

Lifeline Education Charter School Petition

APPENDICES

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Lifeline Education Charter School Petition

APPENDIX A – INDEPENDENT AUDITORS REPORT/ FINANCIALS **REVISED January 2014**

Date: January 18, 2014

To: Lifeline Board of Trustees

From: Paula DeGroat, Executive Director
CalCharter Management, LLC

RE: SBE Petition for Grade Level Expansion

SBE Petition for Grade Level Expansion

Board Agenda – Financial Background

Fiscal Management

The following information and fiscal analysis is provided for Lifeline's petition to the State Board of Education to expand the grade level configuration from 6-12 to K-12. The fiscal analysis includes the expansion of two grades levels per year starting with the 4th & 5th grades for the fall of the 2014-15 fiscal year.

The State Board of Education (SBE) delegates' oversight of its SBE authorized charter schools to the California Department of Education (CDE). The CDE collects data and information on these schools and conducts an annual site visit of each school as required pursuant to California *Education Code (EC)* Section 47604.32(b).

CDE fiscal management oversight and monitoring occurs throughout the fiscal year. Lifeline provides the CDE with budget reports and statutorily required financial reports for the Adoption Budget and Interim Financial Reporting periods throughout the fiscal year. These are followed by the unaudited actuals report of revenues and expenditures at the close of the fiscal year.

The financial management review process is concluded with the annual audit by a third party auditor who reviews the school's fiscal condition and opinion regarding the financial records of the charter. Third party auditors are contracted by the school and have been selected from the list of auditors from the Certified Public Accountants Directory Service provided by the California State Controller's Office.

Based on the financial information provided in the 2013-14 First Interim Financial Report, the Lifeline Board and Executive Director have certified that the district will be able to meet its financial obligations for the balance of the current and two subsequent fiscal years. **The 2013-14 First Interim Financial Report contains the preliminary Local Control Funding Formula calculations using FCMAT's LCFF calculator and is attached as appendix "A" of this report.**

Good Financial Condition

The SBE defines the financial condition of its charter schools in accordance with the following three categories; 1.) Good, 2.) Fair and 3.) Poor. The Lifeline Education Charter School is considered to be in good financial condition by the SBE. The charter continues to demonstrate its ability to operate with a balanced budget, sustain enrollment and attendance ratios, manage cash liquidity, maintain low debt levels, maintain positive fund balances, and meet the recommended reserve levels specified in their MOU. The Multi-Year Financial Projection over the current and two subsequent fiscal years demonstrates continued positive growth and a strong financial position.

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The LCFF is intended to correct historical inequities between school districts and charter schools. While this new funding formula increases the flexibility and provides additional revenue, the new funding model is still being revised and additional revenues are viewed from a cautionary perspective. The current calculation from the LCFF calculator generates approximately \$324,271 additional funds for Lifeline.

Regulations on the development of the Supplemental and Concentration Grants and the format for the Local Control Accountability Plan (LCAP) will be determined by the State Board of Education during the 2013-14 fiscal year and have not been finalized. Due to the current LCFF calculator being locked for the current and two subsequent fiscal years by FCMAT, Lifeline's Multi-Year Financial Projection is limited to this time frame. Additional fiscal years were added but do not include any adjustments to the LCFF funding formula beyond the 2015-16 fiscal year. The CDE or DOF have not validated the LCFF calculations and they are not expected to finalize the LCFF funding until P-2 (April) or later.

Financial Reporting Requirements:

Charter school funding under the Local Control Funding Formula (LCFF) will be similar to district funding beginning in the 2013-14 fiscal year. Lifeline will receive supplemental and concentration grants and the charter school's concentration grant percentage will be limited to the percentage associated with the Compton Unified school district where the charter school resides. Other components of charter school funding remain unchanged in the LCFF calculations, including in-lieu property tax transfers, and the use of current year ADA even in the case of declining enrollment.

FINANCIAL REPORTING RESPONSIBILITIES FOR LIFELINE CHARTER SCHOOL Education Code Section 42127(i) (4) Budget Revisions:

Authorizing Local Educational Agencies (LEAs) including the State Board of Education are required by Education Code (EC) Section 47604.33(a), to ensure that each charter school under its authority complies with all reports required by law of charter schools, and to monitor the fiscal solvency of that charter school. Furthermore, EC Section 47604(c) specifies that failure to comply with all oversight responsibility could result in an LEA losing its protection against liability for any nonprofit public benefit corporation charter school that the LEA has authorized. It is critical that the charter school's adoption budget, revisions and interim financial reports contain sufficient fiscal information to enable their authorizing LEA to perform the required review and analysis of the report as part of their fiscal oversight responsibilities. Authorizing Local Educational Agencies are urged to collect supporting data, in addition to the budget, from their charter school similar to what K-12 school districts submit to the County Office, including detailed assumptions and multi-year projections.

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FINANCIAL REPORTING DATA REQUIRED OF CHARTER SCHOOLS:

Lifeline has met all the following financial reporting requirement contained in EC Section 47604.33, and continues to submit the following fiscal reports to the SBE and to the county superintendent of schools:

Report Due Date (SBE and County Superintendent) 1

- ▶ Adoption Budget is due on or before July 1 of each fiscal year
- ▶ 45 Day Budget Revision due on or before August 13, 2013
- ▶ Unaudited Actual as of June 30, 2013 (Year End Closing)
- ▶ First Interim due or before December 15 (reflecting changes as of October 31)
- ▶ Second Interim due on or before March 15 (reflecting changes as of January 31, 2014)

2013-14 FIRST INTERIM FINANCIAL REPORT
BUDGET ASSUMPTIONS

The following related data for the Lifeline Education Charter School and information is provided to the Authorizing Local Educational Agency, the State Board of Education:

In reviewing the First Interim Financial Report the following explanations are provided regarding the SACS reporting format:

1. Column A equals the Charter School's Adoption Budget on July 1, 2013
2. Column B equals the Charter School's 45 Day Revised Budget
3. Column C equals the Charter Schools actual revenue and expenditures from July 1 through January 31, 2014
4. Column D equals the Charter Schools projected year end budget including estimated accruals of revenues and expenditures

The format requires the charter to report the combined unrestricted and restricted revenue and expenditures, and the unrestricted and restricted totals separately.

Average Daily Attendance (ADA) – Lifeline's Adoption Budget was projected with growth in Average Daily Attendance (ADA) for a total of 360.05 Based upon the current enrollment and attendance, the ADA has been projected to remain static for the First Interim Financial Report and is budgeted at 360.05. Any additional adjustments will be made at P-1 Attendance reporting in February 2014, if necessary.

In-lieu of Property Tax Transfer – Districts must reflect the In-lieu of Property Tax Transfer transactions appropriately. All calculations for the In-lieu of Property Tax Calculations are made in accordance with the apportionment schedule contained in the Education Code Section 47635 by the Compton Unified School District. The budget is projected at \$201,854.

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FUNDING REVISIONS:

(Rates for the LCFF Funding Formula have been included in the 2013-14 First Interim Financial Report and included in a separate attached worksheet.)

- The LCFF eliminates revenue limits and corresponding add-ons and adjustments. This includes elimination of the revenue limit adjustment for State Unemployment Insurance (UI), PERS Reduction, and Meals for Needy Pupils, and Beginning Teacher Salary. The current level of funding for these programs is folded into the LCFF. These amounts are no longer be adjusted for changes in districts’ UI expenditures or in PERS contribution rates. Advance Apportionment
- For 2013-14, the advance apportionment will be based on P-2 revenue limit and general purpose funding and will include categorical funding entitlements from 2012-13 rolled into the LCFF.
- P-1 apportionments will be the earliest point at which CDE can certify an apportionment based on LCFF and using prior year 2012 CALPADS data.

2013-14 Charter Funding Description- LCFF Model used for the First Interim Financial Report			
Entitlement Factors per ADA	2013-14	2014-15	2015-16
2013-14 Base Grants	\$7,093	\$7,699	\$8,311

Per the LCFF, local education agencies are to receive minimum state funding of no less than the total received in the 2012-13 fiscal year, as adjusted for changes in ADA and property taxes.

The calculation of the “hold harmless” is made on a per-ADA basis and is a combination of the following funding sources:

- All revenue limits received in 2012-13 divided by 2012-13 ADA, multiplied by current ADA.
- All 2012-13 state categorical funding

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2013-14 First Interim Report-Revenue & Expenditure Summary:

Lifeline’s total revenues were projected to be \$3,798,694 million for the First Interim Financial Report. Budget adjustments made between July 1 and October 31 include the LCFF funding (\$324,271), Common Core (\$150,400) Proposition 39 Energy (110,678). The most notable change is from Revenue Limit Sources to the LCFF funding model and Other State Revenue. Revenue in these categories is directly connected to student ADA or enrollment. As the fiscal year progresses, CalCharter Management will continue to monitor these sections and adjust the projections as necessary based on the latest information available.

Lifeline Charter School
California Department of Education

2013/2014 First Interim
GENERAL FUND
SUMMARY

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description		Summary - Unrestricted/Restricted					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Revenue Limit Sources	8010-8099	2,400,303.00	2,431,418.00	588,478.41	2,755,689.00	324,271.00	13.34%
2) Federal Revenues	8100-8299	262,295.00	262,295.00	285.18	262,295.00	0.00	0.00%
3) Other State Revenues	8300-8599	705,573.00	779,211.00	165,248.59	779,210.00	(1.00)	0.00%
4) Other Local Revenues	8600-8799	1,500.00	1,500.00	4,215.44	1,500.00	0.00	0.00%
5) TOTAL REVENUES		3,369,671.00	3,474,424.00	758,227.62	3,798,694.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	996,471.28	996,471.28	279,491.02	996,470.68	0.60	0.00%
2) Classified Salaries	2000-2999	420,042.00	420,042.00	160,557.64	420,042.00	0.00	0.00%
3) Employee Benefits	3000-3999	436,267.00	436,267.00	106,067.97	426,334.00	9,933.00	2.28%
4) Books and Supplies	4000-4999	110,500.00	110,500.00	56,856.02	184,431.00	(73,931.00)	-66.91%
5) Services, Other Operating Expenses	5000-5999	1,340,372.00	1,340,372.00	327,682.06	1,340,372.00	0.00	0.00%
6) Capital Outlay	6000-6599	0.00	14,219.72	24,845.09	3,789.00	10,430.72	73.35%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	72,360.00	72,360.00	0.00	75,998.00	(3,638.00)	-5.03%
8) Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00%
9) TOTAL EXPENDITURES		3,376,012.28	3,390,232.00	955,499.80	3,447,436.68		

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C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)		(6,341.28)	84,192.00	(197,272.18)	351,257.32		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(6,341.28)	84,192.00	(197,272.18)	351,257.32		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	1,754,515.00	1,844,247.22		1,961,015.00	116,767.78	
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	
c) As of July 1 - Audited (F1a + F1b)		1,754,515.00	1,844,247.22		1,961,015.00		
d) Other Restatements	9795	0.00	0.00		0.00	0.00	
e) Net Beginning Balance (F1c + F1d)		1,754,515.00	1,844,247.22		0.00		
2) Ending Balance, June 30 (E + F1e)		1,748,173.72	1,928,439.22		2,312,272.32		

Summary

As more information is provided by the State regarding the implementation of the LCFF, LCAP, Common Core standards, etc; the charter needs may change, and Lifeline will continue to adjust the budget accordingly.

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Fiscal Indicators:

The following fiscal indicators are used by the SBE and CDE in order to evaluate the charter school's financial condition.

Deficit Spending

Deficit spending occurs when the charter school's expenditures exceed its revenues. Lifeline's operational unrestricted budget is balanced and continues to project growth in the fund balance and reserves for the current and four subsequent fiscal years. The Multi-Year Financial Projection demonstrates that the charter will not deficit spend or deplete fund balances and reserves. The Lifeline Charter School is projecting that revenues will exceed expenditures by \$351,257.32 for the 2013-14 fiscal year.

Fund Balance:

Lifeline's unrestricted fund balance is projected to be positive for the current and two subsequent fiscal years. The charter's unrestricted fund balances exceed the recommended level of 5% required in the Memorandum of Understanding (MOU). The Lifeline Charter School is projecting an ending fund balance of \$1,961,015.00 for the 2013-14 fiscal year.

Reserves for Economic Uncertainty:

MOU terms are written with the expectation that each charter school set aside reserves at the greater of four to five percent (dependent on average daily attendance) of expenditures or a floor amount that is adjusted for inflation. Lifeline's reserves exceed the minimum levels and are indicative of a charter school in good financial condition. The Lifeline Charter School meets the recommended 5% reserves and has restricted \$172,372 in the ending fund balance for economic uncertainties. The charter also has an unappropriated amount of \$2,139,901 in the ending fund balance.

Attendance Ratio:

The attendance ratio is calculated by dividing the average daily attendance (ADA) from the second period apportionment (P-2) by the fall October enrollment count. Generally, the average attendance ratio is between 93 to 96 percent. The Lifeline Charter School's attendance ratio is 95.75% for the 2012-13 fiscal year. $(360.05 \text{ (ADA)} \div 376 \text{ (CBEDS)})$ Lifeline anticipates that the attendance ratio will remain static for the 2013-14 and two subsequent fiscal years.

Debt Ratio:

The debt ratio is calculated by dividing the total liability by the total assets. The debt ratio identifies a school's level of financial risk. A debt ratio of more than 1.0 indicates that the school has more debts than assets. The Lifeline Charter School's audited financial records for the 2012-13 fiscal year report a debt ratio of less than one. The audited financial statements show total assets of \$2,516,675 and total liabilities of \$550,600. The total liabilities include long term debt of \$257,958 to pay for the cost of the Middle School. (See appendix "B" for a copy of the 2012-13 audit report.)

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Working Capital Ratio:

The working capital ratio is calculated by dividing current assets by current liabilities. The working capital ratio, also known as current ratio, measures cash liquidity and is the benchmark to determine if the school has enough short term assets to cover its short term debt. According to the SBE analysis, a ratio of less than 1.0 means current assets is less than current liabilities. A school with a ratio below 0.8 may signal difficulty for the charter school in paying its bills. A current ratio of 1.2 or higher is considered to represent good short-term liquidity. Based upon the audited financial statements in the 2012-13 audit report, the Lifeline Charter School has a Working Capital Ratio of 4.57. The charter's cash flow is maintained on a monthly basis and there were no requirement in the 2012-13 fiscal year to request the need to sell accounts receivable or use other short term cash strategies.

Financial Criteria: (SBE Definitions)

Good Financial Standing: Charter schools are considered to be in good financial condition if they have demonstrated an ability to operate with a balanced budget, maintain stable enrollment and attendance ratios, manage cash liquidity, maintain low debt levels, maintain positive fund balances, and have met the recommended reserve levels specified in their MOU.

Fair Financial Standing: Charter schools are considered to be in fair financial condition that may be showing some signs of fiscal distress and need to take appropriate action to identify the needed areas to alleviate the decline in their financial condition. Charter schools meeting the definition of fair financial condition may have deficit spending, declining enrollment or attendance ratios, cash liquidity that is not adequate, debt levels that are high, declining or low fund balances, or reserves levels that are below the levels recommended in the MOU.

Poor Financial Standing: Charter schools are considered to be in poor financial condition when they are in danger of jeopardizing their fiscal operations for the current or four subsequent fiscal years of the Multi-Year Financial Projection. Timely and appropriate action by the charter school is critical in addressing and mitigating the serious decline in their financial condition. Specifically, charter schools in poor financial condition have negative fund balances, no reserves, inadequate cash and high levels of debt.

Multi-Year Financial Projection (MYFP)

The Multi-Year projection analyzes all known key financial indicators from federal, state and local sources and projects how those factors could potentially impact Lifeline's budget for the current and two subsequent fiscal years. As discussed earlier in this fiscal analysis, the LCFF calculator developed by FCMAT does not contain LCFF projections beyond the 2015-16 fiscal year. Neither CDE nor DOF has confirmed the calculations or validated the formulas used in the LCFF calculations. For these reasons, the MYFP is limited to the current and two subsequent fiscal years.

The General Fund Budget projects a positive spending pattern that increases over the multi-year projection period. The majority of the increase is due to the implementation of the LCFF. As state funding sources begin to stabilize, CalCharter will update the budget at the Second Interim Financial Reporting Period in April. It is important to note that in all five years, reserve levels are sufficient to cover the projected expenditures.

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Lifelines MYFP depicts a healthy fund balance and also includes additional expenditures that include Lifeline’s petition to the California Department of Education, State Board of Education to expand the current grade level configuration, by including grades K-5.

The dollar amount per student has also increased with estimates for the LCFF including concentration and supplemental grant funding, K-3 class size reduction, etc. The Charters per student calculation increased from \$6,753 (2012-13) to \$7,093 (2013-14).

Based on this analysis, Lifeline projects that the charter will be able to meet the 5% reserve requirement for the current year and four subsequent years. (See attached spreadsheet)

Cash Flow

The purpose of the cash flow statement is to project the timing of receipts and expenses so that the charter can understand its cash flow needs. The cash flow statement shows whether the charter will be able to meet its payroll and other financial obligations to sustain its financial solvency and avoid state intervention.

The passage of Proposition 30 changed how state funds were to be appropriated to school districts for the 2013-14 fiscal year. Lifeline has adjusted the forecast and projects positive cash balances for all months throughout the fiscal year. The State is now projecting an additional \$2.4 billion dollars for charter schools and school districts and may consider eliminating additional deferrals in April, May and June. (See attached spreadsheet marked exhibit “C”)

Lifeline Fiscal Analysis:

FY Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Reserves Adequate
2012-13 Audited Financials	3,208,065	3,038,333	169,732	4.57	<1.0	95.75	1,961,015	Yes
2013-14 First Interim	3,798,694	3,447,436.68	351,257.32	4.70 Projected	<1.0	95.00	2,312,272	Yes
2014-15 MYFP	4,185,414	3,885,512	299,902	5.00 Projected	<1.0	95.00	2,417,899	Yes
2015-16 MYFP	4,025,332	4,176,945	748,387	5.25 Projected	<1.0	95.00	3,151,715	Yes

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Using the SBE defined criteria and standards for the fiscal analysis; the Lifeline Education Charter School is in a strong financial position and projects that it will be able to sustain the recommended fund balance and cash reserves to meet its financial obligations for the current and two subsequent fiscal years.

Multiyear financial projections (MYFPs) help local educational agencies make informed decisions and forecast the effects of current decisions. Projections are a part of the annual budget development process and Lifeline evaluates and updates the projections during each interim financial reporting period and before any significant budget adjustments.

In developing and implementing the multiyear financial projection, Lifeline's primary objectives are to sustain a balanced budget, improve academic achievement and maintain local governance. The governor's 2013-14 state budget proposal included the Local Control Funding Formula (LCFF), which significantly changed the way charter schools are funded. The LCFF replaces revenue limit funding and most state categorical programs with base grade span pupil grants and supplemental and concentration grants.

For the purposes of calculating and projecting Lifeline's MYFP, the MYFP incorporates the proposed LCFF funding using the FCMAT calculator. The multiyear financial projection indicates that the district **will** be able to maintain a 5% reserve for economic uncertainties for the current and two subsequent fiscal years.

LIFELINE EDUCATION CHARTER SCHOOL, INC.
(A CALIFORNIA NON-PROFIT ORGANIZATION)
AUDITED FINANCIAL STATEMENTS
AS OF JUNE 30, 2013

LIFELINE EDUCATION CHARTER SCHOOL, INC.TABLE OF CONTENTS
June 30, 2013

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Clem Payne, Jr.
CERTIFIED PUBLIC ACCOUNTANT

Board of Directors
Lifeline Education Charter School, Inc.
Compton, California

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

I have audited the accompanying statement of financial position of Lifeline Education Charter School, Inc. (LECS) (a California not-for-profit organization), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements. The prior year summarized comparative information has been derived from the organization's 2012 financial statements and, in my report dated December 12, 2012, I expressed an unqualified opinion on those financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States and the Education Audit Appeals Panel's Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-2013, issued by the California Education Audit Appeals Panel as regulations. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Lifeline Education Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Lifeline Education Charter School's internal control. Accordingly, I express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Lifeline Education Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary and Other Information

My audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by *Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying additional supplementary information, as required by the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13, published by the Education Audit Appeals Panel* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements in accordance with auditing standards generally accepted in the United States of America. In my opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, I have also issued a report dated December 10, 2013 on my consideration of Lifeline Education Charter School, Inc.'s internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lifeline Education Charter School's internal control over financial reporting and compliance.



Clem Payne, Jr., CPA
Altadena, California
December 10, 2013

**LIFELINE EDUCATION CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30,**

(With summarized totals at June 30, 2012)

ASSETS		
	<u>2013</u>	<u>2012</u>
CURRENT ASSETS		
Cash and cash equivalents (Note 7)	\$ 48,933	\$ 241,405
Cash in county treasury - LACOE	410,700	51,338
Accounts receivable (Note 3)	774,669	933,583
Accounts receivable - Sponsoring district	95,927	144,321
Accounts receivable - Others	82,585	54,999
Due to Charter School Capital		225,000
Security deposits	32,937	25,000
TOTAL CURRENT ASSETS	<u>1,445,751</u>	<u>1,675,646</u>
PROPERTY AND EQUIPMENT - (Note 5)		
Land	55,385	55,385
Building	940,279	940,279
Building improvements	140,144	45,849
Leasehold improvements	161,537	161,537
Less: accumulated depreciation	(226,421)	(187,230)
Total property, equipment and improvements	<u>1,070,924</u>	<u>1,015,820</u>
Total Assets	<u>\$ 2,516,675</u>	<u>\$ 2,691,466</u>
LIABILITIES AND NET ASSETS		
	<u>2013</u>	<u>2012</u>
CURRENT LIABILITIES		
Accounts payable	\$ 223,099	\$ 136,321
Due to California Department of Education	22,522	20,975
Accrued expenses	37,190	58,766
Mortgage payable - Broadway (current portion)-(Note 10)	3,523	1,982
Property taxes payable		41,737
Due to Charter School Capital		225,000
Benefit payable (Note 9)	11,368	189,955
TOTAL CURRENT LIABILITIES	<u>297,702</u>	<u>674,736</u>
NONCURRENT LIABILITIES		
Long-term debt	257,958	262,215
TOTAL NONCURRENT LIABILITIES	<u>257,958</u>	<u>262,215</u>
TOTAL LIABILITIES	<u>555,660</u>	<u>936,951</u>
NET ASSETS		
Unrestricted	1,879,056	1,569,609
Temporarily restricted	81,959	184,906
TOTAL NET ASSETS	<u>1,961,015</u>	<u>1,754,515</u>
TOTAL LIABILITIES NET ASSETS	<u>\$ 2,516,675</u>	<u>\$ 2,691,466</u>

See auditor's report and accompanying notes to financial statements

**LIFELINE EDUCATION CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30,**

(With summarized totals at June 30, 2012)

Revenue and support:	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>2013 Total</u>	<u>2012 Total</u>
General purpose block grant	\$ 1,395,395	\$	\$ 1,395,395	\$ 1,636,994
Categorical block grant	211,861		211,861	154,352
In-lieu property taxes	212,478		212,478	181,386
Special education		228,433	228,433	178,318
Other state revenue	853,944		853,944	578,803
Other federal revenue		277,042	277,042	280,769
Other local income	27,460		27,460	38,024
Interest income	1,452		1,452	1,040
Revenue released from restriction	<u>423,516</u>	<u>(423,516)</u>		
Total revenue and support	\$ 3,126,106	\$ 81,959	\$ 3,208,065	\$ 3,049,686
Expenses				
Certificated salaries	\$ 850,480	\$	\$ 850,480	\$ 773,224
Classified salaries	475,906		475,906	370,921
Fringe benefits	405,980		405,980	380,451
Books and supplies	120,938		120,938	111,664
Travel and conferences	26,795		26,795	30,043
Operation and housekeeping services	43,945		43,945	30,543
Occupancy	166,027		166,027	160,833
Communication	22,694		22,694	24,530
Contract services	692,870		692,870	727,090
Other Operating expenses	193,507		193,507	146,782
Depreciation	39,191		39,191	112,818
Total expenses	<u>3,038,333</u>		<u>3,038,333</u>	<u>2,868,899</u>
CHANGE IN NET ASSETS	<u>87,773</u>	<u>81,959</u>	<u>169,732</u>	<u>180,787</u>
Net Assets, beginning of year	<u>1,754,515</u>		<u>1,754,515</u>	<u>1,464,413</u>
Prior period adjustments	<u>36,768</u>		<u>36,768</u>	<u>109,315</u>
Net Assets, end of year	\$ <u>1,879,056</u>	\$ <u>81,959</u>	\$ <u>1,961,015</u>	\$ <u>1,754,515</u>

See auditor's report and accompanying notes to financial statements

**LIFELINE EDUCATION CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,**

(With summarized totals at June 30, 2012)

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 169,732	\$ 180,787
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	39,191	112,818
Prior period adjustments	36,768	109,315
(Increase) decrease in assets:		
Accounts receivable	207,308	(429,107)
Prepaid expenses and other current assets	217,063	(299,999)
Increase (decrease) in liabilities:		
Accounts payable	86,778	26,285
Accounts receivable - Others	(27,586)	
Accrued expenses and deferred revenue	(21,576)	(58,103)
Due to California Department of Education	1,546	(14,979)
Due to Charter Capital	(225,000)	225,000
Property taxes payable	(41,737)	24,089
Benefit payables	(178,587)	(87,056)
Other liabilities		(35,514)
Net cash provided by (used in) operating activities	263,900	(246,464)
CASH FLOWS FROM INVESTING ACTIVITIES		
Cash paid for purchase of fixed assets	(94,295)	
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(94,295)	
CASH FLOWS FROM FINANCING ACTIVITIES		
Current portion of non-current liabilities	1,541	
Principal payments on long term debt	(4,258)	(2,327)
CASH USED FOR FINANCING ACTIVITIES	(2,717)	(2,327)
NET INCREASE (DECREASE) IN CASH	166,888	(248,791)
CASH AT BEGINNING OF YEAR	292,745	541,534
CASH AT END OF YEAR	\$ 459,633	\$ 292,743
CASH PAID DURING THE YEAR FOR:		
INTEREST	\$ 20,738	\$ 21,998

See auditor's report and accompanying notes to financial statements.

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 1 – ORGANIZATION**NATURE OF BUSINESS**

Lifeline Education Charter School (LECS) is a public charter school serving 376 students in grades 6th – 12th in the city of Compton California. Opened in 2002, Lifeline was initially created under the approval of Gorman Unified School District.

In 2007, LECS was approved by the State Board of Education as an independent charter school, and receives public per-pupil funding to help support its operations. LECS is economically dependent on federal and state funding provided through the State Board of Education.

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

LECS believes every young person should have the opportunity to attend a great public school. All students are also entitled to a neighborhood school that is safe, personalized, rigorous and engaging. A school where every teacher knows every student's name and the parents are actively involved in the education process. A school that provides children with the skills they need to reach their potential, fulfill their dreams, and thrive in today's economy.

In 2012-2013, LECS scored 693 on the Academic Performance Index (API). More information on the school can be found its website at www.lifelinecharter.org.

On June 15, 2013, LECS was granted the Accreditation of Commission for School of the Western Association of Schools and Colleges. The term of the accreditation will run through June 30, 2016. LECS is economically dependent on governmental funding provided primarily through the Los Angeles County Board of Education.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES

The summary of Significant Accounting Policies of LECS is presented to assist in understanding the organization's financial statements. The financial statements and notes are representations of LECS' management, who are responsible for their integrity and objectivity.

LECS accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". LECS conforms to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

Financial Statements Presentation

The accompanying financial statements have been prepared in conformity with the disclosure and display requirements of FASB ASC 958-205, (prior authoritative literature: SFAS No. 117, *Financial Statements of Not-for-Profit Organizations*). Accordingly, LECS' financial statements are present on the following three classes of net assets: (a) unrestricted net assets, (b) temporarily restricted net assets, and (c) permanently restricted net assets.

Temporarily restricted and permanently restricted net assets are created only by donor-imposed restrictions on their use. All other net assets, including board-designated or appropriated amounts, are legally unrestricted and are reported as part of the unrestricted class.

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue is earned based on LECS average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES - (continued)**Cash and Cash Equivalents**

For purposes of statement of cash flow, LECS considered all liquid investments with a maturities of three months or less to be cash equivalents.

Basis of Accounting

The financial statements of LECS have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Accounts Receivable

LECS accounts receivable consists of amounts due from government sources. No allowance for doubtful accounts has been established as LECS deems all amounts to be fully collectible.

Contributions and Contributed Services

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor as required by SFAS No. 116, "Accounting for Contributions Received and Contributions Made." Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of financial statements and the reported revenues and expenses during the year. Accordingly, actual results could differ from those estimates.

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES - (continued)**Income Taxes**

LECS is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, and exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision has been made for income taxes.

Property, Equipment and Improvements

Property, equipment and improvements are recorded at cost. All property, equipment and improvements with a value of \$1,000 or greater and a useful life of 1 year or more are capitalized. Property is depreciated under the straight-line method over the estimated useful life of 40 years. Improvements are depreciated under a straight-line method over their estimated useful lives of 20 years. Equipment is depreciated under straight-line method over the estimated useful life of five to seven years. The depreciation expense for the year ended June 30, 2013, is \$39,191. For additional information, refer to Note 5.

For tax purposes, accelerated methods are used to amortized the cost of furniture, furnishings and equipment over 5 years and land improvements over 15 years while the building is depreciated using the straight-line method over 27.5 years period.

Reclassifications

Certain amounts in the prior-year financial statements have been reclassified for comparative purposes to conform to the presentation in the current-year financial statements.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with LECS's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

LIFELINE EDUCATION CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS**

June 30, 2013

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2013, reported as follows:

General purpose, block grant, Title I and Lottery	\$	774,669
Sponsoring District – Property taxes and special education		95,927
Employment Development Department		54,999
County of Los Angeles – Dept. of Auditor-Controller		<u>27,586</u>
 Total accounts receivable	 \$	 <u>953,181</u>

NOTE 4 – ACCURED VACATION

The policy of LECS is to record a liability for accumulated vacation at year-end. Eligible employees of LECS have the option of carrying-over their vacation or they can receive compensation for any accumulated time. As of June 30, 2013, the liability for vacation was \$3,536.

