to assist in, instructing reading, writing, and mathematics.	• Ability to work well with children. • Ability to communicate effectively. • Ability to help students achieve extraordinary academic results. • Ability to inspire confidence and trust in parents and colleagues. • Knowledge of child cognitive development and different learning styles • Ability to work in a team environment. • Ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities • Understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles	• Minimum 1-2 years experience in a classroom setting • At-risk classroom experience a plus

Key Staff qualifications, special skills/knowledge and experience:

Title	Qualifications	Skills/Knowledge	Experience

Para-professional	1. High school diploma 2. Preferably some college course work	• Ability to work well with children. • Ability to communicate effectively. • Ability to help students achieve extraordinary academic results. • Ability to work in a team environment. • Ability to be flexible, resourceful, and imaginative.	• Experience working with children
ELD Coordinator	1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program. 2. NCLB Compliance 3. Bachelor or Masters Degree 4. Successfully passed all required DOJ/FBI and LiveScan checks 5. Successfully passed all support requirements related to obtaining a clear teaching credential, e.g., tuberculosis and other medical exams	• Ability to work well with children. • Ability to communicate effectively. • Ability to help students achieve extraordinary academic results. • Ability to inspire confidence and trust in parents and colleagues. • Expert knowledge of child cognitive development and different learning styles, California State Standards, subject-specific frameworks and assessments. • Ability to work in a team environment. • General knowledge of curriculum and instruction. • Commitment to education least restrictive normalized settings. • Ability to function as a member of an educational team, collaborate with general education staff, support personnel, community agencies, and parents. • Strong behavior management and positive discipline skills. • Ability to be flexible and receptive to change.	• Minimum 2-5 years experience in a classroom setting • Under 2 years experience will be considered only with a teaching mentor assigned. • At-risk classroom experience a plus. • 1-2 years experience in an ELD program.

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Title	Qualifications	Skills/Knowledge	Experience
Special Ed Administrator	1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program. 2. NCLB Compliance 3. Bachelor or Masters Degree 4. Successfully passed all required DOJ/FBI and LiveScan checks 5. Tuberculosis and other medical exams 6. Valid California teaching certificate with required special education endorsements for assignments or emergency permit actively working towards full credential.	• Knowledge of special needs of students in assigned area. • Knowledge of Committee process and Individual Education Plan (IEP) goal setting process and implementation. • General knowledge of curriculum and instruction. • Commitment to education least restrictive normalized settings. • Ability to diagnose learning disorders, prescribe remediation and evaluate student progress. • Ability to function as a member of an educational team, collaborate with general education staff, support personnel, community agencies, and parents. • Strong behavior management and positive discipline skills. • Ability to be flexible and receptive to change.	• Minimum 2-5 years experience in a classroom setting • 2 years experience in special education • At-risk classroom experience a plus.
Special Ed Aide	1. Two years of college (48 semester units); 2. A.A. degree or higher; or 3. Passing score on a local or state test which assesses knowledge of and ability to assist in, instructing reading, writing, and mathematics. 4. Prefer California educational aide certificate	• Ability to work with children with disabilities • Ability to follow verbal and written instructions • Ability to communicate effectively • Knowledge of general office equipment • Ability to communicate effectively. • Ability to work in a team environment. • Ability to be flexible, resourceful, and imaginative.	• Minimum 2years experience in a special education classroom setting • At-risk classroom experience a plus.

Administrative Staff

Title	Qualifications	Skills/Knowledge	Experience
Campus Administrator – *Elementary School* *Middle School* *And* *High School*	1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program. 2. Bachelor or Masters Degree 3. Successfully passed all required DOJ/FBI and LiveScan check 4. Tuberculosis and other medical exams 5. Administrators Credential or working towards Credential	• Working knowledge of curriculum and instruction • Ability to evaluate instructional program and teaching effectiveness • Ability to interpret policy, procedures, and data • Strong organizational, communication, public relations, and interpersonal skills • Ability to lead a team • Ability to develop a strong, productive team • Ability to collaborate with general education staff, support personnel, community agencies, and parents.	• Three years experience as a classroom teacher or equivalent years experience in an instructional leadership role.

