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April 23, 2015

VIA ELECTRONIC AND OVERNIGHT MAIL

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RE: Appeal by New City Public Schools of Charter Nonrenewal

Dear Ms. Chan:

The New City Public Charter School ("New City School") presents this appeal letter and charter renewal petition to the State Board of Education ("SBE") pursuant to 5 C.C.R. section 11966.6(a), after a deadlocked 3-3 vote on its appeal at the Los Angeles County Office of Education ("LACOE").

The critical issue in this appeal—and what the State must decide *de novo*—is whether our school meets the minimum academic performance legal standard for charter renewal. The answer is unequivocally "yes."

I. INTRODUCTION AND OVERVIEW: THE PAST THREE YEARS AT NEW CITY SCHOOL

New City School is a one-of-a-kind, innovative Spanish-English dual language immersion charter school with 420 students in grades TK-8 in the heart of Long Beach. New City School has been chartered by the Long Beach Unified School District ("LBUSD") since 2000. Our school has become a keystone for dual language education within at-risk communities in south Los Angeles County and the State. This is especially true with the State's transition to Common Core and our school's recent transition to the nationally acclaimed Dual Language Enrichment ("DLE") model.

In 2012, our school transitioned from its original dual language immersion model to the DLE model developed by Texas educators and researchers Drs. Leo Gomez and Richard Gomez. The Gomez and Gomez DLE model varies from other immersion models in several critical ways: students learn to read first in their home language so that literacy is established early and

learning is extended into the home; students work in bilingual pairs for increased engagement in all classroom activities; content-area biliteracy is developed by the end of 5th grade; and staff and students follow school-wide "Language of the Day" and "Language of Instruction" guidelines to increase language retention.

Critically for our school's families, New City School's DLE model is *fully accessible* to the diverse community in which it is situated. This is a community that is traditionally under-served and where *no other TK-8 dual language programs are located*. At New City School, there are no proficiency tests for students to enroll in any grade. The entire school is dual language, so full classes do not force students into English-only sections, which is what happens in LBUSD's bilingual programs. LBUSD's biggest dual immersion program is located on the largely affluent and English-only side of the city, miles from New City School's densely populated, mostly Latino and low-income neighborhood. New City School's parents simply do not have access to LBUSD's "similar" schools. (Tab 7, NC0515.) Also critical for our families is that the DLE model was designed intentionally for socioeconomically disadvantaged students growing up in largely non-English-speaking environments. Even LBUSD recognized the value of our DLE model to the downtown community when it codified our school's implementation of the DLE as part of the 2012 MOU. New City School has been an increasingly attractive option for neighborhood residents of all backgrounds.

Most importantly, the DLE model works. One Texas study showed that 94% of 5th grade students who studied under the DLE model for three years met the State's reading and math standards, compared to 74% of the rest of the district's students. These successes have been replicated nationwide. (Tab 7, NC0384 [Gómez, *Promising Practices: Dual Language Enrichment For ELL Students K-12* (Vol. 9, 2006) Journal of Bilingual Education Research & Instruction, p. 46].)

A key component of the DLE's model is the "long game." This is a critical point in the review of student achievement at our school, and one that was ignored by LBUSD at our renewal. Studies show that students in dual immersion programs show improved academic successes in the long term versus the short term, and this is consistent with our school's test results. Two recent studies out of the Stanford University Graduate School of Education analyzed the short and long term academic effects of various programs for English learners. Results from the first of these studies showed that while in the *short term* students in the dual immersion programs had lower ELA and Math testing outcomes than their counterparts in English immersion programs, in the *long term* they outscored their English immersion counterparts. (Tab 7, NC0405 [Valentino & Reardon, *Effectiveness of four instructional programs designed to serve English Learners: Variation by ethnicity and initial English proficiency* (2014) Educational Evaluation and Policy Analysis].)

The second Stanford study was a longitudinal study that examined differences in reclassification patterns across different language instructional programs (i.e., English immersion, transitional bilingual, maintenance bilingual, and dual immersion). (Tab 7, NC0459 [Umansky & Reardon, *Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms* (2014) American Educational Research Journal].) One finding from this study is particularly relevant to New City's performance history: Latino English language learners enrolled in two-language programs (like

ours) were reclassified at a slower pace in elementary school but have *higher overall reclassification, higher English proficiency, and higher academic threshold passage by the end of high school*. This means that while students enrolled in an English immersion program perform better in earlier grades than students in dual and bilingual programs, students in dual and bilingual programs catch up and in some instances outperform their peers in later grades. These findings lend support to a core tenet of New City School's philosophy that a solid foundation in a student's native language supports and promotes one's ability to acquire proficiency in a second language. The study concluded that students in two-language programs like ours have a *higher long-term likelihood* of becoming proficient in English, meeting an academic ELA threshold, and ultimately being reclassified.

As described in detail below, our early assessments mirror the Stanford studies' findings. Our 2011-12 school year—the first year of transition to the DLE—posted a 39-point gain in API, which remained stable in 2012-13. Now, in year three after the DLE turnaround, and with API suspended, the 2013-14 Developmental Writing Assessment (DWA) and Development Reading Assessment (DRA) scores show continued gains both schoolwide and for all significant pupil subgroups. (Tab 14, NC1038.)

Since 2012, when our school rebooted under the DLE model and in response to declining test scores, our school has also fully transitioned to Common Core. Common Core is a natural alignment for New City School's innovative and progressive education program, which has long prioritized conceptual understanding over memorization, critical thinking over repetition, and moral reasoning and problem solving. Since our school's doors opened, our curriculum has focused on the development of students' thinking skills (logical reasoning, critical thinking), problem solving, collaborative learning and creative expression. This was often to the detriment of our school's test scores on state assessments, as those tests focused nearly exclusively on atomized math and English Language Arts concepts under the old rubric. Now, many of the innovative and progressive skills that have been written into our school's mission and a cornerstone of our charter for nearly fifteen years, have become California's Common Core State Standards ("Common Core").

In January 2014, in the State Superintendent's recommendation to the Advisory Commission on Charter Schools ("ACCS") on charter revocations, California Department of Education ("CDE") staff noted that not only had New City School "taken steps to make improvements," but "[New City School] is in the third year of implementation of the Common Core State Standards [and] has focused on professional development for teachers, aligning curriculum, and setting student achievement goals." (Tab 9, NC0540.) For 2014-15, while state test scores remain suspended, New City School has implemented the NWEA Common-Core MAP assessments in addition to Pearson's Common Core aligned DRA, DWA and teacher-created Unit and Trimester assessments. We continue to make operational and programmatic improvements to help improve student achievement. (Tab 3, NC0050.) In 2012, we consolidated our campuses for more efficient operations and curriculum alignment. We began utilizing the reading and writing workshop methods of instruction in 2013, and hired a new Executive Director in 2014. New City School is poised to demonstrate success and highlight the strengths of its education program on the State's new assessment and accountability system.

In short, New City School's program is a model for 21st century teaching and learning in light of recent foundational changes in the national and state conversation around education. It is the *only* school of its kind in the community—and one of only two in the entire state (the other is ACES, chartered by LAUSD)—and it is fully accessible to the families of the 420 students it serves. New City School achieves the very purposes of the Charter Schools Act to "increase learning opportunities for all pupils" and "[p]rovide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system" through "different and innovative teaching methods." (Ed. Code, § 47601.) New City School provides diverse educational opportunities for students and parents in a diverse community, and a diverse state.

II. OVERVIEW OF THE LEGAL STANDARD: NEW CITY SCHOOL UNEQUIVOCALLY MEETS RENEWAL CRITERIA

As noted above, the key issue in this appeal is whether New City School meets the legal standard of academic performance necessary for renewal. The answer is "yes."

The hurdle when it comes to academic performance at New City School, and the reason New City School has been prejudiced in this charter renewal cycle, is the State's suspension of standardized testing. This has resulted in "gap years" in API as California transitions to Common Core, the Smarter Balanced Assessment System, and an entirely new accountability model. The API gap may not mean much for traditional district schools, and may not mean much for charters not up for renewal. But for New City School, the API gap came at a critical time. Our charter was up for renewal, and the school had recently adopted the DLE model in accordance with our MOU with LBUSD. New City School's significant changes to its educational program in 2012 dovetailed with the State's transition to Common Core. The State suspended California's school accountability system in 2013-14 and now 2014-15 to give teachers and students time to adjust to new standardized tests aligned with the Common Core standards, but charter schools do not have a similar "suspension" of their charter renewal cycles (and renewals are based primarily on API).

The legislation that permitted the State to suspend state testing was Assembly Bill 484 ("AB 484"), which established the new standards and assessments. For charter schools up for renewal, even one "gap year" in API poses a real problem because 3 of the 4 traditional standards for renewal in Education Code 47607(b) hinge solely on API growth and scores. For instance, 47607(b)(1)'s standard is that a school attained its API growth target in either the prior year or two of the past three years. (Ed. Code, § 47607(b)(1).) With the prior year missing, AB 484 would essentially re-write section 47607(b)(1) to require API growth in two of the past two years—an altogether different and higher bar than the Legislature requires for charter renewal. The problem would compound next year, when API is suspended for a second year. Section 47607(b)(1) is entirely unworkable when a school lacks either of the prior *two* years of API data.

With the suspension of API, there is no way to effectively implement the criteria set out by 47607(b)(1)-(3)—the heart of the State's standards-based renewal criteria. Schools would be left with only (b)(4), because the rest of 47607(b) is unworkable. To further compound the problem, renewals under subsection (b)(4) are disfavored by districts because of the "extra" findings required in (b)(4)(C) (submission to State Superintendent). At New City School's

appeal at LACOE, even LACOE Board members raised this point. Practically, we are aware of only one charter that has been renewed by its authorizer under Section 47607(b)(4).

The drafters of AB 484 recognized this problem, and they fixed it. AB 484 tells us what legislative API targets including those in 47607 mean when state testing is suspended. Specifically, Education Code section 52052(e)(4) (part of AB 484) provides:

> Schools that do not have an API calculated pursuant to subparagraph F of paragraph 2 shall use one of the following: (1) the most recent API calculation; (2) an average of the 3 most recent annual API calculations; or (3) alternative means that show increases in pupil achievement schoolwide and among significant subgroups.

Education Code section 52052(e)(4) was specifically added to apply to charter schools up for renewal, to create a path for schools to achieve the API goals they are required to meet, in API "gap years." (Tab 2, NC0040 [the Legislature directed that LEAs, including charter schools, that lack an API due to the State's suspension of API "*shall instead* use [52052(e)(4)] to satisfy *any* statutory requirements requiring an API calculation..."]; *See* Ed. Code, § 52051.5.)

The CDE recognized the express role of Education Code section 52052(e)(4) in charter renewals. On May 13, 2014, the CDE sent a letter to charter school authorizers called "Impact of API Suspension on Charter Renewal Determinations." The letter from CDE stated:

> Three alternatives were authorized by Assembly Bill 484 to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student subgroups.
>
> . . .
>
> [C]harter school authorizers have the three options for determining academic achievement for charter renewal stated above, ***in addition to*** an option in current law, *EC* Section 47607(b)(4)(A).

(Tab 1, NC0002.)

As demonstrated in detail in Section IV below, New City School has plainly met the legal standard for renewal set out by AB 484 in Education Code section 52052(e)(4)(C).[1] New City School submitted these data, with cites to Education Code section 52052, at the start of the charter renewal process. LBUSD improperly *ignored* the CDE's directive, and ignored Education Code section 52052(e)(4) and AB 484 entirely. In doing so, LBUSD functionally used the State's suspension of API to severely restrict New City School's ability to obtain a

[1] The record demonstrates that New City School also meets the standard under Education Code section 47607(b)(4). (*See* Tab 14, NC1033-1176.) In January 2014, in the State Superintendent's recommendation to the ACCS on charter revocations based on low test scores, the State Superintendent noted "[New City School] met the regulatory criteria all three years of implementation." (Tab 9, NC0530.)

renewal in 2015 as compared to other years. (*United Teachers of Los Angeles v. Los Angeles Unified School Dist.*, (2012) 54 Cal.4th 504 [a school district cannot deny a charter petition based on findings that would disregard provisions of the California Education Code].)

III. PROCEDURAL BACKGROUND

New City School's charter was originally approved by LBUSD in 2000 to serve grades K-3, and fully expanded to K-8 in 2005. New City School currently provides instruction to 330 students in grades K-5 and 90 students in grades 6-8, *all* of which are enrolled in full dual language immersion. New City School submitted its petition for renewal to LBUSD on or about November 10, 2014 for a five-year term beginning July 1, 2015.

At LBUSD's public hearing on November 18, 2014 to consider the level of support for our school in the community, the community's response was overwhelmingly positive. Parents spoke out and specifically requested that LBUSD permit them to maintain their right to choose the type of educational program offered exclusively at New City School. (Tab 12, NC0572.) Parents who had tried to access the traditional dual language immersion programs at LBUSD also spoke to the board, explaining the restricted access they encountered in trying to secure a spot in the other school-wide dual language school in the district. For a host of reasons, their kids could not access LBUSD's limited dual immersion seats. The LBUSD board voted on December 9, 2014 to approve LBUSD staff's Resolution denying our application for charter renewal. (Tab 12, NC0578.)

New City School appealed LBUSD's nonrenewal to the LACOE Board on or about December 23, 2014. (Tab 14, NC0601.) The LACOE Board held a public hearing on January 20, 2015 and, once again, we had tremendous support from our community. (Tab 15, NC1177.) Over 200 parents, teachers, and staff members attended, and as many as were permitted spoke on our behalf.

At its February 10, 2015 meeting, the LACOE Board again heard extensive public support for New City School, despite the Superintendent's recommendation to deny our appeal. Ultimately, the LACOE Board voted to grant a 30-day extension so that New City School could present new information for staff's review. (Tab 15, NC1184.) At the LACOE Board's March 10, 2015 meeting, the Superintendent renewed his recommendation for denial. Board members ended in a deadlocked 3-3 vote. (Tab 15, NC1192.)

As a result of the deadlocked vote at LACOE, New City School submits this appeal pursuant to Education Code sections 47607.5 and 47605(j), and 5 C.C.R. section 11966.6. Section 11966.5(d) provides that if within 60 days (or 90 days in this case, where New City School granted a 30-day extension) of a county board of education's receipt of a petition for renewal, the county board does not grant or deny the petition by adopting written factual findings, the charter school may submit a petition for renewal to the State. (Cal. Code Regs., tit 5 § 11966.5(d).) March 23, 2015 was the 90th day from our date of submission, and we did not receive a decision from LACOE. Thus, we submit for your review this letter, the charter renewal petition and administrative record, and other documents requested by the CDE.

As a side note, we understand LACOE staff has submitted to the CDE its staff report with proposed findings from the March 10, 2015 meeting, along with its "Confirmation of Outcome" letter. (Tab 15, NC1199.) This was wholly improper. *The staff report and proposed findings were never adopted by the LACOE Board.* Without the Board's approval, LACOE staff's impressions of our charter do not form part of the administrative record of this appeal. (Cal. Code Regs., tit. 5 § 11966.6(b).)

IV. THE CASE FOR RENEWAL: HOW NEW CITY SCHOOL SQUARELY MEETS THE STATE'S RENEWAL CRITERIA

1. *IN ENACTING AB 484, THE LEGISLATURE MODIFIED THE TRADITIONAL RENEWAL CRITERIA IN EDUCATION CODE 47607(b); AS A RESULT, EDUCATION CODE SECTION 52052(e)(4) PROVIDES THE LEGAL STANDARD FOR RENEWAL DURING THE STATE SUSPENSION OF API*

As outlined briefly in Section II above, as part of AB 484, Section 52052(e)(4) sets out the Legislature's "lens" for looking at pupil academic achievement and school accountability in light of API suspension.

Before AB 484, Education Code section 47607(b) provided the exclusive path for charters to meet minimum student achievement standards for renewal. Section 47607(b) provides four alternative routes for schools to qualify for a charter renewal.[2] Three of the four routes—(b)(1) through (3)—are *exclusively* based on a school's API scores. The fourth route—(b)(4)—is much more qualitative, complex and subjective.[3] Since API scores were not generated in the previous year (2014), a charter school that is up for renewal in 2015 (like New City School) would be forced to show growth under (b)(1)-(3) based on stale API data from years 2012 and 2013 only. Charters up for renewal next year in 2016 will have even staler API data. This is an altogether different and higher standard than the Legislature originally intended to create. Section 47607(b) was drafted to give a charter school *options* to show academic

[2] Alternative accountability system (AAS) schools have an additional route in (b)(5), but most schools (including New City School) are not AAS schools.

[3] Education Code section 47607(b)(4) sets out the following criteria for charter renewal:

> (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
>
> (B) The determination made pursuant to this paragraph shall be based upon all of the following:
>
> (i) Documented and clear and convincing data.
>
> (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.
>
> (iii) Information submitted by the charter school.
>
> (C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5
>
> (D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

success, not to increasingly tie them to an accountability system that has since been abandoned. (Cal. Ed. Code, § 52052(h).) The suspension of API has severely restricted the ability of *any* charter school to obtain a renewal in 2015 under the traditional criteria in Education Code section 47607(b). This is especially true given that increases in pupil academic achievement for all groups of pupils served by a charter school is the "most important factor" in renewal. (Ed. Code, § 47607(a)(3).) The problem is also especially acute for a school like ours that implemented a new, academic turnaround model in 2012 geared toward long-term student achievement. By 2013—the most recent API that exists—New City School was only one year into its implementation of the long-range DLE model.

In light of these problems, the Legislature added another path for charter renewal with the adoption of AB 484. Education Code section 52052(e)(4) was specifically added to address all the provisions of the Education Code that require schools to meet a certain API score in order to receive a benefit. (Tab 2, NC0039-0049.) According to the CDE's report to the Legislature, there are approximately 26 such provisions that utilize API scores as the threshold to receive some sort of benefit—*including a charter renewal*. (Tab 2, NC0031.) Without API scores, unless those provisions were modified, there would be no way for the State to determine whether a school qualified for the numerous grants, programs and benefits. To prevent the absurd result that the suspension of the API would mean suspension of these 26 provisions—*including a charter renewal*—the Legislature added Section 52052(e)(4) to the Education Code. This section creates new criteria schools can use to satisfy any of the 26 statutory requirements that would normally require an API calculation—*including a charter renewal*. Section 52052(e)(4) provides:

> Schools that do not have an API calculated . . . shall use one of the following: (1) the most recent API calculation; (2) an average of the 3 most recent annual API calculations; or (3) alternative means that show increases in pupil achievement schoolwide and among significant subgroups.

The CDE's Charter Schools Division expressly recognized that the suspension of the API would impact charter renewal determinations, and directed authorizers to use Section 52052(e)(4). As mentioned in Section II above, in an open letter to all charter school authorizers dated May 13, 2014, the CDE's letter stated that "charter school authorizers can consider a range of options in determining increases in pupil academic achievement for charter renewals." (Tab 1, NC0002.) Specifically:

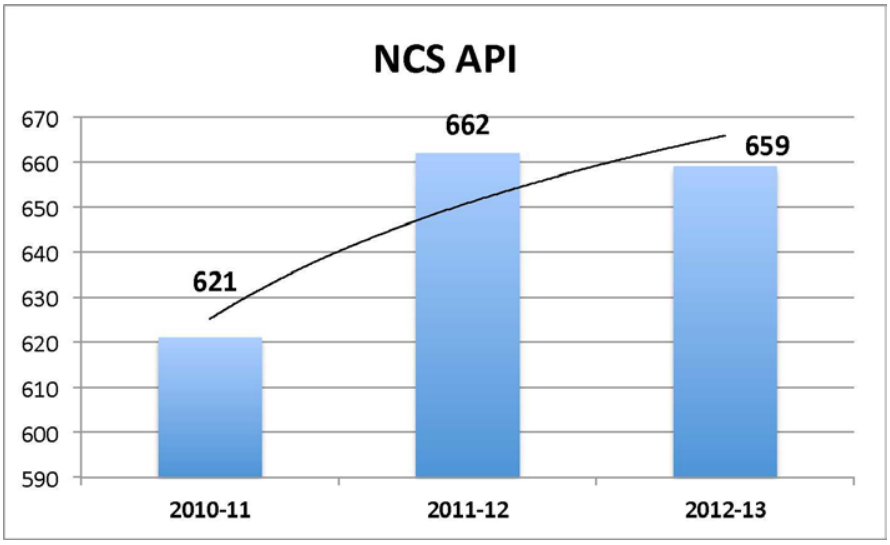
> Three alternatives were authorized by Assembly Bill 484 to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

The letter correctly concluded these three options are "*in addition to*" the option under Section 47607(b)(4). If an authorizer intends to renew under Section 47607(b)(4), they are still required to follow the procedures for submitting supporting documentation to the State Superintendent for review, but those procedures are not required under Section 52052(e)(4). (Tab 1, NC0004.)

Indeed, the history behind the adoption of AB 484 highlights the Legislature's intent that the new criteria be broadly applied to any local education agency, *including a charter school*, that is required to utilize an API score to satisfy a statutory requirement. "LEAs without an API due to the [suspension of the API], similarly shall not receive a growth target and *shall instead* use one of the following to satisfy *any* statutory requirements requiring an API calculation..." (Tab 2, NC0040.) AB 484 goes on to state that "[f]or purposes of this chapter, all references to schools *shall include charter schools*." (Ed. Code, § 52051.5 [emphasis added].)[4]

2. *NEW CITY SCHOOL'S INTERNAL ASSESSMENT RESULTS ON THE DRA AND DWA, AS WELL AS HOLISTIC API GAINS AND COHORT DATA, SHOW INCREASES IN PUPIL ACADEMIC ACHIEVEMENT SCHOOLWIDE AND AMONG SIGNIFICANT SUBGROUPS PER EDUCATION CODE SECTION 52052(e)(4)(C)*

New City School clearly satisfies the minimum requirements for charter renewal under Section 52052(e)(4)(C) in several ways. First, on the whole, New City School's API score actually grew dramatically between 2011 and 2013 both schoolwide and for all numerically significant subgroups:



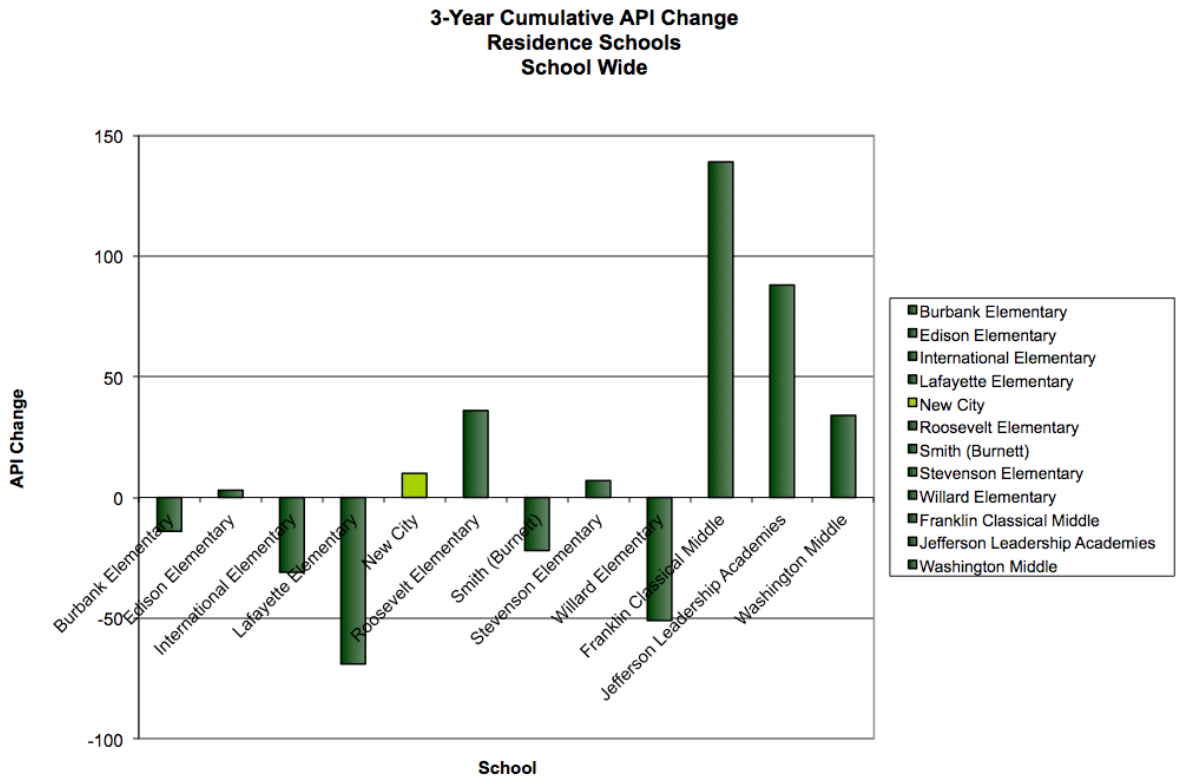
(Tab 14, NC1036.)