NOTE 5 – PROPERTY, EQUIPMENT AND IMPROVEMENTS

Below is the summary of the changes in fixed assets owned by Lifeline Education Charter School, Inc. for the year ended June 30, 2013:

Description	Balance at 7/1/2012	Additions (deletions)	Balance at 6/30/13
Land	\$ 55,385	\$	\$ 55,385
Building	940,279		940,279
Building improvements	161,537	94,295	255,832
Leasehold improvements	<u>45,849</u>		<u>45,849</u>
 Total fixed assets	 1,203,050	 94,295	 1,297,345
 Accumulated depreciation	 <u>(187,230)</u>	 <u>(39,191)</u>	 <u>(226,421)</u>
 Net fixed assets	 <u>\$ 1,015,820</u>	 <u>\$ (55,104)</u>	 <u>\$ 1,070,924</u>

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 6 - DONATED SERVICES

No amounts have been reflected in the accompanying financial statements for donated services inasmuch as no objective basis was available to measure the value of such services; however, some volunteers have donated their time to LECS.

NOTE 7 - CONCENTRATION OF CREDIT RISK

Cash at June 30, 2013 consisted of the following:

Deposits:	
Cash in treasury – Operating	\$ 410,708
Cash on hand and in banks – Checking	20,598
Cash on hand and in banks – Checking	13,500
Cash on hand and in banks - Operating	<u>14,826</u>
Total cash on hand and in banks	<u>\$ 459,632</u>

LECS maintains a portion of its cash in the Los Angeles County Treasury as part of the common investment pool (\$410,708 as of June 30, 2013). The county is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

NOTE 8 - COMMITMENTS

Lifeline Education Charter School, Inc. entered into a ten-year lease agreements for educational facility located on 225 South Santa Fe Avenue, Compton, California. The lease commenced on October 1, 2011, and will end on the 31st day of October 2021. The base monthly lease payment for the property is \$12,738 with additional payments for property taxes. Payments made on the facility lease totaled \$164,828, for the year ended June 30, 2013.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

NOTE 9 – BENEFITS PAYABLE

A portion of the balance in this account consists of amounts payable to the State Teachers' Retirement System (STRS) and the California Public Employees Retirement System (CalPERS). The retirement payable for the year ended June 30, 2013 was \$11,368.

NOTE 10 - LONG TERM DEBT – BROADWAY FEDERAL BANK

A 8.0% installment note payable to Broadway Federal Bank, and principal and interest payments are due in 180 monthly installments of \$3,521.63. The note is secured by an assignment deed of trust on 440 Santa Fe Avenue, Compton, California property. The note is due and payable on November 1, 2024. As of June 30, 2013, LECS paid \$20,904 of interest.

Total long term debt	\$261,480
Less: Current portion	<u>3,522</u>
Long term debt portion	<u>\$257,958</u>

Aggregate annual maturities of long-term note payable are as follows:

<u>Year</u>	
2014	\$23,773
2015	23,773
2016	23,773
2017	23,773
2018	23,773
Thereafter	<u>142,615</u>
Total	<u>\$261,480</u>

LIFELINE EDUCATION CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS**
June 30, 2013**NOTE 11-TEMPORARILY RESTRICTED NET ASSETS**

Temporarily restricted net assets at June 30, 2013 and 2012 are available for the following purposes:

	Available June 30, 2012	New Revenue	Expenditures	Available June 30, 2013
Title I and Child nutrition	\$ 184,906	\$ 277,042	\$ (379,989)	\$ 81,959
Special capital reserve	-			-
Special education	-	228,433	(228,433)	-
Total	\$ <u>184,906</u>	\$ <u>505,475</u>	\$ <u>(608,422)</u>	\$ <u>81,959</u>

NOTE 12 – PRIOR PERIOD ADJUSTMENTS

The prior period adjustment of \$36,768 resulted from the Los Angeles County Assessor Welfare Tax Exemption refund applicable to property taxes.

NOTE 13 – RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

The schedule on page 20 was prepared by LECS for the State of California.

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 14 – RECLASSIFICATION OF PRIOR YEAR BALANCES

Certain information from prior year has been reclassified to conform to the June 30, 2012 presentation.

NOTE 15 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS) and classified employees are members of the Public Employees' Retirement System (PERS).

State Teachers' Retirement System (STRS)**Plan Description**

LECS contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, and Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and LECS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2012-13 is 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

NOTE 16 – EMPLOYEE RETIREMENT PLANS - (continued)

Public Employees’ Retirement System (PERS)

Plan Description

LECS contributes to the School Employer Pool under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees’ Retirement Law. CalPERS issue a separate comprehensive annual financial report that includes required supplementary information. Copies of the CalPERS’ annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Funding Policy

Active plan members are required to contribute 7.0% of their salary and LECS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2012-13 is 10.923%. The contribution requirements of the plan members are established and may be amended by State statute.

Contributions to STRS and PERS

LECS’ contributions to STRS and PERS for this fiscal year are as follows:

Year Ended June 30	STRS Required Contribution	STRS Percent Contributed	PERS Required Contribution	PERS Percent Contributed
2013	\$55,583	100%	\$43,610	100%

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO FINANCIAL STATEMENTS***

June 30, 2013

NOTE 17 - PRIOR PENSION LIABILITY

Prior to 2007, Lifeline Education Charter School was managed by Gorman Learning Center. During that time, Gorman Learning Center failed to properly pay the employee retirement pension amounts to Los Angeles County Office Education (LACOE). In 2007, Gorman relinquished management responsibility to and independent elected board of directors.

After that transition, Lifeline was notified by LACOE that there was a substantial and undetermined unfunded pension liability due. Based on an agreement with LACOE, Lifeline paid an annual amount as billed by LACOE, reducing the outstanding liability. In May 2012, LACOE informed Lifeline of a definitive outstanding balance of the pension liability.

August 28, 2012, Lifeline paid the outstanding pension payable balance in full.

NOTE 18 – CONTINGENCIES

Certain grants and contract may be subject to audit by funding sources. Such audits might result disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 19 – SUBSEQUENT EVENTS

Lifeline Education Charter School, Inc. has evaluated subsequent events through December 10, 2013, the date which the financial statements were available to be issued. No significant transactions were noted.

LIFELINE EDUCATION CHARTER SCHOOL, INC

SUPPLEMENTARY INFORMATION

LIFELINE EDUCATION CHARTER SCHOOL

RECONCILIATION OF ANNUAL FINANCIAL
 REPORT WITH AUDITED FINANCIAL STATEMENTS
 For the year ended June 30, 2013

	<u>2013</u>
June 30, 2013 Annual Financial Report	
Fund balances (Net assets)	\$ 1,844,249
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets)	
Cash	(43,014)
Accounts receivable	21,402
Other current assets	60,523
Capital assets	99,204
Accounts payable	(25,094)
Long-term liabilities	3,748
Rounding	(4)
Net adjustments and reclassifications	<u>116,765</u>
June 30, 2013 Audited Financial Statement Fund Balance	<u>\$ 1,961,014</u>

LIFELINE EDUCATION CHARTER SCHOOL, INC.*SCHEDULE OF INSTRUCTIONAL MINUTES
June 30, 2013*

	<u>Requirement</u>	<u>Actual</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Grade 6	50,297	57,240	180	In compliance
Grade 7 through 8	52,457	57,240	180	In compliance
Grade 9 through 12	62,949	65,235	180	In compliance

LIFELINE EDUCATION CHARTER SCHOOL, INC.*SCHEDULE OF AVERAGE DAILY ATTENDANCE
June 30, 2013*

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grade 6	55.78	55.78	55.78	55.78
Grade 7 through 8	97.92	97.92	96.70	96.70
Grade 9 through 12	201.74	201.74	199.02	199.02
ADA Totals	<u>355.44</u>	<u>355.44</u>	<u>351.50</u>	<u>351.50</u>

Average daily attendance (ADA) is a measure of the number of pupils attending classes At Lifeline Education Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

LIFELINE EDUCATION CHARTER SCHOOL, INC.***NOTES TO SUPPLEMENTARY INFORMATION****June 30, 2013***NOTE 1 - PURPOSE OF SCHEDULES****A. Schedule of Instructional Minutes**

This schedule presents information on the amount of instructional time offered by the school and whether the school complied with the provisions of Education Code Sections 46200 through 46206.

B. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes at the school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

Schedule of Expenditures of Federal Awards

For the year ended June 30, 2013

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA number	Contract period	Expenditures
UNITED STATES DEPARTMENT OF EDUCATION/			
Pass through State Department of Education/			
Title I	84.010	7/1/12-6/30/13	118,631
Title II	84.018	7/1/12-6/30/13	<u>2,977</u>
Total United States Department of Education			<u>121,608</u>
 UNITED STATES DEPARTMENT OF AGRICULTURE/			
Pass through State Department of Education/			
Child Nutrition Program	10.555	7/1/12-6/30/13	<u>65,477</u>
Total United States Department of Agriculture			<u>65,477</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ <u><u>187,085</u></u>

*LIFELINE EDUCATION CHARTER SCHOOL, INC.**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2013***Basis of Presentation**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Lifeline Education Charter School, Inc. and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

ORGANIZATION STRUCTURE
 June 30, 2013

Lifeline Education Charter School (LECS) was formed as charter pursuant to Education Code Section 47612 under an agreement with Gorman Elementary School District granted in 2002.

LECS' mission is to provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society,

School Board

<u>Name</u>	<u>Term on Board Expires</u>	<u>Board</u>
Tanya Johns	June 30, 2013	Chairperson
Derek Hall	June 30, 2014	Treasurer
Teresa Sandoval	June 30, 2013	Member

Administration

Paula Degroat	Executive Director
Tinia Cortez	Operational Manager

Clem Payne, Jr.
CERTIFIED PUBLIC ACCOUNTANT

**Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance With *Government Auditing Standards***

Board of Directors
Lifeline Education Charter School (LECS)
Compton, California

I have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Lifeline Education Charter School (LECS) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued my report thereon dated December 10, 2013.

Internal Control Over Financial Reporting

In planning and performing my audit of the financial statements, I considered Lifeline Education Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Lifeline Education Charter School's internal control. Accordingly, I do not express an opinion on the effectiveness of the Lifeline Education Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Lifeline Education Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during my audit I did not identify any deficiencies in internal control that I consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance With *Government Auditing Standards* - *continued***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Lifeline Education Charter School's financial statements are free from material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Lifeline Education Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Lifeline Education Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Clem Payne, Jr., CPA
Altadena, California
December 10, 2013

Clem Payne, Jr.
CERTIFIED PUBLIC ACCOUNTANT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Lifeline Education Charter School
Compton, California

Report on State Compliance

I have audited Lifeline Education Charter School's compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the School's state programs identified below for the fiscal year ended June 30, 2013.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

My responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13* published by the Education Audit Appeals Panel. I conducted My audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13* published by the Education Audit Appeals Panel. Those standards and audit guide require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about the Lifeline Education Charter School's compliance with those requirements and performing such other procedures as I considered necessary in the circumstances. I believe that My audit provides a reasonable basis for My opinion. My audit does not provide a legal determination of the School's compliance with those requirements.

Other Matters

In connection with the audit referred to above, I selected and tested transactions and records to determine Lifeline Education Charter School’s compliance with the state laws and regulations applicable to the following items:

<u>State Compliance Procedures for Charter Schools:</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Class Size Reduction Program		
General Requirements	7	Not Applicable
Option One	3	Not Applicable
Option Two	4	Not Applicable
Only One School Serving Grades K-3	4	Not Applicable
After School Education and Safety Program:		
General Requirements	4	Yes
After School	5	Yes
Before School	6	Not Applicable
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom-Based Instruction/Independent Study	15	Not Applicable
Determination of Funding for Nonclassroom Based Instruction	3	Not Applicable
Annual Instructional Minutes - Classroom Based	4	Yes

The term “Not Applicable” is used above to mean either Lifeline Education Charter School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In my opinion, Lifeline Education Charter School, Inc. complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2013.

Purpose of this Report

The purpose of this report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13*, published by the Education Audit Appeals Panel. Accordingly, this communication is not suitable for any other purpose.



Clem Payne, Jr., CPA
Altadena, California
December 10, 2013

LIFELINE EDUCATION CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
June 30, 2013

A. Summary of Auditors' Results

1. Financial Statements

Type of auditors' report issued:	Unqualified
Internal control over financial reporting:	
One or more material weaknesses identified?	Yes <u> </u> No <u> X</u>
One or more significant deficiencies identified are not considered to be material weaknesses?	Yes <u> </u> No <u> X</u>
Noncompliance material to financial statement noted?	Yes <u> </u> No <u> X</u>

2. State Awards

Internal control over state programs:	
Material weaknesses identified?	Yes <u> </u> No <u> X</u>
Significant deficiencies identified not considered to be material weaknesses?	Yes <u> </u> No <u> X</u>
Type of auditor's report issued on compliance for same programs:	Unqualified

LIFELINE EDUCATION CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
June 30, 2013

There were no findings.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
June 30, 2012**

Significant Deficiencies

Finding 11-01 /30000

Deficiency in Internal Control Condition – Proper Bank Reconciliation

Criteria

Proper internal controls dictate that the cash account should be timely and properly reconciled and that the general ledger account should be adjusted for any unrecorded reconciling items.

Condition

The bank reconciliation format use to reconcile cash accounts does not adequately ensure that reconciling items are properly reflected and that the reconciled cash account agrees with the general ledger cash balance.

Questioned Costs

None

Context

All material cash transactions were properly reconciled and recorded in the general ledger.

Effect

If the cash reconciliation process does not ensure that all reconciling items are properly identified and recorded, a transaction material to the cash account might not be recorded properly, resulting in a material misstated financial statements.

Cause

The Organization has not established adequate procedures to ensure that bank reconciliations were reviewed monthly by a supervisor who should compare the reconciled cash balance to the general ledger cash account balance, review and research all reconciling items and authorize any correcting entries needed.

Recommendation

The Organization should establish procedures to ensure that bank reconciliations are prepared monthly and any differences between the reconciled bank balance and the general ledger cash account should be researched and explained. A supervisor should review the monthly bank reconciliation and authorize any correcting entries as applicable.

Organization's Response

Lifeline Education Charter School will implement policies and procedures that will require an explanation for any difference between the reconciled cash balance and the related general account balance. An employee or officer who does not have custody or access to cash and who does not record cash related transaction will review monthly bank reconciliation and authorize any correcting entries as applicable.

Current Status

Bank account procedures has been established and implemented.

LIFELINE EDUCATION CHARTER SCHOOL, INC.

STATUS OF PRIOR FINDINGS AND QUESTIONED COSTS – (Continued)

June 30, 2013

C. Federal Award Findings and Questioned Costs

NONE

D. State Award Findings and Questioned Costs

NONE

Lifeline Education Charter School Petition

APPENDIX B – STUDENT HANDBOOK

Lifeline Education Charter School



Parent & Student Handbook

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The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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)]

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From: The Executive Director

Dear Students & Parents:

It is a pleasure to welcome in the 2013-2014 school year! I am so pleased to welcome our new students as well as see each of you back this year. I believe that this will be our most rewarding year ever. I am truly excited to see what this year has in store for Lifeline.

This year our focus within the school is student leadership. Our student leaders have gained a new sense of ownership for their school. The spring leadership training has laid the groundwork for the student leaders to share in the process of keeping our school beautiful as well as assisting in our effort to increase our API scores.

Please take the time to read through the entire handbook so that both student and parent are aware of Lifeline's policies.

I thank you for the opportunity to educate your children and I look forward to a very rewarding and successful school year.

Sincerely,

*Ms. Paula DeGroat
Executive Director*

Lifeline Education Charter School Policies



Fire Drills/Alarms/Extinguishers

Fire drills are held at various times throughout the year. **Promptness and silence is required.** In each classroom and in halls, an emergency evacuation plan showing emergency routes is posted. If an alarm sounds while students are passing in the halls, the students should proceed toward the exit in the section of the hall in which they are in at the moment. Students should remember that perfect order is an essential for complete safety. Unless directed otherwise, students should remain and return to the building with their assigned teacher. Violations of this are subject to disciplinary action.

Fire alarm equipment is governed by State and Federal Laws. **Any student tampering with fire alarms / fire extinguishers will be subject to disciplinary action up to and including expulsion, arrest and prosecution.**

Drugs and Medications

Administration of Medication while at School: A letter or authorization for each prescription must be submitted by the parent and physician and will be placed on file in the office. The letter from the physician must detail the name of the medication, the times for administration, and dosage.

If it is necessary for a student to take medication on a regular basis (for example: allergy, headaches, etc.), permission must be on file from a physician and parent which will permit a student to come to the office and take medication when required. **No student will be permitted to take any drug, even over the counter medications except in the presence of the school staff.** Medications must be provided in a pharmacy prepared bottle with the student name, dose, and administration directions clearly appearing on the label. All over-the-counter medications must be in its original container with the child's name and administration instruction clearly written on the label.

Medication, properly identified, must be given to the school staff in order to insure correct administration of the medication. Students may not carry medication with them at school unless authorized by the physician and parent and approved by the school.

Emergency School Closing

In case of emergency (storms, etc.) when school must be closed parents will be notified. A message will be left on the school main phone number voicemail should the school be closed for an emergency.

Lockers

Lockers are issued to students for their individual use and storage of books and clothing. The lockers are the property of Lifeline, and as such, can be searched. – (See "Locker Search.") Students should not have any expectation of privacy for any items in the locker. Please note that no lockers will be issued without a signed locker agreement form.

Lifeline is not responsible for the loss of any contents of the locker. Any problems with the operation of the assigned locker should be immediately reported to the Main Office so that the problem can be corrected.

The following are guidelines for student use of lockers:

Locker combinations should not be given to student's friends; lockers are assigned to individual students. Students will be held responsible for any damage to their assigned locker.

All materials are to be removed from the locker by the student prior to the closing of school in June; materials left in the locker will be discarded when the custodians clean the lockers.

Lost and Found

Please do not bring valuable items to school or leave valuables of any kind in lockers, etc. Found articles should be brought to the main office where pupils who have lost them may claim them. Personal student items are not covered by school insurance.

School Non-Responsibility for Personal Property

The School is not responsible for the loss of any personal items, of either a student or staff member, while the item is inside or on the premises of Lifeline Education Charter School's (Lifeline) buildings or property. This includes loss that occurs as a result of lockers that are broken into or rooms that are entered illegally. Lifeline does not and cannot carry insurance to cover these losses.

Parents and staff members are advised, therefore, to obtain sufficient insurance to cover such valuable articles as jewelry, watches, etc., through their own homeowner's insurance. It is possible for parents to obtain riders on these policies at a very minimal cost to cover belongings while they are outside of the household premises.

Students are strongly discouraged from bringing valuables and large sums of money to school.

Halls and Passes

Students are required to report to class on time. During the school day, students are not to be in the hallways without a pass while class is in session. Passes are issued by teachers and the office staff only. If a student wishes to see a teacher during his or her free time, the student must arrange for this in advance. That teacher must issue a signed pass granting permission to be excused from the teachers' study hall or to meet before school in the morning or after regular hours.

Displays of Affection

Students are to refrain from displays of affection in the halls including kissing and embracing. Parents will be contacted and disciplinary action will be taken when students refuse to cooperate.

Fighting

Lifeline does not tolerate fighting or bullying. Students who participate in fighting and/or bullying will be disciplined as stated in the Student Code of Conduct.

IMPORTANT: There is no longer a "first punch" rule. A physical response to the situation is not appropriate. All fight participants are considered responsible. In most cases, both students know a fight is becoming eminent. Even if a student doesn't throw the first punch, he/she may have instigated the fight. The

student is responsible for alerting school personnel so the situation can be addressed (if a student does alert an adult, but is still the “victim” of a fight, expulsion may not be justified).

Policy against Bullying, Harassment, and Intimidation

Lifeline believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Lifeline prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyber-bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this document.

To the extent possible, the Lifeline will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

“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 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 Lifeline.

“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff is expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this document for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this document to the Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels s/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

Field Trips

Students may be encouraged to participate in educational field trips that are related to classroom curriculum. All trips will be well supervised by Lifeline Faculty members, and parents are encouraged to attend as chaperones. If a field trip is planned, parents will receive adequate notice. Students will not be allowed to participate in field trips without parents' written permission. All Lifeline rules apply when students are on field trips.

If teachers would like to take students on a specific trip, the request must be made in writing to the Principal or his/her designee one month prior to the field trip.

Before a student participates in a school-sponsored field trip, it is the parent's responsibility to inform the school of any emergency medical information, allergies, etc.

Summer School

Pending State Fiscal Crisis: If a student receives a failing grade in any course, he/she is required to attend Summer school to repeat the course subject to State Budget constraints. Students may only take one or two courses during a Summer school session, regardless of grades or credits needed to graduate. High school students are allowed to make up failed classes at the local community college or adult high school. Parents will be kept informed as to the offering of Summer School due to the State Fiscal Crisis.

Progress Reports

Progress reports are given at the end of each quarter. These notices are specifically designed to notify parents of their students' academic standing prior to the release of official semester grades. These progress reports will be sent to students' homes via mail from the Registrar's Office.

Failing Reports

It is important for parents to be kept abreast of their students' progress. Teachers are to make phone calls to parents as soon as a student's grades begin to decline.

If a student fails to complete assignments near the end of a quarter, his or her grade may decline enough to constitute an "F" in that class. This failing grade will appear on that student's report card even if no Failing Report was sent home.

Any student who has lower than a "C" average will be mandated to attend afterschool tutoring until the Academic Administrator releases the student from tutoring.

Homework

Homework is an integral part of students' academic careers. It is to be used as a tool to enhance what was taught in class. All teachers are expected to assign homework to their students at least three days per week. In middle school, homework should take students a minimal of 30 minutes for each assignment to complete along with all projects. For high school students, 45 minutes to one hour should be required for each assignment along with all projects. Teachers should send out a weekly notice for all students that are not completing their homework. A copy will also be given to the Principal.

Promotion/Culmination Requirements

In order to successfully matriculate from Lifeline, each student must:

- Have obtained a cumulative 2.0 GPA by the end of the 3rd quarter in all core subjects
- Have no more than 5% (maximum of 10) unexcused absences or tardies
- Have demonstrated good citizenship

Report Cards

Report Cards are issued at the end of every six weeks and are mailed to the student's home. Report card issuance dates are one week after the end of the quarter. End of quarter dates are:

- October 2, 2013
- January 17, 2014
- March 28, 2014
- June 6, 2014

Assignment Syllabus

Each Monday, or the first day of the week following the observed holiday/school closure, all middle school students are given a syllabus that itemizes the week's assignments for each of their classes.

Cellular Telephones, Pagers, and Electronic Communication Devices

Cellular telephones and pagers must not be on or visible during school hours (7:45 am until 2:45 pm). This includes between classes and lunch breaks. If any faculty or staff member sees or hears one of these devices, it will be confiscated until retrieved by a parent. After the second confiscation, the device will be held until the end of the quarter – NO EXCEPTIONS!

Calls to and from parents do not constitute valid reasons for a student to use a cellular phone. If a parent needs to contact a student, he/she must call the school office. A message will be given to the student in a timely manner; or if necessary due to an emergency, the students will be taken out of class to take the call.

Lifeline is not responsible for lost, damaged, or stolen cellular telephones or pagers. All devices brought to school are done so at students' risk.

Electronic Media Devices

CD players, DVD players, walkmans, radios, iPods, iPads, tablets, Mp3/Mp4 players, Kindles, eReaders, etc. No electronic media devices are permitted to be used on campus. If these devices are brought to school, they must be kept in students' backpacks or in their lockers. If any staff member sees them, they will be confiscated until retrieved by a parent.

Closed Campus Policy

Any student who leaves the Lifeline campus during the school day is in violation of the Closed Campus policy unless he/she has parental approval on record (note or phone call) in the Attendance Office prior to leaving campus. Any staff person who is responsible for student attendance shall refer a student in violation of this policy to the Principal or designee.

Students must sign out at the reception desk if leaving school before the scheduled time.

Students who become ill during the school day must go to the administration office to get parent permission and clearance to leave campus, and must sign out at the reception desk before leaving school. These absences must be cleared either by parent note or phone call within 48 hours of the student's return to school.

School Activities & Extra-Curricular Activities

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 mandated to attend after school tutoring. The focus of this program is student academic achievement, mastery of established benchmarks, and preparations for state examinations.

Extra Curricular Activities

Students at Lifeline are provided with several choices for extracurricular activities. Lifeline currently offers the following listed clubs or teams:

- D.I.V.A Dance Team
- Journalism Club
- Computer Club
- Spanish Club

Lifeline Student Leadership Team

Students in grades 6th – 12th are nominated and elected each year to serve in a leadership capacity for their grade. Each student must attend the Lifeline Annual Student Leadership Conference to be a part of the leadership team. The annual training includes leadership skills as well as team work, goal setting and project planning. Each student must meet the following conditions:

- Must have maintained a B or higher grade average last year.
- Must have a letter of recommendation from any Lifeline teacher. (6th graders are exempt)
- Must have no more than 10 tardies or absences for the past semester.
- Must have not been suspended the past semester or have existing behavior issues.

(6th grade students transcripts from their previous school will be used to verify all of the above)

The student leadership team meets monthly under the direction of a designated teacher.

Parent Teacher Organization

Research shows that getting involved in your child's education helps him/her thrive at school. Not only is your child more likely to earn higher grades and stay in school, but according to a study done by the Los Angeles Annenberg Metropolitan Project, the schools themselves get better when parents take an active role. One great way to keep a constant connection to your child's school is to join the PTO.

PTO is also a great way to share opinions and information with other parents and your child's teachers, to learn about what's going on in school, and to be part of a strong voice speaking for children's welfare.

PTO Meetings for 2013-2014 School Year

- September 18, 2013 - (Back to School Night)
- November 13, 2013 – (PTO/PTC) January 15, 2014 – (PTO/PTC)
- March 19, 2014 – (PTO/PTC) May 14, 2014 – (PTO/PTC) **March 28 – (PTC/PTO)**
- **May 23 – (PTO)**

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.

Each year between two and six parents are elected by their peers to become a member of the Site Advisory Council.

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

- Policies and procedures for operations
- Educational programs/Instructional strategies
- Recommendations for new school policies and procedures
- Fundraising recommendations and implementation
- Event recommendation and implementation
- Promoting parent participation and volunteerism

DRESS CODE

UNIFORM POLICY

Lifeline Education Charter School enforces a dress code for all students attending school. Unless otherwise noted, all students are expected to wear the appropriate school uniform that consists of khaki/black pants (or skirts for females), a burgundy polo style collared shirt for all students, and regular closed toe/heal shoes free of gang attire. Burgundy polo shirts with the school logo may only be worn if purchased from the Registrar's office; however, store-bought burgundy polo style shirts are also acceptable. Students are not required to purchase a shirt with a logo on it.

For the safety of all Lifeline students and staff, the administration reserves the right to ban any clothing style that indicates gang affiliation, violence, drug use or any clothing style that distracts from the learning environment.

Dress Code Violations

Students may not remain at school dressed in a manner that (1) creates a safety hazard for the student or for other students and/or (2) constitutes a serious and unnecessary distraction to the learning process or tends to disrupt campus order. Students will be required to modify his/her clothing and/or apparel in such a manner that it no longer violates this policy. If necessary, the student may be sent home to modify his/her attire before being allowed to return to school.

1. Pants

- A. Oversized or baggy pants will not be permitted. *Baggy pants constitutes:* when pulled and pinched, the waistline of the pants (located at the hipbone of the student) will not have more than one inch of excess material. *Oversized pants:* pants may not be more than one size larger than student's actual size.
- B. Sagging pants will not be permitted. All students must wear their pants with a belt. Pants worn correctly will sit on the student's natural hipbone.
- C. The length of hemmed pants will be no longer than the heel of the shoe.
- D. Rubber bands on the student's pants are not permitted.

2. Skirts

- A. Young ladies may wear skirts that are no more than 3 inches above the knee.

3. Shirts

- A. Burgundy polo style shirts are required for all students.
- B. Shirts worn under uniforms may only be burgundy.

4. Hats

- A. Hats/caps are not permitted unless advance notice of specific occasion is given.

5. Hair

- A. Student's hair must be groomed neatly at all times.
- B. Neat braids are acceptable for young ladies and young men.
- C. Hair color must be comparable to a natural hair color. No neon or extreme hair color.
- D. For young men, all facial hair must be neat and not excessive.

6. Jewelry/ Accessories

- A. Excessive jewelry is not permitted including long thick chains with large medallions.
- B. Young men may not wear earrings of any type.
- C. Young ladies are permitted only one earring per lower lobe.

D. Tongue rings, lip rings, eye brow piercing, chin piercing, toe rings, and other rings on any other body part are strictly forbidden on both young men and ladies.

7. Shoes

- A. Shoes must be worn at all times. A substantial sole is required and enclosed footwear is required.
- B. Platform shoes (over 3 inches), beach style thong shoes, house shoes or slippers, and metal reinforced footwear are not permitted.
- C. Shoes may not represent any gang affiliation (no solid colors: red, burgundy, blue, purple, Nike Cortez, etc.).

FREE DRESS

The following rules apply to all students during "Free Dress" days:

Periodically, Lifeline will allow students "Free Dress" days in which they may wear clothes that are not uniforms. During these specified "free dress" days, students must still adhere to the "Regular Day" dress code mentioned above and may **not** wear the following:

1. Prohibited Garments

- A. Halter tops, tube tops, or tops with straps less than 1 inch wide.
- B. White or black undershirts worn as outside.
- C. Strapless or off-the-shoulder apparel.
- D. See-through garments such as blouses, tops, shirts, skirts, etc.
- E. Low-cut garments or any clothing that reveals undergarment.
- F. Bare midriff garments.
- G. Short skirts (more than 3 inches above the knees).
- H. Jackets or cover-ups to conceal clothing that reveals bras or midriffs are not acceptable.

2. Violent, Suggestive, or Obscene Garments

- A. Garments with violent, suggestive or obscene statements will not be allowed.
- B. Garments or accessories with slogans or pictures depicting or promoting drugs, alcohol, tobacco, weapons or other controlled substances are not appropriate.

3. Jewelry/Accessories

- A. Earrings, jewelry or accessories that present a safety hazard to the wearer or others, are not permitted.
- B. Spiked or studded jewelry of any kind, including ankle bands, bracelets, chokers, rings, gloves and belts are not permitted.
- C. Only prescription glasses may be worn in classrooms. Other types of glasses may not be worn on campus.

