

This document was provided to the California Department of Education (CDE) from **New City Public Schools**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.

CHARTER APPLICATION
SUBMITTED FOR INITIAL REVIEW TO LBUSD
NOVEMBER 10, 2014

THE NEW CITY SCHOOL

A CALIFORNIA PUBLIC CHARTER SCHOOL

SPONSORED SINCE 2000 BY THE LONG BEACH UNIFIED SCHOOL DISTRICT

New City School Charter Application • 10 November 2014

THE NEW CITY SCHOOL

A CALIFORNIA PUBLIC CHARTER SCHOOL

Legal Affirmations

The New City School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, income, religion or disability.

School Location

This charter authorizes the operation of The New City School, currently operating at 1637 Long Beach Boulevard in Long Beach, within the geographic boundaries of the Long Beach Unified School District. At the time of this writing, The New City School does not operate any sites outside of the LBUSD. In the event that The New City School needs to move or expand to another site(s), the school¹ will make every effort to locate within the geographic boundaries of the Long Beach Unified School District. If in the future the school is unable to locate within district boundaries, and the criteria of Education Code section 47605.1 is met, the school may opt to locate outside of the district as authorized pursuant to Education Code Section 47605(a)(5). The New City School acknowledges that a change in school site could constitute a material change in the Charter; the school will notify the district of any planned change of site and comply with all statutory requirements.

¹ Unless otherwise stated, the terms “the school” or “NCS” refer to The New City School and “the District” refers to The Long Beach Unified School District.

New City School Charter Application • 10 November 2014

Acknowledgment

We are pleased to submit for renewal the 2015 New City School (NCS) Charter to the Long Beach Unified School District. Fifteen years ago, the leadership of what is now California's third largest school district granted NCS our first charter. So began a valuable partnership for providing an excellent education option to families in the center of our diverse city. While the NCS mission remains nearly unchanged, our school has grown and matured. In 2000, our oldest students were nearing age 9. This year, we are promoting our 10th class of 8th graders, a majority of whom will, like their predecessors, go on to one of the many rigorous competitive-entry high school programs throughout LBUSD.

The NCS education program, learning goals, and the methods by which we measure our students' progress toward them, have evolved and grown with us. We are fortunate that this growth and evolution is on the verge of coalescing with changes in the state of California's – and much of the nation's – perceptions of how teaching and learning can and should be. We stand behind our record of achievement in education and service to this community, and we are prepared to continue forward under the expert guidance of our *New City Public Schools* Board of Directors, the Board and leaders of the *Long Beach Unified School District*, and the people we proudly serve.

New City School Charter Application • 10 November 2014

Overview of Petition Structure

The Charter document is organized according to Education Code Section 47605(b)(5)(A-P). The first three elements of The New City School 2015 Charter are:

Element 1: NCS Educational Program

Element 2: Measurable Pupil Outcomes

Element 3: Methods to Assess Progress toward NCS Outcomes

Our education program, wholly designed to support the NCS mission, has remained mostly unchanged, with the exception of our 2012 alignment to the Gómez & Gómez Dual Language Enrichment (DLE) model. We are pleased to note that elements 2 and 3 have, since the previous charter renewal, undergone significant change – a demonstration of our continued efforts to strengthen our program and demonstrate our renewed focus on data-driven instruction.

Element 4 sets up the structure for our school's Governance system.

Elements 5 through 15 outline our legal obligations with regard to areas such as audits, employee qualifications and rights, safety, admission & expulsion of students, and more.

The final element, 16, clarifies procedures in the event of school closure.

Following elements 1-16 is a brief section with Terms of this document and a Conclusion with our contact information.

New City School Charter Application • 10 November 2014

Table of Contents

Required Charter Elements	Page
1. Education Program	6
2. Measurable Pupil Outcomes	40
3. Methods to Assess Pupil Progress toward Meeting Outcomes	54
4. Governance	59
5. Employee Qualifications	63
6. Health and Safety Procedures	68
7. Means to Achieve Racial/Ethnic Balance Reflective of District	71
8. Independent Financial Audit and Related Business Items	72
9. Pupil Suspension and Expulsion	73
10. Admissions Requirements	92
11. Retirement System	93
12. Public School Attendance Alternatives	94
13. Employee Return Rights	95
14. Dispute Resolution Procedures	96
15. Labor Relations	97
16. School Closure Procedures	98
Miscellaneous Terms	100
Impact on the District	103
Conclusion	104
Additional items to be sent under separate cover	
Appendix 1 - NCS Developmental Scales	
Appendix 2 - NCS 5-Year Detailed Budget	
Appendix 3 - Signatures of Meaningfully Interested Parents	
Appendix 4 - Legal Assurances	
Appendix 5 – Articles of Incorporation, Bylaws, Conflict of Interest Policy	

New City School Charter Application • 10 November 2014

Element 1 - NCS Education Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605(b)(5)(A).

Introduction to New City School

The New City School is a non-profit, non-sectarian, public, charter school, serving Long Beach-area students in Grades TK through 8 through its one-of-a-kind constructivist, dual-language, social justice-focused and Common Core State Standards-aligned education program. New City School opened its doors to 80 students in Grades K-3 in August of 2000. We chose to locate our school in the center of Long Beach, where, for generations, families have worked hard to meet their basic needs. Due to our downtown location, parents are able to easily access our school and get involved in their children’s education. We enjoy our role of working with civic leaders in efforts to provide an excellent education for our students and to revitalize the core of our community.

Through dramatic changes in the national and state educational landscape – changes that, at times, were difficult to reconcile with our specialized program, its tenets, pacing, and desired outcomes – we have upheld our mission and charter, and remain a sought-out option for families in our community. With guidance, support and expertise from the Long Beach Unified School district, NCS has remained a beloved and necessary fixture in our city. With the implementation of Common Core State Standards and their shift to student-centered classrooms, critical thinking goals, and pacing that focuses on depth over breadth, we step forward confidently along this new path in public education.

New City School Charter Application • 10 November 2014

Whom is the school attempting to educate?

We continue to serve the students and families in our neighborhood, as well as students and families from 22 other ZIP codes in Long Beach and surrounding cities.

Area Demographics

- The school is located at 1637 Long Beach Blvd., in the heart of the City of Long Beach in ZIP code 90813
- 64% of the population is Hispanic or Latino, 14% African-American, 13% Asian, 7% White and 3% Other
- A census of this area (ZIP code 90813) demonstrates that 35.87% of families live below the poverty level.

Current School Demographics (2014-15)

- Over 85% of our students qualify for Free or Reduced Priced Meals - this is almost 2 ½ times the rate of the surrounding area
- Half of NCS students are English Learners [41%] or Re-classified Fluent English Proficient-RFEP [8.5%]
Half of NCS students are English Only [EO] or Initial Fluent English Proficient [IFEP]
- NCS Racial and ethnic diversity mirrors that of the neighborhood with a slightly higher percentage of Latino families:
 - o 71% Latino/Hispanic
 - o 10% White
 - o 8% 2 or more race categories
 - o 6% African American/Black
 - o 2.5% Asian
 - o 2.5% Declined to state/Unclassified

We seek and serve our special education student population with Resource [RSP] support, Speech & Language, Occupational Therapy, Psychological Services, Intensive Behavioral Intervention [IBI], and other services as called for by students' IEP and 504 education plans.

In recent years, we have allocated significant resources to academic intervention and support providers for students who are struggling to meet grade-level expectations. We have a team of credentialed support providers for reading and math, primarily serving students in grades 2-4 who have been identified through local and state assessments.

New City School Charter Application • 10 November 2014

What does it mean to be an “educated person” in the 21st century?

The **mission statement** of New City School serves as the framework around which we have built our program for educating TK-8th grade students since our inception. This statement is a promise to parents and their children upon enrollment in our school – we commit to a rich foundation that propels our young people forward, ready for the demands of higher learning and full participation in our democracy.

The mission – and the program it upholds – underscores the connection between NCS pedagogy and the evolving national dialogue around teaching and learning. We are proud to hold our 15-year tradition as a laboratory and model for current research-based education practices.

The New City School

a model for urban teaching and learning

We provide a healthy and intimate learning environment in which community building is valued over competition.

Through a TK-8 curriculum enriched by the natural environment and technology, we teach logical reasoning, English and Spanish literacy, historical perspective, and creative expression.

Toward these goals, our families and staff work as partners to support the students, act in the service of justice, and extend learning opportunities into the home and community.

La “New City School”

[Nueva Escuela Urbana]

un modelo urbano de enseñanza y aprendizaje

Brindamos una cultura escolar de aprendizaje, saludable e íntima, en el cual valorizamos más la creación de comunidad que el espíritu competitivo.

A través de un plan de estudio enriquecido por el ambiente natural y la tecnología, enseñamos el razonamiento lógico, la alfabetización en inglés y en español, la perspectiva histórica, y la expresión creativa.

Teniendo presente dichas metas, nuestras familias y personal trabajamos en conjunto para apoyar a los alumnos, dedicarnos al servicio de la justicia, y extender las oportunidades de aprendizaje al hogar y a la comunidad.

New City School Charter Application • 10 November 2014

An educated person in the 21st century must be able to adapt to a quickly changing global economic, political and social landscape. The New City School lays the groundwork for students to anticipate and adeptly navigate uniquely 21st century challenges. Educated thinkers know when and how to acquire and apply skills. Autonomous thinkers seek resources and support necessary to achieve their goals and to meet the unknown demands of both higher education and the new workplace.

An educated person in the 21st century will be proficient in these core competencies:

- Writing
- Logical and moral reasoning
- Computation
- Interpersonal relationships
- Social & economic studies
- Use of technology
- Habits of mind [persistence, integrity, curiosity, etc.]

A graduate of the NCS TK-8 education program is able to:

- Engage in a global society as a bilingual citizen, with an ability to communicate clearly and succinctly in two or more languages.
- Think critically and solve complex problems [math, science, technology, historical perspective, human relations]
- Identify problems; initiate and communicate a plan of action
- Work collaboratively within a diverse community
- Create and innovate
- Participate actively as moral citizens and lead within their communities

Creating Autonomous Thinkers

Jean Piaget defined **the aim of education** as **autonomy**. Central to the NCS Mission and education program for 21st century learning is this aim, without which all knowledge is, by Dr. Constance Kamii's definition, irrelevant.

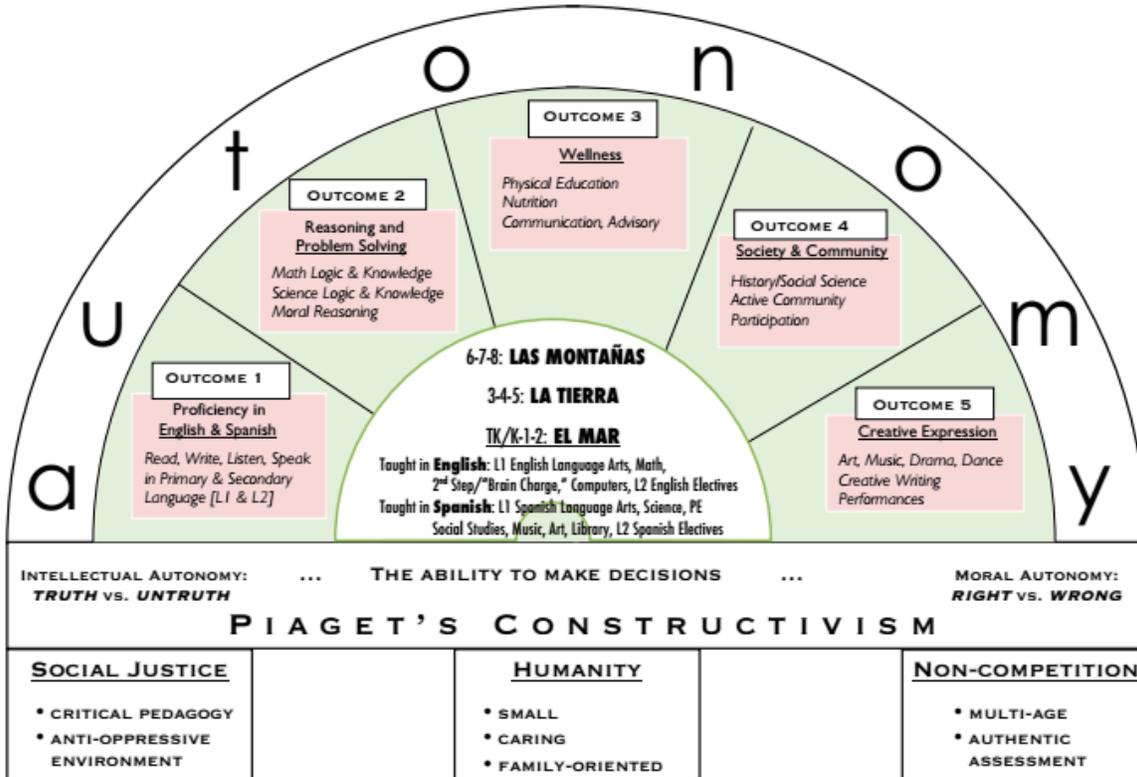
<p>Autonomy: the ability to think for oneself and to decide between right and wrong in the moral realm, and between truth and untruth in the intellectual realm, by taking all relevant factors into account, independently of reward or punishment. ²</p>
--

Autonomy, by this definition, is at the core of an educated person in the 21st century. It is also an ability that NCS TK-8 students develop naturally. Through fidelity to the NCS mission and charter, our learning environment and education program provide support, inspiration, and practice in developing a student's autonomy. NCS is a community of learners in which teachers model the *confidence, creativity, and intellectual and moral autonomy* that is expected of our students now and in their future.

² Kamii, Constance, Young Children Continue to Reinvent Arithmetic republished in 2004

How does learning best occur?

The goals of our mission and education program are organized in the arch graphic below. Each “slice” of the arch is described in detail in Element B [Measurable Pupil Outcomes]



Brain researchers and Second Language Acquisition theorists³ have identified characteristics of ideal teaching & learning environments, and, for 15 years, we have sought to create and sustain our school with these characteristics in mind.

For example, we have known and practiced that learning must occur in an environment of high interest and low stress – where children are free to think, make decisions, take risks, etc. NCS's core beliefs and practices ensure that our learners are indeed immersed in such an environment.

Moreover, the architects of the Common Core State Standards urge educators to make student thinking the focus of every lesson, a priority of the NCS classroom and lesson design.

³ Beyond the Beginnings: Literacy Interventions for Upper Elementary English, Krashen

New City School Charter Application • 10 November 2014

We know that learning best occurs when these **Core Understandings** drive our approach:

Learning is mental action.

Knowledge is a consequence of mental action.

Learning comes from resolving challenging issues and solving relevant problems.

People do not and cannot absorb knowledge...learners construct reality (truth) as they question and act on the environment in order to make sense of it.

Learners thrive in an environment where teachers respect them and take them seriously; in order to earn the trust of students and families, teachers must understand their students' needs and interests.

People are competent learners. Throughout life, people (babies, children, youth, adults) know how to learn and continue to do so, even without "instruction" and often in spite of it.

We use our senses, experiences, and logic to build physical, social, and logico-mathematical knowledge.⁴

Learners are not "blank slates" for teachers to "write on" ... children have knowledge, beliefs, life experiences, and culture that they bring with them to school and that they call on as they learn.

Intellectual growth is not linear; it often occurs as a sudden or dramatic leap of understanding, causing the learner to reexamine what s/he believes.

Learning is social; people teach and learn from one another and learners develop confidence as they play a variety of roles, from novice to expert, in the contexts of classroom and living.

Young children learn through play; they need time to grow through pretending, exploring, practicing, and inventing. The learning environment should be free of stress in order for the learner to thrive.

Learning cannot be forced, but it can be reinforced.

Knowledge is in the individual mind; it does not exist separately from or outside of people's thinking, and it neither begins nor ends in the school.