Additionally, each pupil subgroup also saw positive overall growth between the 2010-11 and 2012-13 school years, with an average growth of 51.4 points:

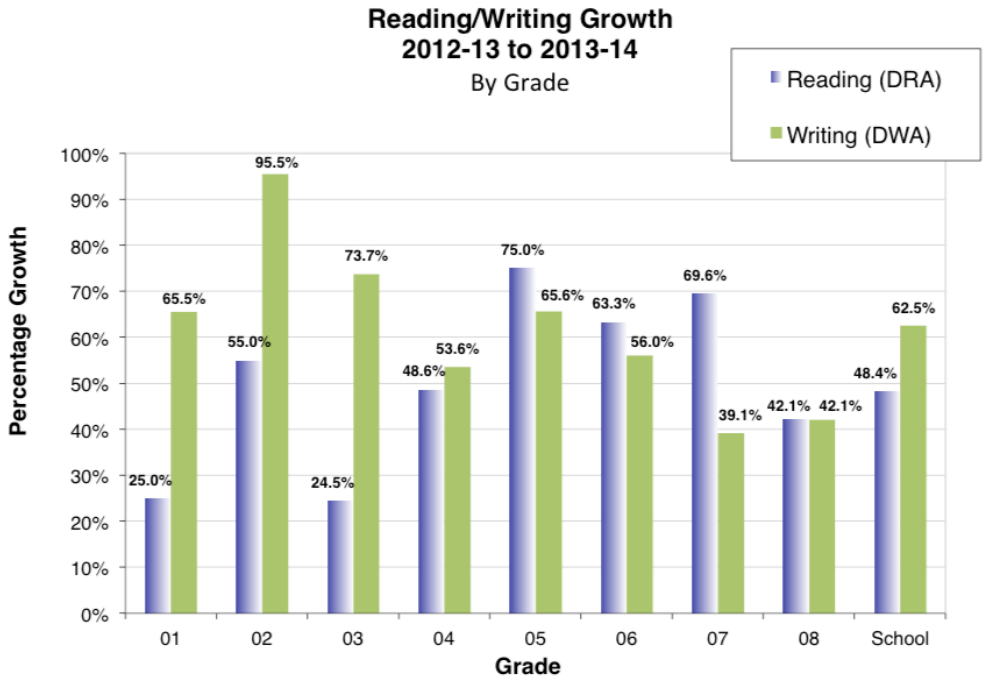
[4] In the discussions about AB 484, the Legislature went on to recognize that "clean up language may be required in the future to address those LEAs who have a statutory requirement to demonstrate academic growth, but have no such data available…" (Tab 2, NC0049.) Once the API system is finalized and replaced, the Legislature recognizes will likely eventually amend the approximately 26 individual provisions of the Education Code that require an API score. However, this new criteria in Section 52052 is meant to suffice in the meantime so schools have workable options to satisfy their statutory requirements.

	2010-11 Growth API	2011-12 Growth API	2012-13 Growth API	3-year Net Gain (10/11 - 12/13)
Whole School	621	662	659	38
African American	571	540	660	89
Hispanic	583	627	624	41
White	757	828	826	69
Socioeconomically Dis.	590	637	642	52
English Learners	557	585	563	6
Average	–	–	–	51.4

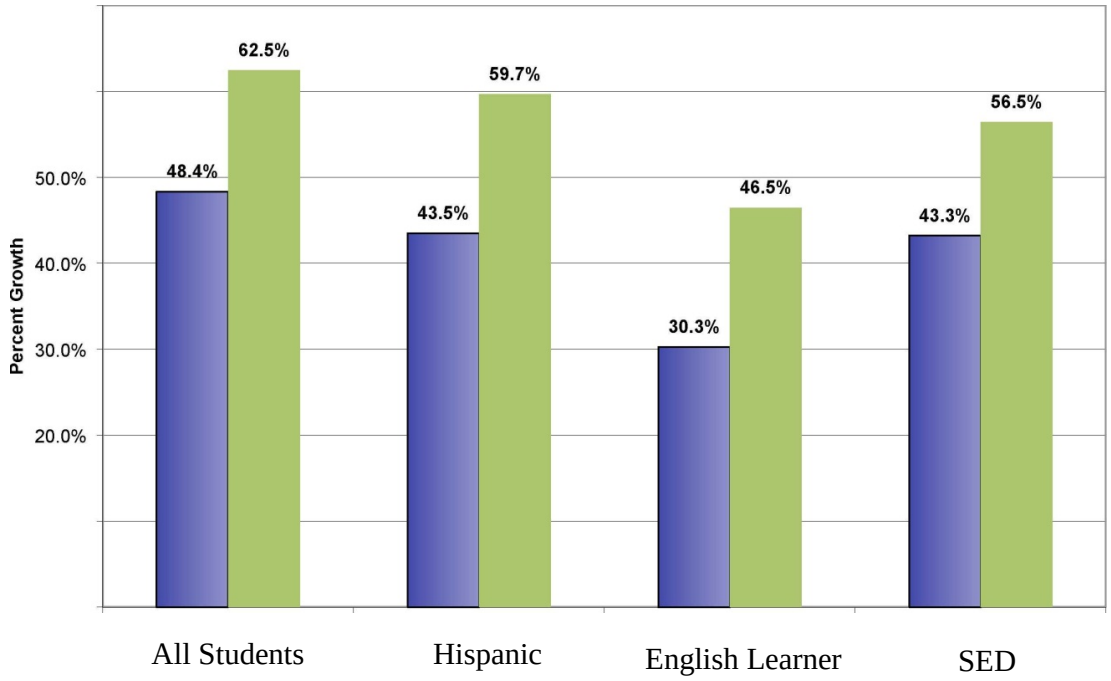
Despite minor dips from year-to-year in some groups, it is a fact that New City School's API scores moved in a positive direction when looking at a three-year trajectory. The standards for renewal in Section 52052(e)(4) do not require increases in pupil academic achievement in *every* year of operation. Rather, any "increases" in pupil academic achievement for all groups of pupils served by the charter school is the most important factor in determining whether to grant a charter renewal. (Ed. Code, § 47607(a)(3).) Our cumulative API growth was also better than a majority of LBUSD resident schools:



New City School students have also shown dramatic growth in our annual Developmental Reading and Writing Assessments ("DRA" and "DWA"). These assessments were developed by Pearson Education, Inc. Our teachers receive training on each assessment each year to ensure score reliability. Based on analysis of these data, our students show positive improvement and growth both school-wide and for significant pupil subgroups:



DRA (purple) and DWA (green) Growth
From 2012-13 to 2013-14 by Subgroup



DRA Growth - Schoolwide				
2014 Grade	Enroll	# of Students With 2013 & 2014 Scores	# of Students Exhibiting Growth	Percent of Students Exhibiting Growth
K	3	0	0	
1	81	28	7	25.0%
2	58	20	11	55.0%
3	78	53	13	24.5%
4	51	37	18	48.6%
5	48	36	27	75.0%
6	34	30	19	63.3%
7	32	23	16	69.6%
8	22	19	8	42.1%
School	407	246	119	48.4%

DWA Growth - Schoolwide				
Grade Level	Enrollment	# of Students With 2013 & 2014 Scores	# of Students Exhibiting Growth	Percent of Students Exhibiting Growth
K	3	0	0	
1	81	29	19	65.5%
2	58	22	21	95.5%
3	78	38	28	73.7%
4	51	28	15	53.6%
5	48	32	21	65.6%
6	34	25	14	56.0%
7	32	23	9	39.1%
8	22	19	8	42.1%
School	407	216	135	62.5%

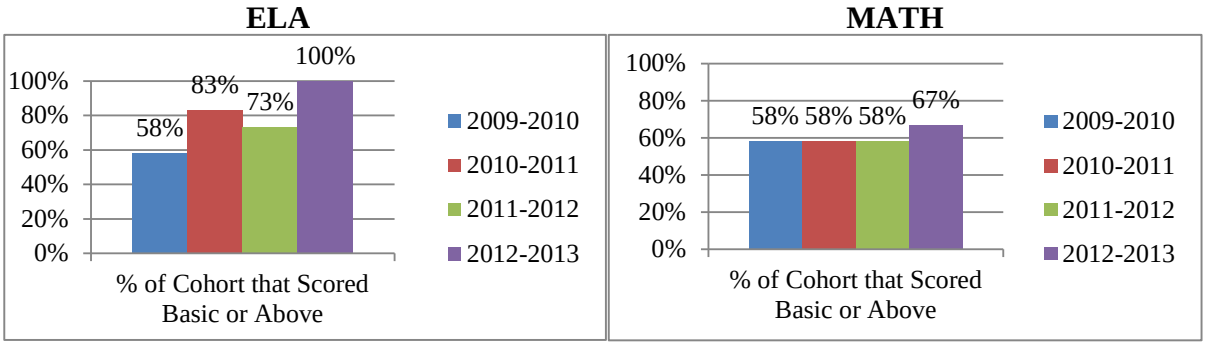
(Tab 14, NC1087-1112.)

We value performance data test scores, but we also recognize that annual test data is simply a snapshot of current academic performance, as opposed to a true *analysis* of an educational program's effectiveness. Test score data can show growth from year-to-year instead of long-term growth over time. Even the Legislature has recognized that, in general, the State accountability system has been based on a "narrow focus on pupil test scores" instead of more "valuable information about school performance, including, but not limited to, pupil

preparedness for college and career, as well as the high school graduation rates already required by law." (Ed. Code, § 52052(a)(4)(H).)

In order to determine the true, long-term impact of our school's program on our students, in 2014 we contracted with Public Works ("PW") to analyze quantitative student outcomes at New City School. PW is an independent, nonprofit firm in Pasadena, CA with a long track record of evaluating public educational initiatives in California. The key to their analysis was the fact that, as indicated by the Stanford study of dual immersion models, students receive the most benefit from our dual immersion program through multiple years of exposure. In other words, we believed the true impact of our educational program would be most identifiable in those students who attended New City School for multiple years. Thus, PW's evaluation examined the progress of four student cohorts at New City School(1) a group of 8th graders in 2012-2013 that was followed backwards to 2009-2010 (i.e. tracking these students from 5th to 8th grade); (2) a group of 7th graders in 2012-2013 that was followed back to 2009-2010 (i.e. tracking them from 4nd to 7th grade), (3) a group of 6th graders in 2012-2013 that was followed back to 2009-2010 (i.e. tracking them from 3rd to 6th grade); and (4) a group of 5th graders in 2012-2013 that was followed back to 2009-2010 (i.e. tracking them from 2nd to 5th grade). (Tab 14, NC1153.)

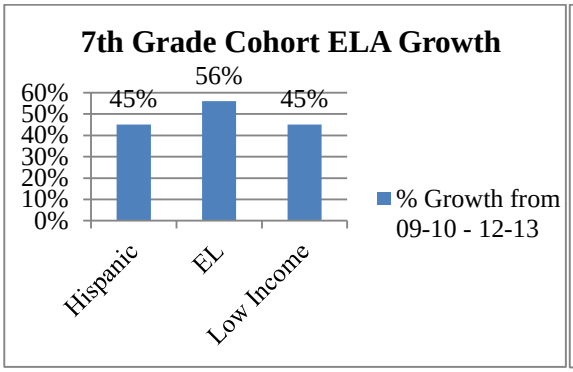
To examine student achievement patterns in these two cohorts, PW computed the percentage of students scoring Basic or higher on the California Standards Tests ("CST") in English/Language Arts ("ELA") and Math. For purposes of this letter and in the interest of space, we highlight two cohorts—7th and 5th grade—but the entire study of all cohorts is attached. In the 7th grade cohort, students showed improvement in both ELA and Math—the percentage of students scoring Basic or higher increased by 42% in ELA and 9% in Math.

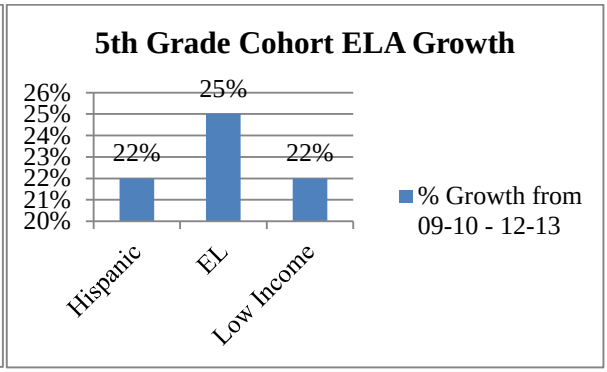


Overall results from the 5th grade cohort were positive as well in ELA, with growth from 67% of students scoring basic or above in 2nd grade to 86% of the students scoring Basic or above in 5th grade. Math results were mixed for this cohort. 100% of the students for this cohort scored Basic or above in 2nd grade, so growth was impossible. That percentage dropped to 59% of students in 3rd grade, but eventually climbed back to 64% of students scoring basic or above in 5th grade. After the immediate drop in scores from 2nd to 3rd grades, this cohort experienced steady growth through 2013.

Not only do our school-wide cohort scores show increases in academic achievement, so do the scores for New City School's three numerically significant subgroups—Hispanic, English

learners, and low income. From the 2009-2010 through the 2012-2013 school years, each pupil subgroup experienced a growth in the percentage of students that scored basic or above on the ELA CST:





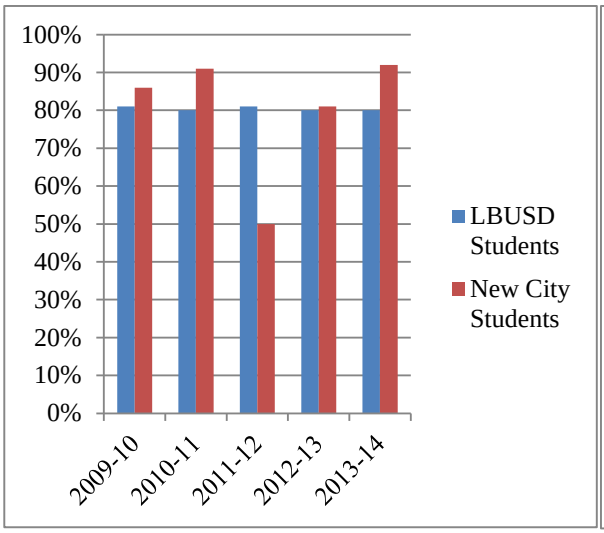
Although not as great as our ELA scores, the Math CST scores for all three subgroups were still solid and showed student progress. In the 7th grade cohort, the Hispanic subgroup experienced an improvement of 18%, the English Learner subgroup improved by 6%, and the low income subgroup improved by 7%. The 5th grade cohort was not as successful, seeing a 29%, 30%, and 31% decline in the three respective pupil subgroups.

The analysis performed by PW also contained comparative data between our two student cohorts and student cohorts from LBUSD schools. After identifying comparison schools, PW compiled demographic and achievement data for over 8,000 LBUSD students from grades 2-8 who attended those schools during the 2010-2011 to 2012-2013 school years. Students who were missing CST were then eliminated from the data set. Results were positive for New City School compared to LBUSD schools. For example, New City School's 7th grade cohort students showed more growth in both ELA and Math compared to the 7th grade cohort at LBUSD comparison schools. In ELA, while 100% of New City School's cohort scored Basic or above on the CST, only 73% of LBUSD students scored the same. The 5th grade cohort at New City School also showed more improvement on the ELA CST than LBUSD students, while LBUSD outperformed New City School on the Math CST.

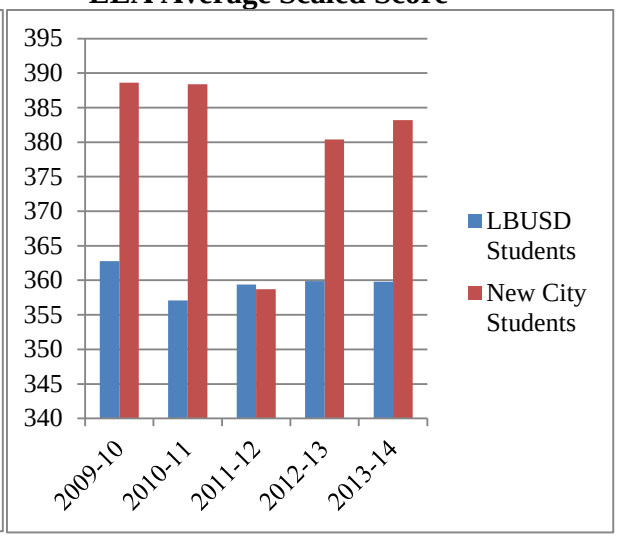
We also conducted an analysis of the California High School Exit Exam ("CAHSEE") census data provided to us by LBUSD. Based on these data, New City School students had higher pass rates in ELA in four out of five years, and higher pass rates in Math in the most recent year. In addition, the New City School average scale score for both ELA and Math was higher on average than LBUSD students:

8TH GRADE GRADUATES CAHSEE ANALYSIS

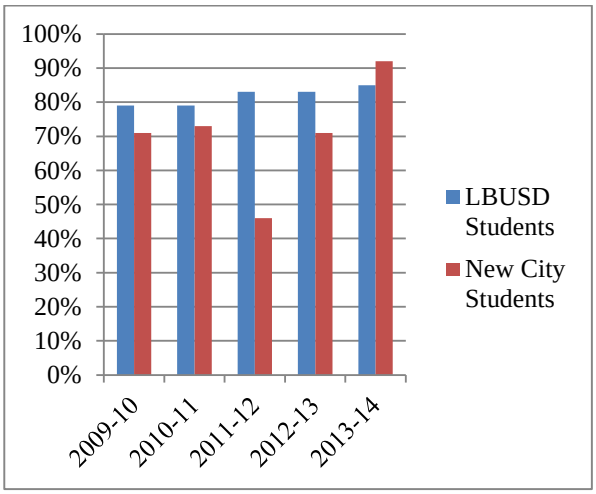
ELA Pass Rates



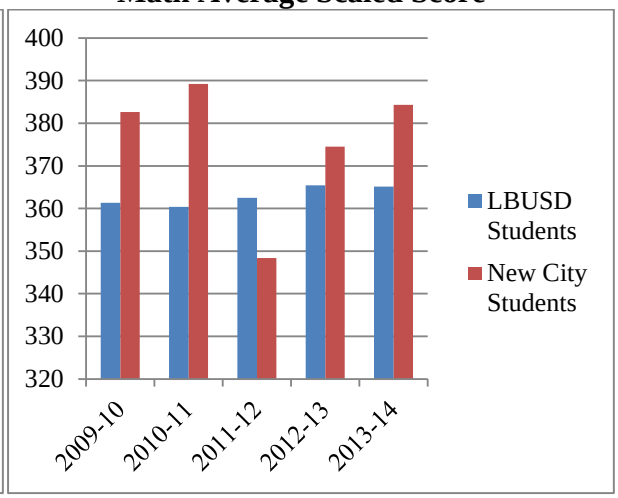
ELA Average Scaled Score



Math Pass Rates



Math Average Scaled Score



These data show that our 8th grade graduates who go on to attend high school at LBUSD schools recently and consistently perform better on the CAHSEE than the average high school student at LBUSD. These data are in alignment with the two Stanford University studies, discussed previously, which shows that dual immersion programs have positive long-term effects over other English immersion programs. (Tab 7, NC0405-0493.) Again, our entire educational model is built on long-term success, as opposed to test scores observed in a vacuum from year to year.

Finally, it is also important to note the high rate of acceptance by New City School students into specialized high school programs at LBUSD. For the 2013-14 school year, 91% of our 8th grade graduates were accepted into these specialized programs, and 83% were accepted this past school year. These programs have comprehensive standards-based curricula to ensure the students are adequately prepared for college. Entry is highly competitive and there are

extensive and selective entry standards set by LBUSD that take into account a student's GPA, standardized test scores, essays written by the student, letters of recommendation, and interviews. Our students consistently meet or surpass these standards, which is reflective of our solid educational model, motivated student body, and strong student achievement.

In sum, under Education Code section 52052(e)(4)(C), New City School satisfies the minimum threshold for renewal by using "alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups." Based on at least three types of data sources—overall API growth, DRA and DWA test scores, and cohort data—New City School has shown increases in pupil academic achievement. New City School is entitled to renewal of its charter.[5]

3. *NEW CITY SCHOOL'S DUAL LANGUAGE IMMERSION PROGRAM IS CRITICALLY NEEDED IN ITS COMMUNITY, AND ACHIEVES THE PRECISE INTENT OF THE LEGISLATURE IN THE CHARTER SCHOOLS ACT TO FOSTER INNOVATION, AND EXPAND LEARNING OPPORTUNITIES WITHIN THE PUBLIC SCHOOL SYSTEM*

New City School's educational model is achieving exactly what the Legislature intended to accomplish by enacting the Charter Schools Act of 1992:

> It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:
>
> (a) Improve pupil learning.
>
> (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
>
> (c) Encourage the use of different and innovative teaching methods.
>
> (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.