Title	Qualifications	Skills/Knowledge	Experience
Administrative Manager	1. High school diploma or GED 2. Preferred: Bachelor Degree or some college course work in business management.	• Communicate effectively, clearly, and concisely, both orally and in writing. • Interpersonal skills using tact, patience, and courtesy. • Able to perform complex, specialized tasks requiring accuracy. • Able to establish and maintain cooperative and effective working relationships with others. • Meet schedules and deadlines. • Proficient computing skills • Effective organization, communication, and interpersonal skills • Ability to follow written instructions • Ability to read, analyze, and arrange financial ledgers and accounting sheets/software • Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.	• Five years clerical experience in office setting • Five years accounting experience • Two years Human Resources • Two years management experience
Executive Director	1. BA in Business Management and/or 2. Some college course work (Business Management preferred) and equivalent experience	• Working knowledge of curriculum and instruction • Ability to evaluate instructional program and teaching effectiveness • Ability to manage budget and personnel • Ability to coordinate campus functions • Ability to interpret policy, procedures, and data • Strong organizational, communication, public relations, and interpersonal skills • Ability to foster team morale • Strong personnel management skills • Ability to provide fair and consistent leadership	• 5 years experience in a class room setting • Or equivalent experience in an instructional leadership role • Or 5 years experience in a supervisory and/or leadership role • Or 5 years experience combined from each of the above

Title	Qualifications	Skills/Knowledge	Experience
Administrator Student Services	1. High school diploma or GED 2. Some college course work preferred	• Knowledge of school requirements for graduation. • Communicate clearly and concisely, both orally and in writing. • Interpersonal skills using tact, patience, and courtesy. • Able to perform complex, specialized clerical tasks requiring accuracy. • Able to establish and maintain cooperative and effective working relationships with others. • Meet schedules and deadlines. • Proficient computing skills • Effective organization, communication, and interpersonal skills • Ability to follow written instructions • Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.	• Minimum two years of attendance data management • Minimum two years of academic advising/counseling • Minimum one year as an administrative assistant
Registrar	1. High school diploma or GED 2. Some college course work preferred	• Knowledge of school requirements for graduation. • Knowledge of state regulations related to dropping, enrolling and transferring students. • Communicate clearly and concisely, both orally and in writing. • Interpersonal skills using tact, patience, and courtesy. • Able to perform complex, specialized clerical tasks requiring accuracy. • Able to establish and maintain cooperative and effective working relationships with others. • Meet schedules and deadlines. • Proficient keyboarding skills • Effective organization, communication, and interpersonal skills • Ability to follow written instructions • Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.	• One-year clerical experience in office setting

Title	Qualifications	Skills/Knowledge	Experience
Office Assistant	1. High school diploma or GED 2. Some college course work preferred	• Communicate clearly and concisely, both orally and in writing. • Interpersonal skills using tact, patience, and courtesy. • Able to perform complex, specialized clerical tasks requiring accuracy. • Able to establish and maintain cooperative and effective working relationships with others. • Meet schedules and deadlines. • Proficient keyboarding skills • Effective organization, communication, and interpersonal skills • Ability to follow written instructions Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner	• One-year clerical experience in office setting
Security	1. High school diploma or GED 2. Some college course work preferred	• Ability to record information • Ability to follow verbal and written instructions • Ability to work effectively with all students • Ability to communicate effectively (verbally)	• Prefer one year experience as a security guard

Evaluations – teaching staff are evaluated annually.

Furthermore, all core, college prep teachers must:

- must meet the NCLB requirements
- have successfully passed all required DOJ/FBI and LiveScan checks
- have successfully passed all support requirements related to obtaining a teaching credential, e.g., tuberculosis and other medical exams.
- demonstrate the ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities
- demonstrate an understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles
- demonstrate the ability to work as a team
- demonstrate the ability to design, tailor and manage individual learning plans

All employees receive "at will" agreements that are reviewed annually.