⁴ The three types of knowledge, according to researcher and biologist Jean Piaget

New City School Charter Application • 10 November 2014

*We know that learning in our **enriched dual-language setting** with instruction based on a **constructivist model** best occurs when NCS stakeholders agree on the following:*

- All members of the school community believe that students are capable of developing intellectual and moral autonomy and will hold students to a rigorous expectation of academic and personal achievement.
- Students leverage their native language to build proficiency in a second language.
- All members of the academic community (students and teachers, families, staff) actively participate in bilingual learning by modeling, collaborating, and questioning.
- Teachers and staff have access to resources that support students' needs, as well as their own needs to grow as professionals (adequate professional development, administrative & school-wide support, materials).
- Units and lesson plans are problem-based and designed to bring out the diversity of student thinking, put the child at the center of learning and require them to make decisions based on taking relevant factors into account without the threat of reward or punishment.
- Students bear the responsibility for co-creating their learning environment and for engaging one another in an honest and critical exchange of viewpoints to arrive at the "truth." Knowledge is constructed when students are consistently challenged to reexamine previously held beliefs.
- Assessment is ongoing and assessment data informs instruction.
- Parents are regularly informed about student progress and how best to support their learning in a spirit of partnership and open information.
- Students regularly demonstrate their mastery of concepts and skills in a variety of settings [formal/informal, group/individual, formative/summative].
- All learners demonstrate respect for the dignity of all others, behaving as ethical and moral thinkers.

What strategies will we utilize toward the attainment of the aforementioned goals?

NCS Program Design Elements

A. Team Teaching & Planning, Multi-Age Groupings

At NCS, for parts of the instructional day (such as math), students are grouped according to grade level. For other subjects, students work in multi-age groups. Older students serve as mentors to the younger students in class, thereby reinforcing and refining their own thinking while helping struggling students. Multi-age groupings are especially important for English Learners, as they receive support and assistance from their bilingual classmates of multiple ages.⁵ Gifted students benefit from this grouping strategy, since students are challenged to achieve to their individual potential without limitation of a grade-level curriculum.⁶

Grade levels are grouped in “Pods,” with multiple grade levels within each pod. Teaching teams work together within one Pod to plan, teach, evaluate/assess students. The Pods serve students as they grow from Primary through Upper Elementary and Middle School grades.

Multi-year clusters allow students to remain with a familiar team of teachers for several years. This closeness ensures that teachers and families work together to better support the students in their learning.

Name of Team Teaching “Pod”	Grade Levels	
El Mar	TK, K, 1, 2	Primary grades
La Tierra	3, 4, 5	Upper Elementary
Las Montañas	6, 7, 8	Middle School

In Teaching Teams, NCS teachers support and coach one another and implement a course of study that follows clearly defined outcomes for students. Because of this, there is a high degree of consistency from classroom to classroom within each “Pod.” During coordinated Professional Development throughout the year, Teaching Teams use the Learning Record to evaluate individual student growth and assess grade-level and school-wide progress toward the Common Core State Standards and NCS Outcomes from this charter.

Teaching Teams are generally composed of a group of teachers with varying years of experience both in the profession and at NCS. This allows experienced teachers to offer support and mentorship for less experienced peers. Each Teaching Team plans how to best “**group**” or arrange students to achieve their instructional goals (age, home language, readiness/skill).

5 Grant, J. (1993). Questions and answers about multiage programs. In D. Sumner (Ed.), *Multiage classrooms: The ungrading of America's schools* (pp. 17-19). Peterborough, NH: Society for Developmental Education.

6 Nye, B. A., Cain, V. A., Zaharias, J. B., Tollett, D. A., & Fulton, B. D. (1995, April). *Are multiage/nongraded programs providing students with a quality education? Some answers from the school success study*. Paper presented at the annual conference on Creating Quality Schools, Oklahoma City, OK. [ED 384 998](#).

New City School Charter Application • 10 November 2014

B. NCS Outcomes & Alignment to Common Core State Standards

The NCS community of educators and families welcomed with excitement California's adoption of the Common Core State Standards (CCSS). The administration and teachers at New City School have been transitioning into full alignment with the California Common Core State Standards (CCSS) since 2011-12, with full implementation beginning in 2013-14. Key components of this transition and implementation have included:

- Theory-based professional development for all teachers in the CCSS
- Procurement of high-quality CCSS-aligned curricula and ongoing, related staff training & support
- Assessment, analysis, and documentation of student achievement of CCSS goals
- Refinement of curriculum maps and units of instruction to encompass the full spectrum of the CCSS across all domains

The New City School administration and teaching teams made an enthusiastic transition from the *old* California State Standards & CST to the Common Core State Standards & SBAC. We recognized quickly that our education program and pedagogy were aligned with the central ideas driving the CCSS. Throughout our 15-year history we have been dedicated to much the same vision that the framers of the Common Core movement set out to uphold.

NCS teachers, no longer caught between the structure of CA State Standards/CST assessments and our constructivist model of education, continue to plan thoughtful and rigorous units of instruction, while welcoming assessments aligned with NCS outcomes. Students build knowledge through engagement and self-directed activities, demonstrating a deep understanding of concepts, as with those in CCSS-aligned curriculum.

C. Core Content Instruction

NCS Mathematics Instruction

Since its inception, the NCS math program has focused on the development of students' mathematical logic in the context of real-world word problems and situations. The NCS Math program is aligned far better with the Common Core State Standards than with the old state standards, because the CCSS is organized around *student thinking and reasoning* and not memorization of discreet facts or algorithms. The premise of the NCS Math program, as in the CCSS, is the use of skills to solve practical problems and promote a deeper understanding of mathematical concepts.

Below is an excerpt from the CCSS Math and NCS Math Scales that show their alignment, in particular with regard to mathematical reasoning and expression of communication of logic used to solve problems.

New City School Charter Application • 10 November 2014

From the CCSS Introduction:

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that these standards are not just promises to our children, but promises we intend to keep.

CCSS Mathematical Practices [across all grades, K-8]

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

From the NCS TK-2 Math Scale introduction⁷:

Our Math Program is based on Piaget's Constructivist Theory, in which the aim of education is Intellectual AUTONOMY. Students use their physical and social knowledge to solve problems and defend & express their logical mathematical knowledge! Subtraction is harder than addition because children deduce differences from their knowledge of sums. The educational implication is that we need to deemphasize subtraction in the primary grades and make sure that children's knowledge of sums is solid.

NCS Math Curriculum:

NCS Teachers and administrators work closely with Dr. Constance Kamii, a world-renowned Math educator and author of the book and video series Young Children Reinvent Arithmetic. In lieu of memorizing algorithms and other tricks or shortcuts, students develop their logic by explaining, debating, and honing strategies through the **exchange of ideas, key practices valued by the CCSS**.

In grades TK-5, instruction includes not only real-world problems and computation, but also a combination of games and activities designed to promote the development of their logic and number sense, and their ability to express both, in writing and verbally.

Middle school math classes in grades 6-8 are taught using the College Preparatory Mathematics (CPM) series. It is fully aligned to the CCSS, and students spend class time using their new skills to tackle team and individual challenges, and then share results and strategies. As in the younger grades, students use previous knowledge and skills gained, as well as one another as resources first, and teachers facilitate these conversations. Students are assessed regularly on individual and group tests.

⁷ The NCS Developmental Math Scales are part of the Appendix to this Charter Application

New City School Charter Application • 10 November 2014

Math Outcomes for Promotion from Grades 2, 5, and 8⁸

Grade Level	Expected Competencies for grades 2, 5, & 8
El Mar (K-1-2)	<ul style="list-style-type: none"> • Demonstration of <u>construction</u> of Place Value with 10s and 1s [evidenced in 1:1 task assessments <i>and</i> problem-of-the-day use] • Solid grade level number sense within 20 [evidenced in written problems and oral reasoning, explanations of problems] • Application of grade-level social math knowledge [time, money, measurement, data, geometry]
La Tierra (3-4-5)	<ul style="list-style-type: none"> • Solid grade-level place value understanding & number sense [evidenced in written + - x ÷ problems and oral reasoning] • Demonstration of multiple strategies for problem-solving, mental/oral & written logic [<i>fractions, decimals, multi-digit whole numbers</i>] • Application of grade-level skills in measurement, interpretation of data, geometrical figures
Las Montañas (6-7-8)	<ul style="list-style-type: none"> • Increased development of strategies for problem-solving, mental/oral & written logic in the areas of number properties, operations, and linear equations • Application of grade-level skills in graphing a variety of equations, functions, other expressions • Application of grade-level social math knowledge [exponents, roots, formulas for slope, geometric shapes, variables, etc.]

NCS Language Arts Instruction

Reading instruction at The New City School follows a balanced literacy approach; key components that span all grade levels are the **Reading & Writing Workshop**.

In all classes, at all grades, teachers use strategies in the Reading Workshop format to foment the development of engagement with literature and texts, enhance comprehension, and develop fluency. Teachers monitor student progress according to annual growth as measured on the Developmental Reading Assessment (DRA) and/or other criterion referenced assessments; this evaluation measures reading engagement, fluency, and comprehension in reading fictional and non-fiction texts.

TK, K, and 1st grade teachers build a reading foundation with phonics and phonemic awareness instructional strategies – in the context of rich literature –in the primary language first. In English, they use the Zoo-phonics program to supplement the Reading Workshop; in Spanish, they use the Estrellita program. Students are assessed 3x annually on their letter sounds and names, sight words, and other basic skills. Teachers design units of instruction using the Growing Readers text by Collins.

⁸ If a student transfers into the program late, has special needs as determined by the Student Study Team, or is unable to meet the required level of proficiency by the benchmark date, promotion may be considered with modified outcomes

New City School Charter Application • 10 November 2014

In grades 2-8, students have language arts instruction, in English and Spanish, separately every day. Teachers continue with the Reading Workshop daily, including read-alouds, independent reading, plus peer and teacher reading conferences. Mini lessons focus on a variety of strategies to improve all aspects of reading. Teachers design instructional units based on Calkins’ Units of Study for Teaching Reading.

Writing instruction at New City School is tied to our English and Spanish language arts literature and also links to the History/Social Science units of study.

In grades K-8, teachers follow the Lucy Calkins series for the Writing Workshop [Units of Study in Opinion/Argument, Information, and Narrative Writing - A Common Core Workshop Curriculum] from Heinemann. Teachers use carefully selected anchor literature (written in a variety of genres tied to the CCSS) to model and share in read-alouds. Students then craft and exchange writing pieces with one another and receive feedback from peers and teachers in the workshop process. Students are supported and encouraged to become authors, and to develop a voice of their own as they explore the different styles and purposes of writing.

In the summer of 2014, New City School began working with Literacy Partners for Professional Development and instructional support in the area of Reading Workshop and Balanced Literacy – all with a focus on thoughtful Common Core alignment & implementation. In 2015, we will continue this partnership and deepen our study of the Writing Workshop in much the same way.

*Literacy Partners is an organization that provides state-of-the-art professional development in literacy for educators. Our consultants provide support for teachers and administrators in all areas of balanced literacy. They work in elementary and middle schools to help educators align their literacy work with the **Common Core State Standards**. Literacy Partners helps teachers develop rigorous units of study, in reading and writing, which support the Common Core State Standards. Literacy Partner’s goal is helping students to become more engaged, confident and independent readers and writers.*

Grades	Expected Competencies for grades 2, 5, & 8 Promotion ⁹
El Mar (K-1-2)	<ul style="list-style-type: none"> • Read and Write at grade level in L1 • Read and Write <i>Approaching</i> grade level in L2 • Speak L2 at beginning¹⁰ conversation level
La Tierra (3-4-5)	<ul style="list-style-type: none"> • Read at grade level in L1 and L2 • Write at grade level in L1 and L2 • Speak L2 at moderate level in conversation and in most core subject areas
Las Montañas (6-7-8)	<ul style="list-style-type: none"> • Read at grade level in L1 and L2 • Write at grade level in L1 and L2 • Speak at fluent level in conversation and all core subject areas • Interpret and translate from L2 to L1

(grades 2, 5, & 8 are “bridging” years; students pass to the next cluster after meeting the benchmark expectations)

⁹ If a student transfers in to the program late, has special needs, or is unable to meet the required level of proficiency by the benchmark date, promotion may be considered with modified outcomes

¹⁰ According to results on Oral Language Observation Matrix and Oral L2 interview

New City School Charter Application • 10 November 2014

NCS Science Instruction and the NGSS [Next Generation Science Standards]

At NCS, our commitment to Science teaching and learning has been solid since 2000 – particularly with regard to Science Experimentation and Reasoning. Our students have taken their interest in Science into the lab, the New City Farm, studies of the local beaches & wetlands, and into their homes as well.

The New City School has utilized the Full Option Science System (FOSS) science program for its instruction in all grades levels K-8 since the school's opening. As has been done with the CCSS standards for ELA and Math, NCS has begun implementing the Next Generation Science Standards (NGSS) in 2014-15, and expects to have full implementation of the NGSS by the 2015-16 school year.

The middle school science curriculum has been fully aligned to the recommended Integrated Learning Progression model for grades 6 through 8. Teachers at NCS utilize the FOSS system as the basis for implementing the NGSS science standards.

Science Professional Development - In preparing for the NGSS rollout, a team of four NCS Teachers/Administrators attended NGSS standards training conducted by the LA County Office of Education in Spring 2014. Staff learned about the architecture of the new standards, connecting NGSS and the CCSS, model lesson exploration, and sample lessons/unit plan construction.

Real World Connections - Students at NCS are able to make real-world science connections as they participate in electives at the NCS Farm, where teachers utilize a hands-on approach to scientific investigation. All students also participate in the NCS Science Fair – K-2 by class experiment, 3-5 by individual student experiment. Upper-grade students choose between a Science Fair project or a Maker Fair project, where they demonstrate applications of concepts learned in the classroom.

NCS History / Social Science Instruction

Our History & Social Science curriculum has at its core a commitment to producing young people who have solid connections to our community, understand our society's democratic ideals, are skilled in historical interpretation, and are committed to act in the service of justice.

Grades TK-2 utilize a teacher-created plan of study aligned to the CA Social Science Framework. They begin their studies with basic concepts in Community Social Science in the primary grades; NCS teachers incorporate field trips, special guests, family involvement and community service to build on the concepts learned in class.

New City School Charter Application • 10 November 2014

In the upper grades, we move to focus on History of our city, state, nation, and world as well as Geography. NCS has adopted the TCI *Social Studies Alive!* and *History Alive!*, programs for grades 3-8, which are both standards-based and provide frequent opportunities for acting out history lessons and actual historical situations, debates, and writing throughout the curriculum.

In addition, many of the Language Arts courses also build on Social Science by reading non-fiction historical texts and historical fiction. Maps, current events, research writing, and films augment the program. These enhance the students' ability to make sense of the world around us.

NCS sponsors regular Social Science & History performances/events to help students build real-world connections with concepts learned in the classroom:

- Earth Day Parade every April, when students share their ideas on Environmental Preservation with passersby in the community.
- Three school-wide studies of Justice: Peace and Human Rights [December] and American Civil Rights/The Work of Dr. King [January], Farm Workers and Union Development [April]. These units culminate with performances including drama, art, literature, and music.

D. Gomez and Gomez Dual Language Enrichment (DLE) Model

A primary goal of our NCS DLE model is for every student to become fully bilingual in English and Spanish by the end of 8th grade. Research has proven that students who develop strong literacy in their native language perform better academically in both their native language and in English compared to their peers.¹¹

As a result, NCS has structured its educational program as a Dual Language Enrichment Program, one of more than 700 schools in 8 states implementing this research-based practice developed by Drs. Leo and Richard Gómez in 1996.¹²

Key components of the Gomez & Gomez DLE model include:

- Core Subjects Learned in One Language
- Language of the Day (LOD)
- Conceptual Refinement Supports Second Language (L2) Learner & Academic Rigor
- Specialized Vocabulary Enrichment
- Bilingual Learning Centers and Bilingual Research Centers
- Learning in Bilingual Pairs or Bilingual Groups

¹¹ Collier, V.P., & Thomas, W.P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement: final report. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

¹² http://dlti.us/doc/DLTI_DISTRICTS-2013-2014-new.pdf

New City School Charter Application • 10 November 2014

In the sections that follow we provide an overview of each DLE component:

• **Core Subjects Learned in One Language**

Unlike most 50/50 and 90/10 DLE models, this model does not call for instruction in all subjects areas in both languages. Instead, it requires that all learners, regardless of language background, learn certain subjects only in the minority language, while others are learned only in the majority language. The model's philosophy is that children can indeed learn subject matter effectively in either their first or second language (L1 or L2), given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.

Language Arts instruction is provided in a child's native language (English or Spanish) in grades TK-1 and in both languages (English and Spanish) in grades 2-8. All TK-8 students learn Mathematics in English & Social Studies in Spanish; Science is taught in Spanish from TK-5, and in English for grades 6-8.

The underlying premise for subject-area instruction in only one language is the need for consistency of vocabulary and conceptual development of that subject in the same language. The rationale is that by providing mathematics instruction in English only, and science or social studies in Spanish only, developmental, conceptual and linguistic connections will facilitate student learning.