[5] We note that New City School also satisfies the minimum criteria for renewal under 47607(b)(4). This criterion requires a charter school to demonstrate that the academic performance of its pupils is at least equal to the academic performance of similar schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of pupil population served by the charter school. (Ed. Code, § 47607(b)(4).) We believe it is fundamentally unfair to compare our school to the school's in LBUSD because New City School is one of only two schools in the entire state utilizing the comprehensive DLE model of instruction. Our program is based on goals of long term comprehension and academic success—students receive the most benefit by remaining in our program for multiple years. Meanwhile, the primary goal of traditional English immersion programs, like in LBUSD, may simply be to achieve high annual test scores. While we disfavor the standard in (b)(4), New City School does show positive academic achievement that is at least equal to the academic performance of similar schools in LBUSD, as outlined in Section IV.2 herein.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

(Ed. Code, § 47601.) These goals are exactly what New City School achieves and provides for the Long Beach community. One of the previously mentioned Stanford Graduate School of Education studies followed students enrolled in four distinct linguistic environments for ten years. Students in the dual language environments "sustained linguistic and academic growth . . . and superior outcomes in middle and high school compared to English immersion students." (Tab 7, NC0486.) "EL students in two-language programs—transitional bilingual, maintenance bilingual, and dual immersion—have a higher long-term likelihood of becoming proficient in English, meeting an academic ELA threshold, and being reclassified." (Tab 7, NC0487.) Long Beach had 15,420 EL students last year in grades K-8. Of these, 153 chose to attend New City School. The enormous EL population in our community, and the likelihood that these 153 students will become proficient in English and have a "leg up" on their traditional public school cohorts, highlights why innovative programs like New City School are so important to the Long Beach and greater Los Angeles County educational community.

The dual language schools offered by LBUSD use a different model than we do, and most importantly, are inaccessible to most of our students. LBUSD currently offers one school-wide dual immersion program, which operates on a 90/10 model that is quite different from our DLE model. Unlike 50/50 and 90/10 models, our school's DLE model requires all pupils, regardless of language background, to learn certain subjects only in the minority language, while others are learned only in the majority language. For example, language arts instruction at New City School is provided in a child's native language (English or Spanish) in grades TK-1, and in both languages in grades 2-8. All TK-8 students learn Mathematics in English, and Social Studies in Spanish. Science in taught in Spanish from grades TK-5, and in English from grades 6-8. The model's philosophy is that children can indeed learn subject matter effectively in either language with appropriate time, and supporting instructional strategies and activities. (Tab 7, NC0494.) In New City School classes taught in one language, children who are not learning in their native language have numerous tools and support mechanisms to help them understand both the subject concept as well as the language itself. Students participate in specialized vocabulary enrichment activities for words in mathematics, science, and social studies they previously learned in the *opposite* language, helping students transfer knowledge of vocabulary already learned in one language to the other. Students are also placed in bilingual pairs or groups for all subject area instruction. Throughout the instructional day, students dominant in English are paired or grouped with students dominant in Spanish. These pairs or groups are given assignments to complete together so that they engage in conversations about both language and content. This grouping strategy motivates our students by encouraging collaboration, which helps facilitate comprehension.

New City School accepts any K-8 student into its program. (Ed. Code, § 47605(d)(2)(A).) In contrast, there are significant hurdles students must surpass to be eligible for enrollment in the LBUSD dual language programs. First, although LBUSD operates four elementary schools with dual immersion programs (Patrick Henry, Webster, Lafayette, and Willard), only one is even an all-school program like New City School. 100% of New City School's students are enrolled in our DLE program. Webster and Willard only offer one dual immersion class per grade (serving only 17% and 21% of their student populations respectively), and Lafayette offers two per grade (serving only 25% of its student population). All three of these partial-school programs utilize the 50/50 model, which is dramatically different than the comprehensive DLE model at New City School. The LBUSD programs are essentially "track programs" operating within an otherwise English-only school, as opposed to a true dual immersion atmosphere like the environment we provide at New City School. (Tab 14, NC1044.)

Further, open enrollment in these LBUSD programs is only available to students in kindergarten. Beyond that, enrollment is subject to space and the schools reach capacity. Even for a student at Patrick Henry that has been enrolled since kindergarten, space is so limited in the middle school classes that he or she could be forced to transfer to another school after 5th grade. (Tab 8, NC0515.)

School Name Grade-Span	% Enrolled in Dual Immersion, Total Enrollment	Access: When can a student be enrolled?	Program Design
New City School TK-8	100% of 428	**Any grade** subject to space	K-8 Dual Language Enrichment (Gómez & Gómez)
Patrick Henry K-8	100% of 798	Kinder-only open, then subject to space	90/10
Webster Elem. K-5	17% of 643	Kinder-only open, then subject to space	One class per grade; 50/50 model
Lafayette Elem. K-5	25% of 961	Kinder-only open, then subject to space	Two classes per grade; 50/50 model
Willard Elem. K-5	21% of 763	Kinder-only open, then subject to space	One class per grade; 50/50 model

Source: DataQuest, Phone calls to each school front desk

The sheer distance between New City School and the LBUSD dual language schools is also a significant hurdle. The vast majority of our students live in close proximity to our campus. Patrick Henry Elementary, the only other 100% dual immersion program in Long Beach, is 6.5 miles away from our campus. To get from New City School to Patrick Henry, it would take 2 hours and 10 minutes for our students to walk, or forty-eight minutes to take the bus. (Tab 14, NC1045.) This extra travel time reduces the available instruction time and adds pressure to our students' daily educational experience.

Between New City School and LBUSD, there are 1,450 total elementary (K-5) and 300 total middle school dual-immersion public school seats of any kind in Long Beach. This is a mere 2 percent in a district serving one of the most diverse populations in the State and nation. Without New City School, that percent is reduced to 1.6 percent

There is little doubt that if our school was forced to shut its doors, the vast majority of our students would be ineligible for enrollment or practically unable to attend LBUSD's dual language schools. Our students would be forced back into the typical public school in a typical classroom with the typical curriculum—a result contrary to the Legislature's intent in Education Code section 47601. Currently there are zero other charter elementary schools in the 80,000-student district of Long Beach. The only other dual language middle school—on the other side of town—serves very few low-income students (33%) and even fewer English Learners (13%). The only other charter middle school is composed of students that do not match the district's diversity whatsoever—in its first year (2013-14) the charter school was only 16% low income and reported no EL students to DataQuest.

We also believe it is relevant to note how LBUSD has dealt with the increased competition of having a true dual language immersion program like New City School within its boundaries. The LBUSD governing board recently voted to enrich and expand the district's dual-language program at one of its elementary campuses as a result of the competition from our school. (Tab 8, NC0518.) It is evident New City School's program has indeed "[p]rovide[d] vigorous competition within the public school system to stimulate continual improvements in all public schools." (Ed. Code, 47601(g).)

V. COMMITMENT TO CONTINUOUS IMPROVEMENT: NEW CITY SCHOOL RAISES THE BAR

At New City School, we are committed to maintaining a system of reflection, self-evaluation and ongoing improvement of our school. Our board of directors and school leadership team are committed to continuously strengthen and build our program to provide a world-class education to our students. To this end, we have developed a long-term strategic plan for future success, which we have included herein as "Tab 3." This plan builds upon past programmatic improvements at New City School (like the transition to the DLE model). It incorporates structural systems for ongoing evaluation and accountability, both internally and externally, and is guided by the eight State priorities for student success. (Tab 3, NC0050; See Cal. Ed. Code, § 52060(d)(1)-(8).)

We believe our school's concrete strategic plan for future success is a critical part of what the State may consider, and in fact is *required to consider*, in this appeal. 5 C.C.R. section 11966.6 provides:

> When considering a petition for renewal, the SBE shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

As described in detail in "Tab 3," our strategic plan for future improvement centers on systematic professional development for both staff and the board, so that our entire team has the tools necessary to meet the commitments in our charter. For example, in order for us to continue and build upon our alignment with the Common Core State Standards, we have engaged in a partnership with the University of California Los Angeles Mathematics Project ("UCLAMP") at Center X. Center X's UCLAMP is one of the State's most respected centers for research-based professional development. Our partnership with UCLAMP will provide our teachers tailored,

onsite professional development training to help enhance their skills, so they can in turn increase their students' ability to succeed in math. We believe this partnership will help ensure our students' math skills prepare them for a successful transition to high schools that utilize college preparatory curriculum, particularly those classes that satisfy the University of California's A-G subject requirements.

We also have implemented a timeline for our school to seek accreditation by the Western Association of Schools and Colleges ("WASC"). We believe the WASC accreditation process will strengthen our ongoing process of self-improvement. Our goal is not merely to obtain the accreditation, but to create a system of accountability, self-reflection, and self-refinement. Applying the WASC criteria to analyze the school's operations and academic program will provide a clear guide our school can follow (and will be required to follow as a condition of accreditation) for continued and future success.

Thank you very much for your consideration. Please contact me if you have any questions or require any additional information. We look forward to the opportunity to discuss the above issues with CDE staff, the ACCS, and the members of the State Board of Education.

Very truly yours,

John Vargas, Executive Director
New City Public Schools

Enclosures

cc: Members, California State Board of Education
Members, Advisory Commission on Charter Schools (ACCS)

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New City Public Charter School ("New City") Appeal Of Charter Nonrenewal

Administrative Record

This administrative record contains the documents required by 5 Cal. Code Regs. § 11966.6, subdivision (b) to be delivered to the SBE at the time the Notice of Appeal is delivered, as well as other pertinent supporting documentation. The full, sequentially-numbered administrative record is also contained on the included disc.

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9. Agenda Item # 03 of Advisory Commission on Charter Schools Meeting and Included State Superintendent Report and Recommendations (2/7/14) NC-0525

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Letter from CDE Staff to Charter School Authorizers Discussing Impact of API Suspension on Charter Renewals (5/13/14)

California Department of Education (http://www.cde.ca.gov/sp/cs/re/renewalletter.asp)
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CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 13, 2014

Dear Charter School Authorizer:

IMPACT OF ACADEMIC PERFORMANCE INDEX SUSPENSION ON CHARTER RENEWAL DETERMINATIONS

On March 13, 2014, the State Board of Education (SBE) approved not calculating the 2014 Growth and Base Academic Performance Indexes (APIs) and the 2015 Growth API. Since the first Smarter Balanced assessment results will be available after the Spring 2015 administration of the assessment, Base to Growth comparisons will be reported in 2015–16. Three alternatives were authorized by Assembly Bill 484 to meet legislative and/or programmatic requirements: (a) the most recent API calculation;

(b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

The California Department of Education (CDE) will calculate the three-year average API and post the report on the CDE Web site in May.

Additionally, California *Education Code* (*EC*) Section 52056(a) requiring API ranking of schools was repealed. As a result, beginning with 2014, statewide and similar schools ranks will no longer be produced. The 2013 ranks will be posted on the 2013 Growth API Report released in May. For more detailed information regarding the changes in academic accountability reporting, see the enclosed April 2, 2014 letter located at: http://www.cde.ca.gov/ta/ac/ap/letter040214.asp from Deputy Superintendent Deborah Sigman, regarding "Changes in Academic Accountability Reporting," and subsequent e-mail on May 7, 2014 from Division Director Keric Ashley to accountability coordinators, located at: http://www.cde.ca.gov/sp/cs/re/sssr.asp, regarding "2013 Statewide and Similar School Ranks."

As a result of these changes in the academic accountability system, charter school authorizers can consider a range of options in determining increases in pupil academic achievement for charter renewals.

Determining Pupil Academic Achievement for Purposes of Charter Renewal

Pursuant to *EC* Section 47607(a)(3)(A), located at: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47607 the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school. With the SBE's action on the API, charter school authorizers have the three options for determining academic achievement for charter renewal stated above, in addition to an option in current law, *EC* Section 47607(b)(4)(A), located at: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47607.

> "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population that is served at the charter school."

This determination is based on **all** of the following:

Documented and clear and convincing data;

- Pupil achievement data from assessments for demographically similar pupil populations in the comparison schools; and
- Information submitted by the charter school.

It is important to note that local educational agencies, including charter schools, will not receive results for students participating in the Smarter Balanced Field Test for English-language arts and mathematics. However, results will be provided for the Smarter Balanced assessments beginning in 2015. Therefore, data for comparison schools will be limited for 2014.

The charter authorizer shall not grant a renewal until a minimum of 30 days has elapsed after the charter school submits information specific to this determination.

Charter School Renewal Academic Performance Determination Documentation

In addition, *EC* Section 47607(b)(4)(C) located at: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47607, indicates the chartering authority is to submit to the State Superintendent of Public Instruction (SSPI) copies of supporting documentation and a written summary of the basis for an academic performance determination made in renewing a charter petition using the alternative criterion referenced above.

The California Department of Education (CDE) provides a submission process (enclosed) for charter authorizers to use when submitting to CDE documentation of an local educational agency (LEA)'s academic performance determination in compliance with *EC* Section 47607(b)(4)(C) located at: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47607.

All materials are submitted electronically on a CD or by e-mail along with the printed and signed form and mailed to:

California Department of Education
Charter Schools Division
Attn: Charter School Renewal–Academic Performance Determination
1430 N Street, Suite 5401
Sacramento, CA 95814-5901

As a reminder, the charter authorizer is responsible under *EC* Section 47604.32(e) located at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47604.32 and *California Code of Regulations (CCR)* 5 Section 11962.1 located at https://govt.westlaw.com/calregs/Index to provide timely notification to the CDE if the charter renewal is granted or denied, charter revoked, or the charter school ceases to operate for any reason.

If you have any questions regarding this subject, please contact the Charter Schools Division, by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Sincerely,

Julie Russell, Director
Charter Schools Division

Keric Ashley, Director
Analysis, Measurement and Accountability Reporting Division

JR/KA:gs

Enclosure

cc: District and County Superintendents
Charter School Administrators

Last Reviewed: Monday, June 30, 2014

Letter from CDE Staff Discussing Requirements for Renewal Under California Education Code Section 47607(b)(4) (10/6/14)

October 6, 2014

James Suarez, Assistant Director

Long Beach Unified School District

1515 Hughes Way

Long Beach, CA 90810-1839

John Vargas, Executive Director

New City School

1637 Long Beach Blvd.

Long Beach, CA 90813

Dear Assistant Director Suarez and Executive Director Vargas:

Subject: Charter Renewal

As per California *Education Code* (*EC*) Section 47604.32(e), Duties of chartering authority, the authorizer of a charter school must provide notification to the California Department of Education (CDE) when a charter school is revoked, renewed, or ceases to operate for any reason. Upon review of the Charter database, the charter term for New City School, #0291, will expire on June 30, 2015.

Pursuant to *EC* Section 47607(a)(3)(A), the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school. With the suspension of the Academic Performance Index (API) Accountability System, Long Beach Unified School District and New City School will need to use other means to determine whether the academic performance of the charter school and all pupil subgroups is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend. In addition, *EC* Section 47607(b)(4)(C) indicates the chartering authority is to submit copies of supporting documentation and a written summary of the basis for any determination made in renewing a Charter petition to the State Superintendent of Public Instruction (SSPI) 30 days before approval is effective.

The Charter Schools Division (CSD) has developed a submission process for Charter Authorizers to use when submitting renewal documentation to CDE in order to comply with *EC* Section 47607(b)(4)(C). The Charter School Renewal Package may be used as a basis for recommendation made according to *EC*Section 47604.5 which states the State Board of Education, based upon the recommendation of the SSPI, revocation of the school's charter, when any of the following is determined: (a) gross financial mismanagement; (b) illegal or substantially improper use of charter school funds; or (c) substantial and sustained departure from measurably successful practices.

The Charter School Renewal Package will consist of:

- Academic Performance Determination Form (DOC) [http://www.cde.ca.gov/sp/cs/re/documents/apidetform.doc], signed by the District Superintendent of the authorizing Local Educational Agency (LEA);

- Written notice (board meeting minutes of the public hearing and approving the renewal of the Charter) by the governing board of the school district;

b(4) - Supporting documentation and a written summary of the basis for any determination made pursuant to the renewal including evidence that pupil academic achievement for all groups of pupils served by the Charter are at least equal to the public school that the pupils would otherwise have attended;

- Updated petition (including new legislation enacted after charter was originally granted or last renewed) as approved by the authorizing LEA, including any attachments or appendices, and

- One CD or flash drive with an electronic copy of all above noted documentation.

All materials are to be submitted electronically on a CD or by e-mail to Charters@cde.ca.gov. Also, the printed and signed form must be mailed to:

Attn: Charter School Renewal Package

Charter Schools Division

California Department of Education

1430 N Street, Suite 5401

Sacramento, CA 95814

If the charter school has not been renewed and is in the process of closing, please see the following: http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp

If you have further questions about the renewal process, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail atCharters@cde.ca.gov.

Sincerely,

/s/

Julie Russell, Director

Charter Schools Division

JR:cs

CDE Report to the California Legislature on Alternative Methods for the API (10/1/13)

California Department of Education

Report to the Legislature: Alternative Methods in Place of Decile Rank for the Academic Performance Index

Prepared by:

Analysis, Measurement, and Accountability Reporting Division
District, School, and Innovation Branch

OCTOBER 2013

Description: California *Education Code* Section 52052.9(b) states that the State Superintendent of Public Instruction, in consultation with the Public Schools Accountability Act Advisory Committee, shall report to the Legislature on an alternative method or methods, in place of decile rank for the Academic Performance Index, for determining eligibility, preferences, or priorities for any statutory program that currently uses decile rank as a determining factor. These proposed alternative methods are contained in this report.

Authority: California *Education Code* Section 52052.9 (b)

Recipient: Legislature

Due Date: October 1, 2013

California Department of Education

Report to the Legislature:

Alternative Methods in Place of Decile Rank for the Academic Performance Index

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California Department of Education

Report to the Legislature: Alternative Methods in Place of Decile Rank for the Academic Performance Index

Executive Summary

This report is required by California *Education Code* Section 52052.9(b), which states that the State Superintendent of Public Instruction (SSPI), in consultation with the Public Schools Accountability Act (PSAA) Advisory Committee, shall report to the Legislature on an alternative method or methods, in place of decile rank of the Academic Performance Index (API), for determining eligibility, preferences, or priorities for any statutory program that currently uses decile rank as a determining factor. This report is due to the Legislature by October 1, 2013.

Between March and September 2013, the California Department of Education (CDE) researched and consulted with the PSAA Advisory Committee and its Technical Design Group (TDG) and developed the following two proposed alternative methods that could be implemented in place of the current API decile ranks:

- Numeric Method
- Descriptive Method

Although this report describes these two alternative methods, the Legislature should also consider whether ranks should continue at all, given the anticipated changes to our current accountability system.

This report recommends that decisions about the adoption and implementation of alternative method(s) in place of the current decile ranks should be considered within the context of California's newly evolving accountability system. Recent actions and legislative requirements will produce significant changes to California's assessment and accountability system over the next several years, and these changes will significantly impact the API. Therefore, alternatives provided in this report should be considered for implementation once the new accountability system is firmly in place.

If you have any questions regarding this report, please contact Jenny Singh, Administrator, Academic Accountability Unit, by phone at 916-319-0437 or by e-mail at jsingh@cde.ca.gov. You can find this report on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/index.asp. If you need a copy of this report, please contact Betty Miura, Research Analyst, Academic Accountability Unit, by phone at 916-319-0863 or by e-mail at bmiura@cde.ca.gov.

Alternative Methods in Place of Decile Rank for the Academic Performance Index

Introduction

The purpose of this report is to provide background information and to propose alternative method(s) to the decile ranking of the Academic Performance Index (API) as required by California *Education Code* (*EC*) Section 52052.5(b).

Background

California's current accountability system based on the API was implemented in 1999. Recent legislative requirements have been passed that will result in significant changes to the assessment and accountability system and the API over the next several years:

- Assembly Bill 484 (Bonilla, Chapter 489, Statutes of 2013) created the Measurement of Academic Performance and Progress (MAPP) to replace the current Standardized Testing and Reporting (STAR) Program. In the 2013–14 school year, students will participate in the field testing of the Smarter Balanced Assessment for English-language arts (ELA) and mathematics. Students will continue to take the California Standards Test (CST) for science in grades five, eight, and ten until a successor assessment is implemented. Because no CST results will be available in ELA and mathematics in 2013, API reporting will likely be suspended for one year, pending State Board of Education (SBE) approval, and may be suspended for up to two years per statute.[1]
- Senate Bill 1458 (Steinberg, Chapter 577, Statutes of 2012) requires that by 2015–16 no more than 60 percent of the API will be based on specified statewide assessments for high schools. College and career indicators could be added as part of the 40 percent of non-assessment indicators in the API. The Public Schools Accountability Act (PSAA) Advisory Committee is currently discussing recommendations for adding a college and career indicator into the API. Other indicators are also under discussion by the PSAA Advisory Committee.
- Graduation data is required to be added to the API when the data are valid and reliable. The third year of four-year cohort graduation rate data has recently been released by the California Department of Education (CDE), and graduation data are ready for inclusion in the API, which will also be part of the 40 percent of non-assessment indicators in the API. The PSAA Advisory Committee provided recommendations to the State Superintendent of Public Instruction (SSPI) for adding graduation data to the API. The SSPI presented these recommendations to the SBE at the November 2013 meeting (the November Board item is provided in Attachment 1.)
- California's 2013–14 budget replaces the previous kindergarten through grade twelve (K–12) finance system with a new Local Control Funding Formula (LCFF).

[1] All STAR Program assessments will be suspended except for science assessments required by the federal No Child Left Behind Act of 2001, California Alternate Performance Assessment, assessments augmented for use as part of the Early Assessment Program in grade eleven, and the Primary Language Assessment.

As part of the LCFF, school districts, county offices of education, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the SBE on or before March 31, 2014. In addition, the SBE is required to adopt evaluation rubrics to assist local educational agencies (LEAs) and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015. Subsequent revisions to the template or evaluation rubrics are required to be approved by the SBE by January 31 before the fiscal year in which the template or rubric would be used. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. As this work progresses it may have implications on adding new indicators to the API.

- The federal Elementary and Secondary Education Act is scheduled for reauthorization and may also impact California's accountability system.

Because many changes will occur to California's accountability system in the next several years, the new system will be much different from the current system. Therefore, the information provided in this report should be considered in the context of an evolving accountability system that will take time to be firmly established. Decisions about the adoption and implementation of alternative method(s) in place of the current decile ranks should be considered for implementation only after the new accountability system is firmly in place.

Regarding the current decile ranking system, since 1999 the California *EC* has been amended to add approximately 26 uses of the statewide and similar school ranks. For example, decile ranks are used to (a) determine funding eligibility/priority, (b) trigger requirements for reporting, (c) determine priority for professional development, and (d) determine eligibility for program participation. Attachment 2 contains a summary of the different uses of decile ranks in the *EC*.

Decile ranks are produced and reported each year within the Base API reports as required under California *EC* Section 52056. LEAs, special education centers, and Alternative Schools Accountability Model schools do not receive ranks.