Teachers are required to participate in continuous improvement/professional development program offered annually by the school. Participation in professional development activities is a prerequisite for continued employment.

The Board of Directors' of Lifeline Education Charter School has developed a comprehensive school wide policy and procedures manual which is part of the Employee Handbook. (See Appendix C).

Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No person may be required to be employed at the Charter School. Persons employed by Lifeline Education Charter School are not considered employees of the authorizer for any purpose whatsoever. Employees who resign from employment to work at Lifeline Education Charter School and who later wish to return to either a district, county or the state shall be treated the same as any other former district, county or state employee seeking reemployment.

A former local education agency employee of the Charter School shall have the following rights:

(A) Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.

(B) Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the local education agency determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the Charter School or to which the employee returns from the Charter School.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the authorizer, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the authorizer or any local education agency will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

The Charter School is a participant in the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS); therefore, employee membership in these programs is mandatory for those who qualify.

The Administrative Manager will ensure that appropriate arrangements for the coverage have been made. All Certificated employees will be enrolled in STRS. All Classified employees will be enrolled in PERS.

Los Angeles County Office of Education has been contracted by Lifeline Education Charter School to provide HRS (Human Resource Services). These services include all payroll and retirement plan functions, as well as making all employer contributions to STRS and PERS as required, and contributions for workers compensation insurance, unemployment insurance and any other payroll obligations.

The Board of Directors retains the option to add additional retirement incentive such as a 403B plan in the future. Participation in STRS or PERS requires all Charter School employees to participate. No retirement benefits are available to contractors.

Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A copy of these procedures is attached as Appendix J.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor

the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

ELEMENT VI – ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION

Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Lifeline Education Charter School operates as a public tuition free school and complies with all laws establishing minimum and maximum age for public school attendance. No student is denied admission to the school based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School requires a commitment from both students, parents, guardians and/or other concerned adult who may be directly responsible for the child's development, i.e., counselors, social workers.

Applications from new students will be accepted from August1 through November 15 for the fall semester and from January 1 through April 15 for the spring semester. If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied will be offered admission.

If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. If there are more eligible applicants than available spaces in a class, then a public lottery will be conducted in early August. Notices will be posted on site and mailed home setting forth the time and place for the public random drawing. A name will be drawn for each vacancy per grade level that exists and each applicant whose name is drawn will be offered admission.

If there are names remaining after all vacancies have been filled, a waiting list will be developed. The remaining names will be drawn and placed on the waiting list in the order they were drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

Lifeline Education Charter School will exempt from the lottery, currently enrolled students, the siblings of currently enrolled students and the children of the school’s founders and teachers (not to exceed more than 10% of total student enrollment). Preference shall be extended to pupils who reside in the Compton Unified School District at a ratio of 2:1, unless otherwise agreed to with the authorizer. If an application is received after the application period has passed, the applicant’s name is added to the waiting list behind the names of the applicants who timely applied.

Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Lifeline Education Charter School accommodates pupils of all racial and ethnic backgrounds through an open enrollment policy. Anychild, regardless of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) is eligible for admission. Lifeline Education Charter School will annually monitor the racial and ethnic balance among its students and will strive to achieve a racially and ethnically diverse student population which reflects the general population residing within Compton Unified School District.

Lifeline Education Charter School actively recruits students who reflect the diverse population of the state of California. The Charter School has developed and may distribute promotional and informational materials that appeals to and can be understood by the various racial and ethnic groups to ensure a balance among students that is reflective of the District's population as well as using a process which will reflect in a broad-based recruiting plan. Lifeline Education Charter School recruits from within the local and surrounding communities using resources such as: local community newspapers (English and Spanish); developing relationships with community leaders, pastors and local businesses; and participating in community gatherings, local fairs, and other social events.

Currently, our student population consists of approximately 34% African-American students, 64% Hispanic-Latino students, and 2% other.