PROFESSIONAL DRESS

The following rules apply to all students during "Professional Dress" days:

In order to prepare our students for the work force, all students will be required to dress professionally once a week (most Thursday's but is subject to change - the professional dress dates will be announced and posted at a later date). During these specified "professional dress" days, in addition to the Regular Dress guidelines students must adhere to following guidelines:

1. Shirts

- A. Solid-white, collared dress shirt (full sleeve preferred).
 - i. Shirt may not display any visible insignia, logos, or brands.

B. Shirts must be ironed.

2. Pants

A. Black slacks.

B. Girls may wear black skirts as long as they are no shorter than three inches above the knee.

3. Shoes

A. Black dress shoes - fully enclosed (covering the toes and heel).

i. Students may not wear athletic shoes.

The Lifeline Education Charter School uniform policy will be strictly enforced.

I agree to support the Lifeline uniform policy and understand that my child must wear clothes to conform to the school dress code at all times, including the mandatory school uniform described above. I agree to have my child wear the Lifeline uniform/dress code requirements as required by the school.

I understand that failure to comply with the uniform requirement of Lifeline Education Charter School will result in appropriate discipline procedures. I am also aware that continued uniform violations may result in my child losing enrollment at Lifeline.

Signature of parent(s)/guardian(s) _____ Date _____

Signature of Student _____ Date _____

Local Law Enforcement Notification

In addition to the above information contained in the preceding pages of this handbook, consequences for the following infractions will be strictly enforced by the Compton Sheriff's Department.

Abuse of teacher and/or child

- a. Every parent or guardian, or other person who insults or abuses any teacher of the public schools in the presence of a hearing pupil is guilty of a misdemeanor. (EC 44811)
- b. Verbal abuse of a schoolteacher in the presence of other school personnel or pupils on the school premises or at any assigned school activity is a misdemeanor. (EC44812)
- c. It is the duty of the school employee to report an attack, an assault, or a menace by a pupil to law enforcement authorities. Failure to do so is a misdemeanor. Any person discouraging such a result is guilty of a misdemeanor. (EC 4401: Any person who urges a person so threatened not to report such an incident is guilty of a misdemeanor).
- d. Designated school personnel are responsible for reporting cases of suspected child abuse to a child protective agency. (PC11166)
- e. Any person who annoys or molests a child under 18 is guilty of a misdemeanor. (PC 647a)

Gambling

Every person who deals, plays or carries on, opens or causes to be opened, or conducts either as owner or employee, whether for hire or not, any game of faro, monte, roulette, lansquenet, rouge et noire, rondo, tan, fan-tan, stud-horst poker, seven-and-a-half, twenty-one, hokey-pokey, or any banking or percentage game played with cards, dice or any device, for money, checks, credit, or other representative value, and every person who plays or bets against any of such prohibited games, is guilty of a misdemeanor and shall be punishable by a fine not less than one hundred dollars (\$100) nor more than one thousand dollars (\$1,000), or by imprisonment in the county jail not exceeding six months, or by both such fine and imprisonment. (PC 330)

Loitering

Loitering is defined as: to linger or idle about without an obvious school purpose. Every person who loiters about any school is a vagrant and is a guilty of a misdemeanor. (PC 653g)

Malicious Mischief

A pupil who defaces, damages, or destroys any school property may be suspended or expelled consistent with school policy. (Title V, 305)

Pornography

Every person who sells distributes, displays, or gives away any harmful matter, i.e. pornography, to a minor is guilty of a misdemeanor. (PC 313.1)

Vicious Habits

Children with filthy or vicious habits may be excluded. (EC 48211) Indecent exposure in a willful and lewd manner constitutes a misdemeanor. (PC 314)

Excessive Displays of Affection in the Halls

Students are to refrain from displays of affection in the halls including kissing and embracing. Parents will be contacted and disciplinary action will be taken when students refuse to cooperate.

Guidelines for Corrective Measures

Assigning Detention

All teachers should use detention as a measure of discipline as needed in their classrooms. Teachers do not need permission to assign detention; especially if a student does not complete their homework (that student will be assigned detention every time s/he does not complete the assigned class work or homework).

Procedures for Detention:

- An administrator will be assigned the responsibility to facilitate detention.
- Each detention session will last one hour.
- Detention cannot be assigned on the same day of an incident. Parents must receive notice that their child will be staying after school to serve detention.
- At the end of the school day, teachers should send a completed “Detention Assignment Form” (see “Forms” section) to the Principal to request that students serve detention. It will be the responsibility of the Principal to ensure those parents are contacted.
- Teachers cannot assign detention to an entire class at one time.

If a teacher or parent desires that a student do a specific assignment during detention, they are to inform the staff member and or administrator who will be overseeing detention on that day.

What should students do during detention?

- Students may engage in a lesson format discussion about their behavior. Students should only talk to the teacher during detention – NO EXCEPTIONS!
- Students may perform campus beautification duties.
- Students may be assigned a behavioral standards based lesson that addresses the student’s specific infraction.
- Students may be required to sit quietly, in an upright position, hands folded, and feet flat on the floor.
- Students should not complete homework or make-up work during detention. Remember, this is a time for students to focus on changing their behavior and learn to be more productive citizens.

*Any student who serves more than three detentions during a month requires a parent conference and will be suspended until the parent meets with the teacher and an administrator.

Student Rules for Detention

After school detention will be **1 hour in duration**. Detention is intended to serve as a disciplinary aid in improving students’ behavior and/or problems with attendance. Any student who has been assigned detention must return the signed disciplined letter to school by 8:00 am on the day following the day the infraction occurred. **Failure to do so will result in double detention. If the student refuses to ask his/her parent or guardian to sign the letter and, as a result, it is not returned to the school within two days, the student will be suspended for willful defiance of valid school authority.**

Students assigned to detention must adhere to the following rules:

1. Attend detention on the assigned day.

2. Arrive to detention on time. **A late student will be considered a no-show and an extra day of detention must be served. 2 no-shows = 1 day at home suspension. A parent conference will be required for the student to return to school.**
3. Follow all directions given by the detention facilitator.
4. No talking, standing up, or moving around without permission.
5. No passes will be given for the restroom or to get water. Take care of all personal needs before detention begins.
6. Students will not be allowed to go to their lockers during detention.
7. Any student who creates a disturbance will be asked to leave. In this case, the student will be required to serve an extra day of detention or be suspended.

Suspension

When a student is on home suspension, they may not participate in any activity associated with Lifeline Education Charter School. These activities include, but are not limited to:

- Sporting events (as an athlete or spectator)
- Dances (including proms)
- Field Trips
- Graduation

In addition, parents of students serving home suspension must meet with the Dean of Students.

Saturday School

Saturday School hours are 8:00 am until noon. Students assigned to Saturday school may be instructed to complete tasks in lieu of or in addition to class work. These tasks may include campus cleanup/School Beautification.

All students assigned to Saturday School must adhere to the following rules (all Lifeline Charter School general rules and policies apply when Saturday School is in session):

1. Students will follow all instructions given by their Saturday School supervisor.
2. Students are expected to remain awake during the entire period.
3. Students are not allowed to talk, chew gum, eat, drink, or play games.
4. If a student fails to follow directions or disrupts the Saturday school in any manner, he/she will be dismissed with no credit for time served.

Failure to serve Saturday School will result in suspension and/or expulsion. In addition students will receive an absence on their report.

Student Attendance Procedures

Attendance and Excuses

Students are required to attend school regularly. Procedures have been established at the high school (grades 9-12) which will enable school personnel to determine the reason(s) for all pupil absences and to take appropriate actions in cases of excessive absences.

Excessive absenteeism is defined as more than 12 unexcused days. Students who accumulate in excess of 20 unexcused days may be referred to a Student Attendance Review Board and/or the District Attorney. Furthermore, any student who accumulates in excess of 36 days absence excused or unexcused, except where independent study has been provided, will also be considered to be excessively absent, will receive no credit for the school year and may be referred to a Student Attendance Review Board and/or the District Attorney.

Recording Absences

- Attendance will be taken daily and recorded on the attendance card by the homeroom teacher.
- Parents are required to call the school attendance office by 8:30 a.m. on the day their child will be absent from school. In addition, students must submit a parental note explaining the reason for the absence. This note must be submitted upon the students return to school. Please note: Parental approval/explained absences are not necessarily considered excused absences except as noted below:
- Absence from school may be excused only under the following circumstances:
 - Religious holidays approved by the Board of Education
 - Death in a family
 - Confirmed medical/legal appointments
 - Absences approved in writing by a Doctor or Dentist
 - Suspensions imposed by the administration

Notes/documentation for these reasons must be submitted within 5 school days from the time the student returns to school or they will not be accepted. Parents and students are strongly encouraged to make every effort to schedule driving tests, medical appointments and legal appointments at times that will least conflict with the instructional program.

- A student who arrives at school after 3rd period 10:00 shall be marked absent for the day. An early dismissal prior to the end of 5th period will be considered a full day absence.
- When a student reaches 13 unexcused days he/she will be placed in a "non-credit" status. Credits for courses passed will not be granted until satisfactory completion of assigned Saturday classes. For each absence beyond 12 days the student will be required to attend (1) Saturday session.
- Any Student in "Non-credit status" will be ineligible for all formal/semi-formal dances/proms.
- Seniors owing Saturday schools prior to graduation will not be allowed to participate in Graduation exercises and will have their Diplomas withheld until this time has been completed in the Summer Credit Completion program.
- Seniors who do not complete assigned Saturday sessions prior to the end of the school year will be required to attend the summer credit completion program to complete the time owed. Appropriate school work will be provided to these students.
- Underclass students who do not complete assigned Saturday sessions prior to the end of the school year will be required to make up their sessions in a summer credit completion program

(if State funding allows) or the student will have to repeat the school year. If State funding is not provided, underclass students will make up their Saturday sessions the following year.

Appeal Process

There are times when there might be an unforeseen factor or extenuating circumstances. Hence, there is an appeal procedure one may follow to request a hearing:

The appeal process may be instituted for a review of the number of days of absence which the attendance records reflect or whether the days accumulated is excused or unexcused.

Level I

- A parent or guardian may file a written appeal with the Principal requesting a conference when a student's absences have exceeded the maximum limit of 12 days.
- This hand written appeal must be submitted to the Principal within five (5) days after receiving notification that a student has exceeded the maximum limit for absences.
- The appeal request must state the reason(s) for appeal.
- The student's total attendance record will be considered on an appeal case.
- The Principal and/or Site Advisory Council will notify the parents of hihe/sher decision in writing. The notification will be made within three (3) school days after the appeal hearing.

Level II

- A hand written request to meet with the Executive Director, who represents the Board of Directors, must be submitted within seven (7) days if not satisfied with the decision of the Principal.

Level III

- A hand written request may be submitted to the State Commissioner of Education if not satisfied with the decision of the Executive Director and the Board of Directors.

Making Up School Work Due to Absence

Excused Absences

- Students may make up all work missed with no grade point deduction if the absence is excused. Students will be given one day make-up for each day absent.
- Example: A student who is absent on Tuesday should have all make-up work completed by Thursday.
- All tests administered during an excused absence may be made up with full credit. Previously announced tests may be given on the day returned. Teacher judgment will be used on other make-up tests.
- Students may be required to work after school in the PLATO Lab to make up instruction they have missed during their absence. Standards based instruction requires that students be present all school days to receive the appropriate instruction.

Unexcused Absences

- Homework/class work - the student is expected to make up any assignment, etc., that was given during their unexcused absence, and is responsible for subject matter covered during the absence. Failure to do the assignment will result in a grade of zero (0). Makeup time-line is the same as excused absence.
- A student who is suspended is responsible to makeup all missed work. A student who misses a scheduled test, quiz, etc., due to cutting class or truancy will receive a grade of zero "0" with no opportunity for make-up.

Students will be required to attend the after-school program Monday through Thursday and Saturdays 8 – 12 to make up instruction missed due to unexcused absences. Standards based instruction requires that students be present all school days to receive the appropriate instruction. Students missing too much school are

severely in danger of not successfully completing classes for graduation and college. All students, grades 6 – 12 must have a complete understanding of the State curriculum to pass the California High School Exam and also show proficiency on the California Standards Test. Passing or scoring well on these exams is mandatory for receiving a high school diploma (CAHSEE) and showing success on the student transcript (CST).

Requests for Family Vacations

Please see comments in the above section, Unexcused Absences. Students leaving for vacations will be expected to perform well on all State Examinations to receive their diploma. Missing school can make a significant negative impact on student success. There is no substitute for classroom instruction. Children cannot fully understand the learning without being part of the complete classroom instructional process, especially in the format of standard based education mandated by the State of California and the Federal Government. Students will be expected to make up their class time after school, Monday through Thursday and Saturdays in the PLATO lab.

- Parents/Guardians should notify the school principal at least two (2) weeks in advance if they are planning to take students out of school.
- The time lost above will count as unexcused absences.
- Absences taken during posted mid-term and final examination periods are greatly discouraged.
- The student must make-up all work missed during these absences.

Long Term Medical Absences

Students who are placed on independent study due to illness will not have this time counted toward 12 absences.

Procedures:

- Parent/Guardian should submit a request for independent study to the Principal no later than five (5) days after the inception of the illness in accordance with the administrative procedure on independent study.
- A statement by a medical examiner must be produced giving the prognosis of length of time the student will be absent and the nature of the illness.
- Only medical absences of 10 or more consecutive days will be considered for independent study.

EXPECTATIONS OF STUDENT BEHAVIOR

Lifeline’s student discipline policy, as described below, relates to the Charter School’s expectations of its students regarding attendance, school behavior, dress, mutual respect, substance abuse, violence, safety, and work habits. Students and their parents are required to verify that they have reviewed and understood the policy at the beginning of each school year.

Violation of the Suspension and Expulsion Policy below may result in a variety of consequences, including but not limited to verbal warnings, written warnings, loss of privileges, isolation in a supervised area, detention during or after school, notices to parents by telephone or letter, parent conferences, suspension, or expulsion.

Suspension and Expulsion Policy and Procedure

The Pupil Suspension and Expulsion Policies are established in order to promote learning and protect the safety and well being of all students at the Charter School. 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 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 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.
- 1) “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 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:
- i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 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 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.
- 3) “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 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:
- v. 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.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - viii. 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.
- 4) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- iv. A message, text, sound, or image.
 - v. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- vi. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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. The 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 (a panel including the Principal, Executive Director and/or Site Advisory Council) 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 a five day 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 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 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 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 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 the 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, Administrative 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 hi/he/their 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 resulting from 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 at 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. 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 alternative 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 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.

Lifeline Education Charter School Petition

APPENDIX C – EMPLOYEE HANDBOOK



“Achieving Academic Excellence”

Lifeline Education Charter School
EMPLOYEE HANDBOOK

Policies & Procedures

2013 - 2014

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ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

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Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

Lifeline Education Charter School Employee Handbook

INTRODUCTION

This Handbook is designed to help employees get acquainted with Lifeline Education Charter School (hereinafter referred to as “Lifeline” or the “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Lifeline also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification must be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Principal.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Principal. This will provide the School with a record that each employee has received this Handbook.

HIRING POLICIES AND PROCEDURES

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Equal Employment Opportunity Policy

Lifeline is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Lifeline then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or

employee to perform his or her job. Lifeline will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Staff/Student Interaction Policy

Lifeline recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to the Lifeline administration. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.

- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Whistleblower Policy

Lifeline requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

Immigration Compliance

Lifeline does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of Lifeline to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the school requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. As an employee, you will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

Employee Classification

The school's employees are classified in the following categories: Administrative - Executive Director, Administrative - Principal, Certificated and Classified employees. Certificated and Classified employees may be full-time, part-time or temporary.

Administrative: Administrative employees are those employees with job assignments that require the use of specific administrative and/or executive skills. In addition, Administrative employees provide supervision, implement the Board of Director's policies and procedures. Administrative employees are compensated on a salary basis.

Certificated: Certificated employees are those employees who hold a teaching position for which a valid California Teacher's credential is required. Credentialed employees are paid on a salary basis.

- Full-Time Certificated:
Full time certificated employees work at least 30 hours per week.
- Part-Time Certificated:
Part time certificated employees work 29 hours per week or less.

Classified – Non-administrative: Hourly employees are those employees who do not regularly supervise the work of two or more persons, who do not routinely exercise significant discretion and whose job assignments are paid on an hourly basis. Persons holding these positions are eligible for overtime pay for hours worked in excess of eight (8) hours in any work day or more than forty (40) hours in any work week. Hourly employees may be full or part time.

- Full-Time Hourly:
Full time employees are those employees who are scheduled to work at least 40 hours in a week depending upon your contract.
- Part-Time Hourly:
Part time employees are those employees who are regularly scheduled to work less than 30 hours in a week.

Classified - Administrative: Classified administrative employees are paid a monthly salary, regularly supervise two or more persons, and/or have specialized training, utilize special skills and exercise independent judgment or have a confidential administrative relationship to Lifeline.

Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project. A temporary employee may be a certificated, classified or an administrative employee.

Part-time and temporary employees are not entitled to benefits provided by Lifeline. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of Lifeline and are not eligible for benefits. If you have any questions about your employment classification, please consult with your immediate supervisor.

Probation Period

The first ninety (90) days of employment for every new employee, irrespective of classification, is considered the probationary period. During this probation period, employees are not eligible for, or accrue any benefits. This period is intended to serve as a time for you and the school to determine whether further employment with the school is desired. The school may, at

its discretion, evaluate your performance, either formally or informally, at the end of this probationary period. In its sole and complete discretion, the school may extend the duration of the probationary period. The probationary period does not change the at-will status of the school's employees and does not imply or guarantee ninety (90) days of continued employment.

Consensual Relationships

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between staff and parents or students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. The School has a strong policy against sexual harassment and is concerned that consensual relationships might potentially violate the policy. The School aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into consensual relationships should notify administration regarding the relationship, as well as review the sexual harassment policy. Moreover, employees are expected to abide by the sexual harassment policy, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in consensual relationships in the School's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary or similar decisions which may impact some persons.

Violations of the School's Consensual Relationship Policy may result in disciplinary action up to and including release from at-will employment.

Certification and Licensure of Instructional Staff

All teachers employed by Lifeline are required to hold a current California Commission on Teacher Credentialing certificate or permit equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject-matter expertise. All teachers are required to be No Child Left Behind (NCLB) compliant, or working towards meeting this qualification. It is the responsibility of all instructional staff to provide and maintain such certificate, permit or other documentation to the Executive Director. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the concern to their immediate supervisor.

First Aid/CPR Certification

All staff who have regular contact with students shall be required to receive training and certification in First Aid and CPR.

Tuberculosis Testing

No person shall be employed by the school unless the employee has submitted proof of an examination showing that the employee is free of active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test, which if positive shall be

followed by an X-ray of the lungs. Only examinations performed by a licensed physician in the United States of America will be accepted.

New employees must provide an original proof of examination within the previous 365 days and was found to be free of communicable tuberculosis.

The examination for applicants for employment is a condition of initial employment; therefore, the cost of the tuberculosis test is the responsibility of the applicant.

All continuing employees shall be required to undergo the foregoing examination at least once every four (4) years. After such examination, each employee shall provide to the business manager, an original certificate signed by the examining physician showing the employee was examined and found free from active tuberculosis. Returning employees will receive a written notice by the business manager and have thirty calendar days to submit proof of tuberculosis examination. Those employees not in compliance may be subject to leave without pay and/or termination.

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

The Department of Public Health in your county may provide tuberculosis examinations to employees at no or low cost to the employee.

Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to participate in electronic fingerprinting through Live Scan. The electronic submission is forwarded directly to the Department of Justice (DOJ) for the purpose of obtaining criminal record summary information from the both the DOJ and Federal Bureau of Investigation (FBI). The school is prohibited from employing a person who has been convicted of a violent or serious felony, or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The school will not employ any applicant until the DOJ completes its check of the state criminal history file as required by state law.

All employees are hereby advised that any arrests, convictions, warrants, or other enforcement of law against the employee, even if the act happens or is reported *after* the initial Live Scan, will be automatically submitted to Lifeline. Lifeline will take the necessary action based upon such further information.

GENERAL WORKPLACE POLICIES

Policy Prohibiting Unlawful Harassment

Lifeline is committed to providing a work and educational atmosphere that is free of unlawful harassment. Lifeline's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Lifeline will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Lifeline will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Lifeline is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training as required by law. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See the Forms Section of the Employee Handbook for the “Harassment Complaint Form” and the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Lifeline will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Workplace Violence

Lifeline takes the safety and security of its employees seriously. Lifeline does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect Lifeline or that occur, or are likely to occur, on Lifeline property. You should report any act or threat of violence immediately to your immediate supervisor.

Open-Door Policy

Lifeline wishes to provide the most positive and productive work environment possible. To that end, Lifeline has an open-door policy and welcomes your questions, suggestions or complaints relating to your job, conditions of employment, or the treatment you are receiving. Other than in situations involving harassment, please contact your immediate supervisor with your questions or concerns. If the situation is not resolved to your satisfaction, please contact the Executive Director, preferably in writing, who will further investigate the issue.

Drug Free Workplace

It is Lifeline's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject up to and including termination. Lifeline complies with all federal and state laws and regulations regarding drug use while on the job.

Smoking

All school buildings and facilities are non-smoking facilities, regardless of the time, day, or if there are/aren't persons present.

Health, Safety and Security Policies

Lifeline is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, Lifeline has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. A copy of the Injury and Illness Prevention Program, has been included in this handbook for your review.

You are required to know and comply with Lifeline's General Safety Rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, Lifeline will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Lifeline has also developed guidelines to help maintain a secure workplace. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When away from your work area, do not leave personal articles, student information, or teacher edition versions of textbooks unattended or without locking those items.

You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached.

Company Property Inspections

Lifeline is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, Lifeline provides property and facilities to its employees to carry out business on behalf of Lifeline. Accordingly, employees do not have a reasonable expectation of privacy when using any school property or facilities. In accordance with these policies, all school facilities and property, including all items contained therein, may be inspected by Lifeline at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

Lifeline also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on Lifeline property or premises. Lifeline reserves the right to deny entry to any person who refuses to cooperate with any inspections by Lifeline. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature/materials not previously authorized in

writing by the Executive Director, asking for donations, and/or selling items. Solicitation during non-work time, (*e.g., breaks, lunch periods or other such non-work periods*), is permissible as long as both parties are on non-work time and it does not interfere with access to the facility, results in litter, or is conducted in areas where other employees are working. Entry on Lifeline premises by non-employees is not permitted, unless related to official school business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of Lifeline and are provided to the employee to carry out business on behalf of Lifeline, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using school owned equipment and technology. Communications (including any attached message or data) made using school owned communications equipment and technology are subject to review, inspection and monitoring by Lifeline.

Additionally, Lifeline uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse, and using a spam filter.

Passwords used in connection with Lifeline's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized school employees. Therefore, employees are required to provide to the information technology manager all passwords used in connection with Lifeline's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use, **unless previously authorized**, is for business purposes only. All employees using the internet through Lifeline's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use Lifeline's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age,

religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of Lifeline, contrary to the best interest of Lifeline or for personal gain or profit of the employee against the interests of Lifeline. Employees must not use Lifeline's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or a voicemail message without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her school issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by Lifeline. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and disclaims any and all liability arising out of the employee's participation in these activities. However, professionalism and the procedures described in this handbook are expected of the employee while participating in those activities.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the business manager advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Lifeline to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a school representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. A request for information contained in the personnel file must be directed to the Executive Director.

Lifeline will restrict disclosure of your personnel file to authorized individuals within Lifeline. Only the Executive Director is authorized to release information about current or former employees. Lifeline will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Work Hours and Schedules

Lifeline's normal working hours are Monday thru Friday from 7:30 AM to 4:00 PM. The work schedule for full-time, non-certificated employees is normally 40 hours per week. Your supervisor will assign you your work schedule.

Certificated employees (i.e. teachers) must be at school from 7:45 AM to 3:45 PM each school day. Administrative staff, clerical and all other staff will need to adhere to hours set within their job descriptions. It is mandatory that teachers and all staff sign-in when arriving to school and sign-out when leaving campus (including lunch breaks). Failure to sign-in and sign-out may result in discrepancies in pay. This will be strictly enforced.

Employee Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with your immediate supervisor and/or Principal. Please submit the Time-Off request form a minimum of three business days in advance to your immediate supervisor or Principal. Authorizations for time off are based on scheduling and seniority and are at the discretion of the Principal.

If it is not possible to arrange your absence or tardiness in advance, you must notify your immediate supervisor no later than two hours before the start of your workday. If your absence will continue for more than one day, you are expected to keep your immediate supervisor and Principal sufficiently informed of your situation.

Absence or tardiness without notification to your immediate supervisor and Principal may result in disciplinary action, up to and including termination.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination.

If you fail to come to work for three (3) consecutive work days without authorization, Lifeline will presume that you have voluntarily terminated your position with Lifeline at the close of business of the third missed day.

Employee Tardy Policy

Any staff member that arrives to work one minute after their scheduled start time is considered and recorded as tardy. If you will be tardy to school on any given workday, please notify the Principal at least two hours before school begins. The following table outlines the tardy schedule set forth by Lifeline.

FROM	TO	Time Off Deducted (TOD)
1 minute	7 minutes	Grace Period; however, you are still considered and recorded as tardy
8 minutes	22 minutes	(-) 15 minutes deducted
23 minutes	37 minutes	(-) 30 minutes deducted
38 minutes	52 minutes	(-) 45 minutes deducted
53 minutes	67 minutes	(-) 60 minutes deducted
61 minutes	67 minutes	For employees arriving over one hour late, the table above continues. The grace period is only for the first 7 minutes of the first hour the employee is tardy.

If you are tardy more than five (5) times in one semester, you will receive a written reprimand. If you are tardy more than eight (8) times in a school year, you must attend a meeting with the Executive Director and the Principal. If you are tardy more than thirteen (13) times in one school year, disciplinary action, including possible termination, may be taken.

Time Off Deducted (TOD)

When an employee is tardy on any day, the employee will have time deducted as mentioned in the table above from their accrued sick, personal, and/or vacation time as applicable to the employee’s classification/employment contract. If the time being deducted exceeds an employee’s accrued time, the tardy or absence will be deducted from the employee’s pay in accordance with applicable law.

Time Records

Hourly, non-exempt employees must accurately keep time records reflecting all regular hours and overtime hours worked and meal periods taken. All employees must punch in and out each day. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Overtime

Lifeline follows all federal and state laws regarding the payment of overtime wages by compensating all hourly, non-certificated employees for overtime hours worked. For purposes of overtime calculations for non-certificated employees, Lifeline’s workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 PM. All overtime hours worked **must be preauthorized in writing** by your immediate supervisor.

Only those hours that are actually worked are counted to determine an employee’s overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

Make Up Time

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of Lifeline. Make up time is not encouraged and not guaranteed.

Work Breaks

All employees are allowed one thirty (30) minute unpaid meal break each work day where the employee works more than six (6) hours in one day. Employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day.

Employees may take two (2) ten-minute paid break periods or a planning period for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period. Employees should contact their supervisor to schedule their meal and break periods.

Pay Days

Paydays are scheduled on the 10th and 25th of the month for non-certificated, hourly employees and the last day of the month for certificated. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next operating business day after the day(s) off.

You should promptly notify the payroll department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear between the following and next payroll cycle that the change request is made.

Payroll Withholdings

As required by law, Lifeline shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA) [CalPERS employees only]: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Lifeline.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Lifeline 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.

California State Teachers' Retirement System (CalSTRS): If you are employed to perform creditable service on a full-time basis or more than 50% of the time, you will become a CalSTRS member on the first day of employment. Membership is mandatory to those who qualify.

California Public Employees' Retirement System (CalPERS): Classified employees with an appointment of half-time or more, and an appointment longer than six months will be enrolled automatically by the payroll office in the California Public Employees' Retirement System. Membership in this system involves both the employee and Lifeline contributions. Membership is mandatory.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business Office for an explanation.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Business Office. Lifeline's business office maintains a supply of these forms or you may download the form from the internet.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which must be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business Office. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a withholding statement (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages earned during the calendar year.

Lifeline offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. Contact the Business Office for information available on these programs.

Mandatory Training and Meetings

Lifeline will pay hourly classified employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. Salaried staff may be required to attend training seminars that may be away from Lifeline's normal business hours.

STANDARDS OF CONDUCT

Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position and must wear closed toed shoes at all time. The Principal will inform you of any specific dress requirements for your position. Staff will be required to wear professional attire Monday thru Thursday; Friday is a casual dress day. Teachers at Lifeline will abide by the following schedule when dressing for work or work-related events:

- Monday thru Thursday: Standard school dress code
- Friday: Casual dress code.

Standard School Dress Code

Teachers are expected to be neat and well-groomed at all times, as to be examples for students. The Standard School Dress Code consists of:

- Collar style shirts.
- Black, ash grey, or khaki pants (women may also wear black, ash grey or khaki skirts that are as long as the tip of the middle finger when arms are extended at the side).
- Pantyhose must be worn with skirts.
- **Fully enclosed** casual or dress shoes (tennis shoes, platform shoes over 3 inches, slippers, beach style thong shoes and metal reinforced footwear are not permitted) unless there is a medical condition and a doctor's note is provided.

Such dress code is not required but recommended so long as all teachers maintain a professional appearance at all times.

Casual Dress Code

Casual dress code consists of:

- Khaki pants or jeans. Pants that are bleached, torn, ripped, distressed or with holes are **not** permitted.
- Only shorts that extend to the knee or below may be worn.
- Women may wear capri pants.
- No sleeveless shirts of any kind may be worn to school. For example, this includes tank tops, "spaghetti straps," A-shirts, jerseys, and halter shirts.
- Athletic jogging suits are permitted.
- Tennis shoes may be worn. Sandals of any kind are **not** permitted.

Prohibited Conduct

Lifeline expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action

up to and including termination of employment. The following is a list of conduct that is prohibited by Lifeline. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by Lifeline.