Two types of API decile ranks are reported for schools: (1) statewide rank and (2) similar schools rank. For the statewide rank, Base API scores are sorted from the highest to the lowest by school type (elementary, middle, or high) and divided into 10 equal ranks (i.e., deciles). A rank of 10 is the highest, and a rank of 1 is the lowest.

The similar schools rank compares a school's API against 100 other schools with similar educational opportunities and challenges as determined by the School Characteristics Index, which is calculated using more than 20 variables, including mobility; race/ethnicity (8 variables); socioeconomic status (2 variables); percent of English learners (ELs); average class size per grade level; whether the school is multi-track, year-round; percent of grade span enrollments (3 to 4 variables); percent of gifted and talented education students; percent of students with disabilities; percent of re-designated fluent-English proficient students; and percent of migrant students.

For the similar schools rank, Base API scores of the school and its 100 similar schools are sorted from the highest to the lowest by school type and divided into 10 equal ranks. A similar schools rank of 10 means the school performed better than 90 of its 100 similar schools, and a rank of 1 means the school performed below at least 90 of its 100 similar schools.

The issue with the current decile ranks is that the practice of ranking schools from top to bottom in deciles has fostered a sense that those in the lower decile rankings are failing or otherwise underperforming, even though a number of such schools have improved significantly over time and/or consistently met API Growth targets. For example, in 2001, an elementary school with an API of 727 received a statewide rank of 7. In 2012, the same API score of 727 would earn the school a statewide rank of 1 because schools are improving.

Proposed Alternative Methods in Place of Decile Rank

Starting in March 2013, the CDE began discussions with the PSAA Advisory Committee and its Technical Design Group (TDG) to develop an alternative method or methods to the decile rank. The PSAA Advisory Committee believed that any alternative method(s) developed should be easy for the public to understand and clearly communicate information. The two groups agreed that four key components should be represented in the method(s): (1) absolute performance, (2) educational challenges, (3) growth over time, and (4) student group achievement.

Based on these components, two alternative methods in place of decile ranks were identified: Numeric Method and Descriptive Method.

Numeric Method

The proposed numeric method was presented to the PSAA Advisory Committee at its June 2013 meeting for review and has three components. The first two components provide school-level data only and the third component provides school, district, county, and state-level data. A description of each component is provided below:

1. Statewide Decile Rank (school-level only)

   The school's statewide decile rank, as currently calculated, would be displayed.

2. Educational Challenges Index (school-level only)

   An index would be calculated to represent the educational challenges of a school based on student demographics. To determine the level of educational challenge, the index would be constructed using two independent variables: (1) educationally disadvantaged students and (2) ELs. "Educationally disadvantaged students" are defined for this purpose as a non-duplicate count of students who are eligible for the National School Lunch Program, have parents with an education level less than high school, are students with

disabilities, and/or are migrant students. The index would be displayed using a range of 1 to 100, with 100 reflecting the highest level of educational challenges. The index would be similar to the current similar schools rank except that it would be less complicated and would not be a decile rank; i.e., it would not require 10 percent of schools in each rank. Instead, the index, like the API, would have a distribution of scores. The range of scores for the Educational Challenges Index would be from 1 to 100. This approach provides more sensitivity in the score schools would receive on educational challenges and would avoid the issue of decile ranks with an equal 10 percent of schools in each rank.

3. Change in API (school, school district, county, and state levels)

   This component would display the change in API points made by the school and, for comparison purposes, the change in the API points made by its school district, its county, and the state. The change would be calculated as the difference between Base to Growth for one API reporting cycle (e.g., +20 points, -8 points, and so on).

Numeric Method Sample School Report

Category	School	District	County	State
Statewide Decile Rank	2*	N/A	N/A	N/A
Educational Challenges Index	79**	N/A	N/A	N/A
Change in API	+20*** points	-5 points	+2 points	+11 points

*Scale is 1 to 10 (1 is low and 10 is high)
**Scale is 1 to 100 (100 reflects the highest level of educational challenges)
*** The difference between the 2011 Base API and the 2012 Growth API
N/A: Not applicable

Advantages: The Educational Challenges Index, under this method, would take the place of the similar schools rank, eliminate the use of decile ranks, and provide more sensitivity in the scores schools would receive. In addition, the Numeric Method would report data about the school's change in its API over one year, with comparative data for its school district, county, and the state.

Disadvantages: The Numeric Method would be similar to the current decile ranks because the statewide rank would remain unchanged. Also, the change in API data is already reported in a school's current API report and would be redundant reporting.

Descriptive Method

The proposed Descriptive Method was presented to the PSAA Advisory Committee at its September 2013 meeting for review, and seven components were developed. All components of this method would use school-level data only. The data for each

component would be expressed as a five-star rating, which would be easier for parents and the public to understand. Whole stars could be used as well as half stars to create a custom rating for a school. For example, 10 half stars could be used to create 10 rating categories for a component. The school could be rated on each of the seven separate components as well as on an overall average component.

Following are descriptions of the seven components that could be included in the Descriptive Method to demonstrate the concept of the method. If the legislature would like to pursue this method, the CDE could work with the PSAA Advisory Committee and the SBE to develop the detailed criteria for the Descriptive Method.

1. API Improvement Over Three Years

   This component could have 10 rating criteria. The table below displays possible criteria to determine how well schools perform on the API over a three-year period. The criteria would take into consideration schools meeting or exceeding schoolwide targets, student group targets, positive or negative growth, and schools that are at or above the statewide API goal of 800. Every school that receives an API would receive a star rating.

Ten Star Rating Criteria for API Improvement Over Three Years

Rating	Number of Years Met Schoolwide Target	Number of Years Met All Significant Student Group Target(s)	API Growth Points for Schools at 800 or Above
5 Stars	3	3	Positive growth in all three years
4 ½ Stars	3	3	Net growth over three years is 0 or positive
4 Stars	3	3	Net growth over three years is negative
3 ½ Stars	3	2	N/A
3 Stars	3	1	N/A
	2	2	
2 ½ Stars	3	0	N/A
	2	1	
2 Stars	2	0	N/A
1 ½ Stars	1	1	N/A
1 Star	1	0	N/A

Rating	Number of Years Met Schoolwide Target	Number of Years Met All Significant Student Group Target(s)	API Growth Points for Schools at 800 or Above
½ Star	0	0	N/A

N/A: Not applicable

The next five components of the Descriptive Method would display comparative data for various student groups to determine how well schools are serving their students with educational challenges and whether or not schools are closing the achievement gap. Five student groups were identified for components 2 through 6: the EL, socioeconomically disadvantaged (SED), African American, Hispanic, and foster youth student groups.

The basic calculation for each of these components would be the same. All schools with a numerically significant student group could have their student group Growth API compared against the comparable statewide student group Growth API for the same year. The difference would be calculated, the scores sorted from highest to lowest, and the scores sorted into 10 equal groups. The 10 groups could be assigned a star rating from a half star to 5 stars, similar to the chart shown for component 1.

2. Comparative Performance of ELs

   All schools with a numerically significant EL student group could have their EL Growth API compared against the statewide EL group Growth API.

School's EL Growth API Compared to State EL Growth API

School's Numerically Significant **EL** Student Group Growth API	**minus**	Statewide **EL** Student Group Growth API	**=**	Difference*

* Difference reported as decile rank and then expressed as a star rating.

3. Comparative Performance of SED Students

   All schools with a numerically significant SED student group could have their SED Growth API compared against the statewide SED group Growth API.

School's SED Growth API Compared to State SED Growth API

School's Numerically Significant **SED** Student Group Growth API	**minus**	Statewide **SED** Student Group Growth API	**=**	Difference*

* Difference reported as decile rank and then expressed as a star rating.

4. Comparative Performance of African American Students

All schools with a numerically significant African American student group could have their African American group Growth API compared against the statewide **White** group Growth API.

School's African American Growth API Compared to State White Growth API

School's Numerically Significant **African American** Student Group Growth API	**minus**	Statewide **White** Student Group Growth API	**=**	Difference*

* Difference reported as decile rank and then expressed as a star rating.

5. Comparative Performance of Hispanic Students

   All schools with a numerically significant Hispanic student group could have their Hispanic group Growth API compared against the statewide **White** group Growth API.

School's Hispanic Growth API Compared to State White Growth API

School's Numerically Significant **Hispanic** Student Group Growth API	**minus**	Statewide **White** Student Group Growth API	**=**	Difference*

* Difference reported as decile rank and then expressed as a star rating.

6. Comparative Performance of Foster Youth Students

   All schools with a numerically significant Foster Youth student group could have their Foster Youth group Growth API compared against the statewide Foster Youth group Growth API.

School's Foster Youth Growth API Compared to State Foster Youth Growth API

School's Numerically Significant **Foster Youth** Student Group Growth API	**minus**	Statewide **Foster Youth** Student Group Growth API	**=**	Difference*

* Difference reported as decile rank and then expressed as a star rating.

These components are examples of the type of information that could be provided in this model. The actual components in such a system could be legislated or delegated to the PSAA and SBE for approval.

Graduation Rate

All high schools could receive a star rating based on their graduation rate. The table below displays an example of the criteria for the graduation rate.

Six Star Rating Criteria for Graduation Rate

Graduation Rate	Rank
96 percent to 100 percent	5 Stars
91 percent to 95.99 percent	4 Stars
86 percent to 90.99 percent	3 Stars
81 percent to 85.99 percent	2 Stars
76 percent to 80.99 percent	1 Star
At or below 75.99 percent	½ Star

Attachment 3 provides a Descriptive Method Sample Report.

Advantages: The Descriptive Method proposes a greater change from the current decile ranks than does the Numeric Method. It would provide a rating on how well a school is meeting its targets over three years and whether or not the school is closing the achievement gap. This method also provides flexibility because criteria could be added or removed as the accountability indicators change. Legislators and program managers would be provided a greater menu of specific indicators to choose from for determining eligibility, preferences, and priorities for program requirements. Legislators, parents, and the public would find the star rating display easier to understand than the current decile ranks.

Disadvantage: The Descriptive Method in components 2 through 6 still retains the decile rank methodology of having 10 equal groups where there will always, even over time, be an equal number of schools in each rank. However, this could be easily solved by basing the star rating on benchmarks, which would make the ratings standards based.

Whether Ranks Should Continue

At its September 2013 meeting, the PSAA Advisory Committee noted that although the decile ranks were an important measure when the API was first implemented in 1999, there recently does not seem to be a need for ranking the API. They also said that the current ranking system can mask schools that are improving and has generally provided an advantage to schools with fewer educational challenges. There was a consensus that it is time to find different ways of communicating to the public about how well schools meet the needs of their students.

Current Context and Making Decisions about Ranks

The SBE Liaison, at the September 2013 PSAA Advisory Committee meeting, commented that many changes will be occurring to California's assessment and accountability system over the next several years and that decisions about decile ranks will need to be made after key decisions related to the eight priorities listed in the LCFF legislation are made. The LCAP requires that school districts, county offices of education, and charter schools need to include data for local accountability. Because these and other changes in assessments and accountability will be occurring in the near future, implementation of any changes to the decile ranks should not occur until after the new system is firmly established. The proposals in this paper are conceptual and could change based upon the new accountability system. For example, it may be that decile ranks would not be needed under the newly established accountability system and, therefore, would not pose an issue in the new system.

California Department of Education
Executive Office
SBE-003 (REV. 09/2011)
dsib-amard-nov13item02

ITEM #10

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2013 AGENDA

SUBJECT	
Approval of the Incorporation of Graduation Data in the Academic Performance Index and an Update on the California Department of Education's Work Plan and Process for Revising the Academic Performance Index Consistent with *Education Code* Sections 52052 through 52052.9.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

This is the fifth in a series of updates to the State Board of Education (SBE) regarding the Academic Performance Index (API) activities related to the implementation of California *Education Code* (*EC*) sections 52052 through 52052.9. The California Department of Education (CDE) will provide a brief update on the progress made toward implementing the main components of California *EC* sections 52052 through 52052.9 as amended by Senate Bill (SB) 1458 (Steinberg).

RECOMMENDATION

The CDE recommends that the SBE approve the Public Schools Accountability Act (PSAA) Advisory Committee's recommended methodology for incorporating graduation data in the API. The methodology is outlined below:

- Incorporate graduation data in the same way that assessment results are now included in the API which is at the student level. Students in the four-year graduation cohort will be assigned various API points pending their identification within the following four graduation statuses:
    - Four-Year Graduation with Diploma: 1000 points
    - Special Education Certificate Recipient: 1000 points
    - High School Equivalency Test: 800 points
    - Non-Graduate: 200 points

The proposed assignment of 1000 API points for students who earn a Special Education certificate is supported by the Advisory Commission on Special Education (ACSE), which is reflected in a formal recommendation made at their August 2013 meeting.

The recommended methodology also includes a bonus point structure at the schoolwide level which provides additional points to four-year graduates who are identified for specific programs. Four-year graduates who are identified in more than one program may earn bonus points more than once. Each identified program is worth 50 bonus points each which allows a maximum of 150 bonus points to be earned by a graduate. The identified programs are:

- English learner (EL): 50 points
- Student with disabilities (SWD): 50 points
- Socioeconomically disadvantaged (SED): 50 points

In January, the CDE will provide the SBE with timeline options for implementing the incorporation of the graduation data in the API.

BRIEF HISTORY OF KEY ISSUES

Currently, the API is based only on statewide assessment results: the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). SB 1458 changes the composition of the API for high schools beginning with the 2015–16 API reporting cycle (i.e., the 2015 Base API and the 2016 Growth API), when statewide assessment results may not constitute more than 60 percent of a high school's API. The remaining 40 percent must be based on other indicators, such as graduation data and college and career readiness.

When the PSAA was established in 1999 and created the API, legislation stated that the API shall consist of a variety of indicators, including, but not limited to, graduation rates for pupils in secondary schools (California *EC* Section 52052[a][4]). At that time, the PSAA Advisory Committee concluded that it would not be possible to add graduation data until the California School Information Services (CSIS) was fully implemented.

In 2009, CSIS transitioned into the California Longitudinal Pupil Achievement Data System (CALPADS). CALPADS allows for a system that collects student-level data, such as individual student enrollment, demographics, and program participation. With the confidence that the CALPADS contains reliable, valid, and staple graduation data, and with the requirement to include additional indicators by 2015–16, the CDE began discussions in 2012 with the PSAA Advisory Committee and the Technical Design Group (TDG) regarding methodologies for incorporating graduation data in the API.

The PSAA Advisory Committee discussed various methods for incorporating graduation data into the API. All methods considered assigning points to students based on graduation status and included a provision to assign bonus points at the schoolwide level for graduating ELs, SEDs, or SWDs.

At the June 25, 2013 PSAA Advisory Committee meeting, the committee members approved a methodology for incorporating graduation data in the API. The PSAA Advisory Committee's recommended methodology is detailed in Attachment 1. This

decision was supported by API simulations completed by CDE staff; regional meetings held by the CDE; and a statewide survey completed by school, district, and county administrators; staff; parents; teachers; students; organizations; and other interested parties.

The PSAA Advisory Committee's recommended methodology is supported by responses received from the statewide survey. At least 80 percent of respondents supported a bonus point structure for ELs, SEDs, and SWDs; assigning 1000 points for students who graduate with a four-year diploma, giving credit to students who pass the high school equivalency test; and giving credit to students who earn a Special Education Certificate. In order to accurately report on the progress of closing the achievement gap, bonus points will not be assigned at the student group level. Attachment 2 contains the results from the statewide survey.

In addition to the recommended methodology, the PSAA Advisory Committee also recommends incorporating graduation data beginning with the 2013–14 API reporting cycle (i.e., 2013 Base API [released in the spring of 2014] and 2014 Growth API). This recommendation is also supported by responses received from the statewide survey. The CDE asked school, district, or county administrators, whether they preferred to implement these new API indicators gradually or all-at-once. Of the 694 responses to this question, 65 percent indicated support for a gradual three-year implementation plan while 35 percent indicated support for an all-at-once implementation plan (See Attachment 2).

Furthermore, the PSAA Advisory Committee's recommendation is to initially include the graduation data at the relatively low weight of 10 percent. This weight may be considered for increase in the future when at least 40 percent of the API must be based on non-assessment indicators. At a future SBE meeting, the CDE will recommend how much weight to assign the graduation data.

The PSAA Advisory Committee met September 6, 2013 to review the accountability indicators of several other states and survey results regarding the incorporation of the college and career indicator in the API. In addition, Michal Kurlaender and Jake Jackson from the U.C. Davis School of Education presented information on school level indicators of college readiness and Patrick Ainsworth presented on the work that the Smarter Balanced Assessment Consortium (SBAC) is undertaking regarding college and career readiness. The committee will meet on October 22, 2013 to continue the discussion surrounding the inclusion of a college and career indicator and other possible indicators in the API. Attachment 2 provides a proposed work plan for the PSAA Advisory Committee.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In July 2013, the CDE provided the SBE an update on the progress made toward implementing components identified in SB 1458, including results of public input

received at regional meetings. These regional meetings were held to seek feedback from the public and stakeholders on new high school accountability requirements for the API.

In March 2013, the SBE approved eliminating the requirement that the performance levels of students in grades eight and nine taking the General Mathematics California Standards Test (CST) be lowered by one or two performance levels, respectively, for inclusion into the 2012 Base API. This decision was implemented in the 2012 Base API Report released to the public on May 24, 2013, and will be reflected in the 2013 Growth API scheduled to be released in September 2013.

In January 2012, the SBE approved proposed amendments to *California Code of Regulations*, Title 5 (5 *CCR*) sections 1039.2 and 1039.3 which defined continuous student enrollment for accountability purposes and required assessment results from an alternative education program to be assigned to the school/local educational agency of residence under specific circumstances. These regulations became operative on May 2, 2012.

FISCAL ANALYSIS (AS APPROPRIATE)

The 2013 State Budget provides the CDE with two positions to support the implementation of SB 1458 and the redesign of the API. Although the Analysis, Measurement, and Accountability Reporting Division (AMARD) has begun the work associated with implementing SB 1458, the majority of the work (e.g., researching college and career measures, running simulations, etc.) will be completed by staff filling the two budgeted positions.

Costs associated with incorporating graduation data in the API are included in the AMARD's budget.

ATTACHMENT(S)

Attachment 1: Recommended Methodology to Incorporate Graduation Data in the Academic Performance Index (2 Pages)

Attachment 2: Results of Statewide Survey Regarding Incorporation of Graduation Data in the Academic Performance Index (2 Pages)

Attachment 3: Proposed Work Plan for the Public Schools Accountability Act Advisory Committee (2 Pages)

Recommended Methodology to Incorporate Graduation Data in the Academic Performance Index

At their June 25, 2013 meeting, the Public Schools Accountability Act (PSAA) Advisory Committee recommended a structure that assigns Academic Performance Index (API) points at the student level pending their graduation status. The table below identifies the various API points that may be earned by students who fall into four graduation statuses:

Recommended API Point Structure

4-Year Graduate with Diploma (includes CHSPE*)	Special Education Certificate	High School Equivalency Test	Non-Graduate
1000	1000	800	200

* California High School Proficiency Examination

The PSAA Advisory Committee elected to incorporate graduation data in the same way that assessment results are now included in the API which is at the student-level. Graduation data would be added to the API using individual student performance data similar to the method used for converting assessment results to API points.

Students considered for the graduation indicator are all students who belong to the four-year graduation rate cohort. A high school graduate is defined as a student who has received a diploma or who passed both parts of the CHSPE. Students who pass the high school equivalency test or earn a Special Education Certificate are included in the total cohort count but are counted separately from students who earn a diploma.

- **Special Education Certificate Recipients:** The proposed assignment of 1000 API points for students who earn a Special Education Certificate is in alignment with a formal recommendation made by the Advisory Commission on Special Education (ACSE) at their August 2013 meeting.

- **High School Equivalency Test:** While the PSAA Advisory Committee recommends assigning 800 API points for students who pass the current high school equivalency test, the committee also proposes to re-evaluate these points (possibly increase to 1000) once the new high school equivalency test is made available statewide. The new assessment is purported to be more rigorous and will provide results comparable to a high school equivalency credential.

The recommended methodology also includes a bonus point structure at the schoolwide level which provides additional points to any four-year graduates who are identified for specific programs. The identified programs are:

- English learner (EL)

- Student with disabilities (SWD)
- Socioeconomically disadvantaged (SED)

Four-year graduates who are identified as EL, SWD, and/or SED at any time in grades nine through twelve will remain in that student group for the calculation of the graduation indicator. Students still classified as SWDs at the completion of grade twelve, who have not graduated or received a certificate, will be removed from the four-year cohort and added to the five- or six-year cohort when they graduate, receive a certificate, or leave school. Therefore, full credit is given to fifth and sixth year SWD graduates.

The bonus structure is detailed in the table below:

Recommended API Bonus Point Structure

4-Year Graduate with Diploma	+	Bonus Points Added			=	Maximum API Points Earned*
		EL	SWD	SED		
1000		50	50	50		1150

* Schoolwide APIs capped at 1000 points.

Four-year graduates who are identified for more than one program may earn bonus points more than once. For example, a student who is identified as both EL and SED may earn 100 API bonus points at the schoolwide level; a student who is identified for all three programs may earn 150 API bonus points at the schoolwide level. However, since the API is based on a range from 200 to 1000 points, the schoolwide APIs will be capped at 1000 points so that API scores cannot exceed 1000 points. In order to accurately report on the progress of closing the achievement gap, bonus points will not be assigned at the student group level.

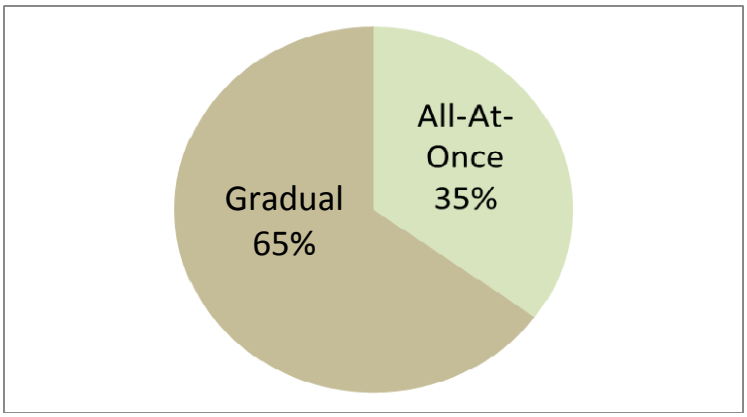
Results of Statewide Survey Regarding Incorporation of Graduation Data in the Academic Performance Index

Organization/Affiliation/Job Type	Number of Responders	Percent
Parent or Guardian	153	8.66%
Teacher (K-8)	107	6.06%
Teacher (9-12)	490	27.75%
School Administrator	359	20.33%
Other School Staff Member	92	5.21%
School Board Member	13	0.74%
District Administrator	283	16.02%
County Office of Education Administrator	52	2.94%
Other District/County Staff Member	52	2.94%
California Department of Education Staff	8	0.45%
Advocacy Group or Organization	43	2.43%
Other	114	6.46%
Total	1,766	100.00%

Graduation Questions	Total Number of Responses	Support	Oppose	Don't Know
Do you support providing high schools with the highest Academic Performance Index (API) point value (i.e., 1000 points) for students who earn a four-year high school diploma?	1,756	86.28%	9.85%	3.87%
Do you support providing high schools with extra API points for graduating disadvantaged students in four years? (A disadvantaged student is defined as low-income, English learner, or student with disabilities.)	1,753	81.86%	15.29%	2.85%
Do you support providing high schools with credit for students who pass the General Educational Development (GED) Test, but do not graduate?	1,753	70.80%	24.30%	4.90%
Do you support providing high schools with credit for students who earn a special education certificate of completion, but do not graduate? Certificates are given to students who are unable to meet graduation requirements, but meet the goals outlined in their Individualized Education Program (IEP).	1,752	84.48%	12.67%	2.85%

There are two proposed timeline for incorporating new indicators into the high school API. Three respondents (school, district, and county offices administrators) were asked which API implementation timeline they prefer (all-at-once or gradual implementation).