Grade	Language Arts	Math	Science	Social Studies	VAPA, PE	2 nd Step, Advisory	ELD Electives	Daily Language Dev't Activities**
TK/K	<i>English or Spanish [L1 only]</i>	English	Spanish	Spanish	Spanish	English	-	LOD
1	<i>English or Spanish [L1 only]</i>	English	Spanish	Spanish	Spanish	English	-	LOD
2	Both English and Spanish daily [L1 & L2]	English	Spanish	Spanish	Spanish	English	-	LOD
3	Both English and Spanish daily [L1 & L2]	English	Spanish	Spanish	Spanish	English	Second Language [L2]	LOD
4	Both English and Spanish daily [L1 & L2]	English	Spanish	Spanish	Spanish	English	Second Language [L2]	LOD
5	Both English and Spanish daily [L1 & L2]	English	Spanish	Spanish	Spanish	English	Second Language [L2]	LOD
6	Both English and Spanish daily [L1 & L2]	English	English	Spanish	Spanish	English	Second Language [L2]	LOD
7	Both English and Spanish daily [L1 & L2]	English	English	Spanish	Spanish	English	Second Language [L2]	LOD
8	Both English and Spanish daily [L1 & L2]	English	English	Spanish	Spanish	English	Second Language [L2]	LOD

** Morning Meeting, Read-Alouds, Appreciation Circle, Word Walls, Other Non-Instructional Time

* Language of the Day - Mon/Wed/Fri = **Spanish** Tues/Thurs = **English**

New City School Charter Application • 10 November 2014

- **Language of the Day (LOD)**

All school and classroom activities not specifically designated a specific language of instruction in the above chart follow the Language of the Day (LOD), which alternates daily (*Mon/Wed/Fri = **Spanish** Tues/Thurs = **English***). The LOD promotes bilingualism across the campus and in all uses of language by all school staff and validates the importance of both languages. LOD helps students develop vocabulary in both languages, but primarily vocabulary development in all learners' *second language*. LOD is a vital component for intensive vocabulary development in addition to content learning, creating an authentic learning environment in the school community. Signs outside of the classroom and throughout the campus are utilized to remind students of the LOD.

- **Conceptual Refinement Supports Second Language (L2) Learner & Academic Rigor**

Conceptual Refinement (CR) is a strategy used by TK-8th grade teachers at the end of each lesson cycle to support second-language learners in respective content, while supporting consistent academic rigor. During Conceptual Refinement, the teacher provides additional concept review to students who may need it, in the language of instruction. This provides additional supports for students that may be struggling to both learn the content and the language utilized, or simply struggling to understand the concepts covered in class.

- **Specialized Vocabulary Enrichment**

Students engage in specialized vocabulary enrichment activities for approximately 15-20 minutes at the end of each week, reviewing previously learned vocabulary in the content areas. However, the vocabulary and terminology is covered in the opposite language of instruction for that subject at this time. For example, Math content vocabulary taught in English this week is introduced in Spanish the following week in a contextualized, literature-based activity. Similarly, Spanish vocabulary for Science and Social Studies is taught in English during this time. As a result, students transfer their knowledge of the vocabulary from one language to the other, ultimately learning specialized vocabulary in two languages, not just the language of instruction.

- **Bilingual Learning Centers and Bilingual Research Centers**

Bilingual Learning Centers and Bilingual Research Centers are interactive subject-based learning activities that support L1 and L2 learners. Both type of centers contain activities and materials available in both languages.

Grades TK-2 Bilingual Learning Centers: Students in bilingual pairs work on self-directed activities that allow students to use both languages in a natural context, negotiate subject area understanding between two learners, and engage in independent learning with minimal interaction from the teacher.

New City School Charter Application • 10 November 2014

Grades 3-8 Bilingual Research Centers are to be used as “subject specific reference areas” for project-based learning activities. The Bilingual Research Centers are collections of instructional resources in each subject area. Students working in their bilingual pairs or small groups are then able to use the research centers to obtain resources/reference for project-based learning activities.

• **Learning in Bilingual Pairs or Bilingual Groups**

A central component of the model is bilingual instructional grouping. Learners are grouped in bilingual pairs or bilingual groups for all subject-area instruction and for participation in bilingual learning centers, resource centers and other enrichment activities.

Throughout the instructional day, learners dominant in English are paired or grouped with learners dominant in Spanish. This allows students to support each other linguistically and academically during the learning process and helps promote collegiality amongst the students. For example, during Math, English-dominant learners can support Spanish-dominant learners; and, during Science and Social Studies, Spanish-dominant speakers can support English-dominant learners.

Bilingual Pairs During Content-Area Instruction

Whole group:

- Students are paired, mixed by language and content-area ability.
- Use “Pair Share” and other partner activities to reinforce & check for understanding

Small groups:

- Students work in pairs, mixed by language and content-area ability
- Pairs “Learning Together” with one assignment (see DLE Lesson Plan breakdown)

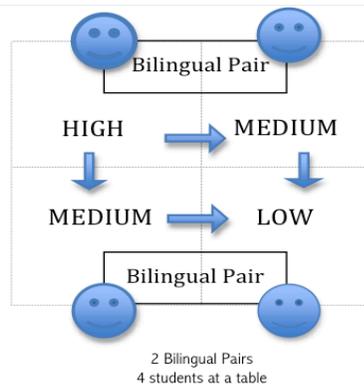
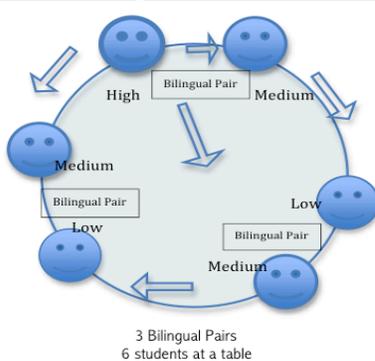
Bilingual Pairs K-2 During Bilingual Learning Centers

- Students work in pairs, mixed by language ability
- Pairs “learn together” with one assignment/activity

Bilingual Pairs During LOD/Other Activities (Read-Aloud, Opening/Closing Homeroom Activities, Coro, Etc.)

- Students are paired, mixed by language ability
- Pairs participate in activities together and support one another in learning

Use of Bilingual Pairs for Instruction:



New City School Charter Application • 10 November 2014

• **DLE Lesson Plan Cycle**

The NCS Lesson Cycle follows the required elements of the Gómez & Gómez DLE [Dual Language Enrichment] Lesson Cycle. Important features include students working in bilingual pairs and conceptual refinement [CR] in all grade levels, TKQ8.

All lessons include each of the following components, typically in this order and usually all in one day. When a lesson has a shorter time frame a longer pair activity [e.g. involved science experiment, lengthy peer editing], some components might stretch over two days. Some lessons in the Reading and Writing Workshop or in the Constructivist Mathematics formats may alter the elements' *order* slightly so as not to frontload strategies or knowledge that students must first construct themselves.

1. **Objective:** *The learners will*_____.
Purpose: *Correlation to State Standards and NCS Charter Outcomes*
Grade level & materials:
2. **Whole Group Instruction:** Lesson [Explanation, Demonstration, Whole Group Participation]
Students are seated in Bilingual Pairs and/or Bilingual Groups¹ within the larger whole group
 - *In grades TKA2 this must be in a closeAup gathering place for all subjects, in grades 3A5 for Math Strategy Discussion, and in TKA8 for Reading/Writing Workshop Lessons & ReadAAlouds.*

During both of the Bilingual Pair/Group Activities the teacher **MUST circulate** to check for understanding

3. **Bilingual Pair or Table Group Activity #1:**
 - This activity should be at the 1st Level of Webb's **DOK: Recall and Reproduction** *Recall a fact, information, or procedure: arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell, whoQwhatQwhenQ whereQwhy* [Correlates to Bloom's 2 Lowest Levels A Remembering & Understanding]
4. **Bilingual Pair or Table Group Activity #2:** *written component as part of activity*
 - This activity should be at the 2nd – 3rd Levels of Webb's **DOK: Skill/Concept, Strategic Thinking** [Correlates to Bloom's 3rdA4th Levels = Applying, Analyzing]
5. **Closure Activity, Writing in Journals/Notebooks:** *Bilingual Pairs Q> Individual*
6. **Conceptual Refinement** => extra support for students **within** the Independent Practice part of the lesson – this small group of students is to be identified during the two bilingual pair activities.
 - *Conceptual Refinement (CR) is a strategy used by TKA8th Grade teachers at the end of the lesson cycle to support L2 learners of respective content while at the same time support consistent Academic Rigor. In this model, the central goal of a subject area lesson is the learning of the concept, while the secondary goal is the development of the language of instruction (LOI).*

¹ See Bilingual Pair Diagram on following page

New City School Charter Application • 10 November 2014

E. Additional Program Components

Creative Expression Curriculum

Creative Expression is taught through several important facets of our program, most notably the Elective classes, the ELD/SLD classes, our built-in dedicated Music, Art, Dance, and Drama classes, and Creative Writing in all grades.

All children in K-8 choose several elective classes each year. We offer many options (creative examples from past years include Drawing, Painting, Sculpture, Garden Arts, *Baile Folklorico*, Square Dancing, Crochet, Photo, Drama, Storytelling, Drumming, Music Ensemble). Students choose MANY different elective areas over the course of their elementary years.

Visual and Performing Arts (VAPA) electives are of high interest, and the students are in mixed-age groups that are often smaller than their regular classes, allowing for individual attention to, and encouragement of, their creativity.

Authentic opportunities for performance (e.g. shows, SLC displays, sales/auctions of work, public displays) are built in to the VAPA program to motivate all students to participate.

The Creative Writing opportunities are part of the regular Language Arts program. Students study the genres in reading and writing (poetry, plays, stories) and publish their work in our literary publications (poetry books, newsletters, pamphlets, class blogs).

Multi-Faceted Wellness Curriculum

Physical Education strategies and games increase the physical health of students at all grade levels. Our regular P.E. program emphasizes strength, flexibility and conditioning through warm-ups, movements and games in which all participate. Students also learn to stretch and dance in ELD/SLD; they choose Elective classes such as Running, Yoga, Square Dancing, Basketball, Martial Arts, etc.

Another essential component of the NCS Wellness program is Communication: Taught systematically in all grades through daily individual and group reflection time (Morning Meetings and PM Appreciation Circles, "60 Seconds," and 2nd Step). In middle school, we add Advisory, a course including Goal-Setting, Maturation, Communication, and preparation for promotion to high school.

Children's healthy development is directly related to eating healthy, fresh foods. The NCS Nutrition program improved yet again when we implemented a healthy and delicious lunch program in 2008, partnering with Revolution Foods to provide organic meals with fresh ingredients. We serve a hot supper to our sizable, free after-school program, serving almost 200 students – we are the only K-8 school in Long Beach with a free breakfast, lunch, and hot supper program. Parents cite this as an important factor in the healthy development of their children; teachers know this is key to classroom and learning readiness.

New City School Charter Application • 10 November 2014

The New City School is also the only Long Beach chapter of Students Run Los Angeles – our marathon team has participated in this 7-month program annually since 2008, and each year it has grown in participation levels. 100% of the qualifying students and volunteer trainers have completed the full Los Angeles Marathon, a tremendous feat for 7th & 8th graders, as well as adults.

F. Communication and Guidance

New City School stands at the forefront of educational best practices when it comes to classroom management and responses to inappropriate student behavior. Written into the school's mission and a cornerstone of the program is our Communication & Guidance system, which aims to develop students' self-awareness, restraint and ability to decide between right and wrong.

Teachers, assistants, administrators and office staff redirect undesirable student behavior without the use of rewards, punishments or open condemnation. Through Communication & Guidance training, adults at the school learn that disruptive, improper or dangerous behaviors are indirect expressions of a need. In addition to finding ways to meet the need, students and teachers discuss the consequences their behaviors had on others.

This approach to the moral development of New City School students benefits the school, the district and the community through New City School's virtually non-existent suspension and expulsion rate. Moreover, dealing with behavior challenges under the supervision of thoughtful adults, sometimes over the course of days, weeks and months, rather than sending problematic children home, keeps students in an educational environment and classroom, where they are learning. Research indicates that children's development of these crucial non-cognitive skills may be an excellent predictor of their life trajectory.^{13 14} New City School ensures, through its mission, that students are given the space and support for practice.

13 Brackett, M. A., Rivers, S. E., (2013). Transforming Students' Lives with Social and Emotional Learning. Handbook of Emotions in Education (forthcoming), Yale Center for Emotional Intelligence, Yale University.

14 Fine, S. E., Izard, C. E., Mostow, A. J., Trentacosta, C. J., & Ackerman, B. P. (2003). First grade emotion knowledge as a predictor of fifth grade self-reported internalizing behaviors in children from economically disadvantaged families. *Development and Psychopathology*, 15:331–342. doi:10.1017/S095457940300018X

New City School Charter Application • 10 November 2014

G. Plan for Students Who Are Academically Low Achieving

Planned interventions are necessary to ensure student success despite learning challenges. NCS teachers actively seek to identify and support *all* students in their classrooms. Teachers determine present levels [areas of strengths and needs] through assessments and observations, and identify students who need interventions and support. They then implement, track, and monitor progress [academic/behavioral] according to a plan [SST, 504, behavior plan, etc.]

NCS uses a three-tier Response-To-Intervention (RTI) process to provide a systematic approach and system of support for students who are academically low achieving.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

All students receive high-quality instruction provided by teachers in the regular classroom setting. Students are assessed and screened on a regular basis to identify struggling students. Student progress is monitored regularly through ongoing assessments. If so students do not demonstrated improvement, they are moved to Tier 2 of the RTI process.

Tier 2: Targeted Interventions

Students who are below grade level receive targeted interventions within the instructional day. Intervention can be provided in small-group setting in the classroom, with regular progress monitoring. Students not improving with these targeted interventions are moved to Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

Students not successful with Tier 2 intervention receive intensive interventions within the school day, including pull-out support during the school day, after- or before-school tutoring, or even one-on-one supports targeting the specific skills needed for improvement. Supports may be similar to those of Tier 2 but are more intensified in their focus, frequency, and duration. Students not improving with these intensive interventions can be referred for Comprehensive Evaluation and considered for Special Education Services.

Utilizing the above tier system of support, NCS is able to monitor student progress and adjust interventions to meet the needs of each student.

The following table contains examples of NCS Strategies for Prevention, Accommodations, and Interventions in the regular TK-8 classroom. These are subjects we teach during Professional Development in the Summer Institute and ongoing PD throughout the school year.

New City School Charter Application • 10 November 2014

Prevention	Accommodation	Intervention
All school employees speak, read, and write English and Spanish – this facilitates communication with all stakeholders; classroom and school libraries are full of books in the students’ home languages.	<p>Several simple strategies can have a tremendous impact:</p> <ul style="list-style-type: none"> o Provide more encouragement or a different type of positive encouragement - Reduce the number of staff who work with student, few switches 	<ul style="list-style-type: none"> - Additional TA time, support - Alter the seating arrangement or the location of instruction
<i>Teachers visit the homes of their students or arrange alternative non-classroom “connections” during year</i>	<ul style="list-style-type: none"> - Visually break down complex instructions or concepts to steps 	<ul style="list-style-type: none"> - Individualized direct instruction of key concepts
<i>All families attend Student-Led Conferences 3x per year during which we set goals together for the coming months.</i>	<ul style="list-style-type: none"> - Small Guided Group Instruction - After-School program attendance 	<ul style="list-style-type: none"> - Before/After school tutoring with focused goals
<i>Frequent informal conversations between teachers & parents occur because all K-8 students are dropped off and picked up by an adult; concerns are addressed in timely manner and many problems are prevented & addressed quickly.</i>	<ul style="list-style-type: none"> o Change grouping (e.g., group with different peers, fewer peers, or more peers) o Give reference guides and checklists to give them sense of accomplishment 	<p><i>Because of the nature of our program, teachers are able to make needed changes, particularly in the course of an SST intervention period, in order to:</i></p> <ul style="list-style-type: none"> o Modified assignments o Modified instructions o Modified assessments o Modified Homework assignments o Modified classroom jobs
<p>In Class:</p> <ul style="list-style-type: none"> o Clearly communicate the rules, procedures, daily schedule and how activities are structured o Clearly define the beginning and ending of an activity o Make activities structured and concrete o Use visual prompts and models o Consistently follow up & follow through on commitments 	<ul style="list-style-type: none"> o Change level of difficulty (i.e., is the task too easy or too hard?) o Balance difficult and easy tasks; alternate preferred and non-preferred tasks - Checking for individual understanding - “Chunk” assignments into parts o Allow extra <u>wait time</u> for questions 	<p><i>**If a student is already identified as needing particular accommodations due to an IEP, 504, or other SPED document, other, additional strategies may be in place.</i></p>

New City School Charter Application • 10 November 2014

H. Plan for Students Who Are Academically High Achieving

NCS recognizes that gifted learners demonstrate outstanding levels of aptitude in specific, sometimes all, subjects. At NCS we meet the needs of our gifted students in a variety of ways, integrating instruction for gifted learners into our mixed-level classrooms while ensuring that gifted students, too, are engaged in rigorous thought. Teachers plan with all levels of learners in mind and pay particular attention to appropriate pace, depth of study, and various ways of exhibiting mastery of given skills and concepts.