- Unexcused absences and/or lack of punctuality;
- Release of confidential information without prior authorization;
- Possession of or reporting to work while under the influence of alcohol, illegal drugs or controlled substances;
- Theft or embezzlement;
- Willful destruction of school property;
- Conviction of a felony or a misdemeanor making the employee unfit for the position;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Any willful act that endangers the safety, health or well being of another employee or student;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to Lifeline;
- Misuse of school property or misappropriation of funds;
- Possession of firearms, or any other dangerous weapons, while acting within the scope of your employment Lifeline, on school premises or designated off-campus events;
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law;
- Failure to comply with Lifeline's safety procedures;
- Insubordination;
- Failure to follow any known policy or procedure of Lifeline or gross negligence that results in a loss to Lifeline;
- Violations of federal, state or local laws affecting the organization or your employment with Lifeline;
- Unacceptable job performance;
- Dishonesty;
- Failure to keep a required license, certification or permit current and in good standing;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record, or falsifying any time record (for any motive);
- Unreported absence of any three consecutively scheduled workdays;
- Unauthorized use of school equipment, materials, time or property;
- Working unauthorized overtime;
- Abuse of sick leave;
- Sleeping or malingering on the job;
- Creating, participating in, or perpetuating a hostile work environment;
- Jeopardizing or participating in conduct that jeopardizes the safety of staff, parents or students;
- Failure to report conduct of others that jeopardizes or threatens to jeopardize the safety of staff, parents or students or the failure to report incidents of theft, fraud, embezzlement of school property or resources.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers, and progress information is confidential in nature and may not be shared with or distributed to

unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate administrator, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Lifeline may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services or to or the county welfare office. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents. All certificated staff are mandated reporters.

Reporting the information regarding a case of possible child abuse or neglect to your immediate supervisor, the Principal, a school counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

Outside Employment

While Lifeline does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with Lifeline, that creates a conflict of interest or that interferes with the employee’s work for Lifeline. Lifeline will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

Expense Reimbursements

Lifeline will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in Lifeline’s policy regarding expenditures, a copy of which may be obtained from the Business Office. In general, all expenses must have been previously approved

in writing by your immediate supervisor, or designee. All reimbursement forms signed by the employee and immediate supervisor must be complete and submitted to the Business Office.

Faculty Cooperation

All faculty and staff are expected to address and respond to one another with cordiality and consideration. Please be considerate of individual and collective responsibilities and recognize that every staff member is part of a network of individual lifestyles and obligations.

Any disagreements between co-workers and/or supervisors should be handled privately and maturely. Refrain from discussing these disagreements with a third party in any way that could spread ill will or disrespect, as it negatively affects staff morale and ultimately, could affect professional performance. If necessary, concerns for co-workers should be taken to your immediate supervisor and/or business manager. This should be done only after the parties involved have attempted but failed to resolve the situation amongst themselves.

Cellular Telephone Use

Cellular telephones must be kept off during class time. They may be used only during lunch breaks and preparation periods. Under no circumstances are teachers or staff permitted to use cellular telephones when classes are in session.

Social Networking Sites/Public or Open Sites

In order to maintain a professional and appropriate relationship with students, employees should not communicate with students who are currently enrolled at Lifeline on any social media sites, public or open sites. Staff members are strongly discouraged from "*friending*" students on social networking sites (example: Facebook, Myspace, Twitter, Instagram, personal websites, etc.). Staff members should refrain from posting, uploading, downloading, tagging, referencing, or disclosing any student pictures, information, or confidential information on their personal social media site.

The only current approved means of mass communication between teachers and students (and their parents/guardians) that teachers are allowed to use is JupiterGrades.com. The use of JupiterGrades.com and communication to families is strictly restricted to school related communication and to the students that the teacher is assigned to. Staff without personalized access (staff specific login and password) are not allowed to contact families without written prior consent from the administrative team.

Documentation Binders

All teachers are expected to keep administrative documentation (including, but not limited to memos, disciplinary referrals, daily behavioral logs, SST forms, and parental notifications) in a binder that will be provided by the Principal. This binder must be made readily available for random inspections or questions by the Executive Director, Principal or designee.

CLASSROOM PROCEDURES

Classroom Procedures

All systems/standards outlined in this manual are expected to be followed consistently. New ideas are encouraged, but no new system may be implemented without prior approval by the Executive Director.

Classroom Rules

Classroom rules must be submitted to the Principal by Friday, August 23, 2013 and approved classroom rules must be visibly posted in the teacher's classroom by 08:00am on August 26, 2013. Teachers must give students a copy of those rules to take home with them on the first day of school. Handouts should have a designated area for parents to sign.

Student Attendance

Attendance is to be taken during the first five minutes of each period. The official roll must be taken during third period. The following criteria must be followed when taking the official roll during third period:

- Call roll verbally.
- Use black ink only.
- Allowed Marks
 - If a student is absent write "A."
 - Leave boxes for present students blank.
 - Do not make stray marks on the attendance sheet.
 - If you make a mistake on the attendance sheet, make a single diagonal line (/) through the mistake and initial it.
- An attendance clerk will pick up attendance each day.
- Sign the attendance sheet every Friday.

Only teachers are permitted to take attendance. If a teacher is absent, someone will be assigned by the Principal to take attendance for that class. Attendance needs to be taken every period and turned into the office.

Student Tardy Policy

Students must be in their seats when the tardy bell rings. Teachers must keep a record of students who are tardy. The following tardy policy will be followed school-wide:

- Three (3) tardies in one quarter: Office and/or teacher will call parent or guardian
- Five (5) tardies in one quarter: Office and/or teacher will call parent; student will serve after school detention
- Seven (7) tardies in one quarter: Mandatory conference with student, parent, teacher, and administrator

- The student and his or her parent/guardian will be required to sign an attendance contract after seven (7) tardies in one quarter.

Student Absence Policy

All absences – excused or unexcused – take away from a student’s classroom instruction. Every time a student is absent, the parent will receive notification via telephone. If a student acquires 10 absences in one semester, he/she will be reported to truancy officials and possibly released from Lifeline.

- Three (3) absences: Phone call and/or Letter to student’s home
- Six (6) absences: Certified Letter to student’s home
- Nine (9) absences: Referral to truancy officials and possible dismissal

If a student is absent, he/she must bring a letter signed by a parent or guardian and he/she will not be admitted into class the next day without an “Admittance Slip” from the office. All absences in excess of two consecutive days may be excused only with a doctor’s note or verification of familial emergency. If a student’s absence is unexcused, teachers may withhold make-up work. If a parent expects his or her child to be absent for an extended period of time (due to illness or death in the immediate family), the parent should visit the student’s counselor in person to make arrangements for the student to receive credit for course work.

Student’s grades will be held and he/she will be withdrawn from the school for excessive absences excused or unexcused. In cases of verified emergency or illness, a student may be permitted to remain in school despite excessive absences. Excessive absences are defined in the following ways:

- Nine (9) absences in one semester
- Eighteen (18) absences in one year
- Absent 10% of days enrolled at Lifeline during any semester.

Attendance and Tests

Students will not be able to take make-up tests or quizzes unless their absence is evaluated by the teacher and/or administrator. Acceptable excuses are medical hospitalization, death of immediate relative, or voting. Excused absences are evaluated at the discretion of the teacher or Principal. In such circumstances, a parent note would not suffice (the note may excuse the absence, but it will not allow the student to take the test/quiz.) This is an attempt to eliminate excessive Friday absences which is a common testing day and students taking extra time to prepare for assessments.

Lesson Plans

The administration believes it is important to know what is being taught in each teacher’s classroom. Though this is not an attempt to micromanage, the administration recognizes its responsibility and liability for what is taught in the classroom. Teachers are guided by the Principal.

Lesson plans should include objectives, methods of instruction, and California State standards that must be addressed in the lesson (please visit www.cde.ca.gov/pd/ps/te/ for a complete list of standards for the teaching profession). California state standards that will be addressed must be displayed in the classroom and updated monthly. The lesson plan template that should be used by all teachers can be found in the “Forms” section of this manual.

All teachers will attend weekly meetings with their department head/Principal and/or curriculum specialist to discuss curriculum, lesson planning and student progress.

All teachers are expected to prepare themselves for classroom performance by having lesson plans and projects ready one month in advance. This is for planning purposes only and it is understood that actual lessons may vary according to student progress. Lesson plans are due on the last working Thursday of the month at 8:00 AM for the following month.

Any copies needed for instruction (including quizzes/tests, lesson plans, and syllabi) must be submitted to the main office no later than 4:00PM on the Thursday of the week prior.

Project Based Learning Projects (PBL) will be done once per quarter in all subject areas. PBL plans are due to the Principal according to the schedule provided.

Student Portfolios

Teachers must create and maintain a portfolio on every student in a secured location that is inaccessible to students and/or other staff. This portfolio **must be updated weekly** with all assignments that students complete including tests and quizzes. Teachers may have students update their portfolios, but are required to check for accuracy. Portfolios should be available at all times to show student progress.

The Principal will give teachers containers in which to store portfolios. Portfolios consist of completed student assignments kept in manila folders. Assignment sheets are attached to the inside front cover of the folder. The sample assignment sheet in the “Forms” section of this handbook may be copied and used in the classroom.

Grading

Students’ grades in their classes are dependent upon performance in the following areas: class work, homework, tests/quizzes, attendance and projects. Extra credit is given at teachers’ discretion.

Teachers are required to update weekly student’s grades on all assignments on the school authorized grading system software. Teachers must input at least two (2) to three (3) assignments into the grading system software per week. After weekly grades are posted, any changes to the grades in the system must be reported in writing to the Business Office. Teachers are not authorized to make grade changes prior to the current week. All teachers must have their grade books fully updated every Monday.

Teachers must submit a written explanation of their grading policies to the Principal, or designee and the Executive Director one week before school starts. This system must be approved before it can be implemented in the classroom.

Teachers must make students aware of their grading policies before the first assignment is distributed. Teachers are expected to remain consistent in their grading policies and allow the same opportunities and consequences for all students. Grades are given by teachers and are final unless incompetence or bias can be proven.

Failure to complete a significant number of homework assignments may result in failure of the class.

Homework

Homework is an integral part of students' academic careers. It is to be used as a tool to enhance what was taught in class. All teachers are expected to assign homework to their students at least four days per week. Assignments must be noted in the weekly syllabus that is given to all students on the first day of the week. In middle school, homework should take students a minimum of 30 minutes for each assignment to complete. For high school students, a minimum of 45 minutes to one hour should be required for each assignment along with all projects. Teachers should send out a weekly notice for all students that are not completing their homework. A copy needs to be given to the Principal.

Progress Reports

Progress reports are given at the end of each quarter. These notices are specifically designed to notify parents of their students' academic standing prior to the release of official semester grades. These progress reports will be sent to students' homes via mail from the Registrar's Office.

Failing Reports

It is important for parents to be kept abreast of their students' progress. Teachers are to make phone calls to parents as soon as a student's grades begin to decline. All phone calls to parents, as well as disciplinary action against any students, are to be documented. Please see the "Forms" section for the Parent Call Log. A call log must be submitted to the Principal on a bi-weekly basis that contains all calls made to parents.

It is mandatory for teachers to submit monthly failing reports for students who are failing (current grade of "F") or are in danger of failing (current grade of "D"). One copy will be given back to the teacher to keep in his or her Documentation Binder; one copy will be given to the Principal or designee; two copies will be given to the Registrar (one for the student's file, one to be sent home, and one to the Executive Director). See the master school calendar for failing report due dates.

If a student fails to complete assignments near the end of a quarter, his or her grade may decline enough to constitute an "F" in that class. This failing grade will appear on that student's report.

Semester Grades and Transcripts

Semester grades are issued in January and in June. These grades are considered official and are entered onto students' official transcripts. Transcripts may be requested, in writing, at the Registrar's Office. Transcript requests will be fulfilled within five (5) business days not including weekends. If more than one request for a transcript is requested there will be a \$2.00 charge for unofficial transcripts and a \$5.00 charge for official transcripts. All transcripts follow students from school to school in cases of transfers.

Lifeline will not release transcripts for any student (including graduating seniors) if they have any outstanding financial obligations. Unofficial transcripts can be received upon request. Official transcripts are stamped and mailed in a sealed envelope, but may be picked up in person.

IMPORTANT NOTE: Any student who enters Lifeline less than 21 school days before the end of a grading period will be given the grades on the transcript from the last school attended—regardless of his or her performance since entering Lifeline. That student's grade from Lifeline will begin at the start of the next grading period.

Honor Roll

Students who achieve a grade point average of 3.0 and above without receiving a D or F in any class will be recognized as an honor roll student. Honor roll students will be announced quarterly at an assembly and be awarded a certificate of achievement. Students receiving *High Honors* will be also acknowledged quarterly at the ceremony and be awarded a special certificate and medal. All honor roll and *High Honor* students will also be posted on the Wall of Fame.

Student Withdrawal (Prior to end of semester)

A parent or guardian must officially withdraw a student in person. Failure to do so will be considered an "unofficial" withdrawal and result in a grade of "F" for the entire student's courses. Students who are "officially" withdrawn will receive grades of "No Credit" (NC). All withdrawal grades will appear on student transcripts.

The Principal will give written notification to teachers, and place one copy in the student's file within 24 hours of withdrawal.

Academic Probation

Students at Lifeline are expected to maintain a grade point average (GPA) of at least 2.0. If a student's GPA drops below a 2.0 he/she will be placed on academic probation through a contract issued by the school. Parents will be required to meet with the Principal, or designee, to discuss their student's academic future. When a student begins to exhibit an average of C- or below they must be enrolled in after-school tutoring and a parent conference is required. If the student does not attend tutoring for two weeks, a certified letter will be sent to the parent requesting an additional conference. If the student does not attend homework tutoring and the parent does not show up for the conference the parent and student must report to the Site Advisory Council and then possibly will report to the Board of Directors for expulsion.

Summer School

If a student receives a failing grade in any course, he/she is required to attend summer school to repeat the course. Students may only take one or two courses during a summer school session, regardless of grades or credits needed to graduate. High school students are allowed to make up failed classes at the local community college or adult high school.

Field Trips

Students may be encouraged to participate in educational field trips that are related to classroom curriculum. All trips will be well supervised by Lifeline faculty members and parents are encouraged to attend as chaperones. If a field trip is planned, parents will receive adequate notice. Students will not be allowed participate in field trips without parents' written permission. All Lifeline rules apply when students are on field trips.

If teachers would like to take students on a specific trip, the request must be made in writing to the Principal or designee during the first two weeks of school. Before a student participates in a school-sponsored field trip, it is the parent's responsibility to inform the school of any emergency medical information, allergies, or any other pertinent information regarding the student. Any student who is currently receiving a "fail", will not be allowed to attend school field trips.

Fundraising

No fundraising of any kind will be done by Lifeline faculty or staff member without prior approval from the Executive Director or designee and final approval from Board of Directors. Collection of funds procedures must be approved and accepted by the Executive Director in writing. A proposal for fund raising must be submitted two weeks in advance of the board meeting.

Visual Aids: Showing Movies, Television Programs, Video/Internet Clips

Videos should only be used as an instructional aid and not to "entertain" students or keep students "busy." All visual aids must be approved by the Principal prior to the presentation in the classroom. All movies must have a Motion Pictures Association of America (MPAA) rating of "PG" or less. All television programs must have an audience rating from the TV Parental Guidelines Monitoring Board of "PG" or less without any content labels added (single or mixed/combined content labels are prohibited). Content Labels include: D (suggestive dialogue), L (coarse or crude language), S (sexual situations), V (violence), FV (fantasy violence).

Issuance of Textbooks

A textbook form must be issued at the beginning of the school year for each textbook a student receives. If the student loses a textbook, another book will not be issued until the student pays for the original book. Parents must sign a responsibility form before any books are issued to students at any time of the school year.

Teachers are required to put the student's textbook number next to their name in the grade book. Monthly checks throughout the year will be required by the teacher to ensure that all students still have possession of all textbooks and they are in fair condition.

If a student does not return the originally issued textbook that matches the serial number on file, student grades may be withheld until the book is returned or paid in full.

Teacher editions of textbooks must be kept secure at all times. If a teacher loses a teacher edition version of a textbook, payment of the textbook will be deducted from their following pay schedule and may further lead to employment termination.

AREA OF RESPONSIBILITY

All Staff

The staff, including administrative and certificated, shall have the responsibility to teach life skills. This shall include:

1. Promptness
2. Honesty in conduct and communication
3. Respect for oneself
4. Empathy for others
5. Respect for law and authority
6. Respect for the rights of others
7. Respect for the property of others
8. Courtesy
9. Appropriate male-female relationships
10. The difference between freedom and license

In addition, pupils in Lifeline are to receive instruction in proper conduct:

- In the classroom,
- In assemblies,
- In the lunchroom,
- In the hallways, and
- To and from school.

Extra-Curricular Activities

Teachers are expected to support extra-curricular activities. Each teacher may be asked to work a certain number of events during the school year. However, all are encouraged to show their support for students by attending extracurricular activities whenever possible.

At Lifeline, academic performance takes priority over extracurricular activities. For this reason, students must meet certain academic criteria to become eligible to participate in extracurricular activities. No student may participate in an extracurricular activity if his or her GPA falls below a 2.0. In addition, no student may participate in an extracurricular activity if they have a failing grade in any class.

Students who have presented repeated discipline problems to teachers or administrators will not be permitted to participate in extracurricular activities.

Students who participate in extracurricular activities are expected to conduct themselves in an exemplary manner while participating in or viewing those events. Unsportsmanlike conduct will not be tolerated and will be punishable by Lifeline Administration. Such action may include removal from the team/club and ineligibility to participate in activities for the remainder of the school year.

School dances are organized with students' enjoyment and safety in mind. For this reason, the following rules must be followed:

- a. Lifeline students must present a valid student ID card to enter school dances – there are no exceptions.
- b. All guests must be pre-approved by the Principal prior to the day of the event.
- c. Absolutely no alcohol, drugs or tobacco products are permitted.
- d. Staff members, chaperones and security may refuse to admit or dismiss any attendee of school dances if warranted by his or her conduct.
- e. Casual dress code applies to school dance attire and is pre-described prior to the dance/event.

Student Publications

The Principal and the person he/she designates are in control of the integrity and content of all student publications. Students who participate in those publications must follow the directions of those two individuals.

Students should understand that publications are not a forum for personal opinion. They must follow rules of journalistic integrity. Materials in all publications should be written and/or published in good taste and in consideration of the purposes for which it is intended.

EMPLOYEE BENEFITS

Holidays

The following holidays are observed by Lifeline:

- Lincoln's Day
- Martin Luther King, Jr., Birthday
- President's Day
- Friday before Easter
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day
- New Year's Day

When a holiday falls on Saturday, the preceding Friday will be celebrated as the holiday. If the holiday falls on Sunday, the following Monday will be celebrated as the holiday.

Vacation

Lifeline provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Lifeline believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with Lifeline personally satisfying. If you are a classified employee, consult the vacation policy applicable to your position to determine the exact vacation benefit you accrue. If you are a certificated, administrative or executive employee, you accrue vacation benefits as provided for in your contract of employment.

Vacation accruals may not exceed twice an employee's current annual entitlement. Days accrued beyond the maximum will be lost. Vacation accruals will recommence after the employee has taken vacation and his or her accrued hours have dropped below the two-year maximum.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the employee is paid all unused vacation at the employee's base rate of pay at the time of his or her termination.

All vacations must be approved in advance by the employee's immediate supervisor.

Mandatory use of Vacation During Company Shutdown

Lifeline ceases operation between Christmas and New Year's Day. Employees are required to use accrued vacation days during this school shutdown.

Sick Leave

Sick leave is a benefit provided by Lifeline that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury. Sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. However, an employee may use up to one-half of the employee's annual accrual to attend to the illness of his or her child, parent, spouse or domestic partner. Lifeline will not tolerate abuse or misuse of your sick leave privilege.

If you are a certificated, administrative or executive employee, consult your contract of employment for your sick leave. If you are a full-time, regular, classified or certificated employee, after completing the probationary period of three months, you accrue paid sick leave at the rate of 0.5 days per month. Lifeline does not pay employees in lieu of unused sick leave, nor is sick leave paid out upon termination of employment.

If you are absent three (3) or more days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactorily to Lifeline will be required before Lifeline honors any sick pay requests. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave.

INSURANCE BENEFITS

Health Insurance

Following your three (3) month probationary period, you are eligible for medical coverage if you are a full time regular employee working for Lifeline. The benefits paid by Lifeline for full time employees are 100% of the premium for medical and dental insurance. Co-pays are the responsibility of the employee. An option for the employee to purchase additional family coverage is available. Employees can receive more information about Lifeline's benefit program from the Business Office. The employee's portion of monthly premiums will be deducted from the employee's paycheck.

Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business Office.

Paid Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Business Office.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

Leaves of Absence

Under certain circumstances, Lifeline may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Business Office as far in advance as is practicable. While on leave, employees should occasionally keep in contact with the Business Office and must notify the Human Resources Department (Business manager) if the date to return to work changes. If an employee's leave expires and fails to return to work without contacting the Business Office, it will be presumed that the employee abandoned his or her position with Lifeline and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his or her leave of absence, employment may be terminated.

This handbook summarizes leaves that may be available to employees. Most leave policies have differing requirements for eligibility, duration and benefits. Therefore, employees should contact the Business Office to request specific information relating to a particular leave policy.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by Lifeline's Executive Director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with Lifeline, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of FMLA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

The 12-week (or 26-week where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. To provide care to a covered service member (U.S. Armed Services) with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin of the employee. The employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
6. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. An employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forces member.
3. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA shall be unpaid.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

School may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return

from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
2. The School may contact the employee’s health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) days notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within five (5) business days of receiving the request, absent extenuating circumstances. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a

certification from his or her health care provider that he or she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Limitations on Reinstatement**

1. School may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

An employee on FMLA leave may not accept employment with any other employer without the School’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Lifeline shall provide continued health insurance coverage while an employee is on a PDL leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a 12-month period. Lifeline can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking CFRA leave

- The continuation, recurrence or onset of a health condition entitles the employee to CFRA leave or other circumstance beyond the employee's control.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Medical Leave of Absence

At the discretion of the Executive Director, an unpaid medical leave of absence may be granted up to sixty (60) days to employees who are not eligible for other leaves. Request additional information from the Business Office regarding medical leaves of absence and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

Personal Leave of Absence

Lifeline recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the Executive Director may grant employees unpaid leave of absence. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Request additional information from the Business Office regarding personal leave of absence.

Funeral/Bereavement Leave

Bereavement leave is provided to all regular employees in the event of the death of any member of the “immediate family” (defined below). Paid bereavement leave is allotted to each employee for a maximum of (1) day (paid at the normal hours scheduled to work), unless out-of-state or necessary travel beyond 300 miles is required, in which case an additional two (2) days will be granted. Bereavement leave does not roll over or accumulate to the next year and is forfeited at the end of the contract without pay.

For purposes of this policy, an employee’s “immediate family” is defined as a family member that exclusively includes a current spouse, parent, legal guardian, sibling, child, sister- or brother-in-law, grandparent, grandchild, or domestic partner.

If any employee requires more than the allotted days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the Executive Director.

Military and Military Spousal Leave of Absence

Lifeline shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Lifeline will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Lifeline shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen.

The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Drug and Alcohol Rehabilitation Leave

Lifeline will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. Lifeline will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact their Principal. Lifeline will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit Lifeline from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

Lifeline will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but Lifeline will assist the employee by providing the locations of local literacy education programs. Lifeline may also arrange for a literacy education provider to visit the employee.

An employee who wishes to reveal a problem of illiteracy and request school assistance should contact their Principal. Lifeline will take all reasonable steps to safeguard the employee's privacy. Classified, hourly employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact your immediate supervisor to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

Time Off to Attend Child's School Activities

Employees that are parents, guardians or grandparents with custody of a child in kindergarten, grades 1-12 or with a child in a licensed day care facility, may wish to take time off to visit the school of your child for a school activity. Employees may take off up to eight hours each

calendar month (up to a maximum of 40 hours each school year), provided the employee gives reasonable notice to the Lifeline of the planned absence. Lifeline requires documentation from school noting the date and time of your visit.

If both parents of a child work for Lifeline, the first parent to provide notice may take the time off, unless Lifeline approves both parents taking time off simultaneously.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on Election Day for purposes of service. Please notify your immediate supervisor of your commitment to act as election official as far in advance as possible.

Time Off for Jury and Witness Duty

Lifeline will provide employees ten (10) days paid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. Lifeline will also provide employees leave to appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order. Please notify your immediate supervisor of your commitment to serve on a jury or as a witness as far in advance as possible. A copy of the court document must be provided to the Business Office.

Time Off for Victims of Crime or Domestic Violence

Employees who are victims of domestic violence or sexual assault will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify the Principal of your need to seek relief as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

Time Off for Victims of Crime

An employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law), is an immediate family member of a victim, a registered domestic partner of a victim or is the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. Lifeline will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify the Principal of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law.

Employees are requested to alert their immediate supervisor of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that Lifeline will have advanced notice of the employee's potential need to leave Lifeline in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the school's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow sufficient time for voting and the least time off work. Please contact your immediate supervisor to request and schedule time off to vote.

Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the school. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance evaluation conducted by the Principal and/or Executive Director. Performance evaluations may be conducted semi-annually, however, the frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the governing board and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your immediate supervisor, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees will have their performance goals reviewed by their immediate supervisor within the first ninety (90) days of employment.

Discipline and Involuntary Termination

Violation of Lifeline's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. Lifeline's disciplinary system is informal and Lifeline may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

Voluntary Termination

Unless you have a "Fixed Term Contract," you or Lifeline may terminate the employment relationship at-will, at any time, with or without notice or cause. While it is not required, Lifeline requests that employees electing to resign give as much advance notice as possible (preferably two (2) weeks) to allow Lifeline to plan for your departure.

Regardless of your position, should you decide to separate from your employment with Lifeline, an exit interview will normally be scheduled on the last day of work with your immediate supervisor or the Principal. The purpose of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, and to review the employee's obligations regarding confidential information.

Lifeline appreciates receiving candid opinions of the employee's employment experience. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

References

All requests for references and employment verifications must be promptly directed to the Business Office. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Principal or Board President as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

Lifeline will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Principal shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Principal or Board President.

Lifeline Education Charter School Petition

APPENDIX D – SAMPLE LESSON PLANS **REVISED January 2014**

LIFELINE EDUCATION CHARTER SCHOOL

Subject: Language Arts

Grade: 1st

Teacher: _____

Week of: _____

Vocabulary: transportation, land, air, water, vehicles,

Common Core Standards: L.1.5, RL.1.2, RL.1.3

California Standards: Literary Response and Analysis 3.1, WA 1.17, RC 2.7,

Learning Objective: Students will identify the types of transportation, their importance, and their advantages and disadvantages.

Depth of Knowledge (DOK): Identify, describe, categorize, classify, compare, construct, cite evidence, draw conclusions

Communicate: Students will use simple explanations that express ideas clearly.

Critically Think: Students will use problem solving strategy to discuss important, advantages, and disadvantages of transportation vehicles.

Collaborate: Students will work in a small group to show understanding of transportation in different forms.

Create: Students will create a presentation with their small groups on transportation.

LIFELINE EDUCATION CHARTER SCHOOL

SMART BALANCE ASSESSMENT

Selected Response (SR)

Constructed Response Items (CR)

Students will write 2-3 sentences about what they learned.

Technology Enhanced (TE)

Performance Task (PT)

Students will create a presentation on transportation.

LIFELINE EDUCATION CHARTER SCHOOL

Subject: Language Arts

Grade: 1st

Teacher: _____

Week of: _____

Vocabulary: life cycle, expository, central idea, seed, seedling, flower, pumpkin, nonfiction

Common Core Standards: RI.1.2, W1.2,

California Standards: Writing Application 2.2, WS 1.1, RC 2.7

Learning Objective: Students will learn about the stages that a pumpkin goes through before becoming a full-grown pumpkin.

Depth of Knowledge (DOK): Identify, compare, make observations, cite evidence, investigate,

Communicate: Students will explore the life cycle of a pumpkin through observations, teacher modeling, and student hands-on learning.

Critically Think: Students will apply reasoning and problem solving skills in writing and speaking about the life cycle of a pumpkin.

Collaborate: Students will work in a small group to discuss the life cycle of a pumpkin.

Create: Students will create a written and oral presentation on the life cycle of a pumpkin.

LIFELINE EDUCATION CHARTER SCHOOL

SMART BALANCE ASSESSMENT

Selected Response (SR)

Student will take multiple choice test.

Constructed Response Items (CR)

Students will write about the life cycle of a pumpkin.

Technology Enhanced (TE)

Performance Task (PT)

Students will present the life cycle of a presentation with their small group.

LIFELINE EDUCATION CHARTER SCHOOL

Subject: Math

Grade: 1st

Teacher: _____

Week of: _____

Vocabulary: subtract, total, minus sign, subtraction sentence, difference

Common Core Standards: 1.OA.4

California Standards: NS2.2

Learning Objective: Students will understand that adding and subtracting are opposites, so they can solve problems.

Depth of Knowledge (DOK): Identify, memorize, recognize, recall, make some decisions as how to approach the problem, basic application of a skill or concept,

Communicate: Students will use a related addition fact to check the subtraction problem.

Critically Think: Students will explain how their answer to a subtraction problem is correct by proving it through the “check by adding” technique.

Collaborate: Students will work in their small group to share their answer and reasoning behind each problem.

Create: Students will create problems to show addition facts help them to answer a subtraction problem.

LIFELINE EDUCATION CHARTER SCHOOL

SMART BALANCE ASSESSMENT

Selected Response (SR)

Student will take multiple choice quiz

Constructed Response Items (CR)

Technology Enhanced (TE)

Performance Task (PT)

Students will show how the inverse relationship between addition and subtraction are use to solve problems through. Students will complete this assessment independently to show their mastery of the standard.

LIFELINE EDUCATION CHARTER SCHOOL

Subject: Math

Grade: 1st

Teacher: _____

Week of: _____

Vocabulary: ten more, ten less, one more, one less

Common Core Standards: 1.NBT.5

California Standards: NS2.3

Learning Objective: Students will find 10 more than, 10 less than, one more than, and one less than a given number.

Depth of Knowledge (DOK): Identify, memorize, recognize, compare, make observations

Communicate: Students will orally and mentally find 10 more than, 10 less than, one more than, and one less than a given number.

Critically Think: Students will explain the reasoning used to correctly identified 10 more than, 10 less than, one more than, and one less than a given number.

Collaborate: Students will work with a partner to demonstrate 10 more than, 10 less than, one more than, and one less than with different numbers.