Results of Preferred Implementation Timeline for New Indicators in the API



Proposed Work Plan for the
Public Schools Accountability Act Advisory Committee

Meeting Date	Topic	Action
September 6, 2013	• Review alternatives to decile ranks • Presentations on indicators used by other states, school level college readiness indicators, and Smarter Balanced Assessment Consortium (SBAC) work on college and career readiness	No action required
October 22, 2013	• Consideration of possible measures for college and career indicator (CCI)	Determine which college measures need additional research
	• Presentation of some proposed non-CCI indicators (e.g., physical fitness, visual and performing arts, etc.)	No action required
December 9, 2013	• Review research on some college measures for CCI based on October decision	Determine which college measures should be included in CCI simulations
	• Continue discussion on career readiness	Determine which career measures need additional research
	• Review options for calculating a high school Academic Performance Index (API) for 2013–14 and 2014–15 school years using California High School Exit Examination (CAHSEE) and life science	Recommend to the Superintendent whether to suspend or calculate a high school API for the 2013–14 and 2014–15 school years
February 2014	• Continue to review research on CCI college/career measures based on October and December decisions	Determine which CCI measures should be included in simulations
	• Review simulation of college measures	No action required

Meeting Date	Topic	Action
	based on December decisions	
	• Presentation of more proposed non-CCI indicators	No action required
April 2014	• Continue to review research of career measures based on December decisions	Determine which career measures should be included in simulations
	• Continue to review simulation based on February decisions	No decision required
June 2014	• Continue to review simulations based on April decisions	No decision required
	• Presentation of non-CCI measures	Determine which non-CCI indicators need additional research
August 2014	• Consideration of CCI indicators for the API based on simulations	Recommend to the Superintendent which measures should be included in the CCI—anticipate State Board of Education (SBE) item in November 2014
	• Begin reviewing research on non-CCI measures	No action required

Education Code Sections that Reference Statewide and Similar Schools Ranks

Since 1999, the California *Education Code* has been amended to add approximately 26 uses of statewide and similar schools ranks to: (a) determine funding eligibility/priority, (b) trigger requirements for reporting, (c) determine priority for professional development, and (d) determine eligibility for program participation.

The table below indicates the various uses of the statewide and similar schools ranks.

Legislative Uses of Statewide and Similar Schools Ranks
Current and Sunset—Unduplicated Count

Types of Uses for the Statewide and Similar Schools Rank	Number of Current Uses	Number of Sunset Uses
Funding and Grants	6	4
Reporting/Program Requirements	7	1
Professional Development	3	1
Program Participation	4	--
Total	**20**	**6**

Examples of Programs That Require the Use of Statewide and Similar Schools Ranks

Funding and Grants
- State Preschool Program
- School Assessment of Buildings and Emergency Repair

Program Requirements
- Open Enrollment
- Quality Education Investment Act
- Charter School Renewal
- Williams Act

Professional Development
- National Board Certification Program
- Certificated Staff Mentoring Program

Program Participation
- Assumption Program of Loans for Education
- Extra Credit Teacher Home Purchase Program

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California Department of EDUCATION

School Report

(For CDE internal use only)

School Information

School Name: Sample High (SQS report)
School Address: Sample Avenue, CA Zip
School Phone: (XXX) XXX-XXXX
County/LEA: Sample County / Sample Unified
School Type: High School
CDS Code: xx-xxxxx-xxxxxxx

2011 Base: 782 2012 Growth: 794 Met all 2012 Growth Target: Yes

Category	Rating	Description of Rating
Improvement Over Time	★★½☆☆	This met both schoolwide and all student group targets in one of the last three years
Performance of English Learner Students	★★★½☆	This school's English Learners (ELs) performed above the statewide average for ELs in high schools
Performance of Socioeconomically Disadvantaged Students	★★★☆☆	This school's Socioeconomically Disadvantaged (SED) students performed about the same as the statewide average for SED students in high schools
Performance of African American Students	★★★☆☆	This school's African American students performed about the same as the statewide average for White students in high schools
Performance of Hispanic Students	★★★☆☆	This school's Hispanic students performed about the same as the statewide average for White students in high schools
Graduation Rate	★★★☆☆	This school's Graduation Rate is between 86 and 90%
Average Rating	★★★☆☆	

Questions: Evaluation, Research, and Analysis Unit | evaluation@cde.ca.gov | 916-322-3245

California Department of Education
1430 N Street
Sacramento, CA 95814

Law for Measuring Academic Achievement After API Suspension—Education Code Section 52052

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] *(Title 2 enacted by Stats. 1976, Ch. 1010.)*

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] *(Division 4 enacted by Stats. 1976, Ch. 1010.)*

PART 28. GENERAL INSTRUCTIONAL PROGRAMS [51000 - 53303] *(Part 28 enacted by Stats. 1976, Ch. 1010.)*

CHAPTER 6.1. Public Schools Accountability Act of 1999 [52050 - 52077] *(Chapter 6.1 added by Stats. 1999, 1st Ex. Sess., Ch. 3, Sec. 1.)*

ARTICLE 2. Public School Performance Accountability Program [52051.5 - 52052.9] *(Article 2 added by Stats. 1999, 1st Ex. Sess., Ch. 3, Sec. 1.)*

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

(A) Ethnic subgroups.

(B) Socioeconomically disadvantaged pupils.

(C) English learners.

(D) Pupils with disabilities.

(E) Foster youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

(4) (A) The API shall consist of a variety of indicators currently reported to the department, including, but not limited to, the results of the achievement test administered pursuant to Section 60640, attendance rates for pupils in elementary schools, middle schools, and secondary schools, and the graduation rates for pupils in secondary schools.

(B) The Superintendent, with the approval of the state board, may also incorporate into the API the rates at which pupils successfully promote from one grade to the next in middle school and high school, and successfully matriculate from middle school to high school.

(C) Graduation rates for pupils in secondary schools shall be calculated for the API as follows:

(i) Four-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be three school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (ii).

(ii) The number of pupils entering grade 9 for the first time in the school year three school years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was three school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was three school years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(iii) Five-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be four school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (iv).

(iv) The number of pupils entering grade 9 for the first time in the school year four years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was four school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was four years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(v) Six-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be five school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (vi).

(vi) The number of pupils entering grade 9 for the first time in the school year five years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was five school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was five years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(D) The inclusion of five- and six-year graduation rates for pupils in secondary schools shall meet the following requirements:

(i) Schools and school districts shall be granted one-half the credit in their API scores for graduating pupils in five years that they are granted for graduating pupils in four years.

(ii) Schools and school districts shall be granted one-quarter the credit in their API scores for graduating pupils in six years that they are granted for graduating pupils in four years.

(iii) Notwithstanding clauses (i) and (ii), schools and school districts shall be granted full credit in their API scores for graduating in five or six years a pupil with disabilities who graduates in accordance with his or her individualized education program.

(E) The pupil data collected for the API that comes from the achievement test administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, when fully implemented, shall be disaggregated by special education status, English learners, socioeconomic status, gender, and ethnic group. Only the test scores of pupils who were counted as part of the enrollment in the annual data collection of the California Basic Educational Data System for the current fiscal year and who were continuously enrolled during that year may be included in the test result reports in the API score of the school.

(F) (i) Commencing with the baseline API calculation in 2016, and for each year thereafter, results of the achievement test and other tests specified in subdivision (b) shall constitute no more than 60 percent of the value of the index for secondary schools.

(ii) In addition to the elements required by this paragraph, the Superintendent, with approval of the state board, may incorporate into the index for secondary schools valid, reliable, and stable measures of pupil preparedness for postsecondary education and career.

(G) Results of the achievement test and other tests specified in subdivision (b) shall constitute at least 60 percent of the value of the index for primary schools and middle schools.

(H) It is the intent of the Legislature that the state's system of public school accountability be more closely aligned with both the public's expectations for public education and the workforce needs of the state's economy. It is therefore necessary that the accountability system evolve beyond its narrow focus on pupil test scores to encompass other valuable information about school performance, including, but not limited to, pupil preparedness for college and career, as well as the high school graduation rates already required by law.

(I) The Superintendent shall annually determine the accuracy of the graduation rate data. Notwithstanding any other law, graduation rates for pupils in dropout recovery high schools shall not be included in the API. For purposes of this subparagraph, "dropout recovery high school" means a high school in which 50 percent or more of its pupils have been designated as dropouts pursuant to the exit/withdrawal codes developed by the department or left a school and were not otherwise enrolled in a school for a period of at least 180 days.

(J) To complement the API, the Superintendent, with the approval of the state board, may develop and implement a program of school quality review that features locally convened panels to visit schools, observe teachers, interview pupils, and examine pupil work, if an appropriation for this purpose is made in the annual Budget Act.

(K) The Superintendent shall annually provide to local educational agencies and the public a transparent and understandable explanation of the individual components of the API and their relative values within the API.

(L) An additional element chosen by the Superintendent and the state board for inclusion in the API pursuant to this paragraph shall not be incorporated into the API until at least one full school year after the state board's decision to include the element into the API.

(b) Pupil scores from the following tests, when available and when found to be valid and reliable for this purpose, shall be incorporated into the API:

(1) The standards-based achievement tests provided for in Section 60642.5.

(2) The high school exit examination.

(c) Based on the API, the Superintendent shall develop, and the state board shall adopt, expected annual percentage growth targets for all schools based on their API baseline score from the previous year. Schools are expected to meet these growth targets through effective allocation of available resources. For schools below the statewide API performance target adopted by the state board pursuant to subdivision (d), the minimum annual percentage growth target shall be 5 percent of the difference between the actual API score of a school and the statewide API performance target, or one API point, whichever is greater. Schools at or above the statewide API performance target shall have, as their growth target, maintenance of their API score above the statewide API performance target. However, the state board may set differential growth targets based on grade level of instruction and may set higher growth targets for the lowest performing schools because they have the greatest room

for improvement. To meet its growth target, a school shall demonstrate that the annual growth in its API is equal to or more than its schoolwide annual percentage growth target and that all numerically significant pupil subgroups, as defined in subdivision (a), are making comparable improvement.

(d) Upon adoption of state performance standards by the state board, the Superintendent shall recommend, and the state board shall adopt, a statewide API performance target that includes consideration of performance standards and represents the proficiency level required to meet the state performance target.

(e) (1) A school or school district with 11 to 99 pupils with valid test scores shall receive an API score with an asterisk that indicates less statistical certainty than API scores based on 100 or more test scores.

(2) A school or school district annually shall receive an API score, unless the Superintendent determines that an API score would be an invalid measure of the performance of the school or school district for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the API score of the school or school district are not representative of the pupil population at the school or school district.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The department discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.

(F) A transition to new standards-based assessments compromises comparability of results across schools or school districts. The Superintendent may use the authority in this subparagraph in the 2013–14 and 2014–15 school years only, with approval of the state board.

(3) If a school or school district has fewer than 100 pupils with valid test scores, the calculation of the API or adequate yearly progress pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and federal regulations may be calculated over more than one annual administration of the tests administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, consistent with regulations adopted by the state board.

(4) Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following:

(A) The most recent API calculation.

(B) An average of the three most recent annual API calculations.

(C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups.

(f) Only schools with 100 or more test scores contributing to the API may be included in the API rankings.

(g) The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to

Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools. Schools in the alternative accountability system may receive an API score, but shall not be included in the API rankings.

(h) For purposes of this section, county offices of education shall be considered school districts.

(Amended by Stats. 2013, Ch. 489, Sec. 1. Effective January 1, 2014.)

Law for Measuring Academic Achievement After API Suspension—Legislative History of AB 484 (2013)

BILL ANALYSIS

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CONCURRENCE IN SENATE AMENDMENTS
AB 484 (Bonilla)
As Amended September 6, 2013
Majority vote

ASSEMBLY:	55-16	(May 29, 2013)	SENATE:	26-7	(September 10, 2013)

Original Committee Reference: ED.

SUMMARY : Establishes the Measurement of Academic Performance and Progress (MAPP), commencing with the 2013-14 school year, as the statewide assessment program for specified pupils and provides direction to the State Board of Education (SBE), the Superintendent of Public Instruction (SPI), and the California Department of Education (CDE) on the transition of California's current assessment system to the MAPP, the administration of the MAPP, and the expansion of the MAPP to include additional assessments beyond those specified in this bill. Specifically, this bill :

1) Permits the SPI to make a determination that an Academic Performance Index (API) will not be calculated for local education agencies (LEAs) if the transition to the new standards and assessments compromises the comparability of results across, but limits the SPI's authority to make this determination only for the 2013-14 and 2014-15 school years and only with the approval of the SBE.

2) Specifies that for LEAs without an API due to the SPI's determination specified above, similarly shall not receive a growth target and shall instead use one of the following to satisfy any statutory requirements requiring an API calculation:

   a) The LEA's most recent annual API calculation;

   b) An average of the LEA's three most recent annual API calculations;

   c) Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide

   and among significant subgroups.

3) Reauthorizes the Leroy Greene California Assessment of Academic Achievement Act, which is California's system of individual pupil assessment, until the year 2021.

4) Identifies the intent of the Legislature to provide an assessment system of assessments of pupils that has the primary purposes of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and item types.

5) Declares the intent of the Legislature that in order to achieve the stated legislative goals for its system of assessments, the state should adopt a coordinated testing

program that does all of the following:

a) Develop and adopt a set of statewide academically rigorous content standards in all major subject areas and produce performance standards for each subject area;

b) Provide information and resources to schools and LEAs to assist with the selection of local benchmark assessments, diagnostic assessments, and formative tools aligned with the state-adopted California academic content standards;

c) Ensure that all assessment procedures, items, instruments, scoring systems, and results meet high standards of statistical reliability and validity, and that they do not use procedures, items, instruments, or scoring practices that are racially, culturally, socioeconomically, or gender biased;

d) Provide information to pupils, parents and guardians, teachers, schools, and local educational agencies on a timely basis so the information can be used to further the development of the pupil or to improve the educational program;

e) Report results of any census administration in terms describing a pupil's academic performance in relation to the statewide academically rigorous content and performance standards and in terms of college and career readiness skills possessed by the pupil, in addition to being reported as a numerical;

f) Where feasible, administer assessments via technology; and

g) Minimize the amount of instructional time devoted to assessments administered pursuant to this chapter.

6) Makes inoperative those provisions of law governing the development of the Standardized Testing and Reporting (STAR) Program as of July 1, 2014.

7) Defines key terms for the development, implementation, and administration of the MAPP.

8) Requires the SPI to provide annual updates to the Legislature, Department of Finance, and the SBE, that include a five-year cost projection, implementation plan, and time table for implementing the assessment system set forth in this measure.

9) Repeals Education Code Sections 60605.5 and 60606 which required the SBE, on or before November 15, 2001, to adopt performance standards systems and established a Statewide Pupil Assessment Review (SPAR) Panel.

10) Establishes the MAPP as the pupil assessment system to replace the STAR program.

11) Requires individual pupil level data be reported from the MAPP that documents a pupil's individual level of accomplishment.

12) Permits the use of the grade 11 MAPP assessment in English language arts and mathematics to be used for the Early Assessment Program (EAP).

13) Requires the SPI to develop and post a periodic update on the implementation of the MAPP.

14) Specifies the assessments that shall be included in the MAPP, commencing with the 2013-14 school year.

15) Makes clear that in the 2013-14 school year, the consortium

summative assessment in English language arts and mathematics shall be a field test only, and the results of this field test shall not be used for any other purpose, including the calculation of any accountability measure.

16)Requires the SPI to make a recommendation to the SBE, as soon as is feasible, regarding the assessment aligned to the Next Generation Science Standards, adopted by the SBE on September 4, 2013. The measure also requires the SPI, before making these recommendations, to consult with stakeholders, as specified and requires the recommendation to include cost estimates and a plan for implementation of at least one assessment in specified grade spans.

17)Requires the CDE to make available to LEAs a primary language assessment aligned to the English language arts standards for assessing pupils who are enrolled in a dual language immersion program.

18)Requires the SPI to consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English-language arts content standards and then report and make recommendations to the SBE regarding an implementation timeline and estimated costs of this assessment.

19)Requires the SBE to adopt and the SPI to administer a primary language assessment no later than the 2016-17 school year.

20)Requires the SPI, no later than March 1, 2016, to submit to the SBE recommendations on expanding the MAPP to include additional assessments, including, but not necessarily limited to, history-social science, technology, visual and performing arts, and other subjects as appropriate, and include a recommendation for the use of matrix sampling, if appropriate, and the use of population sampling in the administration of these assessments. Upon approval by the SBE and the appropriation of funding for this purpose, the SPI is required to develop and administer the approved assessments.

21)Requires the CDE to make available to LEAs STAR Program test forms no longer required by the MAPP, though if administered, the costs of shipping, printing, scoring, and reporting per pupil shall be borne by the LEA.

22)Requires the SPI to make available a paper and pencil version of any computer-based MAPP assessment for use by pupils who

are unable to access the computer-based version of the assessment for a maximum of three years after a new operational test is first administered.

23)Requires all LEAs, in the 2013-14 school year, to administer the field tests in a manner described by the CDE.

24)Allows the CDE to approve additional LEAs to participate in the field test beyond the representative sample already chosen for participation.

25)Requires the CDE to use existing contract savings to fund LEA participation in one or more tests per participant for the purpose of allowing maximum participation in the field test across the state.

26)Specifies that if savings in the current contract are not available to fully fund LEA participation in the field test, the CDE is required to prorate available funds by test and specifies that LEAs shall bear any additional costs to administer these assessments that are in excess of the contracted amount.

27)Prohibits the generation of pupil-level data from the 2013-14 administration of the MAPP field tests unless it is determined that these scores are valid and reliable.

28)Requires the SPI to apportion funds to LEAs to enable them to administer assessments used to satisfy the voluntary EAP in the 2013-14 school year.

29)Requires that when the SBE annually establishes the amount of funding to be apportioned to LEAs for each test administered, that it take into account changes to LEA test administration activities under the MAPP, including, but not limited to, the number, type of tests administered, and changes in computerized test registration and administration procedures.

30)Prohibits state agencies or LEAs from using a comparison resulting from the scores and results of the MAPP assessments and the assessment scores and results from assessments that measured previously adopted content standards.

31)Requires the SBE to adopt regulations that outline a calendar for delivery and receipt of summative assessment results at

the pupil, school, grade, district, county, and state levels. Requires these regulations to provide for the timely return of assessment results, consider the amount of paper-and-pencil administered assessments, and the number of items requiring hand scoring. Finally, the amendments require the regulations to ensure that individual assessment results are reported to LEAs within eight weeks of receipt by the contractor for scoring.

32)Requires the CDE to acquire, and offer at no cost to LEAs, interim and formative assessment tools for kindergarten and grades 1 to 12, inclusive, as provided through the consortium membership.

33)Permits, in approving a contract amendment to an assessment contract authorized pursuant to this section, the CDE, in consultation with the SBE, to make material amendments to the contract that do not increase the contract cost.

34)Removes many of the statutory requirements for assessment contracts and instead defers to the SPI and SBE to set the terms of the assessment contracts.

35)Requires the CDE to use a competitive and open process utilizing standardized scoring criteria through which to select a potential administration contractor or contractors for the purposes of this measure. When approving any such contract, the CDE is required to consider specified criteria.

36)Removes the requirement of test publishers to make available a reading list on the Internet by June 1 of the applicable school year.

37)Removes the requirement that a panel reviews the assessment

to ensure that no assessment item solicits or invites disclosure of a pupil's beliefs, practices, morality, religion, or evaluates the pupil's personal behavioral characteristics.

38)Specifies that the first full administration of assessments aligned to the common core standards in English language arts and mathematics shall occur in the 2014-15 school year unless the SBE determines that the assessments cannot be fully implemented.

39)Requires the CDE to determine and report on how school districts are progressing toward implementation of a technology-enabled assessment system by October 1, 2014.

40)Requires the SBE, based on the report submitted by the CDE on the districts' progress toward implementation of a technology-enabled assessment, to determine whether the state shall fully implement the operational consortium computer-adaptive summative assessments in English language arts and mathematics in grades 3 to 8, inclusive, and grade 11 for the 2014-15 school year.

41)Makes the MAPP assessments inoperative on July 1, 2021, and then repeals the MAPP on January 1, 2022, unless legislative action is taken to extend the operative date.

42)Specifies, that for the purpose of the EAP and beginning in the 2014-15 school year, it is the grade 11 consortium computer-adaptive assessments in English language arts and mathematics that may be used to replace the California Standards Test and the augmented California Standards Tests.

43)Double joints this bill to SB 490 (Jackson) of the current legislative session and specifies that if both bills are enacted and this bill is enacted after SB 490, Section 28 of this bill shall not become operative.

44)Makes technical, non-substantive changes to these sections.

The Senate amendments :

1)Amend Education Code Section 52052 to permit the SPI to make a determination that an API score would be an invalid measure of the performance of the school or school district based on a finding that a transition to new standards-based assessments compromises comparability of results across schools or school districts. This amendment limits the SPI's authority in this subparagraph to the 2013-14 and 2014-15 school years only, with approval of the SBE.

2)Establish a repeal date of January 1, 2015, for the section of this bill that calls for the adoption of the STAR program.

3)Rename the California Measurement of Academic Performance and

Progress for the 21st Century (CalMAPP21) to the Measurement of Academic Performance and Progress (MAPP).

4)Add definitions for the following terms: computer-adaptive

assessment, computer-based assessment, field test, LEA, MAPP, matrix sampling, performance tasks, personally identifiable information, populations sampling, recently arrived English learner, state-determined assessment calendar, and summative assessment.

5)Replace the term "core curriculum areas" with the content areas of reading, writing, mathematics, history-social science, foreign languages, visual and performing arts, and science.

6)Delete the definitions of "Elementary and Secondary Education Act (ESEA) non-required subject area" and "ESEA required subject area."