The following are some strategies used to differentiate our curriculum for gifted students within the mixed-level classroom:

1. Varying the pacing of a lesson: NCS teachers allow gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery and express interest in a particular aspect of a lesson are given accommodations to extend the time spent on that subject.
2. Delving Deeper: NCS teachers encourage gifted students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity: Gifted students may link ideas across disciplines. NCS Teachers encourage gifted students to make connections between mathematics and art, science, ELA, history and music and to look at their development over time.
4. Multiage Groupings: NCS multi-age grouping system allows NCS to challenge gifted students by allowing teachers to move students in and out of groups, giving high-achievers an opportunity to mentor and be mentored by various peers of various ages.
5. Early Advancement: NCS students demonstrating outstanding aptitude in all subjects, and demonstrating emotional readiness, may be recommended for early promotion to the next grade level.

I. Plan for English Language Learners

Due to the nature of NCS' dual immersion program, a high number of students are identified as English Language learners (43%). As a result, most of the instructional strategies implemented by NCS are geared towards supporting English Language Learners. Nonetheless, NCS provides specific supports to those students specifically identified as English Learners.

NCS will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualification and training, reclassification, monitoring and evaluating program effectiveness, and standardized testing requirements. NCS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

New City School Charter Application • 10 November 2014

Student Identification Process

Home Language Survey - Upon registration, all parents complete a home-language survey of languages spoken in the home.

Assessment

Students whose primary language is not English and who have not previously been identified as Initially Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP) will be assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment (beginning in 2016).

CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

Annually, English learners will be assessed using the CELDT/ELPAC to determine their progress and evidence their learning and mastery of the English language until reclassification to a Fluent English Proficient status has occurred.

NCS notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 days following receipt of test results from test contractor.

Students are monitored closely to ensure they are making adequate progress in ELD.

Instructional Supports

Due to the nature of its Dual Immersion programs, EL students are not segregated from their English-Speaking peers. The program provides the extra support students need, while immersing them in the English Language.

Teachers use in-classroom strategies such as front-loading content vocabulary, using graphic organizers, pairing students with English proficient peers, and support from teacher assistants.

In addition, the NCS ELD program will align to the new ELD standards by ensuring that EL students have:

- Access to differentiated supports such as push-in and pull-out intervention supports
- Additional support staff to provide targeted intervention for ELD
- Opportunities to engage in debate and academic discourse in the classroom
- Opportunities to engage with one another via negotiation, offering and supporting opinion, applying new vocabulary in response to questions or comments.
- Utilize technology to increase the English language development of students
- Frequent opportunities to express themselves in written forms such as essays, research papers, and short answer responses
- Targeted intervention during the school day

New City School Charter Application • 10 November 2014

The above strategies are combined with a data collection system where student progress is monitored not just via the annual CELDT/ELPAC assessments, but with formative assessments throughout the year.

Reclassification Process

English Learners will participate in the annual administration of the CELDT/ELPAC until they have been reclassified as fluent English Proficient (RFEP). The reclassification process will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- Assessment of language proficiency as demonstrated on the CELDT/ELPAC
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery
- Parent opinions and consultation
- Comparison of the student's performance in basic skills against performance of students of the same age whose native language is English
- Proficiency in English Language Arts as demonstrated through CAASP/SBAC State assessments.

Students' academic progress will be evaluated at least annually to determine their eligibility of reclassification based on their successful attainment on all the above noted criteria.

Monitoring, Evaluation and Program Effectiveness

The testing coordinator will meet with teachers throughout the school year to discuss the progress of English learners toward mastery of the ELD standards. The English Language Development (ELD) folders of the ELs will be reviewed annually to monitor their continued achievement and success.

The testing coordinator will continue to monitor students who are reclassified as Fluent English Proficient for a period of two years after their reclassification to ensure they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

Testing coordinator will review student English Language Development (ELD) folders as part of the students' cumulative files.

Annually, NCS will examine its CELDT/ELPAC data, reclassification rates, and EL subgroup standardized test data to determine which EL Program components, if any, require improvement or revision. NCS will implement necessary modifications to best meet the needs of our EL students.

New City School Charter Application • 10 November 2014

J. Plan for Special Education

NCS will comply will all applicable State and Federal Laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Improvement Act (IDEA). NCS shall solely be responsible for its compliance with ADA.

No student shall be denied admission to NCS due to disability.

NCS intends to continue to function as a school of the District for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

NCS and LBUSD shall meet to negotiate and enter into a Memorandum of Understanding by and between LBUSD and NCS regarding the provision of funding of special education services consistent with the requirements of the LBUSD SELPA Local Plan for Special Education. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b).

In the event NCS seeks membership with a different state approved SELPA, the Charter School will provide notice to LBUSD before June 30th of the year prior to the year in which new membership is to commence.

NCS will comply with all applicable state and federal laws and all implementing regulations.

As a school of the District for purposes of special education, NCS shall also comply with all District and SELPA policies, procedures and other requirements regarding special education. NCS shall utilize District SELPA forms.

NCS shall be solely responsible for its compliance with Section 504. NCS shall establish policies and procedures which ensure compliance with requirements for parental notice of due process rights, parents' rights to review records, impartial hearings, representation by counsel and review procedures, the students' equal access to academic and nonacademic school activities, the right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE), right to notice regarding referral, evaluation and placement, and the right to an appeal process.

NCS will participate in the "child find" systems of the SELPA of which it is a part.

NCS will continue to implement a "Student Success Team" Model to meet all students' needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The Team will oversee development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The team will implement strategies within the general education setting, and the team will monitor students' progress as new strategies are tried. If the

New City School Charter Application • 10 November 2014

student is still not demonstrating adequate progress after all feasible strategies have been exhausted, and if the student's difficulty appears as if it could be caused by a disability eligible for special education services, the student will be referred for formal assessment.

Once a student has been identified as possibly in need of special education services, parents will be notified and consulted prior to a formal assessment. Parents must give formal consent prior to any assessments. If this assessment(s) identifies a need for special education and/or related services under the terms of applicable special education law, NCS will convene an Individualize Education Plan (IEP) team meeting(s). The IEP process will involve an administrator, parent(s), teacher, and student (if grade appropriate). NCS will commit to implementing all special education services called for by a child's IEP. Progress towards goals identified in the student's IEP will be monitored regularly and, on at least a triennial basis, formally reviewed by the IEP team.

NCS is committed to providing students with disabilities a full and appropriate education in the least restrictive environment. To the extent possible, students with disabilities will be instructed for as much of the school day as possible in the school's regular program.

K. Extended Community Learning

NCS School Farm

Through a unique partnership with the City of Long Beach, NCS has established and maintained a school farm since 2010. Through active learning projects at the farm, students learn about environmental stewardship, organic agriculture/gardening, healthy eating/living, and community involvement. The NCS Farm has become an integral part of the school community and allows teachers the opportunity to extend classroom science instruction into real-world application.

Student-Led Conferences

At NCS, progress reports to parents are provided not in the context of the traditional parent-teacher conferences, but during Student-Led Conferences for grades TK-7. Students guide parents through 5 stations that represent the 5 NCS Outcome Areas (See Element 2 for a description of the outcomes). Students demonstrate newly acquired skills and knowledge their parents and caregivers, who observe and take notes.

Parents and their student then meet with the teacher, where they discuss the detailed student progress narrative, discuss areas of strength and areas for improvement, and ask questions, set goals and learn more about how to support education in the home.

8th Grade Committee Presentations

In lieu of the Student-Led Conferences, students in Grade 8 [and their parents] participate in 3 Committee Presentations (one for each trimester). These presentations are public "performances" of their best work. Completion of the required elements, and demonstration of sufficient proficiency are necessary for promotion to high school from NCS.

New City School Charter Application • 10 November 2014

Field Trips

Children connect their in-school learning to home and the community through participation in frequent field trips (i.e. gardens, public libraries, parks, beaches, historic sites, museums, local businesses, colleges and universities). Students share and describe photos of their trips during each SLC, and families are encouraged to visit these sites on weekends or vacations.

Field trips inspire and support teachers as well as students in the understanding of scientific and historical content in the long-term units of study (investigations and projects). Teachers take advantage of the wealth of richly diverse environmental, geographical, creative, historical, linguistic, and cultural locations and communities in and around Long Beach. Field trips offer teachers and students opportunities to anticipate and reflect on good learning in ways that papers, films, or even books cannot.

Parent Volunteers

Parents [and even grandparents] are frequent visitors and volunteers in our classrooms. They observe and interact with children during academic and play times. They are encouraged to plan, attend, and assist in guiding children on our weekly excursions into the community. Students reinforce their parents' and family members' awareness of their school learning by taking home projects and books to share.

Parents in all grades are expected to facilitate daily reading to, with, or by their children at home. Younger students (grades TK-2) read at home nightly with family members, as they develop a love of books and learning. Students in upper elementary (grades 3-5) read and also work on projects such as writing, family interviews, science experiments, and more. Beginning in the middle school grades (Las Montañas, 6-8), daily homework is assigned to reinforce specific skills, such as writing to a prompt, reading as research in science or history, reading literature, reasoning in science or math skills practice. This homework reinforces class learning and helps families understand what their children are learning in school; instructions are given in the students' home language.

Family Education

There are many on-going opportunities for parents to share and develop their expertise outside of the traditional school day. To facilitate deeper understanding of theory and practice as it relates to their children, parents are invited to attend **after-school Family Workshops**, organized and supported by our Community Council and the Family Literacy Coordinator (part of our multi-year YPI grant). Together, parents and students attend the workshops, which are designed to teach learning theory through hands-on activities that can be easily replicated at home. Themes for these events are often *Family Literacy*, *Math*, *Health*, *Appreciating Parents* and more. Community members are invited to take part in these events as well, especially when the topics relate to themes of a particular interest (e.g. visiting authors, health services, booksellers).

New City School Charter Application • 10 November 2014

Each year, parents are asked to reflect on the success of New City School, the staff, and the academic and social growth of their children in a **Parent Satisfaction Survey**. The results of this survey are shared with the school community and NCS Board of Directors. Collected data influence planning and decision-making at every level (e.g. decision to replace non-satisfactory lunch program, increase parent workshops, tutoring in Math, increased field trips & Visual and Performing Arts instruction).

L. Meeting the 8 State Priorities

NCS will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student *performance and achievement of schoolwide*, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CA CCSS) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s annual goals as of the 2014-15 LCAP submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

Per the LCFF and LCAP process, these goals may be amended from time to time to reflect current school needs. Amendment of the goals, specific annual actions, and measurable outcomes should not necessitate a material revision to the charter petition.

TEACHER ASSIGNMENTS AND CREDENTIALING							
STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Teacher Credential, Annual Staffing Assignment Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All core subject teachers will be appropriately assigned and fully credentialed in the core subject areas they are teaching	Annual review of Teacher Credentials prior to beginning of the school year.	100%	100%	100%	100%	100%	100%

New City School Charter Application • 10 November 2014

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Curriculum Inventory, SARC Reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students, including all significant subgroups will have access to standards-aligned materials as outlined in the NCS charter petition.	NCS will provide appropriate standards-aligned curriculum materials.	100%	100%	100%	100%	100%	100%
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Lbfd Annual Inspection Results, Internal Maintenance Checklists					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School facilities will be clean and maintained in good repair.	Daily sport checks with internal inspection list, Compliance with Lbfd regulations.	100% in Good Repair	100% in Good Repair	100% in Good Repair	100% in Good Repair	100% in Good Repair	100% in Good Repair
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Teacher PD Records, Curriculum Maps, Classroom Observations					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The CA CCSS and academic content standards will be fully implemented.	Provide all teachers with CCSS aligned PD at the beginning and throughout school year to maximize CA CCSS implementation. NCS will ensure all students have access to CCSS aligned-content through CCSS aligned courses.	NCS curriculum will reflect CA CCSS-Aligned activities.	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment

New City School Charter Application • 10 November 2014

EL students will gain academic content knowledge through the state-adopted academic content and performance standards	Hold professional development focusing on CCSS and ELs Hold regular classroom observations focusing on EL instruction/Support.	NCS curriculum will reflect CA CCSS-Aligned activities.	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment	100% PD Participation 100% Math and ELA course alignment
PARENT INVOLVEMENT STATE PRIORITY #3							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Parent Sign-In Sheets Satisfaction survey Results					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Increase Parent Participation and parent satisfaction	Provide opportunities for parent involvement Provide opportunities for parent input in committee meeting and information sessions	N/A	At least 3x per trimester hold a parent workshop, committee meeting or other information session	At least 3x per trimester hold a parent workshop, committee meeting or other information session	At least 3x per trimester hold a parent workshop, committee meeting or other information session	At least 3x per trimester hold a parent workshop, committee meeting or other information session	At least 3x per trimester hold a parent workshop, committee meeting or other information session
STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Standardized Tests, Norm-Referenced Assessment and other internal assessments					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
NCS will increase the % of students proficient or higher in ELA and Math.	NCS will provided CCSS standards aligned curriculum NCS will use a norm-referenced CCSS aligned formative assessment to measure growth throughout year NCS will provide continual professional development to teachers on using data to drive instruction	Establish baseline proficiency	3% increase in ELA and Math or in keeping with revised expectations based on changes in test	3% increase in ELA and Math or in keeping with revised expectations based on changes in test	3% increase in ELA and Math or in keeping with revised expectations based on changes in test	3% increase in ELA and Math or in keeping with revised expectations based on changes in test	3% increase in ELA and Math or in keeping with revised expectations based on changes in test

New City School Charter Application • 10 November 2014

ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API Scores (if available)					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
NCS will meet or exceed targets for growth on Statewide assessments once set by the State	(see above)	To be established	Meet targets for growth				
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT Scores, ELD Folders, Other Assessments					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ELs will demonstrate increased proficiency in English Language Development	EL students will advance each academic year on the CELDT or other available external and internal assessments (e.g. DRA/DWA/STAR Reading)	To be established	55%	55%	55%	55%	55%
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: EL Reclassification Rates					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ELs will be reclassified at a rate that meets or exceeds target for growth.	Administration of CELDT Assessment Collection of relevant data necessary to reclassify students	10% reclass rate	Meet or exceed target for growth				

New City School Charter Application • 10 November 2014

SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Rates					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Maintains strong average daily attendance (ADA) rates that support student learning	Review attendance rates monthly to ensure progress towards goal.	94.25%	>95%	>95%	>95%	>95%	>95%
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student Attendance Records					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
NCS will decrease chronic absenteeism rate by 2% annually	Review attendance rates monthly and identify students with potential chronic absenteeism. Communicate to parents chronic absences and supports to help resolve.	13.2%	-2%	-2%	-2%	-2%	-2%
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: % of students suspended					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a low rate of suspension each year of operation.	Monitor suspension rate monthly. Increase use of alternatives to suspension.	To be established	≤5%	≤5%	≤5%	≤5%	≤5%

New City School Charter Application • 10 November 2014

STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: % of students expelled					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a low rate of expulsion each year of operation.	Monitor expulsion rate. Provide supports to students who may be at risk for expulsion.	To be established	≤1%	≤1%	≤1%	≤1%	≤1%
COURSE ACCESS STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Course Schedule, Administrator Observations					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students will have access to academic and educational programs as outlined in the school's charter.	Monitor course schedules and elective enrollment. Ensure necessary accommodations are made as necessary.	100%	100%	100%	100%	100%	100%
INTERVENTION STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Intervention Lists, Administrative Observation					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Identified students will access available student intervention and support early in the academic year to ensure successful achievement in ELA and Math.	Monitor student participation in intervention activities.	100%	100%	100%	100%	100%	100%

New City School Charter Application • 10 November 2014

Element 2 - Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” ED Code Section 47605(b)(5)(B)

Element 2 is divided into two sections: A) School-Wide Outcomes and B) Individual Student Outcomes, with the former focusing on goals for the entire school community, and the latter focusing on outcomes for the individual student learner progressing toward promotion to high school.