Create: Students will create a set of numbers that shows 10 more than, 10 less than, one more than, and one less than.

LIFELINE EDUCATION CHARTER SCHOOL

SMART BALANCE ASSESSMENT

Selected Response (SR)

Student will take multiple choice quiz

Constructed Response Items (CR)

Technology Enhanced (TE)

Performance Task (PT)

Students will be given a set of numbers which they have to identify 10 more than, 10 less than, 1 more than, and 1 less than.

PBL: “*This New House*”

Overview

"This New House" is an integrated math-chemistry project spanning eight weeks. During that period, most class time (daily two-hour blocks) is spent working towards the project's goal: designing a house using principles of sustainable architecture. The essential questions are: "How does human habitation affect the environment?" and "How can a home be designed to have minimal impact on the environment?" These are addressed through a study of sustainable architecture.

In this project students learn the key stages of the design process. They work in pairs to design a home for a four-person family given design constraints such as maximum square footage and a quarter-acre plot of land. The major components of the project are a scale site plan, scale floor plan(s), scale exterior elevations, a scale architectural model of the home, and a brochure/pamphlet explaining the design of the home.

The design work must begin early, since frequent revision is essential to the project. The classroom quickly becomes a studio where formal and informal student critiques are held and where improvements are made through research and continuing examination of the design goals. All drawings begin as sketches that evolve into small-scale pencil drawings on graph paper. Upon completing these sketches, students begin drawing blueprints, then proceed to model building.

Products

Students will produce each of the following:

1. Architectural Drawings
 - A. Blueprint of site plan
 - B. Blueprint of floor plan(s)
 - C. Blueprint of exterior elevations
2. Scale architectural model of design
3. Brochure/pamphlet explaining design

Learning Goals

Students will understand:

1. How over-development affects the local environment
2. How one can heat and cool a home using passive solar design in any climate
3. How the angle of the sun at different hours, seasons, and latitudes affects the temperature of the home
4. How the specific heat of a material affects the temperature of a home
5. How thermal mass can be used to control the inside temperature
6. How changing the dimensions of a space affects the area, surface area, and volume
7. How the area of window glazing on various walls affects the temperature of a home

Students will be able to:

1. Design a home that has minimal impact on the environment and can be built to last using sustainable materials and smart design
2. Build a scale model of a real building
3. Implement multiple features in an overall design and evaluate trade offs

Content: Topics Addressed

Throughout the project, students learn about:

1. Photovoltaics (PVs) as an Energy Source
 - A. History of PVs
 - B. Home energy use
 - C. Basic design & function
2. Passive Solar Design
 - A. Fourteen basic principles of design
 - B. Roof overhang calculations
 - C. Exterior window glazing
 - D. Thermal mass
3. Mathematics
 - A. Area of polygons and asymmetrical shapes
 - B. Surface area of spheres, prisms and other 3D objects
 - C. Calculating Volume of spheres, prisms, and other 3D objects
 - D. Scaling factors & scale drawings
 - E. Balancing a budget
 - F. Using Excel for spreadsheets & calculations
 - G. Special right triangles
 - H. Sine, cosine, tangent, cosecant, secant, and cotangent calculations
4. Architecture
 - A. Drawings: site plans, floor plans, exterior elevations
 - B. Symbols for drawings
 - C. Process of model-building

Standards Addressed in This New House Project**California Content Standards, Geometry:**

- 5.0 – use the concept of corresponding parts of congruent triangles
- 7.0 - ...use theorems involving...the properties of quadrilaterals and the properties of circles.
- 8.0 - Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- 9.0 - Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.
- 10.0 - Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- 11.0 - Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- 15.0 - Students use the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles.
- 18.0 - Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them.
- 19.0 - Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of side.
- 20.0 - Students know and are able to use angle and side relationships in problems with special right triangles such as 30-60-90 and 45-45-90 triangles

Materials/Texts/Resources

Materials are critical to this project. It is best to have a class supply so that all work can be done in the classroom and all students have access to the same quality materials. The investment is worth it! As they

begin drawing blueprints and building models, students will be constantly using the math they have learned.

- 8.5x11 graph paper
- 8.5x11 & 11x18 blank paper
- Drafting paper
- Tracing paper
- Paint Drafting tape
- Foam board (1/4" & 3/8")
- Matte board
- Cutting mats
- Paint brush (bristle & sponge) Exacto knives
- Glue (Elmer's or Tacky)
- Balsa wood strips
- Balsa wood sticks
- Paint tray

We found many helpful resources at a local bookstore in the architecture section. There are many books out there; here are some that proved quite useful:

- Chiras, Daniel. *The Solar House: Passive Solar Heating and Cooling*. White River Junction, VT: Chelsea Green, 2002.
- Mostaedi, Arian. *Sustainable Architecture, Low Tech Houses*. Corte Madera, CA: Gingko Press, 2002.
- Palincsar, A. and A. Brown, *Interactive Teaching to Promote Independent Learning from Text*, *Reading Teacher*, 39-8, April 1986.
- Strong, Steven. *The Solar Electric House*. Still River, MA: Sustainability Press, 1993.
- Trulove, James. *The Smart House*. New York: Hearst International, 2002.
- Wiggins, Glenn. *A Manual of Construction Documentation*. New York: Watson-Guptill, 1989.

Activities

WEEK	MATH	DELIVERABLES
1	Architectural drawings (basics)	(Project intro)
2	Scaling factors and scale drawings	
3	Scaling factors and scale drawings (continued), budgeting	First draft drawings due, student presentations on passive solar design
4	Area, surface area, volume, creating spreadsheets	Second draft drawings due
5	Area, surface area, volume, creating spreadsheets (continued)	Spreadsheet and 8.5x11 in scale drawings due; gallery walk of drawings
6	Right triangles and trigonometry, roof design	Site plan due
7	Right triangles and trigonometry, roof design	Floor plans due
8		Final pamphlet and models due

Week One

The project begins by giving students the project sheet and breaking students into their project groups (pairs whenever possible). During the first week, we focus on the basics of sustainable design and architectural drawings. Students learn about existing houses that use sustainable design by completing case studies of houses (template for case study, described in James Trulove, *The Smart House* and Arian

Mostaedi, *Sustainable Architecture, Low Tech Houses*. They learn about site plans, floor plans, and exterior elevations by looking at real examples (available in Glenn Wiggins, *A Manual of Construction Documentation*) and drawing sketches of each type. We then complete sketches for the floor plan of the school, exterior elevations of nearby buildings, site plans of the school, and floor plans of students' homes.

Week Two

We begin to construct scale drawings in math class. Students learn more about energy consumption in homes and alternative energy forms. We study photovoltaics through a reading from Steven Strong, *The Solar Electric House* and a related worksheet. The teacher and students engage in reciprocal teaching (Palincsar and Brown, 1986), jointly summarizing and generating questions from the text in small groups during class time. This process allows the teacher to introduce and model literacy skills (e.g., previewing, scanning, summarizing, questioning, predicting) with students of varying reading abilities.

Week Three

Students begin to generate ideas for their designs, observing requirements specified in the Architectural Design Rubric. They are given a list of items they can purchase using their class "bank accounts" in order to begin their design sketches. They learn about balancing budgets, writing checks, and keeping bank records in two brief sessions. We study passive solar design with a reading from Daniel Chiras, *The Solar House: Energy for Environmentally Responsive, Energy-Independent Home*. Working in their teams, students become experts on one of the 14 principles of passive solar design and create presentations to give to the class. Each group then gives their presentation over a two-hour period and fills out a note sheet. This process is part of preparing their first official draft of their floor plans, due at the end of the week.

Week Four

We begin with peer critiques of the architectural drawings based on the Architectural Design Rubric. Each group critiques another group's drawings so the feedback could be incorporated into the next stage of design. In math we focus mostly on geometric calculations of area, surface area, and volume, so that students can transform their first drafts of floor plans and site plans into accurately scaled drawings. Students also begin to envision the exterior of their homes by drawing exterior elevations. The challenge here is to place windows in the design while observing the requirements of a passive solar home. This process requires many area and surface area calculations. During the week, we hold many student-teacher conferences to be sure that all designs are on the right track. By the end of the week, another set of drawings is due (minimum second draft of floor plans & site plans; first draft of scale exterior elevations with calculations of window glazing).

Week Five

We begin with a gallery critique of drawings where each group hangs up their most recent drafts and everyone walks around the room with sticky notes to give helpful and critical feedback. The design rubric is again used as the basis for the critique. The bulk of this week is spent on perfectly scaling all architectural drawings to a scale that fits an 8.5" x 11" sheet of graph paper. Students revise and complete calculations on Excel and draw and re-draw each design. The requirements for this big deadline are listed in the rubric "Area Calculations of Lot, House, and Interior", distributed during the 3rd or 4th week of the project. Many student-teacher conferences are held to keep groups on track and help them reach highest quality work. By the end of the week, spreadsheets are submitted electronically, and scale drawings of site plan, floor plan, and exterior elevations are submitted on 8.5" x 11" graph paper.

Week Six

Groups who have completed all requirements began making their blueprint scaled site plans and floor plans using the Blueprint Rubric. This requires further use of Excel and the purchase of more materials from the

class supply. In math, work begins on designing roofs and roof overhang using trigonometry and right triangles. For a great resource, see <http://www.susdesign.com/sunposition/index.html>. Students plug in the latitude of their site and find the smallest and greatest angle that the sun reaches during the year. Several mini-math lessons focus on trigonometry, special right triangles, and using these to calculate overhang. We also revisit the importance of overhang in passive solar design. Using this information, students eventually calculate the optimum length of overhang for their model's roof. The final blueprint of the site plan is due by the end of the week.

Week Seven

Students continue drawing floor plan blueprints and begin to construct models. Exterior elevations are drawn to the scale of the model in order to aid in the cutting of sides of the home. Every class is spent drawing, cutting, gluing, and building, with many conferences and critiques intertwined. An architect from a local firm visits each class this week to give hints and tips on building models. Also, students are given the rubric for their pamphlet and the requirements for their presentation at the school-wide Exhibition. Floor plan blueprints are due by the end of the week.

Week Eight

The final week is full of excitement. Students place the finishing touches on their models, complete draft and final versions of their pamphlets, and present their work to the public. At the school-wide exhibition they display all blueprints, the architectural models, and pamphlets. On the day after exhibition, students engage in reflection activities and relish in their accomplishments.

Assessment

One of the keys to executing this project is ongoing or formative assessment. Student success depends on close monitoring of progress from the teachers, so it helps to include this as part of the assessment plan! Rubrics are used for each major deliverable. These are distributed very early in the project so students can use them to guide their work. The first rubric the students receive is the "Architecture Design Rubric". The students use this as they put their first design ideas on paper. Rubrics for Area Calculations of Lot, House, and Interior, Blueprint, and Pamphlet, are given as the assignment is introduced so that students can follow it as they work. Each of these rubrics is used for scoring the product when it is submitted.

In this project there are many steps to keep track of. From the beginning, a chart on the wall lists each team in the left column and each step of the project across the top. When teams finish a certain part, they stamp the chart. At any time, students can see where they are, what they need to complete next, and how their progress compares to that of other teams. At every team meeting, the first talking point is, "Is the team on target to finish on time? If not, what must be done to get back on track?"

The teacher keeps another chart tracking all project components, similar to the stamp chart described above. As teams complete components, they explain who completed each part. This chart helps track how well teams are sharing the workload and makes it easy to document imbalances in work distribution.

Team meetings or "check-ins" are held almost daily during project work. While students are working away, teams are called individually to check in with the teacher. During these meetings, all of the following should be reviewed: progress towards meeting deadlines, rough drafts of work, quality of work, meeting rubric requirements, balance of group work, communication between teammates, etc. These meetings keep everyone on track, identify problems before they become large, and uncover great examples of work that teams can learn from.

Finally, critique sessions offer an extremely helpful assessment tool to help students perform to their highest level. We use many types of critique in this project, including peer-to-peer critiques, gallery

critiques, and feature critiques. For each of these, the rubrics are used as a starting point. Whatever the format, the guidelines for students are that feedback must be kind, specific, and helpful. Peer-to-peer critiques are set up so that the teams are paired, reviewing one piece of work from each other's team. During gallery critiques, each team posts a piece of the work in the room and the class spends 15-20 minutes walking around the "gallery" writing feedback on sticky-notes and posting it with the work. Students are asked to focus their feedback on various parts of the rubric. Finally, feature critiques are used to highlight one particular piece of work a team has created. The piece of work selected is never "perfect" but should serve as a good example for others to learn from.

The bottom line is that assessment is ongoing, so that when the rubrics are submitted with the final product, students are practically able to grade their own work. This summative assessment becomes merely a final piece to complete the cycle of formative assessments.

Reflections

What Went Well:

The students loved this project! It was fantastic for reaching students of all academic levels and personal interests. Students who had struggled through projects in the past were highly engaged and developed greater math and problem solving skills, developed the ability to apply knowledge to unique situations, found ways to meet deadlines, and completed good quality work. The highest level students were challenged and created incredible products worthy of college-level architecture work. "This New House" was also very fun as a teacher. Rather than being an expert whom the students look to for all the answers, the teacher acts as a consultant and project manager. But the ideas come from within the students and from the first day of design development you will notice the students drawing, thinking, discussing, debating, measuring, cutting, painting, building, and running around to get their work done! It's intense, but well worth it. Also, providing the materials for the students to make the blueprints and models was one of the best parts of this project. It allowed students to make great products regardless of how much money they have to spend on materials and how much help they get at home. The best work was completed in class by the students.

What I Would Do Differently:

There can be much more chemistry taught in this project - I taught moles and gases at the beginning and end of the project, but it could have been integrated much better (I haven't included these worksheets because of that). Also, after talking with architects who saw the students' work, I would have required one scale for all the models, rather than letting them choose the scale. Doing this would make it easier to help students with problems and check work for errors.

Supporting Diverse Learners

This project offers a great context for supporting students with different learning styles, needs, interests, strengths, and weaknesses. Working in teams, students are able to support each other, learn from one another, and teach each other. Students have to create designs, draw blueprints, build models, write pamphlets, solve problems, complete calculations, plan and organize for project management, troubleshoot computer calculation problems, apply new knowledge to unique situations, read resource materials, and communicate with others.

A variety of reading/literacy techniques may be used for the various project readings. We used reciprocal teaching to decipher challenging technical texts and jigsaws for especially long readings, where students would become experts on a passage or subject and teach each other.

Exemplars offer another key support. Professional architecture models are displayed in the class from the beginning, and students complete case studies of existing projects. These allow students to visualize what they are working toward. Perhaps the greatest support, though, is ongoing assessment and close communication between teachers and students.

What this project might look like with greater curriculum integration:

For its second run, this project will be integrated with a humanities class. We will study the Industrial Revolution, the move from agrarian to urban society, changes that took place in construction, technology that was developed in that era, and the cultural and environmental effects of the Industrial Revolution. Fast-forwarding to the present day, we will examine current legislation about the environment and global energy use. Chemistry will focus on building materials used during the Industrial Revolution and today, pollution, fossil fuels versus alternative energy, and basic thermodynamics.

The products will be nearly the same, but instead of building individual houses, the entire class will design an eco-friendly and sustainable city that shows influence from the Industrial Revolution but would be fit for tomorrow's standards. Once the class determines the layout of the city, each team will design an area (a mall, park, school, community center, house, apartment building, commercial center, etc.) using the same techniques and skills as in "This New House." Also, the students will create an advertising campaign for their project, which will engage them in the study of media and design. In the end, students will present their work to a town board to receive feedback on how their city plan would hold up in the real world.

Geometry

Lesson Plan

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Objectives:</u></p> <p>Pre-Assessment</p> <p>Student will demonstrate current proficiency in the following content areas:</p> <p>Understanding basic properties of congruent and similar triangles</p> <p>Relationships between complementary, supplementary, vertical, and exterior angles</p> <p>Properties of parallel lines and transversals</p> <p>Finding measures of interior and exterior angles</p> <p><u>Warm-Up:</u></p> <p>Preview concepts of similar and congruent triangles, parallel lines, and</p>	<p><u>Learning Objectives:</u></p> <p>Students will apply the Exterior Angle Theorem to proofs involving triangles at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Given three angles of a triangle:</p> <p>$m\angle A = 2x + 5$</p> <p>$m\angle B = 3x - 20$</p> <p>$m\angle C = x = 15$</p> <p>Find x.</p> <p><u>Direct Instruction:</u></p> <p>Define an exterior angle as an angle formed by one side of a triangle and the extension of another side.</p> <p>Show that an exterior angle forms a linear pair with an</p>	<p><u>Learning Objectives:</u></p> <p>Students will name and label corresponding parts of congruent triangles at a minimum proficiency level of 70%.</p> <p>Students will use CPCTC and Properties of congruence to prove that two triangles are congruent</p> <p><u>Warm-Up:</u></p> <p>Given an isosceles triangle where $m\angle A = m\angle B$, and $m\angle C = 3x - 5$, Find x.</p> <p>Find x.</p> <p><u>Direct Instruction:</u></p> <p>Define congruent triangles as triangles that have the same size and shape.</p> <p>Emphasize that congruent triangles must have</p>	<p><u>Learning Objectives:</u></p> <p>Students will prove that triangles are congruent using the SSS and SAS Postulates to prove that triangles are congruent at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Open discussion of SSS and SAS</p> <p><u>Direct Instruction:</u></p> <p>Show that two triangles are congruent if three corresponding sides are congruent (SSS)</p> <p>Demonstrate proofs that two triangles are congruent using the SSS Postulate</p> <p>Show that two triangles are congruent if two corresponding sides and their included corresponding</p>	<p><u>Learning Objectives:</u></p> <p>Students will use the ASA Postulate and the AAS Theorem to prove that triangles are congruent at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Open discussion of ASA and AAS</p> <p><u>Direct Instruction:</u></p> <p>Show that two triangles are congruent if two corresponding angles and their included corresponding sides are congruent (ASA)</p> <p>Demonstrate proofs that two triangles are congruent using the ASA Postulate</p> <p>Show that two triangles are congruent if to consecutive corresponding angles and one a corresponding side from</p>

Lifeline Education Charter School Appendices

<p>relationships between angles</p> <p><u>Direct Instruction:</u></p> <p>none</p> <p><u>Practice:</u></p> <p>Pre-Assessment Test Geo_2</p> <p><u>Homework:</u></p> <p>none</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>	<p>adjacent interior angle.</p> <p>Define the remote interior angles as the angles of a triangle that are not adjacent to a given exterior angle.</p> <p>State the Exterior Angle Theorem: The measure of an exterior angle of a triangle is equal to the sum of the measures of the two remote interior angles.</p> <p>Use the Exterior Angle Theorem to solve problems and develop proofs involving triangles.</p> <p><u>Practice:</u></p> <p>Textbook, pg 188-189</p> <p>Skills Practice, pg 191</p> <p><u>Homework:</u></p> <p>Practice workbook, pg 192</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>	<p>corresponding congruent sides and corresponding congruent angles.</p> <p>Explain the acronym, CPCTC, stands for <i>corresponding parts of congruent triangles are congruent</i>.</p> <p>State the Theorem of Triangle Congruence: Congruence of triangles is reflexive, symmetric, and transitive.</p> <p>Reflexive: $\triangle ABC \cong \triangle ABC$</p> <p>Symmetric: If $\triangle ABC \cong \triangle DEF$, then $\triangle DEF \cong \triangle ABC$</p> <p>Transitive: If $\triangle ABC \cong \triangle DEF$, and $\triangle DEF \cong \triangle GHI$, then $\triangle ABC \cong \triangle GHI$</p> <p>Use CPCTC and the Triangle Congruence Theorem to solve problems and develop proofs involving similar triangles.</p>	<p>angles are congruent (SAS)</p> <p>Demonstrate proofs that two triangles are congruent using the SAS Postulate</p> <p>Use SSS and SAS to solve problems involving congruent triangles</p> <p><u>Practice:</u></p> <p>Textbook (Glencoe), pg</p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>	<p>each triangle are congruent (AAS)</p> <p>Demonstrate proofs that two triangles are congruent using the AAS Theorem</p> <p><u>Practice:</u></p> <p>Use ASA and AAS to solve problems involving congruent triangles</p> <p><u>Homework:</u></p> <p>Sample Quiz Geo_3</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>
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		<p><u>Practice:</u></p> <p>Textbook, Pg 192-195</p> <p>Skills Practice, pg 197</p> <p><u>Homework:</u></p> <p>Practice workbook, pg 198</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>		
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Geometry

Lesson Plan

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Objectives:</u> Students will demonstrate understanding of postulates and proofs applied to congruent triangles at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u> Review Sample Quiz</p> <p><u>Direct Instruction:</u> Clarify terms and concepts</p> <p><u>Practice:</u> Quiz Geo_3</p> <p><u>Homework:</u> none</p> <p><u>CA Standards:</u> Logic and Geometric Proofs (5.0)</p>	<p><u>Learning Objectives:</u> Students will use the AA postulate and properties of similar triangles to prove that triangles are congruent at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u> Open discussion of AA</p> <p><u>Direct Instruction:</u> Show that two triangles are similar if any two corresponding angles are congruent (AA)</p> <p>Demonstrate proofs that two triangles are similar using AA</p> <p>Use AA to solve problems involving similar triangles</p> <p><u>Practice:</u></p>	<p><u>Learning Objectives:</u> Students will use the SSS and SAS Theorems to prove that triangles are similar at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u> Open discussion of SSS and SAS</p> <p><u>Direct Instruction:</u> Show that two triangles are similar if the corresponding sides are proportional (SSS)</p> <p>Demonstrate proofs that two triangles are similar using SSS</p> <p>Show that two triangles are similar if two sides are proportional and their included corresponding angles are congruent (SAS)</p>	<p><u>Learning Objectives:</u> Students will demonstrate understanding of congruent and similar triangles, and they will use appropriate theorems and postulates to prove that triangles are similar at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u> Review Sample Test Geo_3</p> <p><u>Direct Instruction:</u> Clarify terms and concepts</p> <p><u>Practice:</u> Test Geo_3</p> <p><u>Homework:</u> none</p> <p><u>CA Standards:</u> Logic and Geometric Proofs</p>	<p><u>Learning Objectives:</u> Students will understand the relationships formed by vertical and exterior angles of various polygons at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u> Students identify vertical and exterior angles on given figures</p> <p><u>Direct Instruction:</u> Show students that vertical angles are positioned opposite one another across the intersection of two isolated lines or segments</p> <p>Emphasize that vertical angles are congruent</p> <p>Demonstrate proofs involving vertical angles</p>

	<p>Textbook, pg 188-189</p> <p>Skills Practice, pg 191</p> <p><u>Homework:</u></p> <p>Practice workbook, pg 192</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>	<p>Demonstrate proofs that two triangles are similar using SAS</p> <p>Use SSS and SAS to solve problems involving similar triangles</p> <p><u>Practice:</u></p> <p>Textbook, Pg 192-195</p> <p>Skills Practice, pg 197</p> <p><u>Homework:</u></p> <p>Practice workbook, pg 198</p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (5.0)</p>	<p>(5.0)</p>	<p>Solve problems involving vertical angles</p> <p>Show students that an angle exterior to a triangle is always supplementary to the adjacent interior angle and equal to the sum of the two remote interior angles</p> <p>Demonstrate proofs involving exterior angles</p> <p>Solve problems involving exterior angles</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>Logic and Geometric Proofs (13.0)</p>
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Geometry

Lesson Plan

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Objectives:</u></p> <p>Students will prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Students identify complementary, supplementary, vertical and exterior angles on regular and irregular polygons</p> <p><u>Direct Instruction:</u></p> <p>Demonstrate the proofs of the relationships of angles in polygons using complementary, supplementary, vertical, and exterior angles</p> <p>Solve problems involving complementary,</p>	<p><u>Learning Objectives:</u></p> <p>Students understand the relationships between alternating interior angles and alternating exterior angles along a transversal at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u></p> <p>Discuss the apparent relationship between alternating interior and exterior angles along the transversal of two parallel lines versus two non-parallel lines</p> <p><u>Direct Instruction:</u></p> <p>Show that alternating interior angles and exterior angles along the transversal of two parallel lines are congruent</p> <p>Use alternate interior and exterior angles to prove that</p>	<p><u>Learning Objectives:</u></p> <p>Students use properties of alternating exterior and alternating exterior angles to prove that lines are parallel at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Identify alternating interior and exterior angles along the transversal of two given lines</p> <p><u>Direct Instruction:</u></p> <p>Use parallel lines to prove that alternate interior and exterior angles are congruent</p> <p>Solve problems involving alternate interior and exterior angles</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p>	<p><u>Learning Objectives:</u></p> <p>Students understand the relationships between two corresponding angles, and two consecutive interior angles along a transversal at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u></p> <p>Discuss the apparent relationship between to corresponding angles along the transversal of two parallel lines</p> <p><u>Direct Instruction:</u></p> <p>Show that two corresponding angles along a transversal of two parallel lines are congruent</p> <p>Use corresponding angles to prove that two lines are parallel</p>	<p><u>Learning Objectives:</u></p> <p>Students use properties of corresponding angles and consecutive interior angles to prove that lines are parallel at a minimum proficiency level of 70%.</p> <p><u>Warm-Up:</u></p> <p>Identify corresponding angles along the transversal of two given lines</p> <p><u>Direct Instruction:</u></p> <p>Use parallel lines to prove that corresponding angles are congruent, or that consecutive angles are supplementary</p> <p>Solve problems involving consecutive angles and corresponding angles</p> <p><u>Practice:</u></p>

<p>supplementary, vertical, and exterior angles in polygons</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(13.0)</p>	<p>two or more lines are parallel</p> <p>Solve problems involving alternate interior and exterior angles</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(7.0)</p>	<p><u>CA Standards:</u></p> <p>(7.0)</p>	<p>Solve problems involving corresponding angles</p> <p>Show that two consecutive angles along the transversal of two parallel lines are supplementary</p> <p>Use consecutive angles to prove that two lines are parallel</p> <p>Solve problems involving consecutive angles</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(7.0)</p>	<p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(7.0)</p>
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Geometry

Lesson Plan

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Objectives:</u></p> <p>Students will review the following content areas:</p> <p>Understanding basic properties of congruent and similar triangles</p> <p>Relationships between complementary, supplementary, vertical, and exterior angles</p> <p>Properties of parallel lines and transversals</p> <p><u>Warm-Up:</u></p> <p>Students write one paragraph about their personal understanding of one of the content areas listed in the learning objective</p> <p><u>Direct Instruction:</u></p> <p>Discuss content areas listed in the learning objectives.</p>	<p><u>Learning Objectives:</u></p> <p>Students will review the following content areas:</p> <p>Finding measures of interior and exterior angles</p> <p>Relationships between sides, angles, and diagonals of quadrilaterals</p> <p><u>Warm-Up:</u></p> <p>Students write one paragraph about their personal understanding of one of the content areas listed in the learning objective</p> <p><u>Direct Instruction:</u></p> <p>Discuss content areas listed in the learning objectives</p>	<p><u>Learning Objectives:</u></p> <p>Post-Assessment</p> <p>Students will demonstrate understanding in the following content areas at a minimum proficiency level of 75%:</p> <p>Understanding basic properties of congruent and similar triangles</p> <p>Relationships between complementary, supplementary, vertical, and exterior angles</p> <p>Properties of parallel lines and transversals</p> <p>Finding measures of interior and exterior angles</p> <p>Relationships between sides, angles, and diagonals of quadrilaterals</p>	<p><u>Learning Objectives:</u></p> <p>Pre-Assessment</p> <p>Students will demonstrate current understanding in the following content areas:</p> <p>Solving problems involving perimeter, circumference, area, and volume of common geometric figures</p> <p>Computing volumes, surface areas, and lateral surface areas of prisms, cylinders, cones, and spheres</p> <p>Computing areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, squares, parallelograms, and trapezoids</p> <p>Proving and Solving problems regarding relationships among chords,</p>	<p><u>Learning Objectives:</u></p> <p>Students calculate the area of parallelograms trapezoids, triangles, circles, rectangles, and squares at a minimum proficiency level of 75%.</p> <p><u>Warm-Up:</u></p> <p>Students construct two-dimensional figure from construction paper</p> <p><u>Direct Instruction:</u></p> <p>Demonstrate the calculations of the areas of the following figures by applying the appropriate formulas:</p> <p>Squares $A = s^2$</p> <p>Rectangles $A = L \times W$</p> <p>Triangles $A = bh/2$</p> <p>Parallelograms $A = bh$</p>

<p><u>Practice:</u></p> <p><u>Homework:</u></p> <p>Sample Test</p> <p><u>CA Standards:</u></p> <p>(5.0, 13.0, 7.0)</p>	<p><u>Practice:</u></p> <p><u>Homework:</u></p> <p>Sample Test</p> <p><u>CA Standards:</u></p> <p>(7.0, 12.0)</p>	<p><u>Warm-Up:</u></p> <p>Review Sample Tests</p> <p><u>Direct Instruction:</u></p> <p>Clarify terms and concepts</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(5.0, 7.0, 12.0, 13.0)</p>	<p>secants, tangents, and inscribed and circumscribed polygons</p> <p><u>Warm-Up:</u></p> <p>Preview content areas and their applications in academic and professional fields</p> <p><u>Direct Instruction:</u></p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(8.0, 9.0, 10.0, 11.0, 21.0)</p>	<p>Circles $A = \pi r^2$</p> <p><u>Practice:</u></p> <p><u>Homework:</u></p> <p><u>CA Standards:</u></p> <p>(8.0)</p>
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Geometry

Lesson Plan

Week 5

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Objectives:</u></p> <p>Students will identify polyhedrons, including prisms, pyramids, cylinders, spheres, and cones.</p> <p><u>Warm-Up:</u></p> <p>Draw by freehand a cylinder, square pyramid, triangular pyramid, cylinder, rectangular prism, and triangular prism.</p> <p><u>Direct Instruction:</u></p> <p>Show that a polyhedron is named by identifying the base.</p> <p>Show that a prism has two identical bases in parallel planes, and all other faces are rectangles.</p> <p>Show that a prism consists of a single base, and the sides</p>	<p><u>Learning Objectives:</u></p> <p>Students will understand the relationship between the net of a three-dimensional figure and the surface area of that figure.</p> <p><u>Warm-Up:</u></p> <p>Students will attempt to draw the net of a rectangular prism.</p> <p><u>Direct Instruction:</u></p> <p>Show that a net is the transformation of a three-dimensional figure into its two-dimensional representation.</p> <p>Show that the surface area of a three dimensional figure can be calculated from the area of its net</p> <p><u>Practice:</u></p> <p>Students will draw the net of</p>	<p><u>Learning Objectives:</u></p> <p>Students will calculate the area of a three-dimensional figure from its net.</p> <p><u>Warm-Up:</u></p> <p>Students will determine the number of sides, edges, and vertices in various three-dimensional figures.</p> <p><u>Direct Instruction:</u></p> <p>Show that the surface area of a three dimensional figure can be calculated from the area of its net</p> <p><u>Practice:</u></p> <p>Students will calculate the surface area of various three-dimensional figures from nets.</p>	<p><u>Learning Objectives:</u></p> <p>Students will construct three-dimensional figures from nets and verify the surface area.</p> <p><u>Warm-Up:</u></p> <p>Student will draw a figure from its net.</p> <p><u>Direct Instruction:</u></p> <p>Show that the surface area of a three dimensional figure can be calculated from the area of its net</p> <p><u>Practice:</u></p> <p>Students will calculate the surface area of a three dimensional figure from a net.</p> <p>Students will cut out and construct three the figure from the net.</p>	<p><u>Learning Objectives:</u></p> <p>Students will demonstrate proficient understanding of nets and surface area of three-dimensional figures</p> <p><u>Warm-Up:</u></p> <p>Clarify terms and concepts</p> <p><u>Direct Instruction:</u></p> <p>none</p> <p><u>Practice:</u></p> <p>Quiz</p> <p><u>Homework:</u></p> <p>none</p> <p><u>CA Standards:</u></p> <p>Volume and Area Formulas (9.0)</p>

<p>join at a common vertex.</p> <p><u>Practice:</u></p> <p>Discuss the nature of polyhedrons</p> <p><u>Homework:</u></p> <p>none</p> <p><u>CA Standards:</u></p> <p>Volume and Area Formulas (9.0)</p>	<p>various three-dimensional figures.</p> <p><u>Homework:</u></p> <p>none</p> <p><u>CA Standards:</u></p> <p>Volume and Area Formulas (9.0)</p>	<p><u>Homework:</u></p> <p>Textbook problems (Glencoe)</p> <p><u>CA Standards:</u></p> <p>Volume and Area Formulas (9.0)</p>	<p><u>Homework:</u></p> <p>Textbook problems (Glencoe)</p> <p><u>CA Standards:</u></p> <p>Volume and Area Formulas (9.0)</p>	
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Lifeline Education Charter School Petition

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

**CONFLICTS OF INTEREST CODE FOR
LIFELINE EDUCATION CHARTER SCHOOLS, INC.**

The following reflects a conflicts of interest code for Lifeline Education Charter Schools, Inc. (referred to herein as "Lifeline") These rules are adopted subject to any new regulations issued by the Board of Education and will be updated when such regulations are issued.