7)Require the SPI to design and implement a statewide pupil assessment system that specifically contemplates summative assessments or assessments that employ matrix sampling or population sampling methods.

8)Require the SPI, when making information about and/or the results of statewide summative assessments, to consider the information already provided by assessment consortia of which California is a member or the assessment contractor.

9)Specify that, commencing with the 2013-14 school year, the MAPP shall be composed of all of the following:

a) A consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11 but further specifies that for the 2013-14 school year, the consortium summative assessment in English language arts and mathematics shall be a field test only;

b) Science grade level assessments in grades 5, 8, and 10;

c) The California Alternative Performance Assessment (CAPA) in grades 2 to 11, inclusive, in English language arts and mathematics and science in grades 5, 8, and 10; and

d) The EAP.

10)Permit the use of any data from the 2013-14 field tests of the consortium assessment in ELA and mathematics to be used only for the purpose of gauging the validity and reliability of these assessment, conducting necessary psychometric procedures and studies, and allowing the CDE to conduct studies regarding full implementation of the assessment system and specifies that the data shall not be used for any other purpose, including the calculation of any accountability measure.

11)Require the SPI to make a recommendation to the SBE, as soon as is feasible, regarding the assessment of Next Generation Science Standards, adopted by the SBE on September 4, 2013. The measure also requires the SPI, before making these recommendations, to consult with stakeholders, as specified, and requires the recommendation to include cost estimates and a plan for implementation of at least one assessment in each specified grade spans.

12)Make mandatory the previously permissive language that allowed the CDE to make available to LEAs a primary language assessment for assessing pupils who are enrolled in a dual language immersion program to require the CDE to provide this assessment.

13)Remove the date by which the SPI shall report and make recommendations to the SBE regarding an implementation timeline and estimated costs of a stand-alone language arts

summative assessment in primary languages other than English and instead requires the SPI to have developed and the SBE to have adopted this assessment so that it may be administered by the SPI no later than the 2016-17 school year.

14)Change the date by which the SPI is required to submit to the SBE recommendations on expanding the MAPP to include additional assessment (e.g., history-social science, technology, visual and performing arts, and other subjects as appropriate. As passed by the Assembly, the SPI was required to present the recommendation on or before January 15, 2015. The Senate amendments require the recommendation be presented to the SBE, Legislature, and Department of Finance no later than March 1, 2016.

15)Make mandatory the previously permissive language that

permitted the CDE to make available to LEAs STAR Program test forms no longer required by the MAPP, though if administered, the costs of shipping, printing, scoring, and reporting per pupil shall be borne by the LEA.

16)Require the SPI to make available a paper and pencil version of any computer-based MAPP assessment for use by pupils who are unable to access the computer-based version of the assessment for a maximum of three years after a new operational test is first administered.

17)Require all LEAs, in the 2013-14 school year, to administer the field tests in a manner described by the CDE in consultation with the president or executive director of the SBE.

18)Allow the CDE to approve additional LEAs to participate in the field test beyond the representative sample already chosen for participation.

19)Require the CDE to use existing contract savings to fund LEA participation in one or more tests per participant for the purpose of allowing maximum participation in the field test across the state.

20)Specify that if savings in the current contract are not available to fully fund LEA participation in the field test, the CDE is required to prorate available funds by test and specifies that LEAs shall bear any additional costs to administer these assessments that are in excess of the contracted amount.

21)Prohibit the generation of pupil-level data from the 2013-14 administration of the MAPP field tests unless it is determined that these scores are valid and reliable.

22)Require the SPI to apportion funds to LEAs to enable them to administer assessments used to satisfy the voluntary EAP in the 2013-14 school year

23)Require that when the SBE annually establishes the amount of funding to be apportioned to LEAs for each test administered, to take into account changes LEA test administration activities under the MAPP, including, but not limited to, the number, type of tests administered, and changes in

computerized test registration and administration procedures.

24)Prohibit state agencies or LEAs from using a comparison resulting from the scores and results of the MAPP assessments and the assessment scores and results from assessments that measured previously adopted content standards.

25)Require the SBE to adopt regulations that outline a calendar for delivery and receipt of summative assessment results at the pupil, school, grade, district, county, and state levels. Specifies that these regulations shall provide for the timely return of assessment results, consider the amount of paper-and-pencil administered assessments, and the number of items requiring hand scoring. Finally, the amendments require the regulations to ensure that individual assessment results are reported to LEAs within eight weeks of receipt by the contractor for scoring.

26)Require the CDE to acquire, and offer at no cost to LEAs, interim and formative assessment tools for kindergarten and grades 1 to 12, inclusive, as provided through the consortium membership.

27)Permit, in approving a contract amendment to an assessment contract authorized pursuant to this section, the CDE, in consultation with the SBE, to make material amendments to the contract that do not increase the contract cost. The Senate amendments also specify that those contract amendments that increase contract costs may only be made with the approval of the SBE and the Department of Finance.

28)Require the CDE to use a competitive and open process utilizing standardized scoring criteria through which to select a potential administration contractor or contractors for the purposes of this measure. When approving any such contract, the CDE is required to consider specified criteria.

29)Specify that the first full administration of assessments aligned to the Common Core standards in English language arts and mathematics shall occur in the 2014-15 school year unless the SBE determines that the assessments cannot be fully implemented.

30)Change the date by which the CDE is required to determine and

report on how school districts are progressing toward implementation of a technology-enabled assessment system, from January 31, 2014, until October 1, 2014.

31)Require the SBE, based on the report submitted by the CDE on the progress toward districts' progress toward implementation of a technology-enabled assessment, to determine whether the state shall fully implement the operational consortium computer-adaptive summative assessments in English language arts and mathematics in grades 3 to 8, inclusive, and grade 11 for the 2014-15 school year.

32)Change the date on which the statutes governing the administration of the MAPP assessments become inoperative from July 1, 2025, to July 1, 2021, and the repeal dates of these statutes from January 1, 2026, to January 1, 2022.

33)Specify that for the purpose of the EAP Program and beginning in the 2014-15 school year, it is the grade 11 consortium computer-adaptive assessments in English language arts and mathematics that may be used to replace the California Standards Test and the augmented California Standards Tests.

34)Remove the urgency clause.

35)Make chaptering out amendments based on SB 490 (Jackson) and specifies that if both bills are enacted and this bill is enacted after SB 490, Section 28 of this bill shall not become operative. The provisions of SB 490 differ from the language of this in so far as SB 490 references the California Standards Test (CST) and the augmented CST, as referenced in Education Code Section 60641, or a standards-aligned successor assessment, whereas this bill references more generally the assessments referenced in Education Code Section 60641.

36)Make chaptering out amendments based on SB 344 (Padilla) of the current legislative session and specifies that if both bills are enacted and become effective on or before January 1, 2014, and this bill is enacted after SB 344, in which case Section 1 of this bill shall not become operative. The provisions of SB 344 differ from the language of this in so far as SB 344 includes "reclassified English Learners" as a subgroup for which a school or school district must demonstrate comparable improvement in academic achievement as measured by the API.

37)Make technical, non-substantive changes to this measure.

FISCAL EFFECT : According to the Senate Appropriations Committee, this bill, as amended, has the following costs:

1)Assessment Suspensions: Approximately $8 million in state savings in 2013-14, and $1.5 million in state savings in 2014-15 (General Fund).

2)Field testing: Substantial potential costs/savings, as this bill does not require schools that are not field testing new assessments to assess students in 2013-14. Additionally, schools that choose to field test the new assessments will not have to double-test (by administering current STAR tests). To the extent that more schools want to field test the new assessments, there will likely be additional state costs. To the extent that schools decline to participate in field testing, there will likely be significant additional savings from removing the testing requirements altogether for 2013-14.

3)Assessments: Approximately $81 million in 2014-15, and $82 million - $105 million (General Fund) in 2015-16, and annually thereafter.

4)Multi-year Evaluation: Approximately $200,000 in 2013-14, and $700,000 (General Fund) annually thereafter, to contract for the independent evaluation required by this bill.

COMMENTS : The Senate amendments make sweeping changes to this bill namely the elimination of assessments in English language arts and mathematics for the current school year, the ability of the SBE to determine that California cannot implement the full consortium assessment in the 2014-15 school year, and the potential suspension of API calculations for the 2013-14 and 2014-15 school years.

English Language Arts and Mathematics Assessments in the Current School Year . The Senate amendments significantly change the assessments administered during the current school year. The Assembly considered language that kept in place those assessments that met federal accountability requirements but considered a transition to consortium assessments in the 2014-15 school year. As amended, this bill eliminates the assessments

in English language arts and mathematics for the current school year and instead requires all LEAs to participate consortium field tests in grades 3-8, and 11 in mathematics and English language arts. In an effort to encourage LEAs to provide Common Core aligned instruction, the Senate has removed the incentive to continue to provide instruction that is geared toward the previous state adopted standards as measured by the STAR program. While this means that there will be no statewide achievement data for English language arts and mathematics during the 2013-14 school year, it will, arguably, better prepare LEAs for the administration of the consortium assessment in the 2014-15 school year. It is important to note that this bill will necessitate a request from California to the United States Department of Education for a waiver from the federal requirement that California demonstrate its success in terms of the academic achievement of every student and that such evidence be derived from testing data from every student's progress toward state adopted standards by using assessments that are aligned with the standards. In the absence of this waiver, the approximate $1.6 billion in Title I funds would be put in jeopardy.

Consortium Testing in the 2014-15 School Year . The Senate amendments require the CDE, no later than October 2014, to produce a report that examines how LEAs are progressing toward implementation of a technology-enabled assessment system, and the extent to which the assessments aligned to the common core standards in English language arts and mathematics can be fully implemented. Based on this report, the SBE is required to determine, whether California shall fully implement the operational consortium computer-adaptive summative assessments in English language arts and mathematics in grades 3 to 8, inclusive, and grade 11 for the 2014-15 school year. This will allow a thorough analysis of the ability of LEAs, based on the field tests in the 2013-14 school year to fully access the consortium assessment and provide relief if necessary.

Changes to the Academic Performance Index (API) . The Senate amendments allow the SPI, with the approval of the SBE, to withhold the calculation of API scores if the previous API scores cannot be accurately compared to those scores under the new assessment system. This is limited to the 2013-14 and 2014-15 school years. The Assembly considered language that instead required the development of a transitional API. The Senate amendments specify that in the absence of these API

calculations an LEA shall use its most recent API calculation, an average of its three most recent annual API calculations, or alternative measures that show increases in pupil academic achievement for all groups of pupils both school-wide and among significant subgroups. While additional clean up language may be required in the future to address those LEAS who have a statutory requirement to demonstrate academic growth, but have no such data available, this addresses the concerns of LEAs that continued accountability in a time of tremendous change will do more harm than good.

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FN:

New City's Strategic Plan for Future Improvements

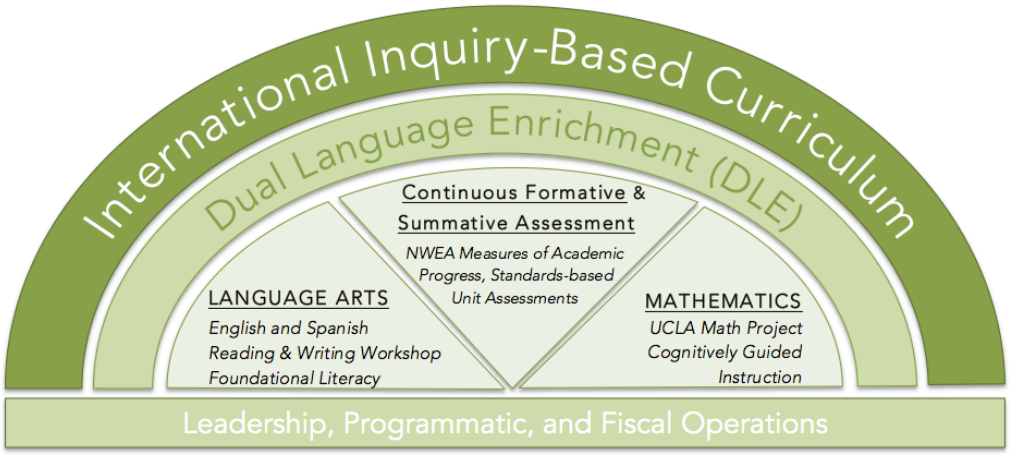
Preface

The New City School has developed a long-term plan for future improvement - built upon an action plan to drive professional development in the areas of *assessment and instruction* - particularly aligned to Common Core Standards and Smarter Balanced Assessments. The school has picked three specific areas of focus for professional development outcomes and has created a multi-year road map for executing specific initiatives that will drive more cohesive assessment and instruction practices school-wide for grades TK-8.

Building upon the constructivist foundation of college preparatory education through dual language immersion education, New City School seeks to become an authorized International Baccalaureate ("IB") World School also accredited by the Western Association of Schools and Colleges ("WASC"). Founded upon the three years of implementation of the rigorous Dual Language Enrichment model, New City School will implement an inquiry-based curriculum guided by the rigorous program development requirements of the IB that "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." Toward this end, New City School has partnered with the UCLA Mathematics Project Cognitively Guided Instruction ("CGI") program to ensure continual improvement of research-based, nationally implemented best practices in Common Core aligned mathematics.

The New City School will thus continue its commitment to the eight state priority areas by programmatically targeting the conditions of learning, pupil outcomes, and engagement in this manner. Through an inquiry-based, student centered, globally engaged educational program, New City School will ensure our students can become "active, compassionate and lifelong learners who understand other people, with their differences, can also be right." Bridging a rigorous college preparatory TK-8 education with the values of intercultural understanding and respect, New City School will directly impact the lives of the children we serve by increasing access to college preparatory high school programs and overcoming the poverty and disenfranchisement entrenched in our city and the downtown Long Beach community we serve.

Figure 1. The New City School Arc of Student Achievement and Accountability



I. Building Upon Past Strengths and Bridging State Priorities (2000-2019)

The current renewal cycle has brought us to a process of reflection on our past successes as well as our challenges, and the more recent steps we have taken to reach the student achievement goals outlined in our charter. As we prepare for the next five years, our focus will build upon our best practices and bridge the high expectations of the Common Core State Standards (CCSS), of college preparatory high school programs, and of our stakeholders, with the understanding that we must do better.

We are proud of recent indicators of strong student achievement, particularly in the way our educational model and college prep counseling programs are proving effective for our graduates, and we will strive to achieve higher results. In the last two years, just over 90% of our 8th grade graduates have been accepted into the local district's competitive entry and University of California approved A-G subject requirements (college preparatory) programs and, once there, they have performed at rates higher than the district on both percent of 1st time passage on the CAHSEE as well as the percent of students who pass at the higher Proficiency rate. Our goal for 2015-2019 is to see that 100% of our graduates can leave New City School for these Specialized A-G programs, and that all New City School graduates pass the CAHSEE on the first attempt.

Targeted Programmatic Improvements (2015 – 2019)

1. Become an IB World School – This will ensure overall curricular quality, rigor, and leadership development in teaching and learning, as well as teacher/administrator professional development
2. Implement the CGI model in partnership with the UCLA Mathematics Project – This will further align the New City School practice with a national research-based community of practitioners and the CCSS and college preparatory curriculum
3. Secure WASC Accreditation – This will ensure implementation of an on-going internal and external practice of school self-study and improvement

Current Best Practices: Education Programs, Operations (2012-13 to present)

1. Implementation of Dual Language Enrichment (DLE): Model for bilingual education quality, access and professional development
2. Implementation of Reading Workshop and Writing Workshop framework for Language Arts
3. Appropriate Assessment of Student Progress: Nationally norm referenced, Common Core-aligned, periodic system (CCSS MAP, Online Assessment System)
4. Implementation of Reading and Math Intervention Program with credentialed teachers, Support Systems for Students with Special Needs
5. Implementation of ELD Standards and the EL Intervention Program
6. Expanded Programming for Our Community: Transitional Kindergarten, Before/After School and Vacation Programs

7. Achievement of internal organizational, fiscal and programmatic stability overcoming the impacts of the economic recession

II. Targeted Programmatic Improvements (2015 – 2019)

The New City School will address the eight state priorities through a focus on pupil engagement and outcomes by programmatically targeting the conditions of learning. Implementation of the IB programs encompasses aligning the written curriculum, teaching and learning, and assessment practices through on-going system of professional development designed to bring to life an inquiry based continuum of learning.

This is not a radical departure from our stated mission, but a strategic consolidation of our most effective best practices through a unique community of constructivist educators committed to intercultural, multilingual and child-centered education.

A. Become an International Baccalaureate (IB) World School

The IB programs provide a framework for teaching, assessing, and overall curriculum design that will drive our plan for school improvement over the next 5 years. The IB framework is divided into three programs: the Primary Years (k-5), the Middle Years Program (6-8 or 6-10), and the Diploma Program (11-12). All IB programs are designed to prepare students for a successful transition to university and beyond. The New City School will seek to implement two IB programs that align with the grades served by our school, the PYP and the MYP.

i. Primary Years Program (PYP) prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

ii. Middle Years Program (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

The authorization process to become an IB World school includes well-developed stages and protocols dictated by both the IB and the school's own pace. New City School has already initiated this process by formally entering into the Consideration Phase. This includes formal submission of our school's intent to seek IB World School authorization, collaboration with IB World Schools, and an internal community building process of consideration. The formal application process for IB authorization incorporates professional development for both the school administration and teaching staff. Alignment of our school's mission, pedagogy and policies is key in the process of becoming an IB World School. It is important to note that because of New City School's foundations in constructivist pedagogy and programmatic policies already in place through the Dual Language Enrichment model, transition to the IB framework will advance our best practices with **three key strategic improvements**:

1. Continual, rigorous, inquiry driven professional development that supports effective educators and collaborative professional learning communities

2. Vertical and horizontal alignment of an inquiry-based curriculum inclusive of Common Core State Standards and the IB international framework to offer the IB's high quality educational programs which support development of knowledgeable and inquiring students

3. On-going external school monitoring and evaluation of the school by the IB including on-going access to assistance with program planning and optimization through mentoring, coaching, consultation or self-guided learning online

Figure 2. Action Plan: Becoming an IB World School

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Complete Consideration Phase	1. Submit School Information Form 2. Collaborate with an existing IB World School 3. Attend IB Category 1 Workshop 4. Build Community Support for Candidacy	July 1, 2015	Directors, Teaching Staff, Parents and Students	$1,000 for Cat 1 Workshop per program	• Information Form • Certificate of Completion of Cat 1 Workshop • Community survey results
Complete Candidate Phase	1. Submit Request for Candidacy 2. Complete teacher professional development requirements for authorization 3. Prepare for Verification Visit through consultation with IB consultants, educational consultants and collaborative IB World Schools 4. Submit Request for Authorization	April 1, 2016	Directors, Teaching Staff, IB Consultant	$4,000 Application fee per program $9,000 School Fee per program $1000 per teacher per workshop	• Request for Candidacy • Certificate of Completion of Cat 1 Workshop • Request for Authorization Application
Achieve Authorization as an IB World School	Complete the Verification Visit Work towards completion of on-going teacher professional development requirements	Dec. 31, 2016	Directors, Teaching Staff	$1000 per teacher per workshop	• Certificate of Authorization • Certificate of Completion of IB Workshops

State Priorities addressed by becoming authorized as an IB School:

Priority 1 – Basic Services
Priority 2 – Implementation of Common Core State Standards
Priority 4 – Student Achievement
Priority 7 – Course Access
Priority 8 – Other Student Outcomes

B. Implement the CGI model in partnership with the UCLA Mathematics Project

Continuing its alignment with the CCSS, the New City School is enthusiastically engaged in a major re-alignment in mathematics instruction focused upon significant improvement in teaching and learning mathematics. New City School has engaged in a partnership with UCLA Matematics Project ("UCLAMP") at Center X to provide teacher-training including tailored specific ongoing on-site professional development. Center X's UCLAMP is one of the state's most respected centers for research-based professional development. This work "to enhance the skills of our teachers who can in turn increase their students' abilities to succeed" in math – will ensure that our students' math skills prepare them for successful transition to high school college preparatory University of California A-G approved curriculum.

The methodology of the UCLAMP mode of instruction is called Cognitively Guided Instruction, based upon 20 years of research, which targets improving the way teachers map out "how children's mathematical ideas develop and provides an opportunity to build on their own thinking." Hence, CGI deepens the inquiry-based approach embedded in the IB programs and advances the constructivist pedagogy and practice of New City Schools teachers already in place.

Key features of CGI align with CCSS' eight mathematical practices for all grades:

CCSS Practices:

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

CGI Math Classroom:

1. Teachers pose a variety of problems; problem solving is the focus of instruction.
2. Many problem-solving strategies are used to solve problems.
3. Children communicate with their teachers and peers how they solved the problems.
4. Teachers understand children's problem-solving strategies and use that knowledge to plan instruction.

New City School's educational program leadership and a team of lead teachers have engaged in site visitations to CGI schools in a nearby district and have planned a summer 2015 CGI Institute to begin the formal training process for all math teachers, math tutors, and our Math Intervention Coordinator. During the 2015-16 school year, all NCS math teachers will continue the professional development via on-site coaching with UCLAMP staff as well as continued collaboration with colleagues at other Los Angeles County CGI school sites.

Figure 3. Action Plan: Implementation of the CGI model

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress toward achievement of the objective
Engage UCLAMP in partnership with NCPS	• Establish intent to partner • Visit CGI program schools • Execute school agreement	May 31, 2015	Directors, Teaching Staff	$200 per teacher for substitute coverage	MOU
Complete first phase of training by UCLAMP of NCPS teachers	Coordinate and complete UCLAMP summer intensive professional development workshop on-site	July 31, 2015	Directors, Teaching Staff, math tutors, Math Intervention Coordinator	$200 per teacher per workshop	Completion certificates Lesson Plans

State Priorities addressed by implementing the CGI Math Framework:

Priority 1 – Basic Services
Priority 2 – Implementation of Common Core State Standards
Priority 4 – Student Achievement
Priority 7 – Course Access
Priority 8 – Other Student Outcomes

C. Secure WASC Accreditation

The WASC accreditation process will serve to ensure that the school initiates and engages in an on-going process of self-improvement guided by the eight state priorities for student success. The WASC Self-Study model engages the entire school community in evaluation of the entire program's effectiveness, in accordance with our mission and school based expected student learning results. Per the WASC Initial Visit Procedures Manual for California Public Schools, the goals of accreditation are:

1. Certification to the public that the school is a trustworthy institution of learning

2. The improvement of the school's programs & operations to support student learning

Our goal is not merely to obtain accreditation, but to create a system of on-going accountability, self-reflection, and self-refinement, applying the WASC criteria to analyze the schools operations and academic program will provide a clear guide that the school can follow for future success. WASC accreditation will mean the methods of pupil engagement and outcomes are supported by the means and conditions of learning. As part of the self-study process, Dual Language Enrichment ("DLE") directors have also been engaged to perform a full compliance and fidelity review of the New City School's implementation of the DLE program. This will be a key component of our WASC process as it encompasses essential DLE program elements and requirement, our focus on Literacy (Reading & Writing Workshop) and Math (CGI).