A) NCS School-Wide Outcome Goals

The following school-wide targets are taken from the school’s approved Local Control Accountability Plan (Spring 2014) (*Refer to Element 1 for the goals aligned with the 8-state priorities*) that was developed with the support and guidance of the school administration, the NCS Board of Directors, staff, parents, and community. It is the basis for continued program growth and organization-wide improvement efforts.

Proficiency on State Assessments

First and foremost, NCS works to ensure that all students will be proficient in the rigorous academic content areas of the school’s education program, as described in Element 1 of this charter.

One key measurement tool will be the school-wide and grade-level results on the new state assessments, piloted in Spring 2014. With the advent of the Smarter Balanced computer-based assessments in grades 3-8, all traditional school districts and charter schools will have new “baselines” on which to establish new growth targets, given the change in standards measured and the new testing format.

NCS will establish a baseline of student performance in both ELA and Mathematics during the first year of official Smarter Balanced testing (2014-15 or 2015-16). Our annual goals in the following years will be for NCS students, including significant subgroups, to *meet or exceed the targets for growth* as set by the CDE on the CAASPP Statewide assessments for ELA and Math. In the event growth targets are not met immediately, NCS administration and staff will work together on a plan to ensure that all students make continued progress towards proficiency.

We will also develop a method to share the school-wide progress (toward organization-wide proficiency) with our key stakeholder groups.

The NCS mission includes the expectation that all students will learn to reason logically and develop literacy in both English and Spanish. We are encouraged that state assessments,

New City School Charter Application • 10 November 2014

based on the new CCSS, will attempt to measure reasoning and literacy through a variety of tools, and we enthusiastically anticipate the challenge.

English Learner Progress Toward Reclassification

The New City School has a significant population of English Learners; by definition, approximately half of our students enter kindergarten with the EL classification. We must watch the progress of this subgroup carefully.

In 2014, our new Title III Improvement Plan was approved by the State of California. The plan specifically addresses targets for EL students' academic progress as measured by local and state assessments.

Toward that end, we have

- Aligned our L2 instruction to the new ELD State Standards
- Added Professional Development for administrators and teachers with regard to the purpose and structure of these new standards, as well as their alignment to the CCSS
- Added summer and after-school reading & writing interventions, specifically targeting struggling EL students
- Created a bilingual parent council whose aim is to support the implementation of the plan and provide guidance.

We will continue to use the CELDT until a new statewide EL assessment is released. At and until that time, we expect our school-wide EL population to advance annually on the CELDT (and/or the next generation assessment) up to and above the targets set by and us by the State.

EL students will be reclassified at as Fluent English Proficient (FEP) annually at a rate that meets or exceeds the target for growth.

Student Attendance

NCS will maintain an Average Daily Attendance rate of 95% as detailed in our annual report to the California Department of Education.

School Suspension & Expulsion

NCS will maintain an expulsion rate of less than 1%. We will continue to monitor suspensions in quarterly and annual board reports and take steps to keep suspensions, particularly off-campus suspensions, to a minimum.

B) NCS Individual Student Outcomes

The pupil outcomes for The New City School reflect not only recognition of the state's priority for all students to prepare for college and career, as outlined in the Common Core State Standards, but also our definition of an educated person in the 21st century. Students will demonstrate progress towards meeting and exceeding these learning goals through their

New City School Charter Application • 10 November 2014

classwork, participation in class projects, and performance on a variety of formative and summative assessments.

The 5 **Outcome Areas** in which NCS teachers measure student growth are:

1. **Proficiency in English and Spanish**
2. **Logical Reasoning**
3. **Wellness**
4. **Society and Community**
5. **Creative Expression**

See also the "Arch" graphic in Element 1, page 8

Each of the 5 Outcome Areas includes multiple academic disciplines; embedded in each of the applicable areas are the correlating Common Core State Standards, other CA State Standards, and/or Frameworks, according to this schema:

<i>Outcome 1</i> Proficiency in English and Spanish	English Language Arts (CCSS) Spanish Language Arts English Language Development (ELD, CCSS)
<i>Outcome 2</i> Logical Reasoning	Mathematics (CCSS) Science (NGSS, CCSS connections) Moral Reasoning
<i>Outcome 3</i> Wellness	Physical Education (Framework, Standards) Health, Nutrition (Framework) Advisory, Communication
<i>Outcome 4</i> Society and Community	History, Social Science (Framework, CCSS connections) Active Community Participation
<i>Outcome 5</i> Creative Expression	Art, Music, Dance, Drama (Framework, Standards) Creative Writing (CCSS) Performances

New City School Charter Application • 10 November 2014

In this section we define each Outcome category and describe the Readiness Criteria that are used to measure whether students are meeting the expected outcomes. We have included specific examples of the outcomes and readiness criteria that NCS used to assess 8th graders seeking promotion to 9th grade.

Outcome 1: Proficiency in English and Spanish
Bilingual Literacy: Reading and Writing, Listening and Speaking, in English and Spanish

Students demonstrating readiness for promotion present all required elements in English and Spanish Language Arts.

Through work samples, assessments, and 3 Committee Presentations, students demonstrate to the promotion committee that they are able to:

- **Demonstrate stamina and interest** when reading a variety (genres, lengths, styles) of grade-level literature and informational texts in English and Spanish;
- **Read closely** in a variety of both literature and informational text; evidenced by citing textual evidence orally and in writing
- **Analyze** individuals, events, and ideas as well as structures of grade-level texts
- **Determine central ideas or** themes and summarize key ideas;
- **Interpret, analyze, and assess** elements of textual craft including meanings, organization and structure, and points of view;
- **Evaluate the argument** and specific claims in a text, including evidence and relevance;
- **Demonstrate samples of writing:** arguments to support claims, informative/explanatory texts to examine and convey ideas, and narratives to develop real or imagined experiences or events;
- **Produce, develop, and edit** writing independently and through collaboration with teachers and peers; use technology to produce, edit, collaborate and share writing;
- **Conduct Research** using multiple sources (avoid any form of plagiarism);
- **Understand and Present Knowledge and Ideas** orally and in writing for a variety of audiences, using formal English or Spanish, as called for by the particular case.

Below is the 8th grade Readiness Criteria used to measure the above:

	Subject Area	Goals
NCPS OUTCOME 1: Proficiency in English and Spanish	English Language Reading, <i>Spanish Language Reading:</i>	<ul style="list-style-type: none"> ❑ NCS LR¹⁵ 4-8 grade Reading Scale: meets at least 5 criteria in <u>Experienced</u> / <u>Exceptionally Experienced Reader</u> ❑ Final Reading Assessment (DRA, EERIC) Level of 80 in English & Spanish ❑ Sustain Free Voluntary Reading [FVR] for 50+ minutes in English and Spanish, data gathered from independent reading logs
	English Language Writing, <i>Spanish Language Writing:</i>	<ul style="list-style-type: none"> ❑ NCS LR 4-8 grade Writing Scale: meets at least 5 criteria of <u>Experienced</u> / <u>Exceptionally Experienced Writer</u> ❑ Final Writing Assessment (DWA, Rubric-Scored Prompt) score in grade 8 range in English & Spanish ❑ Completes a structured basic research paper following prompt with a score of 3-4 on 4-pt rubric
	L2 Listening & Speaking:	<ul style="list-style-type: none"> ❑ L2 Oral Language Scale: at/above column 5 <i>in all</i>

¹⁵ “LR” refers to the NCPS Learning Record, an assessment tool and document in which teachers track academic growth & skills, narrative observations of academic & social development, and parent communication. Parents review the LR along with a progress report each trimester [November, March, June]

New City School Charter Application • 10 November 2014

Outcome 2: Logical Reasoning

Communication of Mathematical, Scientific, and Moral Logic

Logical Mathematical Reasoning

Students showing readiness for promotion to high school consistently demonstrate the 8 Mathematical Practices as outlined in the CCSS – these practices correlate to the expectations in the NCS math coursework.

Through work samples and a presentation, students demonstrate to the promotion committee that they are able to:

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Work with radicals and integer exponents
- Understand the connection between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Investigate patterns of association in data with two variables.

Scientific Experimentation and Reasoning

Students showing readiness for promotion to high school consistently demonstrate grade-level appropriate scientific skills and habits. NCS teachers have already begun to implement the Next Generation Science Standards, and will follow the Preferred Middle School¹⁶ Integrated learning progression.

Through work samples, teacher feedback, self-evaluation, and a presentation, students demonstrate to the promotion committee that they are able to:

- Reason scientifically in the 3 Core Scientific Disciplines (*as defined by the Next Generation Science Standards, adopted in 2013 by CDE; required implementation beginning in 2016*)
 - Life Sciences
 - Growth, Development, and Reproduction of Organisms
 - Natural Selection and Adaptations
 - Earth & Space Sciences
 - History of Earth
 - Space Systems
 - Physical Sciences
 - Forces and Interactions
 - Energy
 - Waves and Electromagnetic Radiation
- Understand and articulate the “Human Impact” on Earth as it relates to each of the disciplines
- Practice grade-level appropriate Engineering & Design: Define a design problem, evaluate possible solutions, analyze test data, and develop a model for optimal design.

¹⁶ <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

New City School Charter Application • 10 November 2014

Moral Reasoning

The NCS Education Program is based on the understanding (as explained in Element 1) that one of the key aims of education is Autonomy: the ability to think for oneself and to decide between right and wrong in the moral realm and between truth and untruth in the intellectual realm, by taking all relevant factors into account, independently of reward or punishment.

Autonomy as a concept is not taught as a separate subject; rather, it is deeply embedded within the culture of NCS, in our approach to academic lessons, as well as for resolving peer-to-peer conflict, and within our Communication and Guidance system of behavior management.

As students develop from “heteronomous” individuals to increasingly morally “autonomous” individuals, teachers use the *NCS Scale of Moral Reasoning* (continuum of 5 levels) to record student progress with regard to the following areas:

- Empathy
- Honesty, Sharing, and Problem-Solving
- General Communication
- Peer Relations, Fairness
- Caring for Class/School
- Following Class/NCS Norms

The aim is for all students to progress toward autonomy in these areas. A few examples of the expected demonstrable characteristics are:

- **Empathy:** *is highly empathetic, goes out of the way to help others in need and encourages peers to do the same; listens actively, makes insightful suggestions regarding solutions.*
- **Honest, Sharing, and Problem-Solving:** *resolves conflicts honestly and fairly for self and others; peers recognize this student as a just leader and seek her/his advice in solving problems in class or on the yard without the need for adult involvement.*
- **Following Class/ NCS Norms:** *co-creates norms, suggests revisiting and teaching them to improve overall NCS environment; work and play habits contribute to an enjoyable and productive learning environment.*

Below is the 8th grade Readiness Criteria used to measure the 3 areas outlined above – Logical Mathematical, Scientific, and Moral Reasoning:

	Subject Area	Goals
NCS OUTCOME 2: Logical Reasoning	Mathematical Reasoning and Computation:	<input type="checkbox"/> Passing Score on Grade 8 culminating CC3 Core Connections (or equivalent CCSS-aligned) assessment <input type="checkbox"/> Presentation of grade 8 problem orally and in writing with solid logic and explanation before the NCS Promotion Committee in June
	Scientific Experimentation and Reasoning:	<input type="checkbox"/> Passing Score on Grade 8 culminating CC3 Core Connections (or equivalent CCSS-aligned) assessment <input type="checkbox"/> Full active participation in the 8 th grade Science and Maker Fair with a project score of Meets or Exceeds Expectation
	Moral Reasoning:	<input type="checkbox"/> Demonstrates growth on NCS Moral Reasoning scale from Heteronomy toward Autonomy; <input type="checkbox"/> Able to articulate personal goals and corresponding rationale for specific steps to improve, if or as needed

New City School Charter Application • 10 November 2014

Outcome 3: Wellness
Developmentally Appropriate Practices in Physical, Mental, & Emotional Health

Students showing readiness for promotion to high school consistently demonstrate grade-level appropriate understanding and skill in each area of the NCS **Wellness** curriculum. Through work samples, teacher feedback, self-evaluation, and a presentation, students will demonstrate:

- Their continued participation in a variety of NCS activities that foster a sense of community building over competition (ex: Reading Buddies with lower grade students, volunteering at school-wide events, assisting peers with projects, etc.)
- Effort and progress in Personal Wellness during each trimester through:
 - Continuous active participation in Physical Education (PE) classes (including physical activities, documentation in PE Journal, etc.)
 - Active, appropriate participation in Advisory (peer relations, conflict resolution, stress/pressure management, organization, communication skills, high school preparedness and application)
- Understanding and participation in other Health topics, as applicable (maturation, nutrition, drugs, emotional/mental wellness) classes
- As appropriate, participate and document growth toward goals in the areas assessed by the CA Physical Fitness Test (grade 7) such as aerobic capacity, flexibility, strength, and body composition

Below is the 8th grade Readiness Criteria used to measure the above:

	Subject Area	Goals
NCPS OUTCOME 3: Wellness	Physical Education, Nutrition, Communication	<ul style="list-style-type: none"> ❑ Full participation in P.E., Advisory, Health courses ❑ Willing to accept challenges [physical activities, healthy eating & school life] ❑ Demonstrates appropriate communication in a variety of contexts [evidenced in Moral Reasoning Scale, Outcome 2]

New City School Charter Application • 10 November 2014

Outcome 4: Society and Community

Critical Thinking on Historical Perspective and on Acting in the Service of Justice

Historical Perspective

Students demonstrating readiness for promotion present all required elements.

Middle School History Courses of Study:

- World History and Geography: Ancient Civilizations
- World History and Geography: Medieval and Early Modern Times
- United States History and Geography: Growth and Conflict

Prominent intellectual skills in the studies of History and Social Science in grades 6-8:

1. Students analyze the geographic, political, economic, religious, and social structures
2. Linking Past to Present, Connecting with Past Learnings
3. Research, Evidence, and Point of View: questioning and investigation, fact vs. opinion, verification of relevance, perspective/point of view
4. Historical Interpretation: cause and effect, patterns, change, challenges in historical interpretation.

Through work samples and presentations, students demonstrate to the promotion committee that they can:

- Explain their convictions as they compare past and present struggles for democracy and justice, taking into account the idea that American society is now, and has always been, pluralistic and multicultural;
- Compare basic economic, political and social systems:
 - *How does each system present challenges and/or benefits in societies around the world?*
 - *What is the relationship between the development of laws + social-environmental-economic justice?*

Active Community Participation

Students demonstrating readiness for promotion present all required elements in Acting in the Service of Justice through work samples and presentations, students demonstrate to the promotion committee evidence of **service** to community and/or **leadership** in community efforts [Projects, Shows, Tutoring, Volunteering, Events] related to:

- Understanding human and environmental interaction, the effect of humans on the environment;
- Ethical thinking and action regarding human rights and the rights of children;
- Academic achievement or promotion of literacy, arts, technology

Below is the 8th grade Readiness Criteria used to measure the above:

	Subject Area	Goals
NCPS OUTCOME 4: Society and Community	History, Social Science	<ul style="list-style-type: none"> ❑ Presents History research, Meets/Exceeds on all required elements [Content, Organization, Conventions] ❑ Demonstrates historical perspective and 8th grade-level knowledge about History & Geography Units through assessment and Committee Presentation
	Active Community Participation	<ul style="list-style-type: none"> ❑ Demonstrates and recognizes leadership qualities ❑ 100% participation in mandatory events (Parades, etc.)