As a Charter School, Lifeline must comply with the California Code of Regulations, Title 5 regarding Conflict of Interest. Under those regulations, the following rules hold:

Assets and income of public officials which may be materially affected by their official actions should be disclosed and in appropriate circumstances the officials should be disqualified from acting in order that conflicts of interest may be avoided."
Gov. Code section 81002(c)

"No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest."
Gov. Code Section 87100

A Charter school is a quasi government agency and as such, Lifeline takes the position that its directors, consultants and employees are subject to the rules and regulations applicable to public officials. The Political Reform Act prevents conflicts of interest in two ways – disclosure and disqualification. (See Gov. Code Sections 87100-87350.)

Disclosure

The purpose of financial disclosure is to alert public officials to personal interests that might be affected while they are performing their official duties, i.e., making governmental decisions. Disclosure also helps inform the public about potential conflicts of interest.

Public officials at every level of state and local government must disclose their personal financial interests. This rule applies the Board of Directors of Lifeline and to employees who make purchases or approve of contracts for goods or services used by Lifeline, i.e. this would include the Executive Director, for example... If an employee merely contracts for goods and services, that employee need not disclose real estate interests, but must disclose investments in and income from individuals and entities that supply equipment, materials, or services to the agency.

Unpaid members of boards and consultants to state and local government agencies also may be required to disclose their personal financial interests if they make or participate in making governmental decisions that could affect their private financial interests.

Disclosure is made on a form called a "statement of economic interests" (Form 700). The form must be filed each year. Filed forms are public documents that must be made available to anyone who requests them.

Disqualification

If a Board members, consultant, committee member or employee has a conflict of interest, the official may be required to disqualify himself or herself from making or participating in a governmental decision, or using his or her official position to influence or attempt to influence a governmental decision.

See the fact attached fact sheet which addresses the issue of, Can I Vote? Conflicts of Interest Overview.

To determine whether an official has a conflict of interest many factors must be analyzed. For example, is it reasonably foreseeable that the official's interest will be affected by a particular decision? Will the decision have a significant monetary impact on the financial interest or is the impact minimal? Will the decision affect the official's interest differently than members of the general public? Is the official even making a governmental decision?

In many cases, an official will need guidance from the Commission or an attorney to determine whether disqualification is required.

In light of the forgoing, the following reflects the conflict of interest code for Lifeline:

The Lifeline Education Charter School, Inc. and any affiliates and all Officers, Directors, Committee members, and employees who have the power to make purchases of any kind for Lifeline or who have the power to hire anyone for Lifeline, whether an employee or independent contractor, scrupulously shall avoid any conflict between their respective personal, professional or business interests and the interests of the Association, in any and all actions taken by them on behalf of the Association in their respective capacities.

If any Officer, Director, Committee member or employee of Lifeline has any direct or indirect interest in, or relationship with, any individual or organization that proposes to enter into any transaction with Lifeline, including but not limited to transactions involving:

- a. the sale, purchase, lease or rental of any property or other asset;
- b. employment, or rendition of services, personal or otherwise;
- c. the award of any grant, contract, or subcontract;
- d. the investment or deposit of any funds of the Association;

such person shall give notice of such interest or relationship and shall thereafter refrain from discussing or voting on the particular transaction in which he has an interest, or otherwise attempting to exert any influence on the Association, or its components to affect a decision to participate or not participate in such transaction.

In addition, each officer, director, committee member or employee of Lifeline who exercises the power to purchase or retain the services of employees, vendors, contractors, agents or other persons shall file a Form 700 if such is required and in a manner required by the State Board of Education.

All decisions made by the Board in conducting the business of Lifeline shall be conducted pursuant to the Brown Act., i.e. the meetings shall be "open and public."

**BYLAWS
OF
LIFELINE EDUCATION CHARTER SCHOOL, INC.
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Lifeline Education Charter School, Inc.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 357 E. Palmer, Compton, California 90221. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Lifeline Education Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. The board membership shall include a parent and a representative of the community. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office, unless otherwise removed from office in accordance with these bylaws, for two (2) years and until a successor director has been designated and qualified. Each director may serve up to three (3) consecutive terms.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies

on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors..

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and

place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the

Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be known as the Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the corporation

and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into

a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's

status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;

- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Lifeline Education Charter School, Inc. or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

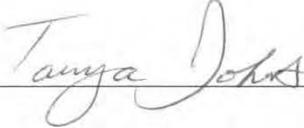
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Lifeline Education Charter School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 8, 2011 and that these bylaws have not been amended or modified since that date.

Executed on June 8, 2011 in Compton, California.



A handwritten signature in cursive script, reading "Tanya Johns", is written over a solid horizontal line.

Tanya Johns, *Secretary*

Lifeline Education Charter School Appendices

11/06/2003 08:06 FAX 513 263 3756

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 27 2003

Employer Identification Number:
41-2064806

DIN:

17053010038043

Contact Person:

SHAWNTEL R MCGUIRE

ID# 31456

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Form 990 Required:

Yes

Addendum Applies:

Yes

LIFELINE EDUCATION CHARTER SCHOOL
INC
357 E PALMER ST
COMPTON, CA 90221

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. This does not apply, however, if you make or have made a timely election under section 3121(w) of the Code to be exempt from such tax. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely

Letter 947 (DO/CG)

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LIFELINE EDUCATION CHARTER SCHOOL

on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free

Letter 947 (DO/CG)

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LIFELINE EDUCATION CHARTER SCHOOL

number shown above.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (DO/CG)

Lifeline Education Charter School Petition

APPENDIX F – ADOPTED CONFLICT OF INTEREST POLICY

LIFELINE EDUCATION CHARTER SCHOOL, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Lifeline Education Charter School, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Lifeline Education Charter School, Inc. (“Charter School”), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms with the requirements of Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County

Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A**Designated Positions**

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
- A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director
 - E. Principal of Charter School
 - F. Campus Administrator
 - G. Special Education Coordinator
 - H. Consultants¹
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
- A. Contractor

¹ The Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT BDisclosure CategoriesCategory 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include the interests described in Category 1.

Lifeline Education Charter School Petition

APPENDIX G – SELPA ASSURANCES & SERVICES

AGREEMENT FOR PARTICIPATION

EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the

- IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
 - F. Provide facilities as required to house the programs conducted by the LEA;
 - G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
 - H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
 - I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
 - J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
 - K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
 - L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
 - M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
 - N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
 - O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
 - P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
 - Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
 - R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
 - S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
 - T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section

47605(b)(5)(l). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

- U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the

- AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
 - F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
 - 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
 - 2. Coordinating the implementation of the transportation for special education pupils;
 - 3. Coordinating the system of data collection, management, and evaluation;
 - 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
 - 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
 - 6. Developing interagency referral and placement procedures; and,
 - 7. Evaluating the effectiveness of special education programs.
 - G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
 - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
 - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
 - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
 - 1. Complaint issues;
 - 2. Hearing issues; and
 - 3. Identification of appropriate programs for specific pupils.
 - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
 - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
 - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.
- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.

- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 - 1. Prior initial written notice of intended termination to the RLA of at least one year, and
 - 2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

 - 1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
 - 2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
- F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
- G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
- H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
- I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

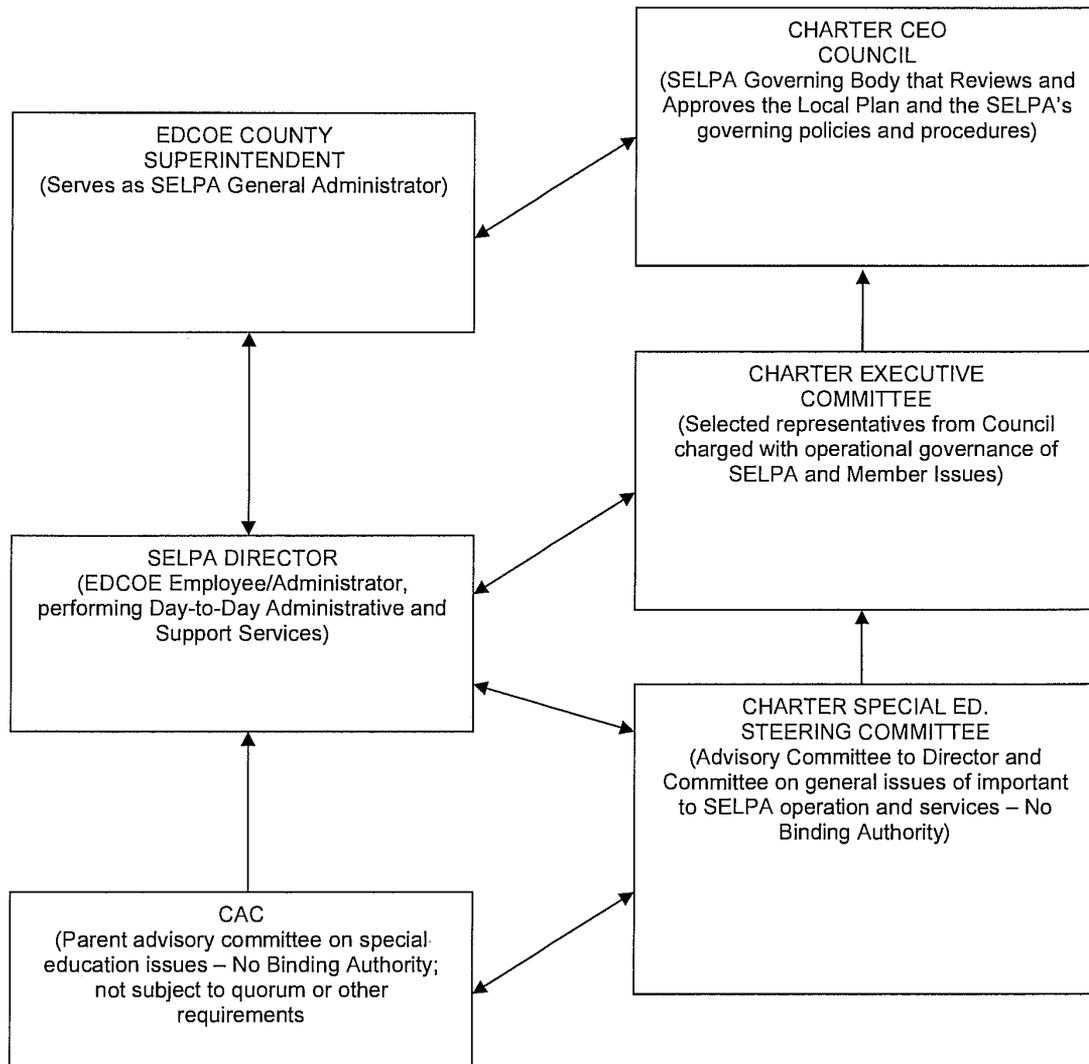
Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

EI Dorado County Charter SELPA

Charter Education SELPA Flow Chart



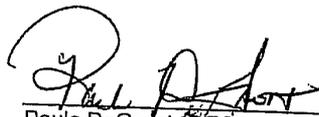
This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 19th day of May, 2011

CHARTER SCHOOL APPROVAL

Lifeline Education Charter School

Date: May 19, 2011



Paula DeGroat, CEO
Lifeline Education Charter School

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

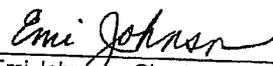
Date: _____

Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: _____

Terena Mares, Deputy Superintendent
El Dorado County Office of Education

Date: 5/31/11



Emi Johnson, Charter SELPA Director
El Dorado County Office of Education

Representations and Warranties:

(Feb.2007)

As an inducement to and in consideration for entering into this Agreement the RLA specifically relies on the following express warranties and representations by LEA which LEA representative(s) who by their signatures affixed below declare that the following statements are true and correct:

For purposes of these representations and warranties, LEA may refer to an organization that manages and develops charter schools, but such representations and warranties shall only extend to the specific charter schools that are to be members of the EDCC,

1. Except as set forth on attached Exhibit A, as of the date signed below:
 - a. LEA has no outstanding debts or accounts payable in excess of five thousand and no/100 dollars (\$5,000), accrued nor due and owing.
 - b. LEA has not and will not enter into any contract, lease nor other obligation for equipment, services, or personal or real property obligating the LEA to expend special education funds in excess of five thousand and no/100 dollars (\$5,000) extending beyond a 30 day period from the date of any such Agreement except as specifically approved in writing by SELPA/RLA.
 - c. LEA has no taxes (other than sales taxes) of any kind accrued or due and owing.
 - d. LEA has entered into no employment contract with anyone having a termination period of more than 30 days.
 - e. No LEA officer, employee, agent or representative of any sort has loaned or allowed LEA to use, on any basis, real or personal property (including money) belonging to any such officer, employee, agent or representative.
 - f. To the knowledge of LEA, neither LEA nor any of its officers, employees, agents or representatives have any lawsuit or legal action of any kind, including bankruptcy, pending or threatened against them.
 - g. No LEA officer, employee, agent or representative has or has had any financial relationship or dealings of any sort with any relative of any such officer, employee, agent or representative arising out of or related to LEA or its functions and activities.
 - h. LEA has had this Agreement thoroughly reviewed by its legal counsel.

EXHIBIT A

I. List Outstanding Debts and Accounts Payable (Accrued or Due and Owing):

California Choice	\$3,000.00	Employee benefits
VSE	\$300.00	Employee benefits
DELTA Dental	\$400.00	Employee benefits
Bill Business	\$1,000.00	Accrued Billing
PERS/STRS Contributions	% of Payroll	

II. List Current Leases, Contracts and Other Obligations for Equipment, Supplies, Services or Personal or Real Property:

Father Inspiration Baptist Church	\$6,200.00	Building Lease
Williams Scotsman (Bungalows)	\$1,058.10	Bungalow Lease
Minolta Copier	\$600.00	Copier Lease

III. List Current Taxes Accrued or Due and Owing:

None to our current knowledge

IV. List Employment Contracts Having a Termination Period of More Than 30 Days Including Annual Amount, Term and Parties:

[REDACTED]	Science Teacher	10 months	\$50,000.00
[REDACTED]	[REDACTED]	10 months	\$63,000.00
[REDACTED]	[REDACTED]	10 months	\$40,000.00
[REDACTED]	[REDACTED]	10 months	\$38,000.00
[REDACTED]	Multi-Subject	10 months	\$40,000.00
[REDACTED]	Special Education	10 months	\$45,000.00
[REDACTED]	Administrator	10 months	\$58,000.00
[REDACTED]	Teacher's Aide	10 months	\$48,000.00
[REDACTED]	[REDACTED]	10 months	\$33,000.00
[REDACTED]	Math	12 months	\$48,000.00
[REDACTED]	Special Education	10 months	\$60,000.00

V. List Officer, Employee, Agent or Representative Loan To or Allowed Use of Real or Personal Property (Including Money) By LEA:

[REDACTED]	Secretary/Treasurer
[REDACTED]	Operations
[REDACTED]	President
[REDACTED]	Executive Director

VI. List Pending or Threatened Lawsuits Against LEA or Any of Its Officers, Agents, Employees, or Representatives:

[REDACTED]

VII. List and Description of Dealings or Relationships by LEA Officers, Agents, Employees or Representatives with Relatives of Such LEA Officers, Agents, Employees or Relatives:

[REDACTED]

I have fully and carefully reviewed the above and hereby agree to fully comply with the conditions and requirements thereof in both letter and spirit.

Dated: 9/28/07

Doris Lester
Doris Lester, President of the Board
Lifeline Education Charter School

**SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)**21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))**
(Federal requirement for State Education Agency only)**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))
(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

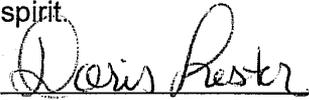
It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

I have fully and carefully reviewed the above and hereby agree to fully comply with the conditions and requirements thereof in both letter and spirit.

Dated: 9/28/07



Doris Lester, President of the Board
Lifeline Education Charter School

Lifeline Education Charter School Appendices

Current 2013-14 Members of the El Dorado County Charter SELPA

KIPP San Jose Collegiate	Kipp Bay Area Schools	1404 Franklin St., Ste. 500	Oakland	CA	94612	Beth	Sutkus-Thompson	Executive Director	(510) 465-5477	BThompson@kippbayarea.org	Santa Clara	392	East Side Union High School District
KIPP Summit Academy	Kipp Bay Area Schools	1404 Franklin St., Ste. 500	Oakland	CA	94612	Beth	Sutkus-Thompson	Executive Director	(510) 465-5477	BThompson@kippbayarea.org	Alameda	397	San Lorenzo USD
Lazear Elementary	Education for Change	824 29th Ave.	Oakland	CA	94601	Hae-Sin	Thomas	CEO	(510) 568-7936	hthomas@efcps.net	Alameda		Alameda COE
Leadership Public Schools - Hayward	Leadership Public Schools	28000 Calaroga Ave.	Hayward	CA	94545	Louise Bay	Waters	CEO	(415) 305-1351	lwaters@leadps.org	Alameda	428	Hayward Unified
Leadership Public Schools - San Jose	Leadership Public Schools	1881 Cunningham Ave.	San Jose	CA	95122	Louise Bay	Waters	CEO	(415) 305-1351	lwaters@leadps.org	Santa Clara	389	Santa Clara COE
Leadership Public Schools: Richmond	Leadership Public Schools	251 S. 12th St.	Richmond	CA	94804	Louise Bay	Waters	CEO	(415) 305-1351	lwaters@leadps.org	Contra Costa	417	West Contra Costa Unified
Learning Choice Academy	San Diego Charter School Special Education Consortium	4215 Spring St., Ste. A-104	La Mesa	CA	91941	Debi	Gooding	Director	(858) 536-8388	dgooding@learningchoice.org	San Diego	737	San Diego USD
Learning Without Limits	Education for Change	303 Hegenberger Rd # 301	Oakland	CA	94621	Hae-Sin	Thomas	CEO	(510) 568-7936	hthomas@efcps.net	Alameda	340	Oakland USD
Life Source International Charter	Not Affiliated with a CMO or organization	PO Box 8157	Lancaster	CA	93539	Deberae	Culpepper	Executive Director	(661) 579-2970	culpepperd@lifesourcecharterschool.org	Los Angeles	293	Antelope Valley UHD
Lifeline Education Charter	Not Affiliated with a CMO or organization	225 South Santa Fe Ave.	Compton	CA	90221	Paula	DeGroat	Director	(909) 557-5634	pauladeg@yahoo.com	San Bernardino	315	SBE
Lighthouse Community Charter	Lighthouse Community Charter Public Schools	444 Hegenberger Rd.	Oakland	CA	94621	Stephen	Sexton	Head of School	(510) 562-8825	steve@lighthousecharter.org	Alameda	478	Oakland USD
Lighthouse Community Charter High	Lighthouse Community Charter Public Schools	444 Hegenberger Rd.	Oakland	CA	94621	Stephen	Sexton	Head of School	(510) 562-8825	steve@lighthousecharter.org	Alameda	206	Oakland USD
Livermore Valley Charter Preparatory High	Tri Valley Learning Corporation	543 Sonoma Ave.	Livermore	CA	94550	Bill	Batchelor	Chief Operations Officer/CFO	(925) 443-1690	bbatchelor@tvlcboard.org	Alameda	184	SBE
Livermore Valley Charter School	Tri Valley Learning Corporation	543 Sonoma Ave.	Livermore	CA	94550	Bill	Batchelor	Chief Operations Officer/CFO	(925) 443-1690	bbatchelor@tvlcboard.org	Alameda	907	SBE
LPS Oakland R & D Campus	Leadership Public Schools	344 Thomas L Berkeley Way, Ste. 340	Oakland	CA	94612	Louise Bay	Waters	CEO	(415) 305-1351	lwaters@leadps.org	Alameda	366	Oakland USD
Magnolia Science Academy San Diego	San Diego Charter School Special Education Consortium	6365 Lake Atlin Ave.	San Diego	CA	92119	Mehmet	Argin	CEO	(714) 892-5066	margin@magnoliapublicschools.org	San Diego	297	San Diego USD
McGill School of Success	San Diego Charter School Special Education Consortium	3025 Fir St.	San Diego	CA	92101	Deborah	Huggins	Principal	(619) 239-0632	dhuggins@sandi.net	San Diego	170	San Diego USD
Mirus Secondary	Altus Institute	14073 Main St.	Hesperia	CA	92345	Mary	Bixby	President & CEO	(858) 678-2020	mbixby@charterschool-sandiego.net	San Bernardino	198	Hesperia Unified

Lifeline Education Charter School Petition

APPENDIX H – STUDENT REGISTRATION FORMS

Lifeline Education Charter School Appendices

Lifeline Education Charter School

Student Enrollment Application

*Please give **complete** and accurate information. Incomplete forms will be returned*
2011-2012 School Year Application

Student Legal Last Name:		Student Legal First Name:		Grade:	Gender: M / F
Mailing Address:		City:		State: CA	Zip Code:
Home Phone#:		Birth Date:		Birth Country/State (Ex: USA/CA):	
Name of Previous School:	School Address:		School City:		School State:

Father/Legal Guardian:		Home Phone#:		Best Time to Call:	
Employer:		Work Phone#:		Cell Phone #:	
Work Address:	City:	State:	Zip Code:	Highest Education Level Completed:	

Mother/Legal Guardian:		Home Phone#:		Best Time to Call:	
Employer:		Work Phone#:		Cell Phone #:	
Work Address:	City:	State:	Zip Code:	Highest Education Level Completed:	

Language Survey

What language did your child first learn to speak? _____
 What language does your child most frequently speak at home? _____
 What language do the adults in the household most often speak? _____
 What language do you most frequently speak to your child? _____

Special Education Information

Has your child ever attended a special education class? _____
 If yes, indicate what type(s) _____
 Does your child have an active IEP? _____
 What was the last date your child received special education services?
 Month/Year _____

Primary Enrollment Affirmation

I, the undersigned parent/ legal guardian, concur and agree that enrollment of the minor mentioned above constitutes their complete educational program and that the student is not enrolled in any other school, public or private school.

Parent/Legal Guardian Signature Date

Ethnicity Questionnaire *Use the Father's Nationality

____ Hispanic or Latino
 ____ Alaskan Native or American Indian *not Hispanic/Latino*
 ____ Asian, *not Hispanic/Latino*
 ____ Black or African American, *not Hispanic/Latino*
 ____ Native Hawaiian or Pacific Islander, *not Hispanic/Latino*
 ____ White, *not Hispanic/Latino*
 ____ Multi-racial, *not Hispanic/Latino*
 ____ Declined to State
 ____ Other _____

SNOR Questionnaire

What country was your child born in? _____
 When was the last time your child attended school in the United States?
 Month/Year _____
 Has your child ever attended school outside of the United States? _____
 If yes, what country? _____

Emergency Contact Information

Name: _____
 Relationship: _____
 Phone #: _____

FOR SCHOOL USE ONLY			
Effective Enrollment Date:	Grade:	SNOR: >3 years	<3Years N/A
Local Student ID#:	SSID#:	TITLE I:	
Approved by:	Date:	NSLP: Paid / Reduced / Free	NSLP ID#:

2011-2012 School Year Application

Lifeline Education Charter School Appendices

Lifeline Education Charter School

Solicitud para matriculación

Por favor llene la forma **completamente**. Formas incompletas serán regresadas

****Por favor incluya una copia de la acta de nacimiento****

Año escolar 2011-2012

Apellido legal del estudiante:		Nombre legal del estudiante:		Grado:	Sexo: M / F
Domicilio:		Ciudad:		Estado: CA	Código postal:
Numero de teléfono del hogar:		Fecha de nacimiento:		País/Estado de nacimiento:	
Nombre de la escuela anterior:	Dirección de la escuela anterior:	Ciudad:		Estado:	

Padre/Tutor Legal:		Número de teléfono del hogar:		Mejor tiempo para llamar a este #:	
Empleador:		Número de teléfono del trabajo:		Número de celular:	
Dirección del trabajo:	Ciudad:	Estado:	Código postal:	Nivel (o grado) de escuela completado:	

Madre/Tutor Legal:		Número de teléfono del hogar:		Mejor tiempo para llamar a este #:	
Empleador:		Número de teléfono del trabajo:		Número de celular:	
Dirección del trabajo:	Ciudad:	Estado:	Código postal:	Nivel (o grado) de escuela completado:	

Encuesta de lenguaje (del estudiante)

¿Qué lenguaje aprendió a hablar primero? _____
 ¿Qué lenguaje habla más frecuente en la casa? _____
 ¿Qué lenguaje hablan más frecuente los adultos en la casa? _____
 ¿Qué lenguaje le habla usted a su hijo/a? _____

Información sobre clases de educación especializada

¿Ha tomado su hijo/a clases de educación especializada? _____
 ¿Qué tipo? _____
 ¿Tiene un I.E.P.? _____
 Cuando fue la última vez que recibió clases en forma de educación especializada?
 Mes/Año _____

Afirmación de matriculación escolar primaria

Yo, siendo el padre/tutor legal del estudiante mencionado arriba, atesto que la matriculación en esta escuela constituye su programa educacional completo y afirmo que el estudiante no está matriculado en otra escuela, pública o privada.

Padre/Tutor Legal _____

Fecha _____

Encuesta de etnicidad *Use la nacionalidad del padre

_____ Hispano o latino
 _____ Alaskeño o Indio Americano *no hispano o latino*
 _____ Asiático, *no hispano o latino*
 _____ Afroamericano, *no hispano o latino*
 _____ Hawaiano o islandés pacificanos, *no hispano o latino*
 _____ Blanco, *no hispano o latino*
 _____ Múltiple-racial, *no hispano o latino*
 _____ Otro _____
 _____ Ninguna respuesta

Encuesta SNOR

¿En que país nació su hijo/a? _____
 ¿Cuándo fue la última vez que asistió alguna escuela en EE.UU.? _____
 ¿Alguna vez ha asistido a la escuela en otro país fuera de los EE.UU.? _____
 ¿Cuándo y en qué país? _____

Contacto de emergencia

Nombre: _____

Parentesco: _____

Número de teléfono: _____

FOR SCHOOL USE ONLY

Effective Enrollment Date:	Grade:	SNOR: >3 years <3Years N/A
Local Student ID#:	SSID#:	TITLE I:
Approved by:	Date:	NSLP: Paid / Reduced / Free
		NSLP ID#:

2011-2012 School Year Application

Lifeline Education Charter School

225 S. Santa Fe Ave
Compton, CA 90221
310-605-2510 *Business*
310-764-4890 *Fax*
lifelinecharter@yahoo.com



“Achieving Academic Excellence”

Check Off List

The student’s date of enrollment will be effective the first day the student attends class and all required enrollment documents listed below are properly completed and submitted.

The documents required for NEW student enrollment are:

- _____ 2011/2012 Student Enrollment Application
- _____ Birth Certificate or Baptism Certificate
- _____ Parent/Legal Guardian Identification
- _____ Cumulative File/ Completed Transcripts/ Special Education Records / Diploma
- _____ Proof of address
- _____ Immunization Records up-to-date (within the last 12 months including T.B./TDap)
- _____ Parent and Student Contract
- _____ Emergency Card
- _____ Title I Agreement / 504 Plan
- _____ Vision and Mission Statement/WASC Disclosure Agreement
- _____ Counseling Approval Form
- _____ Free and Reduced Lunch application
- _____ Testing Results for STAR 9, CELDT, and CAHSEE (if applicable)

Documents required for RETURNING students are*:

- _____ 2011/2012 Student Enrollment Application
- _____ Updated Emergency Card
- _____ Proof of Address
- _____ Title I Agreement / 504 Plan
- _____ Parent and Student Contract
- _____ Vision and Mission Statement/WASC Disclosure Agreement
- _____ Parent/Legal Guardian Identification
- _____ Counseling Approval Form
- _____ Free and Reduced Lunch Application

*Returning students must complete the items above to have accurate information in case of emergency. All students (new or returning) must provide updated information (such as phone numbers, address changes, etc.) as the information changes throughout the year.