Lifeline Education Charter School strongly believes that developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement will increase our student enrollment.

Lifeline Education Charter School has built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success.

Many of our current parents have been requesting that we expand to the elementary grades. Parent have expressed that there are not enough choices in education in the community.

Lifeline Education Charter School prides itself on safety, small class sizes, and the family-oriented atmosphere which is what many of our families are looking for. They are searching for a community of teachers, students, and parents that can support each individual child or a family in need.

Marketing Goals/Objectives (External)

- Increase awareness throughout the surrounding school areas that Lifeline Education Charter School is a strong educational choice for families
- Market to diverse ethnic groups in surrounding areas
- Recognize why parents choose a school and market to those characteristics
- Be strategically proactive
- Continually look for marketing opportunities with media and strategic partners, as well as other organizations to increase exposure
- Advertise to build awareness and recruit those who may be interested in the program
- Seek, build, and maintain strategic partnerships
- Build a positive image
- Be consistent with branding, image, and messaging

Marketing Strategies

- Maintain our school website
- Create marketing materials such as flyers, postcards, newsletters, etc., as needed to identified target markets
- Sponsor, produce, attend, or participate in community functions, fairs, and events
- Arrange open houses, tours, and exposure into school community
- Build business, government, and educational partnerships
- Promote "word of mouth" community recommendations

Procedures by Which Pupils Can Be Suspended or Expelled

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

A student handbook, with Board approved policies and procedures, establishes clear guidelines for standards of conduct. This handbook describes due process procedures for special education students and students with disabilities. In addition, Lifeline will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation.

Discipline standards reflect the Charter School's dedication to the idea that parents/guardians and those adults working with a child at home or in special care situations share an equal responsibility with the student, for regulating student conduct. Clear expectations for student conduct have been established for all students.

The Board of Directors has established the policies for suspension and expulsion of its students as detailed below.

Parents and students are provided with a Student/Parent Handbook immediately upon enrollment. Each year students/parents are provided the most current Student/Parent Handbook on the first day of school. The Student/Parent Handbook is reviewed each year prior to the beginning of the school year by the Administrative Team and any modifications are made at this time.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b)

while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force of violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property.

    g) Stole or attempted to steal school property or private property.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

    l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3) Causing a reasonable student to experience substantial interference with his or her academic performance.
4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3) Causing a reasonable student to experience substantial interference with his or her academic performance.
4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining

witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Attendance

The School's academic calendar generally aligns with the Compton Unified School District's traditional academic calendar—commencing before September 30 in accordance with State charter school guidelines, and including but not limited to 180instructional days. The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 47612.5.

Lifeline Education Charter School parents/guardians are responsible for sending their children to school and providing an explanation for absences. Lifeline Education Charter School has developed attendance policies to encourage regular attendance and for reporting of truancies to appropriate local authorities. Please see Appendix B – Student Handbook details the attendance policy.Student Handbooks will be updated to reflect elementary students in Spring 2014.

Students who wish to transfer to another school may do so at any time. The Executive Director or designee will assist any student, wishing to transfer, to find and choose an appropriate public or private school alternative as needed.

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT VII – FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Financial and Programmatic Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Lifeline Education Charter School has had independent financial audits since 2007. The independent financial audit for 2009-2010 is attached (see Appendix A).

Lifeline Education Charter School is responsible for all aspects of school operations. In doing such, the board of directors retains the option to contract for any services deemed necessary for the operation of the school. Lifeline Education Charter School is fully accountable for establishing expectations, guidelines and, at times, procedures for all contractors. Lifeline Education Charter School complies with all prescribed state requirements for the operation of a charter school as a not-for-profit public benefit corporation in the state of California.

Lifeline Education Charter School is classified as a 501(c)(3) corporation as a California not-for-profit corporation.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Lifeline Education Charter School has contracted with Clem Payne, Jr., CPA as the official auditor with experience in education finance and was selected from the Certified Public Accountants Directory published by the State Controller's Office, to conduct an annual audit of the Charter School using generally accepted accounting procedures.