New City School Charter Application • 10 November 2014

Outcome 5: Creative Expression

Creativity in Communication through Art, Music, Drama, Dance, and Creative Writing

Students demonstrating readiness for promotion present all required elements in **Creative Expression**. Through work samples and presentations, students demonstrate to the promotion committee:

- Continued participation in a variety of Visual and Performing Arts (VAPA) courses throughout the middle school years [grades 6-7-8];
- Reasonable grade-level competence in the following VAPA areas, according to the expectations set forth in courses of study in the following areas:
 - **Music** – Perform and Create Choral & Instrumental, Appreciation, History & Culture
 - **Art** – Perception and Creation/Design of 2- & 3-D art, Photo/film/electronic media
 - **Dance** – Practice, Movement, Rhythm, Energy, History & Culture,
 - **Drama** - Perform and Create Theatre or video, History & Culture, Critique & Analyze
- Performance before an audience as part of an ensemble and/or as a soloist, in a variety of roles from the aforementioned VAPA areas;
- Published grade-level appropriate **Creative Writing** piece for appropriate school audience (class or school library, paper or online literary magazine / newspaper, Committee Presentation display)

Below is the 8th grade Readiness Criteria used to measure the above:

	Subject Area	Goals
NCPS OUTCOME 5: Creative Expression	Visual & Performing Arts (<i>Music, Art, Dance, Drama</i>) Electives, Creative Writing	<ul style="list-style-type: none"> ❑ Meet / Exceed Expectations on T3 Progress Report in Music ❑ Demonstrates creative interest in at least 1 VAPA area ❑ 100% participation in mandatory events (Art displays, Dance Show, History Assemblies)

New City School Charter Application • 10 November 2014

Readiness Criteria throughout the Grades

The NCS Criteria for 8th grade promotion was described in the preceding pages. In addition to readiness criteria at 8th grade, NCS also utilizes Readiness Criteria in Grades 2 and 5, to gauge whether students are on target for promotion once reaching the 8th grade. Teachers and parents use these readiness criteria, combined with evidence of student work and ongoing assessments, in order to establish students' preparedness for grades 3 and 6, as well as promotion to high school.

Upon promotion from the New City School at the end of grade 8, students will demonstrate appropriate mastery of the knowledge, skills, and attitudes described in the following:

The criteria for 8th grade promotion described in the preceding pages are further subdivided into READINESS CRITERIA for grades 2, 5, and 8.

* KEY "readiness"
grade levels
<hr/>
2
<hr/>
5
<hr/>
8

If the teaching team shows evidence that a student is not ready for promotion to next "pod," as evidenced by **Not Meeting** the above-mentioned criteria, parents will be notified by the November, and a series of interventions will be put into place to assist in the completion of all requirements. After this effort, if the student has still not met or made adequate progress toward the criteria, s/he will be retained for 1 year in El Mar.

Note: Families play an integral role in the [self]-evaluation and in the SST meetings, especially during the primary years.

New City School Charter Application • 10 November 2014

End of El Mar [grade 2] Readiness Criteria for entering <i>La Tierra (Grades 3-5)</i>	
Student name:	Teacher:

At The New City School, 2nd grade is an important transition year. Students are preparing to leave the El Mar *primary* [K-1-2] program and begin the *intermediate* La Tierra [3-4-5] program. In order to help our students meet the expectations for La Tierra, the following will be assessed. Meeting these academic and social “readiness criteria” prior to transition ensures the student’s future success.

NCPS OUTCOME 1: Proficiency in English and Spanish	Primary Language Reading <i>L1</i> :	<input type="checkbox"/> LR Reading Scale: meets 3-4 <u>Fluent Reader</u> criteria <input type="checkbox"/> Reading Level end of grade 2: DRA 24-28 <input type="checkbox"/> Sustain FVR 20-30 minutes independent reading
	Primary Language Writing <i>L1</i> :	<input type="checkbox"/> LR Writing Scale: meets 4-5 <u>Fluent Writer</u> criteria <input type="checkbox"/> DWA 5-7 <input type="checkbox"/> Able to write a structured paragraph following prompt*
	Second Language <i>L2</i> :	<input type="checkbox"/> Reading at or above beginning of grade 2: DRA 18+ <input type="checkbox"/> L2 Oral Scale: column 4+ [<i>in attitude, comp., fluency</i>] <input type="checkbox"/> Able to explain steps of math problem in L2 at SLC*
NCPS OUTCOME 2: Logical Reasoning	Math Reasoning	<input type="checkbox"/> LR Logical Math Scale: <u>Developing Math Thinker 2</u>
	Math Conventions, Skills	<input type="checkbox"/> LR Social Conventional Knowledge: Grade 2 Proficient
	Science	<input type="checkbox"/> Demonstrates knowledge, interest in year-long units in Science: in speaking, experiments, writing, Science Fair
	Moral Reasoning, Autonomy	<input type="checkbox"/> Demonstrates growth on Moral Reasoning scales from Heteronomy toward Autonomy, able to discuss goals
NCPS OUTCOME 3: Wellness	Physical Education, Nutrition, Communication	<input type="checkbox"/> Participation in PE courses <input type="checkbox"/> <i>Willingness to try</i> : physical activities, healthy eating <input type="checkbox"/> Communicates with peers & adults about feelings in all areas of schooling
NCPS OUTCOME 4: Society and Community	Social Science	<input type="checkbox"/> Demonstrates knowledge & interest about key NCPS units (Peace & Human Rights, Civil Rights, Workers, Environmental Stewardship)
	Active Community Participation	<input type="checkbox"/> Demonstrates leadership qualities/skills in El Mar; assists and supports younger peers <input type="checkbox"/> Full participation in mandatory events [Shows, SLC]
NCPS OUTCOME 5: Creative Expression	VAPA, Electives, Creative Writing	<input type="checkbox"/> Positive participation in all Creative Expression Areas
<i>Additional:</i>	Attendance	<input type="checkbox"/> <3 truancies [1 unexcused absence or 3 T30s = 1 count of truancy]

*** Attach evidence of criteria [scales, writing prompt, stories, attendance, etc.]**

New City School Charter Application • 10 November 2014

End of La Tierra [grade 5] Readiness Criteria for entering <i>Las Montañas (Grades 6-8)</i>	
Student name:	Teacher:

At The New City School, 5th grade is another important transition year. Students are preparing to leave the La Tierra *upper elementary* [3-4-5] program and begin the *middle school* Las Montañas [6-7-8]. In order to help our students meet the expectations for Las Montañas, the following will be assessed. Meeting these academic & social readiness criteria prior to transition ensures the student's success.

NCPS OUTCOME 1: Proficiency in English and Spanish	Reading <i>L1 & L2</i> :	<input type="checkbox"/> LR Reading Scale: meets 5-6 <u>Moderately Experienced Reader</u> criteria in English and Spanish <input type="checkbox"/> DRA Level of 50 in English and Spanish <input type="checkbox"/> Sustain FVR 45 minutes independent reading in English and Spanish, evidenced in reading log
	Writing <i>L1 & L2</i> :	<input type="checkbox"/> LR Writing Scale: meets 4-5 <u>Moderately Experienced Writer</u> criteria in English and Spanish <input type="checkbox"/> DWA Level 8-10 (or 3-4 on 4-point scored writing)
	Second Language Oral <i>L2</i> :	<input type="checkbox"/> L2 Oral Scale: column 4+ <i>in all columns</i> <input type="checkbox"/> Able to explain each station (using prompts if necessary) in L2 during SLC*
NCPS OUTCOME 2: Logical Reasoning	Math Reasoning	<input type="checkbox"/> Meets at last 9 of the 12 Grade 5 Math Scale Logical Mathematical (LM) elements, evidenced in trimester-end assessments
	Math Conventions, Skills	<input type="checkbox"/> 70% or better on Grade 5 CCSS-aligned year-end Math assessment
	Science	<input type="checkbox"/> Science Fair project Meets or Exceeds in Planning, Process, Self-Evaluation; Presentation at Fair is convincing <input type="checkbox"/> Demonstrates Earth, Physical, Life Science knowledge on trimester-end assessments [oral/written test, labs]*
	Moral Reasoning, Autonomy	<input type="checkbox"/> Demonstrates growth on Moral Reasoning scales from Heteronomy toward Autonomy; if goals relate to academic needs, able to articulate own role in plan to remedy [LR]
NCPS OUTCOME 3: Wellness	Physical Education, Nutrition, Communication	<input type="checkbox"/> Full, active participation in courses; <input type="checkbox"/> Demonstrates willingness: physical activities, healthy eating <input type="checkbox"/> Communicates appropriately with peers & adults
NCPS OUTCOME 4: Society and Community	Social Science	<input type="checkbox"/> Presents History research essay at SLC; Meets/Exceeds on all required elements [Content, Organization, Conventions]* <input type="checkbox"/> Demonstrates historical perspective and 5th grade-level knowledge about History & Geography Units [test or scored project]*
	Active Community Participation	<input type="checkbox"/> Demonstrates leadership qualities/skills in El Mar; assists and supports younger peers <input type="checkbox"/> Full participation in mandatory events [Shows, SLC]
NCPS OUTCOME 5: Creative Expression	VAPA, Electives, Creative Writing	<input type="checkbox"/> Positive participation in all Creative Expression Areas
<i>Plus:</i>	Work/Study Habits/Testing	<input type="checkbox"/> Maintains organized backpack, work folders <input type="checkbox"/> Completes class & home assignments in timely fashion <input type="checkbox"/> Uses strategies to complete standardized testing; participates fully
	Tardies and Absences	<input type="checkbox"/> <3 truanancies [1 unexcused absence or 3 T30s = 1 count of truancy]

*** Attach evidence of criteria [scales, writing prompt, stories, attendance, etc.]**

New City School Charter Application • 10 November 2014

End of Las Montañas [grade 8] Readiness Criteria for entering High School (Grades 9-12)

At The New City School, 8th grade is the final transition year. Students are preparing to leave the NCS Middle School *Las Montañas* program and begin the *High School (grades 9-12)*. In order to assist our students in meeting the expectations for high school and beyond, the following will be assessed. Meeting these academic & social readiness criteria prior to transition ensures the student's future success.

NCPS OUTCOME 1: Proficiency in English and Spanish	English Language Reading, <i>Spanish Language Reading:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> NCS LR 4-8 grade Reading Scale: meets at least 5 criteria in <u>Experienced / Exceptionally Experienced Reader</u> <input type="checkbox"/> Final Reading Assessment (DRA, EERIC) Level of 80 in English & Spanish <input type="checkbox"/> Sustain Free Voluntary Reading [FVR] for 50+ minutes in English and Spanish, data gathered from independent reading logs
	English Language Writing, <i>Spanish Language Writing:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> NCS LR 4-8 grade Writing Scale: meets at least 5 criteria of <u>Experienced / Exceptionally Experienced Writer</u> <input type="checkbox"/> Final Writing Assessment (DWA, Rubric-Scored Prompt) score in grade 8 range in English & Spanish <input type="checkbox"/> Completes a structured basic research paper following prompt with a score of 3-4 on 4-pt rubric
	L2 Listening & Speaking:	<input type="checkbox"/> L2 Oral Language Scale: at/above column 5 <i>in all</i>
NCPS OUTCOME 2: Logical Reasoning	Mathematical Reasoning and Computation:	<ul style="list-style-type: none"> <input type="checkbox"/> Passing Score on Grade 8 culminating CC3 Core Connections (or equivalent CCSS-aligned) assessment <input type="checkbox"/> Presentation of grade 8 problem orally and in writing with solid logic and explanation before the NCS Promotion Committee in June
	Scientific Experimentation and Reasoning:	<ul style="list-style-type: none"> <input type="checkbox"/> Passing Score on Grade 8 culminating CC3 Core Connections (or equivalent CCSS-aligned) assessment <input type="checkbox"/> Full active participation in the 8th grade Science and Maker Fair with a project score of Meets or Exceeds Expectation
	Moral Reasoning:	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates growth on NCS Moral Reasoning scale from Heteronomy toward Autonomy; <input type="checkbox"/> Able to articulate personal goals and corresponding rationale for specific steps to improve, if or as needed
NCPS OUTCOME 3: Wellness	Physical Education, Nutrition, Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Full participation in P.E., Advisory, Health courses <input type="checkbox"/> Accepts challenges - <i>physical activities, healthy eating & school life</i> <input type="checkbox"/> Demonstrates appropriate communication in a variety of contexts [evidenced in Moral Reasoning Scale, Outcome 2]
NCPS OUTCOME 4: Society and Community	History, Social Science	<ul style="list-style-type: none"> <input type="checkbox"/> Presents History research, Meets/Exceeds on all required elements [Content, Organization, Conventions] <input type="checkbox"/> Demonstrates historical perspective and 8th grade-level knowledge about History & Geography Units through assessment and Committee Presentation
	Active Community Participation	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates and recognizes leadership qualities <input type="checkbox"/> 100% participation in mandatory events (Parades, etc.)
NCPS OUTCOME 5: Creative Expression	Visual & Performing Arts (<i>Music, Art, Dance, Drama</i>), Electives, Creative Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Meet / Exceed Expectations on T3 Progress Report in Music <input type="checkbox"/> Demonstrates creative interest in at least 1 VAPA area <input type="checkbox"/> 100% participation in mandatory events (Art displays, Dance Show, History Assemblies)
<i>Plus:</i>	Work/Study Habits/Testing	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains organized backpack, work folders <input type="checkbox"/> Completes class & home assignments in timely fashion <input type="checkbox"/> Uses strategies to complete standardized testing; participates fully
	Tardies and Absences	<input type="checkbox"/> <3 truancies [1 unexcused absence or 3 T30s = 1 count of truancy]

*** Attach evidence of criteria [scales, writing prompt, stories, attendance, etc.]**

New City School Charter Application • 10 November 2014

Below is the template we use to inform parents and students in the event that the criteria above evidence "non---readiness" for the next grade or pod.

We hold parent meetings, and if necessary after multiple interventions and continued lack of progress, we begin a formal SST [Student Success Team] process; in the most extreme cases, we may recommend retention.

Teachers use this form [combined with the above documentation: readiness checklist and evidence] alone or with a more extensive SST format and attach all goals, reflections, and evidence of progress/parent meetings to this document each trimester. In the unlikely event that the interventions are not successful, school personnel must show that student, parents, and future teachers are all aware of this essential plan and its intricacies.

Support for an individual Student who demonstrates non-readiness for transition:

Meeting Date:

Name of student:

Homeroom Teacher:

Specify area of need and specific interventions + their result here [in brief] each trimester. Attach supporting documentation as appropriate.

_____ Mark here if SST process is already in place. If so, transfer goals and interventions here for quick reference; attach SST documents.

T1 Priorities, Concerns

T2 Priorities, Concerns

T3 Priorities, Concerns

2 weeks prior to a "non-readiness" meeting, be sure to have all of the following prepared and submitted to the site administrator:

1. Confirmed meeting time with family
2. Student awareness/reflections on all samples and scales that do not meet criteria
3. Teacher's records [observations, samples, and other assessments], none more than 30 days old
4. List of interventions that have been in place for at least one month, and a summary of their results
5. Specific goals are to be set, and in areas that have a corresponding scale, the goal[s] should be written in the language of the scale [reading, writing, math, moral reasoning, L2].

Parent Signature

Date

Additional Comments:

New City School Charter Application • 10 November 2014

Element 3 - Method to Assess Pupil Progress

“the method by which pupil progress in meeting those pupil outcomes is to be measured.”
ED Code Section 47605 (b)(5)(C)

New City School understands the importance of using student performance data (both quantitative and qualitative) to drive instructional practices. NCS recognizes the value of standardized assessments and also recognizes that no single assessment can provide a comprehensive picture of student progress towards meeting educational outcomes.

As a result, NCS will use a combination of formative and summative assessments to measure progress towards meeting the established outcomes for NCS students. Assessments will focus both on progress towards mastery of the grade-level Common Core State Standards, as well as the internal benchmarks set by NCS. Frequent, regular and reliable assessments will provide the administrative team and teachers with essential data that allows the school to adapt its instructional strategies and approaches as necessary, and establish new goals to best serve our students.

Standards-Based Assessments

Informal Assessments

Students are assessed through regular classwork and observation everyday in the classroom. Teachers assess student progress directly through class activities, group work, regular observations and individual interactions.

Interim Assessments

To ensure regular class-wide and school-wide progress is effectively monitored, students will be assessed on progress towards mastery of the Common Core State Standards (CCSS) at the end of every instructional unit and at the end of every trimester.

These ongoing End-of-Unit assessments (teacher- or publisher-created) will be scored and analyzed using approved education assessment software (currently OARS). This regular and consistent data collection allows for detailed and consistent analysis of individual, classroom, Pod, and school-wide progress, and will be used to inform subsequent instruction. These assessments will be administered approximately every six weeks.

End-of-trimester assessments will be written and administered by the NCS teachers. Teachers will backwards-plan units, with end-of-trimester assessments informing their units and pacing throughout the year. Teachers will use end-of-trimester assessments to quickly and effectively make necessary adjustments to curriculum maps and instructional pacing, ensuring that students are on target to mastering content standards. Moreover, these end-of-trimester assessments allow the NCS Math and ELA intervention team to provide targeted support to students demonstrating need.