Lifeline Education Charter School

225 S. Santa Fe Ave
Compton, CA 90221
310-605-2510 *Teléfono*
310-764-4890 *Facsímile*
lifelinecharter@yahoo.com



“Logrando excelencia académica”

Lista de requisitos

La fecha de matriculación será efectiva el primer día que su hijo/a atienda a clase y todos los documentos requeridos abajo estén completos y sometidos.

Los documentos requeridos para matricular a un estudiante **NUEVO**:

- _____ Solicitud de matriculación para el año escolar 2011/2012
- _____ Acta de nacimiento o certificado de bautismo
- _____ Identificación del padre o guardián
- _____ Archivo completo / Hoja de calificaciones completa (transcript) / Archivos de la educación especial / Diploma
- _____ Prueba de domicilio
- _____ Carnet de inmunización (al corriente - incluyendo T.B. /TDap dentro de los últimos 12 meses)
- _____ Contrato del padre y estudiante
- _____ Contactos de emergencia
- _____ Acuerdo del programa Título I / Carta del programa especial y del 504
- _____ Acuerdo de la Visión y Misión / Acuerdo de la declaración de WASC
- _____ Acuerdo de beneficios de consejería
- _____ Solicitud para recibir comida gratis o a un precio reducido
- _____ Resultados de las pruebas STAR 9, CELDT, y CAHSEE

Los documentos requeridos para matricular a un estudiante que **REGRESA***:

- _____ Solicitud de matriculación para el año escolar 2011/2012
- _____ Carta de emergencia
- _____ Prueba de domicilio
- _____ Acuerdo del programa Título I / Carta del programa especial y del 504
- _____ Contrato del padre y estudiante
- _____ Acuerdo de la Visión y Misión / Acuerdo de la declaración de WASC
- _____ Identificación del padre o guardián
- _____ Acuerdo de beneficios de consejería
- _____ Solicitud para recibir comida gratis o a un precio reducido

*Los estudiantes que regresan, deben de completar los requisitos de arriba para poder tener la información correcta en caso de emergencia. **Todos los estudiantes** (nuevos o los que regresan) deben de darnos nueva información (como números de teléfonos, cambios de domicilios, etc.) a como cambia esa información durante todo el año.

VISION AND MISSION STATEMENT

Mission

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

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

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

Vision

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

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

Disclosure

Lifeline Education Charter School is not yet fully accredited by WASC but will seek such accreditation in the near future. Although many high schools, community colleges, and universities have admitted our students, some schools not yet familiar with Lifeline Education Charter School will not admit or validate our grades; many times a simple phone call usually clears this issue. It is then advisable for parents to research the school's policy when transferring to or from Lifeline Education Charter School.

I have read the above statements and agree to abide by them at all times.

Parent/Guardian Signature

Date

Student Signature

Date

OBJETIVOS Y VISION

Objetivos

El objetivo de Lifeline Education Charter School es de proporcionar a la comunidad un buen plan académico que anima a la comunidad de estudiantes, padres, y maestros para alcanzar el potencial del estudiante (intelectualmente, socialmente, emocionalmente y físicamente). Lifeline Education Charter School proporcionará un ambiente conducente en lograr éxito académico a la población estudiantil en peligro.

Lifeline Education Charter School proporcionará un programa educativo y verdadero que enseñara conceptos que se usaran en la vida y que comprometen al niño a un proceso aprendizaje distinto. Lifeline Education Charter School promoverá un ambiente que acentúa el progreso académico así como éxito académico. Lifeline Education Charter School apoya al estudiante en su ruta de crecimiento, proporciona un ambiente para la expresión creativa, y autoriza la juventud y sus familias a tomar parte en el proceso educativo de una manera que beneficia la familia y la comunidad.

La misión de Lifeline Education Charter School conduce cada aspecto de las rutinas diarias.

Visión

Nosotros vemos a Lifeline Education Charter School como una comunidad que honra y mantiene la centralidad de su misión en todo lo que hace. Juntos, esta comunidad continuará construir un ambiente académico, creativo y emocionante para estudiantes y para poder participar en un lugar que atraerá a maestros de los mejores y más cometidos en la comunidad. Los padres continuarán ser una presencia activa durante el día y en todos aspectos del gobierno. Los maestros llevan la responsabilidad de enseñar y educar y se les dará la libertad máxima posible para poder cumplir con su misión educativa. Lifeline Education Charter School es una comunidad diversa y dinámica dedicada a constantemente mejorar la educación académica que esperamos llegará a ser un modelo nacional para la excelencia en la educación pública.

Los programas de la escuela permiten a los estudiantes llegar a ser contribuidores competentes de la sociedad equipados con habilidades en lectura, gramática, matemáticas, tecnologías, y habilidades de resolver problema críticas para el éxito en un mundo que cambia rápidamente. Reconociendo que cada estudiante debe ser preparado para aprender y estudiar por el resto de su vida, la escuela ofrecerá un programa que permite a los estudiantes estar preparados para la escuela después de la secundaria y en un mundo competitivo del trabajo.

Declaración

Lifeline Education Charter School divulga que todavía no esta acreditado por WASC, pero buscará tal acreditación en el próximo futuro. Aunque muchos institutos, secundarias, colegios, y universidades han admitido a nuestros estudiantes, algunas escuelas todavía no familiarizados con Lifeline Education Charter School no admitirán ni validarán nuestros cursos; muchas veces una llamada de nuestra parte resuelve este asunto. Teniendo esto en mente, es recomendable que los padres y estudiantes investiguen las pólizas de la escuela antes de transferir a o de Lifeline Education Charter School.

Yo he leído las declaraciones y estoy de acuerdo con todas las declaraciones escritas:

Firma del padre/guardián

Date

Firma del estudiante

Date



“Achieving Academic Excellence”

Lifeline Education Charter School

225 S. Santa Fe Ave
Compton, CA 90221
310-605-2510 *Business*
310-764-4890 *Facsimile*
lifelinecharter@yahoo.com

Date: _____

Dear Parent/Guardian of: _____

NOTICE OF IMMUNIZATION(S) REQUIRED

In accordance with the *California School Immunization Law, Health and Safety Code Sections 120325-120375*, your child is required to maintain active vaccination records before being allowed to attend class. Our records indicate the following vaccines are missing from your child's record or are out of date.

VACCINE	MISSING DOSE(S) CIRCLED BELOW				
DTP/Dtap/DT/Td	#1	#2	#3	#4	#5
Hepatitis B	#1	#2	#3		
MMR (Measles, Mumps, Rubella)	#1	#2			
Polio	#1	#2	#3	#4	
Varicella (Chickenpox)	#1	#2			
TDaP (Tetanus, Diphtheria, Pertusis)	#1	#2	#3	#4	#5
Tuberculosis Test	#1				

IMMEDIATE ACTION REQUIRED

BEFORE your child will be allowed to attend school, please do one of the following immediately:

1. Take this form along with your child's yellow California Immunization Record to your doctor or the local health department to get needed immunization(s) and bring us your child's updated immunization record **before** the date below.
2. If your child has already received these immunization(s) **within the last 12 months**, bring us the record so we can update our files. Your child's record must include a date for the immunizations circled above and the doctor's signature or stamp.
3. If immunizations are against your personal beliefs, please come to school/child care to sign the exemption statement.
4. If any immunizations cannot be administered to your child because of medical reasons, please bring us a letter signed by your doctor (with an expected/approximate wellness date).

According to California State law, we cannot allow your child attend school unless we receive evidence that the above requirements are met by: _____

If you have any questions, please contact us at the number provided above.

Sincerely,
Lifeline Education Charter School

<http://www.lifelinecharter.org>



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Lifeline Education Charter School

225 S. Santa Fe Ave
Compton, CA 90221
310-605-2510 *Teléfono*
310-764-4890 *Facsimile*
lifelinecharter@yahoo.com

Fecha: _____

Estimado padre de familia/tutor de: _____

AVISO DE VACUNAS PENDIENTES

De acuerdo a la *ley de vacunas de california, código de salud y seguridad, secciones 120325-120375*, su hijo/a debe mantener sus archivos de vacunas al corriente, antes de poder asistir a clase. Nuestros archivos indican que las siguientes vacunas le faltan o están vencidas.

VACUNA	LA(S) DOSIS QUE FALTAN				
DTP/Dtap/DT/Td	#1	#2	#3	#4	#5
Hepatitis B	#1	#2	#3		
MMR (Measles, Mumps, Rubella)	#1	#2			
Polio	#1	#2	#3	#4	
Varicella (Chickenpox)	#1	#2			
TDaP (Tetanus, Diphtheria, Pertusis)	#1	#2	#3	#4	#5
Tuberculosis Test	#1				

SE REQUIERE DE SU ATENCIÓN INMEDIATA

ANTES de que pueda su hijo/a regresar a la escuela, por favor haga uno de los siguientes pasos:

1. Lleve esta forma junto con la tarjeta de vacunas amarilla de california de su hijo/a a su doctor o al departamento de salud local para recibir las vacunas necesarias y preséntenos la tarjeta de vacunas actualizada antes de la fecha abajo.
2. Si su hijo/a ya recibió las vacunas dentro de los **últimos 12 meses**, preséntenos la tarjeta de vacunas actualizada para actualizar nuestros archivos. El archivo debe incluir la fecha que se administro la vacuna y una firma o sello del doctor.
3. Si las vacunas son en contra de sus creencias personales, por favor venga a la escuela para firmar la declaración de exención.
4. Si su hijo/a no puede recibir la vacuna antes de la fecha por alguna razón medica, por favor preséntenos una carta firmada por su doctor (con fecha anticipada/aproximada de mejoría).

De acuerdo a la ley de california, no podemos permitir que su hijo/a asista a clase sin recibir evidencia que haya cumplido con los requisitos arriba antes de: _____

Si tiene alguna pregunta, por favor llámenos al número proporcionado arriba.

Sinceramente,

Lifeline Education Charter School

<http://www.lifelinecharter.org>

Lifeline Education Charter School

357 E. Palmer Street
Compton, California 90221
(310)605-2510 *School Phone*
(310)764-4890 *Facsimile*



“Achieving Academic Excellence”

Authorization to Release Records

Cumulative Records / Transcripts / Special Education Records

In accordance with the Code of Federal Regulations, Title 34, Volume 1, Part 99 (34CFR § 99.31), and the California Education Code § 49068, please release the following records for:

Student Name: _____ **Date of Birth:** _____

- _____ Cumulative Record
- _____ Health Records
- _____ Special Education Records including: IEP’s, ITP’s, BIP’s, academic assessments, speech and language assessments, psychological evaluations and any additional pertinent information
- _____ Transcripts of completed work including grades to date
- _____ Any other educational information

PREVIOUS SCHOOL

School Name: _____ School last attended on: _____
 Address: _____ California SSID: _____
 City, State, Zip Code: _____ Grade: _____

Parent/Guardian Signature **Date**

Receiving Registrar:

Please complete the following in response to special education records. Sign, date and return either by fax or mail.

- _____ We do not have the records you have requested in our files.
- _____ We have not been able to locate the requested files but our records indicate this student receive special education services
- _____ After reviewing or records, it is determined that the above named student has not received special education services nor has been identified as being eligible for special education services.

Registrar Signature **Date**

PLEASE FORWARD ALL STUDENT RECORDS TO:

Lifeline Education Charter School
225 S. Santa Fe Ave
Compton, CA 90221
Phone: (310) 605-2510 Fax: (310) 764-4890

Lifeline Education Charter School

225 S. Santa Fe Ave
Compton, CA 90221
310-605-2510 Teléfono
310-764-4890 Facsímile
lifelinecharter@yahoo.com



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Autorización para coleccionar archivos

Archivos completos / boletas de calificación / archivos de educación especializada

De acuerdo al código de regulaciones federales, titulo 34, volumen 1, parte 99 (34CFR § 99.31), y el código de educación de california sección § 49068, por favor entregue los archivos siguientes de:

Nombre del estudiante: _____ **Fecha de nacimiento:** _____

- _____ Archivo completo
- _____ Archivos de salud
- _____ Archivos de educación especializada incluyendo: IEP’s, ITP’s, BIP’s, asesoramiento académico, asesoramiento de habla y lenguaje, evaluaciones psicológicos y cualquier otra información
- _____ Boletas de calificaciones de todos los cursos
- _____ Cualquier otra información de sus estudios

NOMBRE DE LA ESCUELA ANTERIOR

Nombre de la escuela: _____
Dirección: _____
Ciudad, Estado, Código postal: _____

Fecha que asistió a la escuela: _____
California SSID: _____
Nivel/Grado: _____

Firma del padre de familia/tutor legal

Fecha

Gerente de registros:

Por favor llene las siguientes preguntas en referente a la educación especializada. Firme, y regrese por fax o correo.

- _____ No tenemos los archivos que usted solicitó.
- _____ No hemos podido localizar los archivos, pero nuestros registros indican que el estudiante recibió educación especializada.
- _____ Al revisar nuestros registros, hemos determinado que el estudiante mencionado arriba no ha recibido educación especializada ni ha sido identificado como elegible para recibir educación especializada.

Firma del gerente de registros

Fecha

POR FAVOR ENVIE LOS ARCHIVOS DEL ESTUDIANTE A:

Lifeline Education Charter School
357 E. Palmer Street
Compton, CA 90221
Phone: (310) 605-2510 Fax: (310) 764-4890



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lifelinecharter@yahoo.com

PLAN 504 Y DIVULGACIÓN DE EDUCACIÓN ESPECIALIZADA

Nombre del estudiante: _____ Fecha de nacimiento: _____

Entiendo que soy responsable de divulgar cualquier información incluyendo la cual pueda afectar la necesidad educativa de mi hijo(a), incluyendo los servicios de la educación especializada. Esto se requiere antes de matricular en la escuela de Lifeline Education Charter School. Si, se descubre en cualquier momento que su hijo(a) requiere los servicios de educación especializada que no haya divulgado (por ejemplo un IEP o un plan activo 504), mi hijo/a será, a consecuencia, dado de baja de Lifeline Education Charter School inmediatamente.

_____ Mi hijo/a **SI** participa en o tiene un programa de IEP o 504 _____ Iniciales

_____ Mi hijo/a **NO** participa en o tiene un programa de IEP o 504 _____ Iniciales

Por lo tanto, atestiguo por este medio que mi niño no requiere servicios de la educación especial y no tiene un IEP activo o 504 planes, referente a su educación.

Firma del padre o tutor legal

Fecha

<http://www.lifelinecharter.org>



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504 PLAN AND SPECIAL EDUCATION DISCLOSURE

Student Name: _____ Date of Birth: _____

I understand that I am responsible for disclosing any information that may affect my child’s educational needs including, but not limited to, Special Education Services. Disclosing this information is required prior to enrolling in Lifeline Education Charter School. If, at any time it is discovered that my child requires services that I have not disclosed (Such as an active IEP or 504 Plan), my child will consequently and immediately be withdrawn from the Lifeline Education Charter School due to breach of the Master Agreement.

_____ My child **DOES** have an active IEP or 504 plan _____ Initials

_____ My child does **NOT** have an active IEP or 504 plan _____ Initials

Therefore, I hereby attest that my child does not require Special Education Services and does not have an active IEP or 504 Plans, relating to their education.

Parent/Guardian Signature

Date

<http://www.lifelinecharter.org>



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Compton, CA 90221
310-605-2510 *Business*
310-764-4890 *Fax*
lifelinecharter@yahoo.com

Title I School-Parent Master Agreement

In an effort to build and develop a strong and responsible partnership that will help Title I children achieve the State of California’s high academic standards, the following is agreed upon:

As a student, I will be responsible for.....

1. Coming to class on time and being prepared to work.
2. Respecting the rights of other to learn without distraction and disruption.
3. Showing respect and cooperating with all adults in the school.
4. Completing all assignments to the best of my ability.
5. Showing respect for people and property by not using profanity, stealing or vandalizing.
6. Obeying campus rules.
7. Spending time at home daily studying and reading.

Optional Goal: _____

Student’s Signature _____ Date _____

As a Teacher, I will be responsible for.....

1. Helping each student grow to his/her fullest potential.
2. Providing an environment conducive to learn.
3. Supplying clear evaluations of student’s progress and achievement to both students and parents.

Optional Goal: _____

Staff Signature: _____ Date _____

As a Parent, I will be responsible for...

1. Seeing that my child attends school regularly and on time.
2. Providing a home environment that encourages my child to learn.
3. Instill a value for education within my child.
4. Helping my child in any way possible to meet his or her responsibilities.

Optional Goal: _____

Parent Signature: _____ Date _____

As the administration, we will be responsible for.....

1. To do what I can to help all constituents meet their commitments, as expressed in these pledges by students, families, staff and administration in the communities.
2. To mold a school district and community where everyone can keep their covenants with each other.

<http://www.lifelinecharter.org>



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Programa Titulo I Acuerdo entre la escuela y los padres de familia

En un intento de construir y desarrollar una fuerte relación entre la escuela y los padres de familia, lo siguiente se promete para ayudar a los estudiantes que participan en el programa titular I (Title I) del estado de California:

Como estudiante, yo seré responsable por lo siguiente:

1. Llegar a clase a tiempo, preparado(a) para estudiar todos los días.
2. Respetar los derechos de los demás y aprenderé a no ser una distracción o interrumpir.
3. Demostrar respeto y cooperaré con los adultos en la escuela.
4. Acabar todas las tareas a lo mejor de habilidad.
5. Demostrar respeto hacia otras personas y propiedad en la forma de no usar malas palabras, robar, o destruir la escuela.
6. Obedecer las reglas de la escuela.
7. Dedicar tiempo a estudiar y leer todos los días en casa.
8. Metas opcionales: _____

Firma del estudiante: _____

Fecha: _____

Como maestro(a), yo seré responsable por lo siguiente:

1. Ayudar a cada estudiante crecer intelectualmente a su capacidad.
2. Proveer un medioambiente conducente para aprender
3. Comunicar con los padres de familia y sus hijos(as) sobre el progreso académico del estudiante.
4. Metas opcionales: _____

Firma del maestro(a): _____

Fecha: _____

Como padre/madre/guardián, yo seré responsable de lo siguiente:

1. Asegúrame que mi hijo/a asista a la escuela regularmente y a tiempo.
2. Proveer un buen ambiente en casa que motive a mi hijo/a aprender.
3. Instilar valores académicos en mi hijo/a.
4. Ayudar a mi hijo/a todo lo posible para hacerse responsable.
5. Metas opcionales: _____

Firma del padre de familia/tutor: _____

Fecha: _____

Como la mesa administrativa, seremos responsables de lo siguiente:

1. Nosotros haremos todo lo posible para ayudar a todos los estudiantes, maestros y padres puedan completar este acuerdo.
2. Formar un distrito escolar en la comunidad, donde cada uno pueda guardar sus convenios.

<http://www.lifelinecharter.org>

CONTACTOS DE EMERGENCIA

Nombre del estudiante: _____ Fecha de nacimiento: _____

Solamente las personas listadas en la sección abajo "*Personas Autorizadas*" serán permitidas recoger a mi hijo/a de la escuela. Si a cualquier momento usted quiere cancelar o agregar a esta autorización, por favor llene una nueva forma inmediatamente. Adicionalmente, por favor tome nota que no seremos requeridos a contactarnos con usted si la persona listada abajo viene por su hijo/a siempre y cuando la persona nos proporcione una forma de identificación y esta forma sea la más corriente en el archivo.

Yo, _____, *be leído la declaración de arriba y autorizo a las personas siguientes que puedan recoger a mi hijo/a de la escuela. También estoy de acuerdo que someteré y llenare una nueva forma inmediatamente, al querer hacer cualquier cambio (agregar o cancelar la autorización). Además, exoneró completamente a Lifeline Education Charter School de cualquier reclamo de obligación (económico o de responsabilidad cualquiera) que resulte a consecuencia de ser removido de la escuela por alguna persona autorizada listada abajo.*

Firma del padre o tutor legal

Fecha

Personas Autorizadas	Nombre	Domicilio	# de teléfono	Parentesco al estudiante	

Las siguientes personas listadas, **NO** están autorizadas a venir por mi hijo/a y removerlo/a de la escuela.

Personas <u>NO</u> Autorizadas	Nombre	Parentesco al estudiante	

Tratamiento en caso de emergencia

En caso de emergencia o enfermedad, yo autorizo que lleven a mi hijo/a a la sala de emergencia más cercana para tratamiento.

Firma del padre o tutor legal

Fecha

DECLARACIÓN MEDICA

Nombre del estudiante: _____ **Fecha de nacimiento:** _____

En caso que su hijo/a requiera servicios de emergencia, la información siguiente será divulgada con el personal médico. Por favor llene la información completamente y exacta.

DOCTOR PRIMARIO/INFORMACIÓN DE SEGURO MEDICO

Nombre del doctor de cabecera/doctor de familia/pediatra: _____

Tiene seguro medico? _____ Nombre de la aseguranza medica: _____

Número de identificación de seguro medico: _____ # de teléfono: _____

HISTORIAL DE MEDICINAS

Toma su hijo/a medicamentos en casa? _____ Requiere su hijo/a tomar los medicamentos cuando este en la escuela? _____

Indique todas las medicinas: _____

ENFERMEDADES/CONDICIONES MEDICAS *Marque todo lo que le corresponda

- | | | |
|-----------------------------|--------------------------|-----------------------------------|
| _____ Diabetes | _____ Cardiopatía | _____ Hipertensión (presión alta) |
| _____ Asma | _____ Convulsiones | _____ Ataques de ansiedad/pánico |
| _____ Problemas de la vista | _____ Cataratas/Glaucoma | _____ Sordera |
| _____ Usa lentes | _____ Pupilentes | _____ Implante coclear |

Alguna otra condición médica? _____

ALLERGIAS

Tiene su hijo/a alguna alergia?: _____ Si tiene, por favor liste todo tipo de alergias (incluya alergias a medicinas, comida, o otro tipos de alergias): _____

Tratamiento en caso de emergencia

En caso de emergencia o enfermedad, yo autorizo que mi hijo/a lo lleven a la sala de emergencia más cercana para tratamiento. Además, en caso de emergencia, yo autorizo a Lifeline Education Charter School que divulga la información de esta forma a cualquier personal médico.

Firma del padre o tutor legal

Fecha

EMERGENCY CONTACT CARD

Student Name: _____ **Date of Birth:** _____

Only those listed on the Authorized Persons section below will be permitted to pick-up your child from school. If at any time you would like to rescind this authorization or add other people to this authorization, you are required to fill out a new card **immediately**. Additionally, please note that we will not be required to contact you if the person listed below requests to pick-up your child from school as long as they provide us with proper identification and **this** is the most current form on file.

I, _____, have read the statement above and authorize the following person(s) to pick-up my child from school. I also agree to submit any changes (adding or rescinding) by filling out a new card immediately. Furthermore, I release Lifeline Education Charter School from any liability claims resulting from my child being released to the Authorized Persons below.

Parent/Guardian Signature

Date

Authorized Persons	Name	Address	Phone #	Relationship to Student	

The following person(s) listed below are **NOT** authorized to remove my child from school.

Persons <u>NOT</u> Authorized	Name	Relationship to Student	

Emergency Treatment

In case of emergency or illness, I authorize my child to be taken to the nearest emergency facility for treatment.

Parent/Guardian Signature

Date

MEDICAL DECLARATION

Student Name: _____ **Date of Birth:** _____

In the event your child requires emergency services, the following information will be shared with the medical personnel. Please fill out the following information completely and accurately.

PRIMARY CARE PHYSICIAN/INSURANCE INFORMATION

Name of your primary care physician (PCP)/family doctor/pediatrician: _____

Do you have medical insurance? _____ Medical Insurance name: _____

Medical Insurance #: _____ Phone#: _____

MEDICATION HISTORY

Is your child currently taking medications at home? _____ Will your child require to take those medications during school? _____

If yes, please list all medications: _____

ILLNESSES/MEDICAL CONDITIONS

*Please mark all that apply

- | | | |
|-----------------------|--------------------------|------------------------------------------|
| _____ Diabetes | _____ Heart Disease | _____ Hypertension (high blood pressure) |
| _____ Asthma | _____ Seizure Disorders | _____ Anxiety Attacks (panic attacks) |
| _____ Vision Problems | _____ Cataracts/Glaucoma | _____ Hearing Problems |
| _____ Glasses | _____ Contact Lenses | _____ Cochlear Implant |

Any other health conditions? _____

ALLERGIES

Does your child have any allergies?: _____ If yes, please list all allergies (include medicine, food, and other allergies): _____

Emergency Treatment

In case of emergency or illness, I authorize my child to be taken to the nearest emergency facility for treatment. Furthermore, in case of an emergency, I authorize Lifeline Education Charter School to disclose the information listed on this form to any medical personnel.

Parent/Guardian Signature

Date

Lifeline Education Charter School Petition

APPENDIX I - SCOPE AND SEQUENCE **REVISED January 2014**

SCOPE AND SEQUENCE

The table below depicts the scope & sequence for each grade. Following the table is a detail of each course with a descriptive narrative and the State Standards to which it corresponds.

Scope & Sequence						
Grade	Math	Language Arts/English	Social Studies/ History	Science	Physical Fitness	Spanish
Grade 6	Gen Math	English 6	Ancient Civ.	Earth Science	PE	
Grade 7	Pre-Algebra	English 7	World History	Life Science	PE	
Grade 8	Gen Math (Algebra Readiness) Algebra 1 (to align with new state mandates)	English 8	History (Ancient Civ. – US History)	Physical Science	PE	
Grade 9	Algebra 1 Geometry	English 9		Earth Science	PE	Spanish 1
Grade 10	Geometry Algebra 2	English 10	World History	Biology AP Biology	PE	Spanish 1/ Spanish 2
Grade 11	Algebra 2 Calculus	English 11 American Lit. AP English 11	US history AP US History	Chemistry AP Chemistry		Spanish 2
Grade 12	Calculus (Elective) AP Calculus	English 12 World Lit. AP English 12	Economics/Government AP Econ/Govt.	Physics (Elective)		

English

The study of English/Language Arts is designed to develop effective written and oral expression, reading and critical thinking skills as well as mastery of the fundamentals of grammar. Creative and expository writing assignments, grammar, and vocabulary development evolve in part from assigned literature.

It is Lifeline's goal that all students become skilled and reflective readers and writers. To achieve this goal the core of the curriculum is based upon the following four Campus Administrators:

1. A strong written and oral literature program.
2. A focus on the skills needed for success (decoding, spelling, contextual skills, writing strategies ect.).
3. Regular diagnosis and measurements.
4. An early intervention program.

Students having difficulty becoming proficient with the English Language Arts Standards will be offered a shadow class or reading intervention class/web program. Students needing additional help with mastering the English Language Arts Standards for passing the CAHSEE will be placed in a web based CAHSEE intervention program.

English Learners will be evaluated through CELDT and/or DIBLES for the most appropriate State approved intervention program for English Language Development.

6th Grade (English 6)

The sixth grade English program builds a foundation for students to develop the ability to go beyond saying words, writing sentences, and responding to oral communications.

- The reading objectives build students' vocabulary, by extensive opportunities for independent reading
- The reading assignments correlate with vocabulary that was previously introduced and the vocabulary is regularly incorporated into later assignments
- Understanding the content and purpose of text is developed by guided reading assignments with the teacher modeling ways to critique the reading
- The writing objectives focus on students' developing writing skills which match the most appropriate style for the content, and writing multi-paragraph compositions
- The writing assignments incorporate vocabulary, with modeled instruction introducing different forms of writing
- The listening and speaking objectives builds students' ability to effectively speak in public.
- The assignments focus on the delivery, the reasoning behind the structure, and the use of multiple rhetorical strategies
- ELD and SADIE strategies are utilized for all ELL students for the middle school.
- Appropriate state approved intervention programs are use for students in EL intervention classes

State Standards Curriculum Corresponds to:

Reading

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development*
- 2.0 *Reading Comprehension (Focus on Informational Materials)*
- 3.0 *Literary Response and Analysis*

Writing

- 1.0 *Writing Strategies*
- 2.0 *Writing Applications (Genres and Their Characteristics).*

Written and Oral English Language Conventions

- 1.0 *Written and Oral English Language Conventions*

Listening and Speaking

- 1.0 *Listening and Speaking Strategies*
- 2.0 *Speaking Applications (Genres and Their Characteristics)*

7th Grade (English 7)

The seventh grade English program continues vocabulary development and regular reading, writing, and presenting opportunities.

- The reading assignments are aimed at reading for comprehension not simply following a narrative
- A variation in types of reading text such as: magazines, journals, newspapers, signs and text outside of traditional text books are used in the classroom
- Regular independent reading is encouraged and monitor by reading logs
- The writing objectives emphasize mastery of sentence structure and grammar
- The transition from narrative to expository essays with at least 500 words is interwoven throughout the year
- The listening and speaking objectives are structured around developing persuasive arguments and summaries of text
- Students are assigned opportunities to present arguments that are researched and use appropriate writing strategies

State Standards Curriculum Corresponds to:

Reading

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development*
- 2.0 *Reading Comprehension (Focus on Informational Materials)*
- 3.0 *Literary Response and Analysis*

Writing

- 1.0 *Writing Strategies*
- 2.0 *Writing Applications (Genres and Their Characteristics).*

Written and Oral English Language Conventions

- 1.0 *Written and Oral English Language Conventions*

Listening and Speaking

- 1.0 *Listening and Speaking Strategies*
- 2.0 *Speaking Applications (Genres and Their Characteristics)*

8th Grade (English 8)

The eighth grade English program continues developing many of the skills taught in the seventh grade. Many of the standards and assignments are very similar especially when related to reading assignments, encouragement and monitoring of independent reading, and use of text outside of traditional textbooks.