Figure 4. Action Plan: Secure WASC Accreditation

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress toward achievement of the objective
Initiate Accreditation Process	1. Submit the ACS WASC Affiliation Request form 2. Complete the WASC Self-study 3. Request Initial Visit	May 1, 2015	Directors, Teaching Staff, support staff	$160 Application fee	• Affiliation request form • WASC Self-study report
Complete ACS WASC Initial Visit	1. Prepare & Coordinate stakeholder participation 2. Coordinate Visiting team logistics	December 31, 2015	Directors, Teaching Staff, support staff	$600 plus housing & meals of visiting team members	• Agendas, Visiting team report
Secure Initial Accreditation	Maintain communication with WASC	June 30, 2016	Directors, Teaching Staff, support staff	$800 Annual fee	Accreditation certificate
Complete First Year Progress Report	Maintain communication with WASC	June 30, 2017	Directors	$800 Annual fee	First Year Progress Report

All Eight State Priorities are addressed through the WASC Accreditation process:

Priority 1 – Basic Services
Priority 2 – Implementation of CCSS
Priority 3 – Parental Involvement
Priority 4 – Student Achievement
Priority 5 – Student Engagement
Priority 6 – School Climate
Priority 7 – Course Access
Priority 8 – Other Student Outcomes

III. Current Best Practices in Education Programs (2012 to Present)

Implementation of the previously mentioned targeted improvements will be critical to the success of our educational program. Also critical is the continuation of the ***current*** best practices that the school has adopted since 2012. These best practices, developed to address previous programmatic deficiencies, fully support the new Targeted Programmatic Improvements. The future improvements, combined with our current best practices, comprise a compelling education program that allows us to meet the 8 state priorities and ensure the academic success of all students (including low income, English Learners, Special Education students, and learners of all significant sub-groups).

Figure 5. Current Best Practices and the 8 State Priorities

	Best Practice	1st Full Year of Implementation	Key Benefits of Practice for New City School	Practice correlates to State Priorities
A	**Implementation of Dual Language Enrichment (DLE) Model**	**2012-13**	• High Quality Bilingual education • Access and professional development • Annual program fidelity and quality review and PD by DLE founder Dr. Gómez	Priority 1 – Basic Services Priority 2 – Implementation of CCSS Priority 3 – Parental Involvement Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 6 – School Climate Priority 7 – Course Access Priority 8 – Other Student Outcomes
B	**Implementation of Reading Workshop & Writing Workshop framework for Language Arts**	**2013-14**	• High Quality Professional Development and Coaching • Alignment & implementation of the Common Core State Standards for Language Arts	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement
C	**Appropriate Assessment of Student Progress**	**2014-15**	• Norm-referenced, Adaptive, Aligned to Common Core • Administered 3 times per year to track growth toward individual, grade level, and school goals • Preparation for Smarter Balanced	Priority 4 – Student Achievement Priority 8 – Other Student Outcomes
D	**Implementation of Reading and Math Intervention Program with credentialed teachers, Support Systems**	**2012-13**	• Reading Intervention: During School • Math Intervention: During School • Counselor: Student Success Team Referrals, Individualized Education/ 504 Plans, Socio-Emotional Support	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 7 – Course Access
E	**Implementation of ELD Standards with the EL Intervention Program**	**2014-15**	• Teacher Training & Professional Development • English Learner Intervention: During and After School • Parent Support with CELDT exam and Reclassification	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 7 – Course Access
F	**Expanded Programming for Our Community**	**2013-14**	• Transitional Kindergarten for earlier Dual Language Access, Literacy, Logical Reasoning Development • Expanded Free to All Before- and After-School Programming with Hot Supper, Vacation Programs, Music	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement Priority 7 – Course Access

A. Implementation of Dual Language Enrichment Model for bilingual education

Adopted in 2012, the Dual Language Enrichment ("DLE") dual language model, developed by Texas educators and researchers Gomez and Gomez, is the basis for the school's dual immersion program. New City School adopted this model because of its ***design***—sensitivity to the unique needs in communities in which students are predominantly English Learners and/or low socioeconomic status. In addition, New City School adopted the model due to its ***high rates of success***. A study of one DLE school district that found 94% of 5th-grade students who studied under this model for three years met the reading standard on the Texas Assessment of Knowledge and Skills test compared to 74% of students in the entire district. Similar results were found for mathematics.[1]

The implementation of this dual-immersion model allows New City School to have a uniform program of enriched dual language instruction across all classrooms and grade levels. With the DLE program, students learn to read *first* in their home language, a cornerstone of New City School's education program and mission of access and equity, extending learning into the home (in the primary languages of our families).

The DLE model is specifically designed to require and ensure that English Learners ("EL") benefit from a rigorous and enriched college preparatory curriculum. They are never to be left behind or pulled out to receive diminished instructional content while they are in the process of developing fluency in English. Thomas and Collier research[2] over the last two decades has established that EL students in 2-way dual language programs outperform EL students in other program types for second language acquisition (e.g. Transitional, ESL Pull-out, etc) over the course of their education through high school. Our graduates have shown this to be the case, as their High School Exit Exam results over the last 5 years exceed the average passing rates of the local school district.

Some of the key instructional practices in the DLE 2-way model include:

- Teaching to the "top 25%"—lesson content and pacing is focused on rigorous grade-level expectations—this way teachers challenge high-achieving and GATE students
- Subjects Learned in One Language
- Learning in Bilingual Pairs or Bilingual Groups
- Conceptual Refinement (supports second language learner & academic rigor)
- Specialized Vocabulary Enrichment
- Bilingual Learning Centers and Bilingual Research Centers

Each year since our adoption of the model, a lead trainer of the DLE model has come to New City School to provide Professional Development training for our teachers: 3 days of training for teachers in year 1 or 2 of DLE practice, 1 day for subsequent years. In 2014, the New City School Education Programs Director became a certified DLE trainer, providing New City School with the internal capacity to provide these professional development sessions directly to our teachers and staff as they are hired.

[1] Gómez, 2006, Journal of the Texas Association for Bilingual Education, vol. 9, issue 4, p. 46-65
[2] Thomas, W. P., & Collier, V. (2002). A national study of school effectiveness for language minority students long term academic achievement. *Center for Research on Education, Diversity & Excellence*, Santa Cruz, CA.

In the 2015-16 school year, we have added a formal DLE Program Fidelity Review; a DLE lead trainer will conduct a school-wide (all classrooms) review of all required DLE elements, including required instructional practices and elements of DLE classroom environments. Upon completion, the administration and staff will receive the report, followed by a full day of professional development to address and train teachers on any identified weaknesses. This programmatic review will ensure that the research-based structures are implemented efficiently.

B. Continued Implementation and Training in Reading and Writing Workshop

While the DLE model provides the structure of our overall dual language program structure, we still recognize the importance of focusing on balanced literacy. To this end, New City School has adopted the Reading Workshop and Writing Workshop developed by Lucy Calkins and educators involved in the Reading and Writing Project at Columbia University.

In Reading Workshop, students are given the opportunity to not only read authentic texts, but also talk about literature. The framework allows teachers to both differentiate and scaffold their instruction to meet the needs of all students, including English Learners.
Major components of Reading Workshop are:

1. Mini-Lessons
2. Read Aloud
3. Independent Reading & Conferencing/Guided Reading/Response & Reflection
4. Sharing Time/Closing Conversations

In the summer of 2014, New City School began working with Literacy Partners, an organization that provides state-of-the-art professional development and instructional support in the implementation of Reading Workshop, with a focus on thoughtful alignment & implementation of the CCSS for Language Arts. Our teachers are provided with professional development on Reading Workshop from Literacy Partners and are then given the opportunity to see the framework modeled in their actual classrooms. Follow-up coaching sessions and debriefs allow the teachers to further their understanding of the framework.

In summer 2015 and into the school year, we will continue our partnership with Literacy Partners to add the second component of the balance literacy approach by implementing the Writing Workshop framework in the same way we have implemented the Reading Workshop framework. Like the Reading Workshop, the Writing Workshop has a standard lesson structure that includes a direct and explicit mini-lesson, writing time (independent/conference/small groups), and sharing of student work. Teachers study with the trainers pre-service, and then the trainers model practices in our classrooms and follow with de-brief sessions for teachers to make connections and ask questions. Then during subsequent visits, the trainers will watch our teachers as they implement the best practices learned in the demonstration lessons.

The combination of the Reading and Writing Workshop frameworks along with the CGI framework (previously discussed), ensures rigorous implementation of the CCSS for Language Arts and Mathematics. The expert training of and collaboration among teachers in both of the frameworks ensures our students will develop higher level skills in writing, reading, and mathematics, necessary preparation for the rigorous demands of college prep high schools and future accomplishments at the university level.

C. Appropriate Assessment of Student Progress

New City School's rigorous program of study—including CGI and the Reading and Writing Workshop frameworks—requires a robust system of assessment. We have made specific improvements to ensure appropriate assessment of students' progress at all grade levels.

In 2014-15, New City School began its first year implementation of the Northwest Education Association Common-Core Measure of Academic Progress assessment, better known as Common-Core MAP. The Common-Core MAP assessment is a formative, norm-referenced, computer adaptive assessment taken three times a year that gives both administration and staff quick results that can be used to help guide instruction throughout the year. Since it is norm-referenced, New City School's student performance can be compared to performance of students across the nation in other schools.

In addition to the Common-Core MAP assessments, New City School teachers utilize the online assessment system called Online Assessment Reporting System ("OARS") to create CCSS-based unit and trimester benchmark assessments using the system's CCSS-aligned test item bank. This allows teachers to effectively assess student mastery of the grade-level unit standards incrementally and broadly. In addition, the OARS system houses each student's state-mandated assessment results. This centralization of student assessment data allows New City School teachers and administration the ability to analyze student performance at various levels (e.g. student, grade, school-wide, subgroup). This combination of formative and summative assessments allows New City School Administration to collect and analyze data that inform decisions around necessary programmatic adjustments.

We launched this rigorous assessment to create a baseline on which students, teachers, and administrators have set improvement targets over the 2014-15 academic year, and for the next five years upon renewal. These Common Core-aligned assessments serve as a guide for students, teachers, and administrators in preparation for the state Smarter Balanced assessments each spring.

D. Intervention and Support

Our robust assessment system allows us the opportunity to identify areas of strength and areas for improvement. When we identify specific student needs, we then implement a plan for improvement through our targeted Intervention and Support system, including Reading, Math, English Language Development, and Socio-Emotional needs.

1. Reading Intervention

Beginning in 2012-13, New City School implemented a Targeted Intervention program for Reading to address the needs of students who are recently struggling and/or chronically underperforming. We hired a fully credentialed Reading Intervention teacher who surveyed recent student reading data and met with teachers to identify and prioritize interventions. The Reading Intervention teacher provides small group and individual intensive reading intervention to identified students, up to 4 times/week for 45 minutes per session. Teachers refer struggling students based on recent assessment results and classroom observations.

Since the inception of the program, New City School has consistently seen at least 1 year of growth (and up to 3 years or more), in at least 50% of the Reading Intervention students, within one school year. When students meet their grade-level targets, they exit the high-frequency program and are seen thereafter only for occasional check-ins. When they do not, they may be referred through our comprehensive SST/IEP/504 process for further evaluation and support.

2. Math Intervention

Due to the success of the Reading Intervention program, New City School implemented a similar program for Mathematics for the 2014-15 school year. We hired a fully credentialed full-time Math Intervention teacher, trained in CCSS for math, to provide small group and individualized intensive instruction. Students meet in small groups (2-5 students) multiple times per week. Teachers refer struggling students based on recent assessment results and classroom observations. When students meet their targets, they return to their regular College Prep Math classes. Students who do not respond to interventions are referred to our comprehensive SST/IEP/504 process for further evaluation and support. Preliminary assessment data indicate that the Math Intervention program is succeeding. We have also added before school Math Tutoring for middle school students in the before school program.

3. EL Intervention and Support

Approximately 45% of New City School students are identified as English Learner. From 2011-2013, the sub-group that made the smallest gains on the CST was our EL group. In 2014-15, as part of our Title III Improvement Plan, we increased Professional Development to improve support and quality instruction for our English Learners in every classroom, *and* we implemented an English Language Development ("ELD") intervention program during and after school. The program is led by the Reading Intervention teacher and staffed by dedicated tutors who ensure that our English Learners make adequate progress towards their goals, with a special emphasis on long term English Learners.

In fall 2014, we formed an EL teacher leadership team thatattended comprehensive Los Angeles County training on the new ELD Standards and led a series of PD sessions for all teachers on proper implementation of the standards. In conjunction with our DLE model, we are confident that our students will succeed in mastering classroom material, developing as readers and writers, and meeting the CCSS.

To build on this foundation, New City School will hire an Assistant Director of Education Programs for 2015-16 who will serve as the school's English Learner Coordinator, to ensure that we implement the ELD Standards and assessments with fidelity, and that we provide the targeted supports for our EL population. The Assistant Education Program Director also coordinates the SST and IEP process

4. Counseling Support: Referrals for Student Success Team, Socio-Emotional Support

Our Counselor manages the school's Student Success Team ("SST") referrals. During this process, plans are outlined with the teacher, parent, student, and Counselor for Intervention programs or assessment for possible Individualized Education Plans, 504 Plans, or tutoring in cases where those Interventions do not prove successful or in light of other needs presented.

As with many schools in under-resourced areas, many students come to school with needs that go beyond academic support. To ensure that the socio-emotional needs of students are also met, New City School added a full-time credentialed Counselor and full-time Behavior Support Coordinator beginning in 2014-15. The counseling team supports all students at every grade level to ensure they are able to focus on their academic growth in a safe and loving learning environment. Among many important pursuits, the team has launched a school-wide accountability program for Safety and Behavior.

E. Expanded Programming for Our Community: Transitional Kindergarten, Before/After School and Vacation Programs

1. Addition of a Transitional Kindergarten classroom

Launched in September 2013, New City School's transitional kindergarten program is also the only dual-language, public pre-kindergarten option in the city. It was developed during the 2012-13 year by a committee of devoted New City School teachers, administrators, and parents who held a strong vision for critical learning in the early years. Together, they created a TK program that establishes an early and strong link between the families it serves and the school, also preserving those whose home language is Spanish, as it can easily be diminished or even eliminated after 1-2 years in an English-only pre-school. Our TK program is strongly connected to the school's overarching DLE Model, developing communication and confidence, literacy, and math logic in the child's first language and setting the course for success as its graduates enter kindergarten.

Approximately 25% of the school's kindergarten students are enrolled in the TK program and the program is in its second year of implementation. Research shows the value and impact of early childhood education on the early school years of a student. We anticipate a positive impact of the program on student academic achievement in the next few years, when former TK students begin to take the statewide assessments and results become available.

2. Expanded Before and After School Programming:

In 2013-14, New City School expanded its summer school, before school, after school and family literacy program offerings through a 5-year, $1.39 million GRANT FROM 21st Century Community Learning Center that is free to every family. This grant is in addition to a 3-year After School Education and Safety grant award to NCS through the Long Beach Unified School District. Half of our K-8 students are enrolled in the program. We also now offer math tutoring, a hot supper program, marathon team, violin class, and vacation field trips. The grant is made possible through our partnership with the Youth Policy Institute (YPI).

IV. Operational Improvements: Fiscal Management, Governance

A. Improving Fiscal Management

In 2011-12, the education budgets in the state of California were decimated and the fiscal health of New City School was in crisis. Since then, we have worked diligently to improve our fiscal health and weather the financial storm.

To that end, New City School made a difficult cost-cutting decision to consolidate its campuses for Fall 2012. The New City School Board implemented audit recommendations such as improved fiscal policies and procedures, and increased oversight and focus, into the annual budget to carefully manage and ensure expenditures are in line with revenues.

Also in 2012, the school transitioned to a new back-office service provider—Charter Works. The improved services from Charter Works, including budget monitoring, improved communications, long-term financial projections, and strict internal controls, allowed New City School to dramatically improve its financial health and operations. This year (2014-15), Charter Works partnered with and was absorbed by EdTec—the premier charter school back-office provider in California. The additional

services provided by EdTec, such as an online financial portal, PowerSchool and CALPADS support, and trainings, will continue to help New City School further improve its fiscal health.

As a result of cost-cutting decisions, New City School realized a net income of over $250k in 2013-14 per the unaudited actuals, compared to the prior year net income of only $7,800. Due to these fiscal improvements, the 2012-13 Audit Report was free of findings and did not include any going concern opinions. This is a notable turnaround from audits prior to that year. The 2013-14 Audit also concludes that New City School is free of audit findings, showing continued strength in its financial operations. These achievements demonstrate the school's progress toward financial and operational strength and the New City School Board's commitment to fiscal oversight, qualities that are needed to successfully manage an independent charter school.

In May of 2010, the school entered into a mortgage note agreement with the Low Income Investment Fund ("LIIF") for the purpose of acquisition, construction improvements, and mini-perm financing of its current building located at 1637 Long Beach Blvd.

Unfortunately, due to the unprecedented fiscal crisis and crippling state deferrals, New City School defaulted on the loan in December 2011. The school and LIIF entered into a forbearance agreement that extends the loan through the renewal process. To address this, New City School has actively been pursuing a refinancing of this loan as well as debt consolidation for its other operating loans. The school is working with Stifel Financial Corporation on potential bond financing deals and with Funding the Gap on potential alternative bridge loans. However, New City School cannot enter into a bond financing deal until it has received its renewal.

New City School has been current with its financial obligation and utilizes the budget review process to ensure it will continue to do so.

The most recent budget, attached, demonstrates the school's healthy reserves and the school's ability to meet its financial obligations in the long term.

B. Improving Governance

1. Internal Board Improvement Process—Standards for Effective Governance

The New City School Board has adopted six research-based standards for effective charter school governance, which were developed by Charter Board Partners.[3] These standards provide a necessary framework for action and accountability as the school implements its plan for future improvement. Work toward these standards will also guide the New City School Board in school governance overall. The standards are:

1. Focus Relentlessly on Student Achievement
    a. Govern to Fulfill the School's Mission, Promises of the Charter, and Improvement Plan
    b. Know Whether Students are on Track for High-Level Achievement
2. Ensure Exceptional School Leadership
    a. Hire and Support a Strong School Leader
    b. Evaluate and Hold the School Leader Accountable
3. Commit to Exemplary Governance

[3] https://charterboards.org/assets/misc/cbp_standards_1-21-15.pdf

   a. Build and Maintain a High-Functioning and Engaged Board
   b. Implement Best Governance Practices
4. Act Strategically
   a. Determine the Strategic Direction for the School
   b. Respect the Balance Between Oversight and Management
5. Raise and Use Resources Wisely
   a. Manage resources responsibly
   b. Expand awareness and raise funds
6. Maintain Legal and Regulatory Compliance
   a. Minimize risks
   b. Meet expectations

Adoption of these standards addresses the organization's internal accountability as the Board focuses on student achievement, school leadership, governance, fiscal responsibility, strategic planning, and maintaining full compliance with all applicable regulations. When combined with the external accountability of the WASC accreditation process, following these governance standards as standard Board practice will ensure a high level of accountability across the organization.

2. External Board Improvement Process—Expert Support and Board Training

With the Standards for Effective Governance in place, the New City School Board will seek outside expert support and individual board trustee and Executive Director training in order to work effectively and efficiently toward those standards. To that end, the New City School Board will partner with BoardOn Track, a consultant service geared toward helping boards build capacity, understand and improve group process, and build and leverage information systems that strengthen the organization.[4]
In partnership with BoardOn Track, the New City School Board will also develop a program to optimize its work through:

- Continuous training using online resources, webinars
- Regular assessment of board effectiveness
- Regular coaching and training for Executive Director and Board
- Annual NCPS Board and Executive Director goal development and progress monitoring
- Development of a productive evaluation system of the Executive Director

Building structures for improved organizational process will allow the board to effectively work with the Executive Director to ensure implementation of the plan for future improvement. External support in strengthening board processes and effectiveness allows the New City School Board to move away from reaction and toward realizing the vision laid out in our plan.

3. Board Trustee and Leadership Training

In addition to the BoardOn Track system for on-going Board professional development, the New City School Board will continue to engage experts in law, finance and non-profit management to lead its annual board trainings and workshops in open meetings law and the Brown Act, fiscal planning, governance, and strategic planning.

The Executive Director and individual trustees will continue to take part in local and statewide seminars and conferences to deepen understanding of their roles in governance and organizational leadership. In March 2015, our Board Chair and Executive Director participated in the all-day

[4] http://www.boardontrack.com/how-it-works

California Charter Schools Association ***Board Governance Summit*** training workshop during the 23rd Annual California Charter School Conference. Sessions on Board Best Practices tie directly to the Six Standards for Effective Governance outlined above:

Session Title	Corresponding Standard of Effective Governance
Board Governance and Accountability: *Tools For Success*	1. Focus Relentlessly on Student Achievement • Govern to Fulfill the School's Mission, Promises of the Charter, and Improvement Plan • Know Whether Students are on Track for High-Level Achievement 2. Ensure Exceptional School Leadership 4. Act Strategically • Determine the Strategic Direction for the School • Respect the Balance Between Oversight and Management 6. Maintain Legal and Regulatory Compliance • Minimize risks • Meet expectations
Board Member: *Your Fiscal Responsibility*	5. Raise and Use Resources Wisely • Manage resources responsibly • Expand awareness and raise funds
Best Practices Illustrated: *The Worst Board Meeting Ever,* *The Best (& Toughest) Board Meeting Ever*	3. Commit to Exemplary Governance • Build and Maintain a High-Functioning and Engaged Board • Implement Best Governance Practices

Our Executive Director also participated in GROWING TEACHER LEADERSHIP THROUGH AUTHENTIC COLLABORATION and BUILDING YOUR SCHOOL'S BRAND, which clearly relate to Standards 1 & 2, Focus Relentlessly on Student Achievement and Ensuring Exceptional School Leadership.

To jump start the New City School Board's improvement in 2015-16, the Executive Director, Board Chair and Vice-Chair will participate in the Annenberg Foundation's Alchemy Leadership Seminar in our first year of renewal for a 3-day governance training that focuses on the Board's role, processes for board recruitment and cultivation, and effective board meetings.

4. Building Capacity — Board Expansion

The New City School Board currently has six board members. The Board's recruitment committee is actively engaged in adding three new members, with the goal of total membership at 11 during the next charter term. The school is seeking new members with legal, fiscal, educational (charter school, IB, DLE), fund development, organizational process and/or community/non-profit expertise to ensure that the board will provide the guidance and oversight necessary for future success of our plan for future improvement.