New City School Charter Application • 10 November 2014

Criterion-Referenced Assessments

Students at NCS learn in two languages in our Dual-Immersion Program, and assessing student literacy in both English and Spanish is essential, particularly in the primary grades. To this end, NCS will implement regular criterion-referenced assessments such as the DRA/STAR EARLY LITERACY/STAR READING in both languages to gauge student progress in these areas. The assessment would be administered on a regular basis to ensure student progress is monitored.

Formative Norm-Referenced Assessment

NCS recognizes the need to objectively gauge student progress throughout the year. While NCS regularly assesses its students in the classroom, NCS recognizes the importance of monitoring student progress uses a norm-referenced assessment system. In addition to being an objective measure, the norm-referenced assessment allows NCS to compare its student performance to the performance of students/schools across the state and nation.

As a result, NCS is currently piloting the NWEA Common-Core Measures of Academic Progress (MAP) assessment in its middle school. This computer adaptive assessment would be administered 3 times a year (Fall, Winter, Spring). The Fall administration would serve as a diagnostic of where students are at (especially for new students entering the school). The data from this administration of the assessment, along with daily classroom observation and informal assessments, will provide valuable details about students' initial needs in each content area. Results will be used to help teachers plan lessons, effectively differentiate instruction, and provide targeted intervention for students. Student progress and growth through the year would be monitored in the Winter and Spring administration.

While NCS is currently working on the implementation of the NWEA assessment, NCS reserves the right to change the norm-referenced assessment utilized.

State-Mandated Assessments

NCS will administer all state-mandated assessments, included but not limited to the California English Language Development Test (CELDT), the Physical Fitness Test (PFT) and the California Assessment of Student Performance and Progress (CASSPP), which includes the following assessments:

- Smarter Balanced assessments in Math and ELA for grades 3-8
- California Standards Tests (CST)/California Modified Assessment (CMA)/ California Alternate Performance Assessment (CAPA) in science for grades 3 through 8
- CAPA in Math and ELA for grades 2 through 8

Data Collection, Analysis and Data-Driven Instruction

Assessment data will be collected in a centralized assessment data management system (currently OARS) to allow teachers and administration easy access to assessments results, which are analyzed both in a given year and over time. Student data will be disaggregated by standards, subgroups, and grade level.

New City School Charter Application • 10 November 2014

The Executive Director, Director of Education Programs, and teachers will use state assessment data, and unit and trimester assessments, to identify areas of strength and weakness as a school. Priorities for a given school year are set based on the data so that school-wide needs are met. The assessment data will also inform the allocation of instructional resources.

Teachers will meet in grade-level and pod teams at the start of each year, and frequently during the year, to engage in data discussions. Teachers will identify student strengths and weaknesses, then plan for how to differentiate their instruction to accommodate for variations in their classrooms. Teachers will create data-analysis plans, which they will review with the Director of Education Programs, detailing how their instructional plan/practices will shift as a result of the data analysis.

At least one morning PD session per month will be dedicated to student assessment data analysis.

Developmental Scales

In addition to the mandated and school-initiated assessments listed above, NCS measures progress toward meeting NCS Outcomes through frequent student observations. To help guide the teachers through these observations, NCS has adopted the following Developmental Scales, which are also used as evidence in the NCS Learning Record.

The Developmental Scales describe the demonstrated abilities of developing readers, writers, and logical thinkers as they move through each stage. The Developmental Scales are not rubrics, but identify observable features of positive growth. Materials and evidence that support a teacher’s assessment of a student’s placement on the Developmental Scales are then collected for inclusion in a student’s NCS Learning Record.

The current scales for measuring progress toward NCS Student Outcomes are:

Name	Grade Spans	Developed by
Reading Scale	TK-3, 4-8	LR Standard Scale
Writing Scale	TK-3, 4-8	LR Standard Scale
Math Scale	TK-2, 3-5	NCS Created
L2 Language Scaled	TK-8	NCS Created
Moral Reasoning Scale	TK-8	NCS Created

Copies of the current LCS Scales can be found in appendix.

NCS Learning Record

Teachers gather and reflect on the data from the above assessments, and from their observation notes, to inform planning and instruction and for reporting progress to students and their families.

New City School Charter Application • 10 November 2014

NCS teachers do not create traditional letter-grade report cards. Rather, parents are informed of student progress through the NCS Learning Record (LR): a comprehensive collection of assessments and evaluations of student work, narrative evidence of student performance, and a detailed summary of their progress.

The LR is an evidence-based assessment collection system with a deep foundation in learning theory and research. NCS teachers and administrators use it as a system for gathering, organizing, analyzing, evaluating, and reporting evidence of student progress and achievement. Teachers assess student progress on the 5 Developmental Scales and provide student work as evidence to support that assessment.

The LR provides NCS teachers with an architecture and process for documenting student progress and achievement and is based on interviews, observations over time, samples of students' natural-occurring work, and evidence-based interpretations of learning across the 5 NCS outcome areas.

Structure of the LR

- Student Profile: provides basic student demographic information.
- Student background: information about the student's past development in reading, writing, speaking and listening. A parent and student interview is conducted to formulate this background.
- Evidence Analysis:
 - Initial Analysis of Evidence (First Trimester) – teachers connect their interpretation with specific examples (evidence) included in the observations and work samples. Teachers write an analysis in terms of the developmental scales and point to specific examples from observations and work samples.
 - Second Analysis (Second Trimester) – The above analysis is updated using similar analysis and evidence.
 - Final Analysis (Third Trimester) – A final analysis is conducted. Evidence and data is collected from the entire year. Clear connections are drawn between evidence collected and the analytical framework provided by the developmental scales.

The Learning Record is shared 3 times a year with parents at the school's Student-Led Conferences.

New City School Charter Application • 10 November 2014

Summary of Assessments Used by NCS

Test Type	Grade level	Subjects, [Language]	Frequency
Norm-Referenced Assessment (currently NWEA Common-Core MAP)	K-8	ELA, Math [Eng/Spn]	3 x year (Fall)
Criterion- Referenced Literacy Assessment (e.g. DRA/STAR Reading)	TK-8	Reading [Eng/Spn]	3 x year (Fall)
End-of-Unit Assessments (Publisher/Teacher Created)	TK-8	ELA, Math, Science, Social Science [Eng/Spn]	On-going through year
End-of-Trimester Assessments	TK-8	ELA, Math, Science, Social Science [Eng/Spn]	3 x year (Fall, Winter, Spring)
NCS Developmental Scales	TK-8	Reading, Writing, Math, L2 Literacy, Moral Reasoning [Eng/Spn]	3 x year (Fall, Winter, Spring)
NCS Teacher Observations	TK-8	All subjects [Eng/Spn]	On-going
NCS Committee Presentations	8	All Subjects [Eng/Spn]	3 x year (Fall, Winter, Spring)
California English Language Development Test (CELDT)	TK-8	Listening, Speaking Reading, Writing [English]	1 x year, usually in Fall or within 30 days if EL student enrolls who was not already tested
Smarter Balanced State Tests	3-8	English Language Arts, Math [English]	1 x year (Spring)
California Standards Test (CST)	5, 8	Science [English]	1 x year (Spring)
Physical Fitness Test (PFT)	5, 7	Physical Education	1 x year (Spring)

New City School Charter Application • 10 November 2014

Element 4 - Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”

California Education Code Section 47605(b)(5)(D).

The New City School is operated by a California nonprofit public benefit corporation, New City Public School (NCPS). It is a stand-alone corporation and not a subsidiary of the Long Beach Unified School District. As a nonprofit public benefit corporation, NCS is governed by its own Board of Directors.

NCS is authorized under the Long Beach Unified School District (LBUSD). As its authorizer, the LBUSD has an oversight role with NCS and works with NCS to ensure compliance with the school’s charter and applicable education code.

The New City School will comply with all federal and state laws and regulations, including state codes pertaining to charter schools.

NCPS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. NCPS will not charge tuition or fees.

NCPS shall be solely responsible for its debts and obligations. The School will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the Long Beach Unified School District for damages resulting from the acts of the School. The District shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, pursuant to California Education Code Section 47604(c).

NCPS will comply with the Ralph M. Brown Act (Gov. Code §54950 *et seq.*) and the Political Reform Act of 1974 (Gov. Code §87100 *et seq.*)

The New City School developed a Conflict of Interest policy that complies with nonprofit corporation law; it shall apply to all board members and employees.

Attached, in the appendix, please find a copy of the NCS Articles of Incorporation, Certificate of Amendment, Corporate Bylaws, and Conflicts Code for New City Public Schools.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies or practices of the school or the corporation, the provisions of this Charter shall prevail. NCPS shall provide written notice to the District of any revisions to the Articles of Incorporation and/or Bylaws within three (3) business days of the adoption of such revision.

New City School Charter Application • 10 November 2014

Board of Directors

As mentioned above, NCPS will be governed by a corporate Board of Directors in accordance with its adopted corporate bylaws, which shall be maintained for consistency with the terms of this charter and applicable law.

The Board will determine the quantity and terms of its members and set the process for appointments or elections of new members within its adopted corporate bylaws, which may be revised from time to time.

To ensure parent participation in both lower and upper grades, the NCPS Board will reserve two member seats for NCPS parent representation.

A nominating committee will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. The nominating committee will work to ensure that various disciplines and areas of expertise are represented on the Board, so as to ensure proper oversight of the school's fiscal, operational and instructional practices. The Board of Directors, as a whole, votes on recommendations made by the nominating committee.

Per ED Code Section 47604(b), the Long Beach Unified School District is entitled to appoint an ex-officio non-voting liaison to the NCPS Board.

NCPS shall annually (on or before July 1 of each year) send to the District a list of its directors and officers, and shall notify the District within 30 days of any change in the composition of these directors and officers.

Board Responsibilities

The NCPS Board of Directors shall exercise final authority on all matters concerning The New City School. The NCPS Board of Directors' major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Executive Director, and ensuring the long-term viability of the School.

Board Meetings

All meetings of The New City School Board of Directors shall comply with the Ralph M. Brown Act Open Meetings Law.

Board meetings shall take place at least quarterly, and shall be held at a location within Long Beach Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in The New City School files. These records will be accessible for public and District review upon request.

New City School Charter Application • 10 November 2014

Board Training

The NCPS Board of Directors is committed to maintaining current best practices and skills necessary to ensure proper oversight of NCPS operations. As such, the Board is committed to an aggressive Board-training program and seeks to further diversify its membership to ensure a variety of expertise is present.

As such the NCPS Board is committed to:

- Attend charter school conferences as necessary
- Receive training in the Brown Act yearly
- Receive training in educating the target student populations
- Establish committees to provide informational support
- Receive regular budget and student performance reports from the Executive Director and Director of Education Programs
- Create/revise a full set of operational policies to guide school personnel at the beginning of each school year
- Seek to ensure a diverse board membership through active member recruitment

Executive Director

The Executive Director is the Chief Executive Officer of the non-profit public benefit corporation NCPS. The Executive Director reports to the Board of Directors and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. The Executive Director promotes the vision of the Board and is the Board's chief advisor, overseeing the school's strategic and operational plans. Further enumeration of job responsibilities may be found in Element 5 of this charter

Community Council

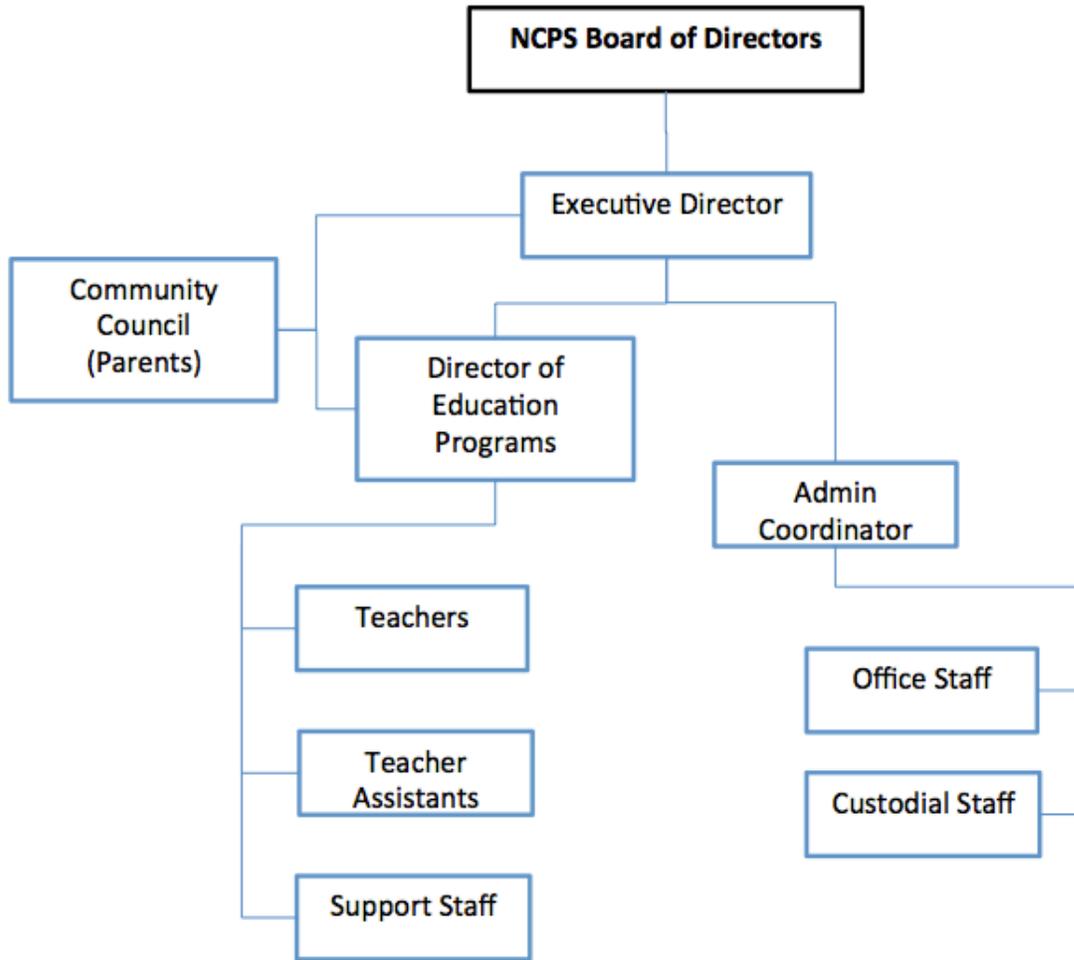
The Community Council is an advisory body to the New City Public Schools Board of Directors and the Executive Director. The Community Council, comprised of NCPS stakeholders, shall at a minimum include the Executive Director, Director of Education Programs, and two parent representatives. The Committee will aid the Director in the execution of the school's mission, the formulation and execution of its education program, and the configuration and maintenance of its facilities.

The Committee will meet on a regular basis (approximately monthly) and focus its work on upholding the mission and vision of the School. The Committee will work to hold parent education meetings and workshops, ensure effective communication between the school and families and vice-versa, and encourage parent volunteerism (all NCPS families are encouraged to contribute 10 volunteer hours per year to the school).

New City School Charter Application • 10 November 2014

Organizational Chart

The following is a visual representation of the school's organizational structure.



New City School Charter Application • 10 November 2014

Element 5 - Employee Qualifications

*"The qualifications to be met by individuals to be employed by the school."
California Education Code 47605(b)(5)(E).*

New City School (NCS) is committed to hiring and educating and knowledgeable staff, dedicated, first and foremost, to NCS students' education and progress, and to upholding the NCS mission. Staff members will be able to educate and support each other in core areas, and to participate in professional development to ensure that the teachers are well versed in these core areas and beyond. The NCS recruitment plan involves web-based employment sites, educational conferences, California State University teacher employment fairs, job postings at universities, employee referral, and the media.

Each potential employee will be fingerprinted and will receive Department of Justice clearance as required by Education Code Section 44237.

Executive Director

The Executive Director is the chief executive of the New City School, directly accountable to the NCS Board of Directors for the school's academic success, mission advancement, financial stability, and organizational viability.

Responsibilities of the Executive Director at NCS include:

Board

- Keeps the Board informed on issues, needs and operations.
- Assures preparation of agendas for Board meetings, providing pertinent information, documentation and data.
- Offers professional advice to the Board on items requiring action, with appropriate recommendations.
- Understands and supports the Board's policy-making role and the Executive Director's policy-implementation role.
- Interprets and implements policies, and incorporates such interpretations into written administrative rules, regulations and procedures.