- In reading the difference is that in the eighth grade students are expected to identify the proposal of an expository essay and the supporting ideas
- The assignments that accompany the reading are aimed at developing the students' ability to determine the logic, unity, and overall meaning of a text

- The literature is expanded to include multiple types of poetry
- The writing objectives develop writing 5 paragraph essays with a clearly stated thesis and supporting ideas
- The standards dictate that students demonstrate a level of sophistication as measured by the use of transition sentences, parallelism and a consistent point of view in their writing

State Standards Curriculum Corresponds to:

Reading

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development*
- 2.0 *Reading Comprehension (Focus on Informational Materials)*
- 3.0 *Literary Response and Analysis*

Writing

- 1.0 *Writing Strategies*
- 2.0 *Writing Applications (Genres and Their Characteristics).*

Written and Oral English Language Conventions

- 1.0 *Written and Oral English Language Conventions*

Listening and Speaking

- 1.0 *Listening and Speaking Strategies*
- 2.0 *Speaking Applications (Genres and Their Characteristics)*

9th & 10th Grade (English 9&10)

The standards for English at the high school level prepare students for a post-secondary education.

- The emphasis is on comprehension, analysis of text and the continued use of critical thinking skills
- The texts are expanded to include Greek, Roman and Norse mythology.
- The literature is expanded to include drama
- The writing assignments incorporate students synthesizing information from multiple sources, creating bibliographies and using technology to publish a final draft

State Standards Curriculum Corresponds to:

Reading

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development*
- 2.0 *Reading Comprehension (Focus on Informational Materials)*
- 3.0 *Literary Response and Analysis*

Writing

- 1.0 *Writing Strategies*
- 2.0 *Writing Applications (Genres and Their Characteristics).*

Written and Oral English Language Conventions

- 1.0 *Written and Oral English Language Conventions*

Listening and Speaking

- 1.0 *Listening and Speaking Strategies*
- 2.0 *Speaking Applications (Genres and Their Characteristics)*

All EL students demonstrating the need for additional instruction in language development will be placed in specialized ELD and SDAIE classes with certified teachers. Specific state approved intervention programs will be used to enhance the regular core curriculum. Identified students will be assessed yearly on the state CELDT and other state mandated assessments for grades 9 -12.

11th & 12th Grade (English 11&12)

During these two years the English program focuses on students being competent in multiple forms of written and oral communication.

- The culmination is a student that can use deductive and inductive reasoning to identify and argue a position
- The assignments encourage students to use technology, incorporate multiple sources and develop research strategies
- The literature is expanded to works from around the world, with an emphasis on British Literature
- Students are writing reports that contain over 1200 words
- The types of writing are expanded to include reflective compositions, historical compositions, and resumes

State Standards Curriculum Corresponds to:

Reading

2.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

2.0 Speaking Applications (Genres and Their Characteristics)

Intervention Strategy

Language! will be an alternative intervention program for students (non EL and appropriately placed EL students) needing rigorous instruction in the area of reading. This program will be implemented at the earliest sign of reading difficulty or based upon pre and post assessments. English Learners will be assessed on the CELDT and other mandated state assessments. From those results, students will be placed in specialized ELD or SDAIE classes with certified teachers. Students needing additional help in the areas of Math and English Language Arts will be placed in “shadow” classes for additional support of the regular core curriculum. EL students will also be provided an intervention class in the area of writing. All intervention programs for Math and English Language Arts for grades 6-8 will be selected from the state approved list. All intervention programs for Math and English Language Arts for grades 9-12 will be selected from those programs on the state approved list that provide the appropriate level of instruction and materials for high school students.

Lifeline will also develop a Pyramid of Intervention based upon the Response to Intervention (“RTI”) adopted by the California State Department of Education. This highly effective model design clearly outlines the levels of intervention available to all students and defines the learning issues and research based interventions available to all students.

The inclusion of intervention strategies and programs has been beneficial in aiding students to reach Lifeline’s educational goals.

Mathematics

The mathematics program at Lifeline Education Charter School is designed to appeal to all learning modes and intelligences and prepare students to successfully master all of the Standards set by the Department of Education. Lifeline's research has shown that Direct Instruction coupled with Project Based assessment allows a students' proficiency to be demonstrated through a mode consistent with his/her natural gifts while diminishing the fear and anxiety associated with high-stakes testing. Formal and standardized test-taking skills are also developed to help prepare students for when they do have to perform on a high-stakes exam.

Intervention programs for non-EL and EL learners will be selected from the appropriate state approved programs. Students demonstrating difficulty with Math Concepts will be placed in a shadow class along with their other core Math class to offer support and intervention. This shadow class will be offered for each level of math, General Math through Geometry.

Special Needs students will also be offered appropriate Math intervention based upon their Individual Educational Plan (IEP). Special Needs students will also be placed in a shadow class or offered additional intervention through DI Math and other computer assisted programs. This will allow them to receive web based intervention while at home and in school computer labs according to their IEP Grades 6 – 12.

Students not passing the CAHSEE during their 10th grade year will also be given CAHSEE intervention through a computer assisted web based program as well as classroom intervention before, during and after school.

6th Grade (Gen. Math)

During the sixth grade mastery of the four arithmetic operations are stressed (addition, subtraction, multiplication, and division).

- Students apply those operations to word problems, fractions, decimals and integers
- Students are introduced to concepts of geometry with calculating area, circumference, and use of 3.14 for **pi**
- Students solve one step linear equations
- The projects emphasize applying the operations to activities students do regularly such as: purchasing items from a store, counting money, saving for a present, organizing items in their room, ect.

State Standards Curriculum Corresponds to:**Number Sense**

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division

Algebra and Functions

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions

3.0 Students investigate geometric patterns and describe them algebraically

Measurement and Geometry

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems

2.0 Students identify and describe the properties of two-dimensional figures

Statistics, Data Analysis, and Probability

- 1.0 Students compute and analyze statistical measurements for data sets
- 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples
- 3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems
- 2.0 Students use strategies, skills, and concepts in finding solution
- 3.0 Students move beyond a particular problem by generalizing to other situations

7th Grade (Pre-Algebra)

The seventh grade prepares students for Algebra 1.

- Solving equations with multiple steps
- Graphing linear equations, converting units of measurement
- Converting between percentages, fractions, and decimals are highly stressed.
- Students also continue their study of geometry by computing surface area and volume of 3 dimensional figures and applying Pythagoreans theorem
- The projects emphasize complex activities such as making purchasing decisions, deciding cost effectiveness of business decisions and analyzing business trends with an eye towards future expectations

State Standards Curriculum Corresponds to:

Number Sense

- 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:
- 2.0 Students use exponents, powers, and roots and use exponents in working with fractions

Algebra and Functions

- 1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
- 2.0 Students interpret and evaluate expressions involving integer powers and simple roots
- 3.0 Students graph and interpret linear and some nonlinear functions:
- 4.0 Students solve simple linear equations and inequalities over the rational numbers

Measurement and Geometry

- 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
- 2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale
- 3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures

Statistics, Data Analysis, and Probability

- 1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems:
- 2.0 Students use strategies, skills, and concepts in finding solutions:
- 3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

8th Grade (Gen. Math – Algebra Readiness)

Lifeline uses the eighth grade to transition students into Algebra 1.

- All of the pervious skills are reviewed plus introduction to logical reasoning
- Work in this grade develops the use of arguments to solve a problem while strengthening the students’ core math skills
- Projects are similar to seventh grade
- Students demonstrating difficulty with Algebra concepts (Readiness) will be placed in an Algebra

shadowing class for intervention along with the regular Algebra Readiness class.

- Students will be able to receive additional intervention through a web based computer program aligned to the national and California State Content Standards for Math.

State Standards Curriculum Corresponds to:

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

3.0 Students graph and interpret linear and some nonlinear functions:

4.0 Students solve simple linear equations and inequalities over the rational numbers:

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

2.0 Students use strategies, skills, and concepts in finding solutions:

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

Algebra

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems

9th Grade (Algebra I)

Students take Algebra one in the ninth grade. The Algebra one course is designed to challenge a student's use of reasoning.

- The course includes mastery of rational and irrational numbers
- Solving multi step equations, using inequalities
- graphing and calculating slope and using the slope to create and solve linear equations and quadratic formula
- Solve rate and mixture problems
- Projects apply math concepts to investing and job related activities

State Standards Curriculum Corresponds to:

Algebra

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x- intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

10th Grade (Geometry)

Students take Geometry in the tenth grade. The geometry standards develop students ability to:

- construct formal logical arguments
- Proofs in geometric settings and problems
- Projects apply concepts to investigating and developing theories of accidents.

State Standards Curriculum Corresponds to:

Geometry

1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

2.0 Students write geometric proofs, including proofs by contradiction.

3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

4.0 Students prove basic theorems involving congruence and similarity.

5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of

congruent triangles.

6.0 Students know and are able to use the triangle inequality theorem.

7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

14.0 Students prove the Pythagorean theorem.

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.

19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles.

21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

11th Grade (Algebra II)

Students take Algebra two in the eleventh grade.

- The Algebra two course builds on aspects of Algebra one and Geometry
- The students will have gained the ability to solve “systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system”

State Standards Curriculum Corresponds to:

1.0 Students solve equations and inequalities involving absolute value.

2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

3.0 Students are adept at operations on polynomials, including long division.

4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.

6.0 Students add, subtract, multiply, and divide complex numbers.

7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula.

Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

9.0 *Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x-b)^2 + c$.*

10.0 *Students graph quadratic functions and determine the maxima, minima, and zeros of the function.*

11.0 *Students prove simple laws of logarithms.*

12.0 *Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.*

13.0 *Students use the definition of logarithms to translate between logarithms in any base.*

14.0 *Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.*

15.0 *Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.*

16.0 *Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.*

17.0 *Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.*

18.0 *Students use fundamental counting principles to compute combinations and permutations.*

19.0 *Students use combinations and permutations to compute probabilities.*

20.0 *Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.*

21.0 *Students apply the method of mathematical induction to prove general statements about the positive integers.*

22.0 *Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.*

23.0 *Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.*

24.0 *Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.*

25.0 *Students use properties from number systems to justify steps in combining and simplifying functions.*

12th Grade (Calculus)

Students take calculus as an elective. The course fulfills all of the standards found in the College Board syllabi for calculus AB:

- Functions graphs and limits
- Derivatives
- Integrals

State Standards Curriculum Corresponds to:

1.0 *Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:*

2.0 *Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.*

3.0 *Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.*

4.0 *Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:*

5.0 *Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.*

6.0 *Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.*

7.0 *Students compute derivatives of higher orders.*

8.0 *Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.*

9.0 *Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points,*

and intervals in which the function is increasing and decreasing.

10.0 *Students know Newton's method for approximating the zeros of a function.*

11.0 *Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.*

12.0 *Students use differentiation to solve related rate problems in a variety of pure and applied contexts.*

13.0 *Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.*

14.0 *Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.*

15.0 *Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.*

16.0 *Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.*

17.0 *Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.*

18.0 *Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.*

19.0 *Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.*

20.0 *Students compute the integrals of trigonometric functions by using the techniques noted above.*

21.0 *Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.*

22.0 *Students understand improper integrals as limits of definite integrals.*

23.0 *Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.*

24.0 *Students understand and can compute the radius (interval) of the convergence of power series.*

25.0 *Students differentiate and integrate the terms of a power series in order to form new series from known ones.*

26.0 *Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.*

27.0 *Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.*

The mathematics curriculum is built around Direct Instruction, data driven intervention programs, and Project Based Learning philosophy where mathematical concepts are used in real world settings. Each unit or project incorporates state standards into the students' daily lives. Our research shows that this added connection aids in retention and motivation. In areas where this has been implemented student success on subsequent assessments has shown significant gains. Student satisfaction in the course and mode of instruction are also high.

The Mathematics Department of Lifeline Education Charter School prepares students for life in an increasingly technological world in the following core areas: problem solving, logical reasoning, communicating mathematical ideas, applying mathematics to real-world situations and using technology as a mathematical tool to solve mathematical problems

Lifeline Education Charter School will begin the process to petition the Western Association of Schools and Colleges for accreditation in the 2011-12 school year.

Science

The Science curriculum follows the California content standards. Teachers attempt to integrate the sciences into the student's daily lives. Students conduct field studies so that they can understand the connection between science and the world around them. Direct Instruction is a central element of our science curriculum. As in other classes, students are expected to make presentations and convincingly present conclusions that are supported by scientifically substantiated facts.

6th Grade (Earth Science)

Students in the sixth grade take an introductory course in Earth Science.

- The course sets the foundation for students to understand how the Earth processes work and how current decisions have lasting effect for the Earth.
- The emphasis is on
 - Plate tectonics
 - Earth Structure
 - Topography
 - Energy
 - Resource Management
 - and Ecology

State Standards Curriculum Corresponds to:**Plate Tectonics and Earth's Structure**

1. Plate tectonics accounts for important features of Earth's surface and major geologic events.

Shaping Earth's Surface

2. Earth's Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

Heat (Thermal Energy) (Physical Sciences)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations.

7th Grade (Life Science)

Students in grade seven take Life Science.

- The course exposes students to understanding changes in their own body and
- How their decisions affect their lifetime health.
- The emphasis is on
 - Cells
 - Genetics,
 - Evolution,
 - and Living Systems

State Standards Curriculum Corresponds to:
<p>Cell Biology 1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.</p> <p>Genetics 2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.</p> <p>Evolution 3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations.</p> <p>Earth and Life History (Earth Sciences) 4. Evidence from rocks allows us to understand the evolution of life on Earth.</p> <p>Structure and Function in Living Systems 5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</p> <p>Physical Principles in Living Systems (Physical Sciences) 6. Physical principles underlie biological structures and functions.</p> <p>Investigation and Experimentation 7. Scientific progress is made by asking meaningful questions and conducting careful investigations.</p>
8th Grade (Physical Science)
<p>Students in grade eight take Physical Science. The course applies many skills from math to their world. The emphasis is on</p> <ul style="list-style-type: none"> • Forces • Energy • Laws of Conservation • Atoms, • Molecules • Atomic Theory • and Kinetic Theory
State Standards Curriculum Corresponds to:
<p>Motion 1. The velocity of an object is the rate of change of its position.</p> <p>Forces 2. Unbalanced forces cause changes in velocity.</p> <p>Structure of Matter 3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.</p> <p>Earth in the Solar System (Earth Sciences) 4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.</p> <p>Reactions 5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.</p> <p>Chemistry of Living Systems (Life Sciences) 6. Principles of chemistry underlie the functioning of biological systems.</p> <p>Periodic Table 7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.</p> <p>Density and Buoyancy 8. All objects experience a buoyant force when immersed in a fluid.</p>

Investigation and Experimentation

9. *Scientific progress is made by asking meaningful questions and conducting careful investigations.*

10th Grade (Biology)

Students in grade ten take Biology. During the course students are exposed to the many studies of man and how man fits in the universe. The emphasis is on

- Cell Biology
- Genetics
- Ecology
- Evolution
- Physiology

State Standards Curriculum Corresponds to:**Cell Biology**

1. *The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.*

Genetics

2. *Mutation and sexual reproduction lead to genetic variation in a population.*

3. *A multi cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.*

4. *Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.*

5. *The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.*

Ecology

6. *Stability in an ecosystem is a balance between competing effects.*

Evolution

7. *The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.*

8. *Evolution is the result of genetic changes that occur in constantly changing environments.*

Physiology

9. *As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.*

10. *Organisms have a variety of mechanisms to combat disease.*

11th Grade (Chemistry)

Students in grade eleven take Chemistry. The course is grounded problem solving, algebra skills, and use for critical thinking skills. The emphasis is on

- Atomic and Molecular Structure
- Chemical Bonds, Stoichiometry
- Gases and their Properties
- Acids and Bases, Solutions
- Chemical Equilibrium
- Organic Chemistry
- Nuclear Processes

State Standards Curriculum Corresponds to:

Atomic and Molecular Structure

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.

Chemical Bonds

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

Conservation of Matter and Stoichiometry

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.

Gases and Their Properties

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

Acids and Bases

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions.

Solutions

6. Solutions are homogeneous mixtures of two or more substances.

Chemical Thermodynamics

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter.

Reaction Rates

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

Chemical Equilibrium

9. Chemical equilibrium is a dynamic process at the molecular level.

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.

Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.

12th Grade (Physics)

Students in grade twelve have the opportunity to take physics as an elective. The course is open to all students regardless of previous grades. Students that take the course are exposed to

- How physics is a part of their everyday lives.
- Motion and Forces
- Conservation of energy and momentum
- Heat and Thermodynamic
- Waves
- Electric and Magnetic Phenomena

State Standards Curriculum Corresponds to:**Motion and Forces**

1. Newton's laws predict the motion of most objects.

Conservation of Energy and Momentum

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.

Heat and Thermodynamics

3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat.

Waves

4. Waves have characteristic properties that do not depend on the type of wave.

Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications.

In the higher grades, to improve educational practice, Direct Instruction has been supported by the inquiry method. The combination of these two strategies has shown to be beneficial for the growth of our students.

Based on the National Science Education Standards, Benchmarks for Science Literacy Project, the science curriculum engages students in inquiry methods within an environment, which enriches their experience with outdoor education programs, and satisfies their quest for knowledge with more traditional based research and instruction. This combination of process, activity, and content facilitates the experience of all types of learners by allowing students to engage in a wide range of scientific investigations while promoting the excitement of discovering about the world around us.

Social Studies/History

The Social Studies curriculum draws from and is reflective of the State content standards. Like other departments within Lifeline Education Charter School, Social Studies is taught with a balance of Direct Instruction through lecture, audio, interactive technology, Socratic discussions and Project Based Learning. Rather than memorizing many facts, students are tasked with doing primary source research to develop their own interpretation of an historical event. Students look at events with perspective and examine facts and documents with a critical eye. Students work to uncover the underlying circumstances and motivations that precipitated an event or led to a particular situation, and try to understand how to use the past to inform how they look at the present and future.

A central goal of the social studies/history program is effective thinking and reasoning. It is important that students learn to conceptualize and connect ideas and knowledge with beliefs and civic participation. To do that, thinking and reasoning skills are learned through systematic practice throughout the social studies department.

Teachers focus on making the curriculum accessible, meaningful, and relevant to all students. Cross-curricular projects, such as a documentary film about a local historical event or figure, help students make connections among subject areas and understand their communities better. The research projects also allow the students to determine their own values, perspectives, and identity as they form ideas about interpreting and presenting a set of historical events.

6th Grade (Ancient Civ.)

Grade six focuses on Ancient Civilizations.

- The study centers around how and what aided different civilizations to develop
- Ideas such as how did location and natural resources play a role in the development of a civilization
- How each civilization solved similar problems such as:
 - Government
 - social structure
 - needs of the populace
 - defense.

State Standards Curriculum Corresponds to:

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

7th Grade (World History)

Grade seven focuses on how civilizations transformed the world from 500 A.D. to 1789. This course looks at developments both within a given time but also across cultures. The primary focus is

- Medieval society till the birth of the United States of America but emphasis is also placed on developments in Africa, Japan, and China
- The effects of how religious beliefs shaped societies are also examined
- This is all taught with an eye towards how decisions made during that time current affect how and where we live.

State Standards Curriculum Corresponds to:

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. .
- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 7.9 Students analyze the historical developments of the Reformation.
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

8th Grade (History)

Grade eight reviews the standards taught in grades six and seven as well as grade 8. Since grade eight is when students are given the social science portion of the standards, we developed a review course which refreshes students' concepts in history from ancient civilizations to the development of the United States. In addition to the review students explore

- the development of the united states to the first world war
- Issues such as slavery, growth of cities, literacy, industrial revolution, and the civil war are all explored within a context of present situations

State Standards Curriculum Corresponds to:

Ancient Civilizations (Review)

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of

humankind from the Paleolithic era to the agricultural revolution.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

World History (Review)

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.9 Students analyze the historical developments of the Reformation.

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

US History

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.5 Students analyze U.S. foreign policy in the early Republic.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

10th Grade (World History)

In grade ten students take world history. This course looks at major events such as:

- World wars
- Colonialism
- The Industrial Revolution

- Nationalism and analyzes how those events shape their current lives.
- The time studied is from 1776 to World War II.
- Students study how different nations dealt with their growth and ruled its citizens.

State Standards Curriculum Corresponds to:

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.*
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.*
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.*
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.*
- 10.5 Students analyze the causes and course of the First World War.*
- 10.6 Students analyze the effects of the First World War.*
- 10.7 Students analyze the rise of totalitarian governments after World War I.*
- 10.8 Students analyze the causes and consequences of World War II.*
- 10.9 Students analyze the international developments in the post-World War II world.*
- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.*
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).*

11th Grade (US History)

In grade eleven students study American history from World War I to current times. In this course students are exposed to

- how we are currently affecting history
- how current events will shape the lives of people in the future
- the culture of America is developed along with how America’s culture has changed over time

State Standards Curriculum Corresponds to:

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.*
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.*
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.*
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.*
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.*
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.*
- 11.7 Students analyze America's participation in World War II.*
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.*
- 11.10 Students analyze the development of federal civil rights and voting rights.*
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.*

12th Grade (Economics/Government)

In grade 12 students take a one semester course in Government followed by a one semester course in Economics.

- The government course develops students understanding of civic responsibility.
- The course outlines how our democracy functions on both the federal and state level.

- A particular emphasis is made to putting faces to each function of government.
- The Economics course aides in preparing student for how our capitalistic society works.
- Principles of scarcity and cost benefit are explained and examined.

State Standards Curriculum Corresponds to:

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

12.2 Students analyze the elements of America's market economy in a global setting.

12.3 Students analyze the influence of the federal government on the American economy.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

OTHER CURRICULUM & PROGRAMS

Foreign Language - Spanish

Acquiring a second language for English speakers and strengthening language skills for Spanish speakers is fundamental to the development of all students who enroll at Lifeline Education Charter School. It provides an opportunity for cross-cultural communication and helps our students compete globally in the 21st century. For English speakers, learning a second language offers many benefits. Not only does it allow them to communicate in a language other than their own, it helps them acquire an objective view of their own language and culture. It also enhances their understanding of the structures in the new language compared to their primary language. For native Spanish speakers, strengthening their written and oral skills will help them correct and achieve proper bi-literacy and proficiency.

Students will develop skills in listening, speaking, reading, and writing in Spanish. The courses are designed to help students gain an understanding and appreciation for the language, culture, and geography of Spanish speaking countries. While grammar will play an important role in the course, emphasis is placed on basic conversational fluency and comprehension.

The goal is for the students to develop the ability to accurately speak, read, write, and comprehend the Spanish language to an early advanced level. They are exposed to different cultures of Spanish speaking people throughout the world. Students learning Spanish as a second language will start with basic grammar, vocabulary, conjugation, sentence construction, reading and comprehension. They will advance to a progressively higher material. At all stages of their language development, students are expected to practice what they learn. For native Spanish speakers special emphasis is placed on developing their writing and reading comprehension skills. They will focus on grammatical and orthographic accuracy in writing.

Visual and Performing Arts

Visual and the performing arts is emphasized at Lifeline Education Charter School. Students will develop an understanding of how people use the arts to express ideas and emotions that they cannot express through language alone. Students will learn to communicate in at least one artistic medium, and will perform or present their new skills for a public audience. The instruction emphasizes the roles of reflection, critical judgment, and imagination in the artistic process.

Physical Education

Students at Lifeline Education Charter School are required to participate in a rigorous physical fitness program during the school year. The program provides a quality, sequential program with instruction and activities that contribute to the promotion of a healthier life-style. The program goals are:

- Movement skill and knowledge
- Self-image and personal development
- Social development
- Lifelong fitness and well being
- Participate in the State Physical Fitness Testing program during the 9th grade
- Adhere to the new State of California Physical Education Standards

All goals reflect the objectives adopted by the California Department of Education. The physical education department uses diverse activities to encourage all students to pursue a healthy lifestyle and to enjoy recreational activities throughout their lifetimes.

Life Skills

The Life Skills program offers a curriculum designed to raise students' self-esteem, self-awareness and appreciation of others. The Life Skills program focuses on working with diverse groups under pressure, coalition building and experiential exercise. Students are given the opportunity to reflect on their lives and examine the quality of their relationships with themselves, others, and the community. Students are taught techniques in listening and speaking, working cooperatively, and behaving with respect towards themselves and others.

Technology

Lifeline Education Charter School uses technology to support teaching and learning. The long-term goal is that every student will have a notebook computer to use at school, at home, and in the community. Lifeline Education Charter School endeavors to foster life-long learning by integrating computer technology into teaching and learning.

America's high schools are charged with preparing students for higher education and careers in the "knowledge economy" of the 21st century. Lifeline Education Charter School demonstrates how the public high school experience can be restructured and redesigned to enhance students' connections to their educational experiences and to other students in a community of learners.

Lifeline Education Charter School will provide a variety of technology education opportunities for students, and also supports and assists with the integration of technology throughout the entire school curriculum. Both roles are deemed a necessary and vital part of maintaining the standard of excellence. We trust that within an effective educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens

Character Building

Lifeline Education Charter School has included a character building curriculum for students in grades 6th – 12th. The curriculum focus is on the basic character development traits children will rely upon throughout their lifetime. Students are presented with real life situations and given the opportunity to express how they would handle those situations. The focus of the program will be the core values Lifeline Education Charter School believes each child needs to possess:

- Integrity
- Responsibility
- Respect
- Honesty
- Fairness
- Caring

Community Service

Students who participate in school/community service are rewarded intrinsically by helping others. Studies show that students, who participate and lend their time to the community, tend to pay more attention in class and consequently attain better grades. Lifeline Education Charter School recognizes the value of this experience, and partners with outside agencies.

Community service promotes social, political, moral understanding and respect. By connecting students to people beyond the school gates, students will understand that their relationship to the community means more than being a mere consumer. Community service helps students learn about issues beyond their home and family by personally experiencing the positive impact that their contributions generate.

Our high school students will be expected and required to complete a minimum of five hours of community service each year. Students completing more than five hours will be allowed to apply the excess hours towards their Vocation or Elective requirements. This will be an added incentive to create good relationships between Lifeline and the Community. Lifeline is currently building relationships with non-profits (501c3 organizations) throughout the Compton community seeking an array of non-profit agencies for Lifeline students to provide volunteer services. Lifeline is currently seeking specific information from the School Fiscal Services Division to determine the amount of volunteer hours needed to equal one high school credit.

Partnerships

Lifeline Education Charter School partners with parents, and various community organizations/businesses to help foster a positive learning environment and to set or enhance high standards for academic performance. By participating in these partnerships, our students will have positive role models showcasing the value of education in school and have a tangible value of positive lifelong living in the community.

Our goal is to help the organization and the students understand that they are both necessary elements of ridding Compton of its negative stigma; some good *has* come out of Compton. By partnering with organizations as students are exposed to an organizations known for its world-wide humanitarian efforts and will be able to see change in Compton, Los Angeles County, California, the United States, North America, etc.

The idea clearly behind this is that as more partner with *Fortune 500* corporations and world-wide acknowledged organizations, more students will exposed to the world outside of Compton and Los Angeles, prompting their actions as well abiding citizens.

Lifeline Student Leadership Team

Students in grades 6th – 12th are nominated and elected each year to serve in a leadership capacity for their grade. Each student must attend the Lifeline Annual Student Leadership Conference to be a part of the leadership team. The annual training includes leadership skills as well as team work, goal setting and project planning. Each student must meet the following conditions:

- Must have maintained a C or higher grade average last year.
- Must have a letter of recommendation from any Lifeline teacher. (6th graders are exempt)
- Must have no more than 10 tardies or absences for the past semester.
- Must have not been suspended the past semester or have existing behavior issues.

(6th grade students transcripts from their previous school will be used to verify all of the above)

The student leadership team meets monthly under the direction of a designated teacher.

Extra Curricular Activities

Students at Lifeline are provided with several choices for extracurricular activities. Lifeline currently offers the below listed clubs or teams:

- D.I.V.A Dance Team
- Journalism/Yearbook Club
- Computer Club
- Spanish Club
- Math Club



LIFELINE EDUCATION CHARTER SCHOOL

Health and Safety Policies

This document contains a set of health and safety policies approved by the Lifeline Education Charter School Board of Directors. The policies attached are as follows:

- Policy HSP-1: Fingerprinting and Background Checks
- Policy HSP-2: Tuberculin Examinations
- Policy HSP-3: Safe Facilities
- Policy HSP-4: Immunizations/Physical Exams
- Policy HSP-5: *Communicable, Contagious, or Infectious Disease Prevention Policy*
- Policy HSP-6: Administration of Medications
- Policy HSP-7: Drug-Free Workplace
- Policy HSP-8: Smoke-Free Environment
- Policy HSP-9: First Aid, CPR, and Health Screening
- Policy HSP-10: Exposure Control Plan for Blood Borne Pathogens
- Policy HSP-11: Conditions for Classroom and Charter School Visitation

School Safety

Board Policy #: HSP-1

Fingerprinting and Background Checks

Fingerprinting

Lifeline Education Charter School (the “Charter School”) shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a Charter School employee, prior to volunteering at the Charter School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Executive Director or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the Lifeline Education Charter School Board will review. The Executive Director or designee shall monitor compliance with this policy and report to the Lifeline Education Charter School Board of Directors on a quarterly basis.

School Safety

Board Policy #: HSP-2

Tuberculin Examinations

1. No person shall be employed by Lifeline Education Charter School unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years.
4. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

School Safety

Board Policy #: HSP-3

Safe Facilities

The Charter School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

School Safety

Board Policy #: HSP-4

Immunizations

Applicability

This policy applies to all applicants to the Charter School and Charter School administrators in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap). Beginning July 1, 2012, this requirement will only apply to rising 7th graders.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

The Charter School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

School Safety

Board Policy #: HSP-5

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Lifeline Education Charter School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Exposure Control Plan for Blood Borne Pathogens” Policy.)

School Safety

Board Policy #: HSP-6

Administration of Medications

The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Personnel

Board Policy #: HSP-7

Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of Charter School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Lifeline Education Charter School Board.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Personnel

Board Policy #: HSP-8

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

School Safety

Board Policy #: HSP-9

First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

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.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Executive Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

School Safety

Board Policy #: HSP-10

Exposure Control Plan For Blood Borne Pathogens

The Executive Director, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

The Lifeline Education Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Executive Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Executive Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Executive Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

School Safety

Board Policy #: HSP-11

Conditions for Classroom and School Visitation and Removal Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, *et seq.*, to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Executive Director or designee or the Lifeline Education Charter School Board on the propriety of the denial or revocation. The

request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or designee or the Board President within five days after the denial or revocation. The Executive Director or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director or designee shall be held within seven days after the Executive Director or designee receives the request. A hearing before the Lifeline Education Charter School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Executive Director or designee.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.