The audit will be conducted pursuant to EC Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies and in accordance with generally accepted accounting principles applicable to the school, and to the extent required by applicable federallaw, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Board, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along

with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

Dispute Resolution Process

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School and the authorizer will be encouraged to attempt to resolve any disputes with the authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the authorizer, Charter School staff, employees and Board members of the Charter School and the authorizer agree to first frame the issue in written format ("dispute statement") and to refer the issue to the authorizer's liaison and the Executive Director of the Charter School. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the authorizer's ability to proceed with revocation in accordance with Education Code Section 47607.

The authorizer's liaison and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the liaison and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the liaison and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the liaison and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the authorizer and the Charter School.

Lifeline recognizes that, because the SBE is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

Lifeline Education Charter School Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The Director is responsible for administering these procedures. (See Appendix C – Employee Handbook Sec. IX-e)

School Closure

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Lifeline Education Charter School shall abide by the closure regulations as set forth in Section 11962, Title 5, *California Code of Regulations*. In the event Lifeline Education Charter School closes, the assets and liabilities of Lifeline Education Charter School will be disposed of by the Board of Trustees in accordance with applicable state and federal law and the asset disposition provisions of Lifeline Education Charter School's Articles of Incorporation. The Board of Directors will attend to enumeration and disposing of the assets and liabilities as directed in the Articles of Incorporation. The Executive Director shall ensure that a final audit of Lifeline Education Charter School's assets and liabilities is performed.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the authorizer, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy

Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County or other authorizer-approved entity to store original records of Charter School students. All records of the Charter School shall be transferred to the County or other authorizer-approved entity upon Charter School closure. If the County or other authorizer-approved entity will not or cannot store the records, the Charter School shall work with the authorizer to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the authorizer promptly upon its completion. The final audit will include an accounting of all financialassets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the authorizer or authorizer property will be promptly returned upon Charter School closure to the authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in AppendixB,the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS ELEMENTS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.Education Code Section 47605(g).

Attached, as revised Appendix A, please find the following documents:

- Budget assumptions
- Financial projections for fiveyears of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the authorizer as follows, and may provide additional fiscal reports as requested by the authorizer:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the authorizer and the Charter School's insurer. The authorizer shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided.Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.Education Code Section 47605(g).

Elementary and Middle School Campus (440 S. Santa Fe Ave)
Lifeline holds instruction for 6th through 8th grade students at 440 S. Santa Fe Ave, Compton, CA 90221. This is a single story facility where there are 5 classrooms, 1 resource room, a commercial kitchen (not in use), and an outside physical education area.Additional facilities will be added in Spring 2014 to accommodate the TK-5 students.

High School Campus (225 S. Santa Fe Ave)
Lifeline holds instruction for 9th through 12th grade students at 225 S. Santa Fe Ave, Compton, CA 90221. This is a two story facility where there are 7 classrooms, 1 resource room, 1 multipurpose room, and an outside physical education area.The high school campus is our primary location (*home office*) for all business associated with Lifeline.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District.Education Code Section 47605(g).

Lifeline Education Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Lifeline Education Charter School shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and authorizer shall enter into a MOU, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Lifeline Education Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDICES

APPENDIX A – INDEPENDENT AUDITORS REPORT/ FINANCIALS (Revised January 2014)

APPENDIX B – STUDENT HANDBOOK

APPENDIX C – EMPLOYEE HANDBOOK

APPENDIX D – SAMPLE LESSON PLANS (Revised January 2014)

APPENDIX E – ARTICLES OF INCORPORATION, BYLAWS, 501c3 IRS LETTER

APPENDIX F – ADOPTED CONFLICT OF INTEREST POLICY

APPENDIX G – SELPA ASSURANCES & SERVICES

APPENDIX H – STUDENT REGISTRATION FORMS

APPENDIX I - SCOPE AND SEQUENCE (Revised January 2014)

APPENDIX J - HEALTH AND SAFETY PROCEDURES