Business and Financial Matters

- Keeps the Board informed of long-range and short-range financial needs and proposals, and is responsible for ensuring sound financial and legal operations of the organization.
- In collaboration with financial staff, assures preparation of the budget and provides the Board with periodic reports on the overall financial condition of NCS.
- In collaboration with financial staff, annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
- Assures maintenance of a financial accounting system.
- Allocates resources in accordance with Board priorities.

New City School Charter Application • 10 November 2014

Staff Relations

- Encourages participation in governance activities while observing the governance structure
- At the direction of the Board, represents the interests and direction of the Board to the best of his/her ability.
- Keeps staff members informed of issues, goals and activities.
- Considers varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Board about personnel issues as necessary and as delegated by the Board, manages School personnel including, but not limited to, hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.

Educational Leadership

- Supports the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Ensures a continuous focus on student growth and learning.
- Ensures fidelity to the education program as outlined in the charter and that students are engaged and working toward goals outlined therein.
- Works with staff, the Board, and the community in planning and implementing support services for students.

Operations

- Ensures a clean and well functioning physical plant.
- Ensures compliance with all applicable laws and regulations.

Stakeholder Relations

- Participates in the school community.
- Informs stakeholder groups of school programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Assures timely and effective responses to student issues in collaboration with the administrative team.

Executive Director Qualifications

- Maintains high standards of ethics, honesty, integrity, and professional conduct.
- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of NCS.
- Entrepreneurial thinking and strategic vision
- Prior demonstrable experience working with and within the charter school system

New City School Charter Application • 10 November 2014

Director of Education Programs (DEP)

The Director of Education Programs (DEP) is the academic leader of the School. S/he is responsible for the articulation and implementation of the NCS curriculum, instruction and assessment programs, and works to develop a team of mission-aligned educators. The DEP reports directly to the Executive Director and is held accountable for the continuous improvement of the school instructional staff and for increased student achievement as defined by the school's mission and charter, and by the state. Responsibilities of the DEP include:

Academic Program

- Design, support and implement an academic program that meets the school's mission
- Provide instructional support to teachers and teacher assistants
- Coach, support and evaluate teachers
- Coach, support and evaluate teacher assistants
- Plan and lead weekly staff development
- Manage, or oversee the management of, the Special Education process at the school
- Manage the testing and accountability process
- Monitor and analyze formal and informal assessment data
- Participate in the hiring process for all staff
- Serve as a model of teaching and learning
- Lead on implementation of school's student discipline and problem-solving policies

Parents and Community

- Build and manage relationships with all families
- Support teachers and staff in building relationships with all families
- Works with Community Council to carry out the NCS mission beyond the school walls

Operations

- Ensures a clean and well functioning physical plant
- Ensures compliance with all applicable laws and regulations

School Finance

- Works with the Community Council to set budget priorities. Works with the Executive Director to develop an annual budget.
- Manages monthly budgets with the Executive Director

Director of Education Qualifications

- Commitment to the mission and goals of the school
- Educational leadership experience
- Demonstrated record of serving students and families in a culturally diverse community
- Ability to develop and manage a budget
- An interest and expertise in curriculum and instruction
- Entrepreneurial thinking and strategic vision
- Ability to communicate clearly with multiple, diverse constituencies
- Good judgment and compassion
- Belief that all students can learn at the speed of personal potential
- Ability to facilitate and articulate a shared vision of academic excellence for the entire school community, and ability to create and maintain the support structures necessary to achieve the vision.

New City School Charter Application • 10 November 2014

Teachers

Teachers at The New City School are responsible for:

- Setting standards for student achievement and following the CCSS
- Leading, directing, and supporting the school's instructional program
- Providing instructional leadership in advancing proven learning practices
- Monitoring student academic achievement
- Supporting the development of a network of student support systems
- Being involved in the professional development plan
- Overseeing assessment and evaluation of students
- Establishing and maintaining a team philosophy
- Monitoring the safety and security of students
- Assisting in development of organizational strategic plan

Teacher Qualifications:

- California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold in accordance with Education Code Section 47605(l).
- Compliance with NCLB highly qualified teacher standards for instruction of K-8 students.
- BCLAD/CLAD certified (or its equivalency) preferred.
- Spanish language proficiency required.
- Commitment to the mission and goals of the school.
- Comprehensive knowledge of relevant learning theories and curriculum development.
- Demonstrated record of serving students and families in a culturally diverse learning environment.
- Ability to effectively communicate with the school's stakeholders.
- Ability to understand and manage a budget.
- An interest and expertise in curriculum and instruction.
- Entrepreneurial thinking and strategic vision.
- Ability to communicate clearly with multiple, diverse constituencies.
- Good judgment and compassion.
- Belief that all students can learn at the speed of personal potential.
- Ability to facilitate and articulate a shared vision of academic excellence for the school community, and to create and maintain the support structures necessary to achieve the vision.

Other Non-Instructional Staff

NCS seeks administrative staff members who are committed to the mission of the school and to supporting the Executive Director, Director of Education Programs and other administrators, teachers and support staff in achieving exceptional student learning outcomes.

New City School Charter Application • 10 November 2014

All non-instructional staff must possess experience and expertise appropriate for their position within NCS.

Maintenance and Inspection of Credentials

NCS will maintain credentials on file and shall ensure the documentation is available for LBUSD audit and inspection upon request.

Non-Discrimination

For all employees, NCS follows all applicable provisions of federal, state, and local anti-discrimination laws. The School will not discriminate against any applicant on the basis of ethnicity, national origin, marital status, gender, disability, age, sexual orientation or any other protected classification.

Compensation and Benefits

NCS compensates employees utilizing, as a guide, the salaries of employees in nearby school districts in positions with similar requirements and responsibilities. Part-time teachers are compensated based on their teaching loads. At the discretion of the Board of Directors, teachers may receive a stipend for accepting additional responsibilities in the areas of leadership, program development and student engagement.

New City School Charter Application • 10 November 2014

Element 6 - Health and Safety Procedures

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

In order to provide safety for all students and staff, NCS adopts and implements full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts. These policies will be provided to the District for review upon request.

Procedures for Background Checks

Employees and contractors of NCS are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of NCS shall monitor compliance with this policy. The Executive Director shall monitor the fingerprinting and background clearance of the Director of Education Programs and any other administrators. Volunteers who will be in regular contact with students outside of the direct supervision of an NCS employee shall be fingerprinted and receive background clearance prior to volunteering outside of the direct supervision of an NCS employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Long Beach Unified School District.

TB Testing

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

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

NCS will adhere to Education Code Section 49423 regarding administration of medication in school.

New City School Charter Application • 10 November 2014

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

New City School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The handbook is maintained on file at the School and will be provided to the District upon request.

Blood borne Pathogens

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

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

Drug-Free/Alcohol-Free/Smoke-Free Environment

New City School shall function as a drug-, alcohol- and tobacco-free workplace.

Facility Safety

New City School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test facility sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills in accordance with Education Code Section 32001 and Title 5 California Code of Regulations Section 550.

New City School Charter Application • 10 November 2014

Comprehensive Sexual Harassment Policies and Procedures

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

Inspection of the Charter School

The Long Beach Unified School District is entitled to inspect or observe The New City School at any time, with or without notice.

New City School Charter Application • 10 November 2014

Element 7 - Means to Achieve Racial/Ethnic Balance

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

The New City School seeks to recruit a diverse population of students that is reflective of the community. Recruitment and publicity are ongoing throughout the year. The recruitment campaign to attract families to the New City School is multi-faceted and thorough. We endeavor to provide information about the educational opportunities available at the School to all segments of the population. We communicate, as needed, in Spanish, English, and other applicable languages whenever possible in our continuing efforts to contact a wide spectrum of the surrounding population.

Our recruitment efforts are based on a strategic, comprehensive approach, including mass marketing, grassroots community outreach, and one-on-one communication. Examples of mass marketing efforts include direct mail, print and/or broadcast media advertising, and participation in matriculation efforts with area private schools. Grassroots community outreach may include distribution of flyers and/or brochures at surrounding businesses, presentations at local service organizations or community events, and regular community information sessions open to the public. One-on-one communication occurs primarily as a result of our mass marketing and grassroots efforts, but may also include the school Director and/or other key staff members going door-to-door or engaging in a phone call campaign. Additionally, all enrolled families are asked to “tell a friend” to maximize word-of-mouth advertising and drive down marketing costs.

Application forms are available through the mail, school website, and at other community events and presentations.

New City School Charter Application • 10 November 2014

Element 8 – Independent Financial Audit

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

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

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience, and will have been approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

Resolving Audit Exceptions and Deficiencies

The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to NCS Board of Directors with recommendations. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced herein, with the caveat that the petitioners recognize that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of the New City School is a public record, to be provided to the public upon request.

New City School Charter Application • 10 November 2014

Element 9 - Pupil Suspensions and Expulsion

"The procedures by which pupils can be suspended or expelled."

California Education Code 47605(b)(5)(J).

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

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

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

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

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

New City School Charter Application • 10 November 2014

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 or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

New City School Charter Application • 10 November 2014

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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 terroristic 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

New City School Charter Application • 10 November 2014

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, threatened 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

New City School Charter Application • 10 November 2014

the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, 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.

New City School Charter Application • 10 November 2014

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 recommended for expulsion 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 or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

New City School Charter Application • 10 November 2014

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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 terroristic 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

New City School Charter Application • 10 November 2014

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, threatened 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

New City School Charter Application • 10 November 2014

the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, 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.

New City School Charter Application • 10 November 2014

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion 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

New City School Charter Application • 10 November 2014

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

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

E. Expulsion Procedures

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

New City School Charter Application • 10 November 2014

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining

New City School Charter Application • 10 November 2014

witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity 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 entity 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity

New City School Charter Application • 10 November 2014

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 or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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.

New City School Charter Application • 10 November 2014

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; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

New City School Charter Application • 10 November 2014

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

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District 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

New City School Charter Application • 10 November 2014

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;

New City School Charter Application • 10 November 2014

- 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.

New City School Charter Application • 10 November 2014

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.

New City School Charter Application • 10 November 2014

Element 10 - Admissions Requirements

“Admission requirements, if applicable.”

California Education Code Section 47605(b)(5)(H).

Student Admission Policies and Procedures

Charter schools are schools of choice. The New City School is open to any student in California wishing to attend the school, subject only to capacity. Except as provided in Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this State. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

The New City School is non-sectarian in its programs, will not charge tuition and will not discriminate against any student based upon any of the characteristics listed in Education Code Section 220. NCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Applications are collected during an open enrollment period for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than seats availability. If applications exceed capacity in any grade level, a public random drawing will be held to determine admission, with the exception of existing students who are guaranteed enrollment in the following school year.

In the case of a public random drawing, preference shall be extended to:

- Existing students
- Siblings of existing students
- Children of Employees (not more than 10% of total enrollment)
- Residents of the District
- All other applicants

Once all spaces available have been filled, the public random drawing will continue to determine a wait list order if space becomes available. The wait list will be maintained by grade level in the order drawn in the public random drawing.

Students may withdraw from the school at any time and enroll in another school, subject to applicable District enrollment policies. The date and location of the public random drawing will be posted and communicated to applicants. Parents may attend the public random drawing. Parents will be notified of their student's enrollment by May.

New City School Charter Application • 10 November 2014

Element 11 - Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

California Education Code Section 47605(b)(5)(K).

Full-time certificated employees will participate in the State Teachers’ Retirement System (“STRS”). Full-time, non-certificated employees will participate in the Public Employees’ Retirement System (“PERS”) and/or federal social security, as applicable by position. All part-time staff will participate in federal social security.

The New City School will also make contributions for workers’ compensation insurance, unemployment insurance, Medicare, and any other payroll obligations of a California employer. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.

New City School Charter Application • 10 November 2014

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

California Education Code Section 47605(b)(5)(L).

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

Element 13 - Employee Return Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

California Education Code Section 47605(b)(5)(M).

All employees at The New City School are considered the exclusive employees of NCS and not of any school district, unless otherwise mutually agreed in writing. Accrued sick leave or vacation leave, or years of service credit earned at a school district, shall not be transferred to NCS or back to the District unless otherwise agreed upon by the District, and in accordance with applicable law and bargaining agreement provisions.

The rights of a former employee of the District to re-employment are determined by the District in accordance with District policy, law, and applicable bargaining agreements. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. No employee of the District or any school district is required to work at The New City School.

Element 14 -Dispute Resolution Procedures

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

California Education Code Section 47605(b)(5)(N).

The New City School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably, without resorting to formal procedures.

The following dispute resolution procedures are proposed based upon the best practices utilized by NCS. However, NCS encourages dialogue with the District regarding the establishment of these procedures.

In the event of a dispute between NCS and the District, NCS staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the Superintendent and the Executive Director of NCS. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, NCS requests that the District note this in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent agree to informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of NCS and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and NCS. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon prior mutual written agreement of the District and NCS.

Element 15 - Labor Relations

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).”

California Education Code Section 47605(b)(5)(O).

The NCS shall be deemed the exclusive public school employer of the employees of The New City School for the purposes of the Educational Employment Relations Act (“EERA”). NCS shall comply with the EERA.

Element 16 - School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."

California Education Code Section 47605(b)(5)(P).

The following procedures apply, regardless of the reason for closure.

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

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

The Board will ensure that parents and students of The New City School are notified of the closure and provided with information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close of The New City School.

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

As applicable, NCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. NCS will ask the District to store original records of The New City School students. All records of The New City School shall be transferred to the District upon School closure. If the District will not or cannot store the records, NCS shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

On closure, NCS shall remain solely responsible for all liabilities arising from the operation of The New City School.

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

Miscellaneous Terms

Budgets and Cash Flow/Fiscal Reports

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

Attached in the Appendix, please find the following documents:

- A detailed 5-year budget projection
- Cash flow and financial projections for the next five years of the charter

The New City School shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

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

Administrative Services

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding...the manner in which administrative services of the school are to be provided. California Education Code Section 47605(g).

The Executive Director will assume the lead responsibility for administering The New City School under the policies adopted by the School's Board of Directors. The petitioners anticipate that NCS will provide its own administrative services to the School, including but not limited to financial management, human resources, payroll, and attendance accounting.

Should the District be interested in offering certain services to NCS for a fee from the District, NCS shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be subject to District availability.

The New City School contracts with a back-office services provider that maintains the schools accounting records, performs the school's payroll, accounts payable, and assists with attendance and compliance reporting.

Facilities

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding...the facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g).

This charter seeks the authorization of The New City School, to operate at a single site within the geographic boundaries of the Long Beach Unified School District, as authorized pursuant to Education Code Section 47605. The current location of the school site is 1637 Long Beach Blvd.

In accordance with Education Code Section 47610, the facilities of The New City School shall meet the California Building Standards Code, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which The New City School is located, unless the facility is otherwise exempt under Education Code Section 47610.5.

Transportation

The New City School shall not provide home-to-school transportation for its students, except as may be required under the Individuals with Disabilities in Education Improvement Act for students with disabilities as required by their IEP, or as otherwise agreed upon by the District and New City School.

Food Services

NCS will contract with an independent contractor, with the District (if available), or may provide its own food services program for NCS, which meets all applicable State and Federal nutrition standards.

Renewal

Prior to renewal, the District will notify NCS, in writing, of any concern(s)/issue(s) that would affect the successful renewal of the charter. The District will give NCS a reasonable opportunity to cure the concern(s)/issue(s). Depending on the nature of the concern(s)/issue(s), the District will determine the amount of time needed to cure the concern(s)/issue(s). In the case of disputes, the parties agree to adhere to the dispute resolution procedures identified in the charter. Unless otherwise agreed upon by the District and the Charter School, NCS must submit its renewal petition to the District's Charter School Office by January 31, of the year the charter term is scheduled to expire.

Impact on the District

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding...the potential civil liability effects, if any, upon the school and upon the school district.

California Education Code Section 47605(g).

NCS is operated by a California non-profit public benefit corporation (New City Public Schools). This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of one or more California public charter schools, and for educational services in accordance with Education Code Section 47600, *et seq.*

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

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

As stated above, insurance amounts will be determined by recommendation of the District and NCS insurance company for schools of similar size, location, and student population. District shall be named an additional insured on the general liability insurance of NCS.

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

Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils; encourage the use of different and innovative teaching methods; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; create new professional opportunities for teachers and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively, with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting renewal for a five-year term, July 1, 2015 – June 30, 2020.



The New City School
1637 Long Beach Blvd.
Long Beach, CA 90813
Phone: 562.599.6404
Fax: 562.218.5620