State Priorities met by Fiscal and Governance:
Priority 1 – Basic Services Priority 3 – Parental Involvement Priority 4 – Student Achievement

Letters in Support of New City's Renewal Petition from Respected Members of the Community

CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Education
Department of Liberal Studies

November 21, 2014

To: Long Beach Unified School District Board of Education

From: Dr. Jessica Pandya, Liberal Studies Department Chair

Re: New City School Charter Support

I am writing in full support of New City School to urge you to renew the school's charter. I am a parent of a kindergarten student (Valmik Pandya, in Marlynne Carrera's class). I am also a professor at CSU Long Beach, in the College of Education, and I have been conducting a research project at New City since 2012. The school means so much to my child and to my own research, as well as to the many undergraduate and credential students who I work with there.

My son loves the dual language program. He came in not speaking any Spanish and now loves to tell me the new words he has learned, mostly from singing songs. He also loves his teacher and his peers—walking around with him, children call out his name, he's happy, he loves to be there, and he loves his teacher. Ms. Carrera has been to our house for dinner in an effort to learn about our son (she has done home visits to all children at this point in the year—awesome!). But most of all, our son has gone fomr a boy who barely cared about letters and numbers to writing letters, words, and ideas down at home—after only three months of school! He can sound out letters, knows how to write peoples 'names, and, most of all, gets joy out of writing down his ideas. This is all possible because of the school's constructivist philosophy, and because of the print-rich environment that Ms. Carrera has created.

I also appreciate the research-friendly environment that Stephanie lee has cultivated amongst the teachers at New City. Since 2012, I have been conducting a project in which 2-3 of the 3-5th grade classroom teachers work with me (and a team of undergraduate and credential student research assistants) to create videos on iPads. The projects are part of the regular school curriculum. We have made over 300 videos with over 150 children, and have presented our work to parents and to teachers at various points in the process. The school personnel have been welcoming and have seen the value in helping children become more digitally capable—

all great things to have in a school.

The district would be wise to renew this school's charter. It provides a valuable service to the community, bringing together families and children form a wide variety of backgrounds to help educate children towards common goals. As my son loves to sing, "Yo soy de la New City"—He is (proudly, happily) from New City. Please support this school.

Sincerely,

Jessica Zacher Pandya, Ph.D.
Associate Professor
California State University, Long Beach
College of Education, ED-1
1250 Bellflower Blvd
Long Beach, CA 90840
jessica.pandya@csulb.edu

January 9, 2015

Board Members and Superintendent

Los Angeles County Office of Education

9300 Imperial Highway

Downey, CA 90242

Re: Appeal of the New City School Charter Renewal

Dear Board Members and Superintendent:

We are the parents of a 4th grader at New City School and we are writing to urge you to renew the school's charter for another 5-year term. The New City School academic program, dual language program and loving environment need to continue being a part of our community.

Our daughter has attended New City School since Kindergarten. Her first language was Spanish. However, at the age of 2 she started day care, she quickly picked up English and in a matter of weeks she would not speak Spanish anymore. It was a big concern to us since our parents mostly speak Spanish, and we, as parents believe children should learn a second language at a young age rather than start in high school as an elective. By the time our daughter was 5, she would not speak Spanish to anyone.

We decided New City School was a perfect fit for our daughter because of the dual language program, academic program and everything else it offers to our children. Just 3 months after she started attending New City School we were visiting my parents' house and we were elated to hear our daughter have a conversation with her grandparents in Spanish. A month before she started 1st grade we took our daughter to Mexico to meet her extended family and expose her to the culture her grandparents grew up in. It was amazing to see her communicate with the family and to receive compliments on how well she spoke Spanish at such a young age.

I teach Algebra for the LBUSD. I see the teachers struggle as they adapt to the Common Core State Standards. New City school is ahead of the game when it comes to these teaching strategies. They have been using these concepts all along. I understand that the decision to close NCS is based on the old CST scores (when NCS was using Common Core methods and LBUSD was not). However, since we are all teaching these methods now, it would be interesting to see how their scores would compare now that we are all on the same playing field. As teachers, students and parents in the LBUSD struggle to adapt to the Common Core methods, New City teachers and students continue to teach the very methods we are just beginning. We deserve the chance to see the school shine in light of these nationwide changes.

As you can see, there are so many reasons as to why New City School should continue to provide a great education to our children. We urge the LACOE Board Members and Superintendent to renew the New City School for another 5 years.

Sincerely,

Guillermo Flores

Laura Flores

We are proud to say we send our daughter to New City School!

Birgit Konet
296 Kennebec Ave
Long Beach, CA 90803

January 5, 2015

Board Members and Superintendent
Los Angeles County Office of Education
9300 Imperial Hwy
Downey, CA 90242

RE: Appeal of the New City School Charter Renewal

Dear Board Members and Superintendent:

I am the proud parent of two fourth grade students at the New City School. I am writing to urge you to renew the school's charter for another five-year term. The school has a huge impact on my sons, our family, and the community of Long Beach.

When we first learned about New City Public Schools we chose to transfer our sons from our home school at the start of second grade, because we wanted them to experience learning through logical reasoning and to acquire another language, Spanish.

During the past two and a half years our sons have not only built on their academic skills with New City School's approach to learning, but on their interpersonal competencies as well. Our sons are adopted and came through the foster care system into our family. Both boys have been struggling with adoption-related issues, and they do not easily trust fellow students and teachers. At New City the director, counselors, and all educators we have come in contact with have been understanding, supportive, patient, and always willing to help our sons move beyond their problems, which has made them better students and citizens.

We are very grateful for what this school continuously provides for our children and urge the LACOE Board Members and Superintendent to renew the New City School for another five years.

Sincerely,

Birgit Konet
Proud New City School Parent

The New City School
1637 Long Beach Boulevard
Long Beach, Ca 90813

January 5, 2015
Board Members and Superintendent
Los Angeles County Office Of Education
9300 Imperial Highway
Downey, Ca 90242

RE: Appeal of the New City School Charter Renewal

Dear Board Members and Superintendent:

I am a proud New City School parent of a 2nd and 4th graders. My first born who is now a 4th grader had one of the toughest times getting use to school. Mainly because he was a late bloomer. He had difficulties expressing himself using is words and a hard time in general. With the help of the teachers and Stephaine us working together and getting my son to just open up and show how great he is rare. You wouldn't this in any other schools. He would have got tossed in special ed, left behind, and even detained to repeat the first grade. Together with New City School my 4th grader is at his grade level and reading way above grade level. NO one would have seen this coming but New City School believes in my son just as much as I do. That's family. My 2nd grader also had hard times not with learning but with expressing himself. The teachers would talk to me and we would work together to solve the problems. He too may have gotten suspended so many times or I might gotten called every time the teacher couldn't handle if this was a different school. This school is such a positive breath of fresh air here in Long Beach. There needs to be more schools and teachers Like New City School then more kids would want to go to school to learn. New City is family a family worth fighting for.

My children and I appreciate New City School for all that they do to improve children learning and valuing them as people and not just a pay check. All the staff get to know all the children by name now that is amazing. New City is unique ground breaking and non traditional in the sense that they get to know the parents as well, allowing us to come check on our children whenever need be. To have my children tell me that they want to go to school my jaw drops. Reason being because my kids are big thinkers and this school allows them to think beyond the classroom and school. They have a school farm where they learn

about nature and science. I can't imagine my kids going to any school they would be able to be themselves and grow. They would be labeled and labeling to me is hindering. New City Schools do not hinder the children but embraces them and nurtures them into beautiful people. They teach them about empathy caring for others. So for me and my family New City deserves their charter renewal. They have made strides in the ELA part teaching the kids reading, writing, and all the things to further their education. Plus they learn a second language which happens to be Spanish. So by the time my children reach high school they will be bilingual.

As you can see there are so many reasons why the New City School provides a great education to our children. I strongly urge the LACOE Board Members and Superintendent to renew the New City School for another 5 years. New City is truly "*small* school for children with *big* ideas."

Sincerely,
Yunique Pettigrew
PROUD New City Parent

The New City School
1637 Long Beach Boulevard
Long Beach, California 90813

January 13, 2015

Board Members and Superintendent
Los Angeles County Office of Education
9300 Imperial Hwy
Downey, CA 90242

Dear Board Members and Superintendent:

As a parent of a fourth-grader at New City Public School in Long Beach I am writing to express my support for the school and to urge you to renew our school's charter.

I am a Long Beach native who attended Willard Elementary, Jefferson Junior High, and Wilson High School and went on to UCLA for undergraduate work and USC for graduate school. My husband and I place a high value on education and we made a very deliberate and considered decision when it came to choosing an elementary school for our son Bodhi when he entered Kindergarten.

Despite the fact that our neighborhood school, Naples Elementary, is one of the highest performing schools in Long Beach, we chose to enroll at New City School. Though New City has faced some difficult challenges over the past few years (threatened closure by the State, financial challenges, and a campus closure), I have not regretted my decision.

New City is different. And probably not for everyone. But for me, it is exactly what I was looking for in a public school education. The school is alive with music, the arts, an urban farm, community field trips, science and environmental studies. The teachers and administrators are dedicated and passionate professionals who believe in the mission of the school and put innumerable hours into their job. The school is supported by a strong network of parents, grandparents, neighbors and community advocates that are invested in its success.

The school offers things my neighborhood school can't. My son is surrounded by a diverse, multicultural student body and staff. He has small class sizes and the continuity of the same homeroom teacher for three years. His meal program serves healthy, often organically grown food. He has daily music and arts instruction. And, he began learning Spanish on day one - a skill I believe to be critical in our increasingly global economy and one that is more readily mastered at this young age.

I know that the school has had low standardized test scores, but I do not think they accurately reflect the learning going on at our school. I hope the eventual adoption of new assessment methods will allow our students to better display their knowledge and critical thinking skills.

My son is thriving in the friendly, loving learning environment of New City School. Please allow him the opportunity to continue his education at a school he is passionate about. I urge you to support our charter renewal application.

Sincerely,
Tara Sievers
Proud New City Parent

www.newcityps.org
562. 599. 6404

November 24th, 2014
Board Members and Superintendent
Los Angeles County Office of Education
9300 Imperial Highway Downey, CA 90242

RE: Appeal of the New City School Charter Renewal

Dear Board Members and Superintendent:

We are writing to express why we think Los Angeles County Office of Education should renew The New City School Charter; here are our top ten reasons:

1- We are the proud parents of a student who has attended The New City School for almost three years, even though we live in the city of Whittier.
2- We are public school teachers and are very well aware of the daily challenges the education system faces; and we chose The New City School as the best option we can offer our daughter.
3- We know that The New City School has been through academic and financial difficulties, and like hundreds of parents we still believe in and trust its Mission, Vision, and Curriculum, as well as teachers and staff.
4- We know, furthermore, that the education system has been restructured and the best example of this is the Common Core State Standards. Obviously there are many things in the education system that do not work. This was one of the reasons why we chose The New City School, a non-conventional school model, for our daughter.
5- We know that the scores from standardized tests are not the sole measure that can represent the general wealth of knowledge of any student; neither can these measures reflect any student's awareness of social justice values, critical thinking, and moral reasoning (skills highly valued by us).
6- We do not know of any K-8 school within the Long Beach School District that stimulates in students such love for arts like music, dance and theatre (just to mention, all these are offered by The New City School to all its students).
7- We do not know of any other school that involves the community in many activities as much as The New City School does, and where everyone feels part of it.
8- We want our daughter to be bilingual, as many know the advantages of both, the social and intellectual benefits that it represents to an individual.
9- We want our daughter to grow up and learn at a school where her voice and criteria are valued and respected, a school where she is encouraged to develop her imagination and creativity, rather than being imposed with archaic models.
10- We share with our daughter the same love she has for the school, as we appreciate the infinite values The New City School has, which would be impossible to list in their entirety, in this letter.

In addition, we would like to mention that The New City School's community has been going through very difficult moments, and unnecessary uncertainties given to the past, old, and non-functional previous standardized testing measures, reflected on a low API, a measure that is not in place anymore. We strongly believe that the Common Core State Standards represents a fair chance for The New City School to show its potential as the excellent school it is.

With great respect, we urge the Board to renew The New City School Charter. Thank you very much for your time and consideration.

Sincerely,

Roberto Sánchez

Majela Galardy

December 1, 2014

Long Beach Unified School District
Board of Education:

Diana Craighead, President
Felton Williams, Vice President
John McGinnis, Member
Megan Kerr, Member

Superintendent Christopher Steinhauser
1515 Hughes Way
Long Beach, CA 90810

Dear Board Members and Superintendent:

I currently have two students attending New City Public School, a 7th grader and a 1st grader and I am looking forward to my preschooler beginning kinder garden next year. I am writing this letter in support of New City School's charter being renewed.

My 7th grader had his kinder garden orientation the year the campus on 1637 first opened. I heard Stephanie Lee's vision for the school and parents who already had students attending experiences. I wasn't sure how I felt as I listened to concepts I had never heard of being offered in public school, no homework for elementary students?, children being taught about social justice? Parents always welcome?, plus the building looked like a ware house. My two now adult daughters had completed their K-8th in a dual immersion program in Long Beach Unified, but this was very different. Stephanie's vision, warmth and optimism, the other parents positive feedback, and bilingual education prompted me to take a chance on New City.

My son and 1637 Long Beach Blvd have grown up together. What was once and empty building, is now a thriving community where my son and other students are surrounded by a caring, professional staff from the custodians to the Executive Director.

I appreciate that student's individual needs are taken into consideration in a noncompetitive environment as my son struggled with reading at one time. As he received extra help his self esteemed was not affected. The smaller environment has allowed my middle school student to develop a comfortable personal relationship with his teachers and the staff. He is not intimidated to express his needs, concerns or even joke around with them.

Kinder garden was a new and scary place for my now first grader. He had a challenging transition. Thanks to his teachers and teacher assistant who were trained to use strategies with student that are individualized, innovative and with children's dignity in mind, my son has fallen in love with his school, teachers and learning.

New City also provides informational and educational workshops for parents, such as English learning, reading to your child, parenting, or whatever the need may be.

Because New City has been marginalized in the Long Beach School, I and other parents have learned about the political processes and involved, been able to teach that to our children and be able to boldly reach out to our Long Beach community.

I am a single mom and I recently lost my job, because New City has an emphasis on parent involvement I was able to delve into volunteering at the school, which has been a life saver for me and my children. At an uncertain time in my families lives, the parents and staff at New City offered us warmth, acceptance and stability and great education for my children. I am able to use all of the projects I have been involved in as job experience on my resume.

New City is our second home, community, education for my children. I implore you to renew our charter. As a mother of five I have found this statement to be completely accurate "It takes a village to raise a child". New City is our village.

Emphatically,

Koya Broderick

Invested New City Parent

December 3, 2014

To Whom It May Concern:

My daughter Bianca, has been a student at New City School since kindergarten. She is now in the third grade. I cannot begin to express how proud of her I am and what an amazing experience it has been to see her grow and mature into the incredible little girl she is today. I don't believe she would have had such a strong foundation at any other school.

New City school is not just a building where I drop her off and pick her up every day. It is a school full of love, talent, professionalism, and creativity that has challenged Bianca to think outside of the box. Bianca is not only excelling academically by knowing her times tables but is able to explain why we celebrate Thanksgiving as well as other well known holidays in the United States. Her capacity to understand is well over the grade level three.

I honestly love everything about New City, but the thing that has caught my attention since day one is that she is learning to treat everyone the same. To her, it doesn't matter if she is interacting with other kids whose skin color are brown, white, black, red, or blue. She is fully being taught not to discriminate others. To me, this is really important because in the "real" world she is going to have to interact with many people of all ages and colors.

I have also a little boy who is a little over a year old and I truly hope that I can enroll him in a couple of years at New City Schools. I only ask for your support and encourage you to allow New City School to renew its five year contract. The City of Long Beach would not be the same without it.

Thanks a lot,

Mayely Rodriguez

1637 Long Beach Blvd
Long Beach, CA 90813
Tel 562.599.6404
Fax 562.218.5620
www.newcityps.org

TO THE BOARD MEMBERS AND SUPERINTENDENT

Queridos miembros de la mesa directiva y superintendente:

Jose Hugo Corona y Maria Luisqa Ambriz

Estamos muy orgulloso de ser los padres de tres alumnos de New City School, Les escribo para suplicarles que renueven el contrato de la escuela por otros cinco anos . La New City School significa tanto para mi (hijo)pues Kevin Corona juega con los numeros en la clase de matematicas y se despierta contento por las manana por que ba ala New City School. Kevin sale de la New City School alas seis de la tarde por el programa de (mi casita) y cuando lo recojemos temprano se pone triste pues quiere terminar el dia en la escuela.El camino ala casa Kevin nos cuenta todo lo que iso en el trancurso de la escuela y nos dise lo que piensa para el siguinte dia.

Queremos y apreciamos a NCS por munchas rasones como, la educasion y los prisimpios que le dieron a mi hija Stephanie Corona estubo en New City School por (5) manificos anos y horita atiende en la escuela de Wilson High Schol , y con clases abansadas grasias ala NCS y tanbien con grados exelentes.

Tanbien estubo mi hijo Jose Hugo Corona por (4) grandiosos anos

por que serraron la escuela prepartoria y su tubo que ir ala Milkan High School donde termino con muy buenos grados y horita esta en Long Beach City College, pues desde que jose estaba en NCS todos los maestros y maestras lo acosejaron y empulsaron a lo que jose queria estudiar pues jose esta comparte en un programa

1637 Long Beach Blvd
Long Beach, CA 90813
Tel 562.599.6404
Fax 562.218.5620
www.newcityps.org

de leyes enel gobierno.

Nuestra opinion es que munchas familias estan igual que nostros por eso lepidemos que nos renoven otros 5 anos, la New City School munchas greasias.

FAM.CORONA AMBRIZ.

01-7-15

California State Senate

RICARDO LARA
SENATOR, 33RD DISTRICT

February 10, 2015

Los Angeles County Board of Education
9300 Imperial Highway
Downey, CA 90242

Re: New City Charter School

Dear Los Angeles County Board of Education,

I write to express my support for dual-immersion programs and the benefits they offer our children and society. We are living in an ever increasingly globalized economy, where employers are relying increasingly on a multilingual work force. Multilingual employees are in high demand in both the private and public sector across nearly all industries. Effective dual-immersion programs prepare our students for a 21st century economy and will keep the state moving forward.

I have heard from a large number of parents in my district about their strong support of New City Charter School and their desire to keep the school open. I ask that you take the appropriate consideration and give New City Charter School a fair hearing.

Sincerely,

Ricardo Lara
Senator, 33rd District

CC: Mayor Robert Garcia
Vice Mayor Suja Lowenthal
Council member Lena Gonzalez
Superintendent Christopher Steinhauser
President Diana Craig Long Beach School Board
Vice President Felton Williams Long Beach School Board
Board member John McGinnis Long Beach School Board
Board member Jon Meyer Long Beach School Board
Board member Megan Kerr Long Beach School Board

CAPITOL OFFICE: STATE CAPITOL, ROOM 5050 • SACRAMENTO, CA 95814 • TEL (916) 651-4033 • FAX (916) 327-9113
DISTRICT OFFICE: 3939 ATLANTIC AVENUE, SUITE 107 • LONG BEACH, CA 90807 • TEL (562) 256-7921 • FAX (562) 256-9991
DISTRICT OFFICE: 6550 MILES AVENUE, 2ND FLOOR • HUNTINGTON PARK, CA 90255 • TEL (323) 277-4560 FAX (323) 277-4528

Lena Gonzalez
Councilwoman, First District
City of Long Beach

November 18, 2014

Long Beach Unified School District Board of Education:
The Honorable Diana Craighead
President, Board of Education
Long Beach Unified School District
1515 Hughes Way, 4th Floor
Long Beach, CA 90810

Regarding: Renewal of the New City School Charter

Dear Honorable President Craighead:

I am writing to express my sincere support for the New City School and to request that the Board renew the School's charter for 5 more years. The school is valuable to the students and families of the City of Long Beach, having successfully served the downtown neighborhood for 15 years.

As former District Deputy to then Vice Mayor Robert Garcia, I have been involved with New City for many years and have personally visited the school campus on numerous occasions. During my previous visits I have observed the benefits that the school offers to the community. New City has become a community institution that is respected amongst its neighbors. The school is located in an economically challenged region in the First district. Its presence and reputation as an institution of knowledge for our youth allows for our neighborhoods and communities to raise their standards to support its students. As such, the school has proven itself to be an asset that contributes to the sense of pride and community to the families in the district.

I urge the District to continue its partnership with the New City School. I have the utmost confidence in the School's new leadership to continue to push the school forward towards excellence and look forward to their continued contributions to the Long Beach Community.

Sincerely,

Lena Gonzalez
Councilwoman, 1st District

333 West Ocean Boulevard • Long Beach, California 90802
Phone 562-570-6919 • Fax 562-570-6590
district1@longbeach.gov

DR. SUJA LOWENTHAL
VICE MAYOR
CITY OF LONG BEACH

Second Council District
333 West Ocean Boulevard
Long Beach, CA 90802
(562) 570-6684

November 26, 2014

The Honorable Diana Craighead
President, Board of Education
Long Beach Unified School District
1515 Hughes Way, 4th Floor
Long Beach, CA 90810

Dear President Craighead:

As I did in 2012, I am writing to express my support for New City School and its efforts to reach an agreement with LBUSD to extend its charter. I am familiar with the school and its value to the downtown community, offering students, families, residents and businesses with a focal point of community pride. New City School has brought dynamism to this densely populated neighborhood by engaging families and community partners that were formally uninvolved in K-12 education and in doing so, created a spirit of cooperation and support.

I believe there is great value in LBUSD offering a choice of schools with various teaching models since our students are not homogenous. New City School is cultivating young minds for long-term success through problem solving, civic participation and communication across cultures. The task of raising scores is never easy, made all the more challenging for those teaching bilingual education, but I remain hopeful that New City School can meet your expectations just as it has in the community.

As your former colleague, I respect the difficult choices the School Board must make on a weekly basis to ensure a quality education for every child. I know your hearts and intentions are always in the right place when considering the fate of schools, programs and students.

Thank you for your consideration and please do not hesitate to contact me should you wish to discuss further.

Warmly,

Suja

Dr. Suja Lowenthal, DPD
Vice Mayor
City of Long Beach

HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

ALAN LOWENTHAL
47TH DISTRICT, CALIFORNIA

November 14, 2014

Ms. Nicolle West
6140 East Los Santos Drive
Long Beach, CA 90815-3334

Dear ~~Ms. West,~~ Nicolle

Thank you for sharing your experience with me. As you may know, I served as a college professor at CSULB for nearly 30 years, and education remains one of my passions in Congress. I am a great proponent of education at all levels and believe it should be accessible and affordable for anyone willing to embark on the path to higher education. I am also a supporter of the New City School and have expressed my support to Superintendent Steinhauser. I am also proud of my record in the California State Legislature as the Chair of the Senate Education Committee where we worked to improve and expand educational opportunities for California's students, and will continue to do so in Congress.

Sincerely,

Alan

Alan Lowenthal
Member of Congress

Councilmember
DEE ANDREWS
Sixth District
THE CITY OF LONG BEACH

February 10, 2015

The Honorable Katie Braude
President, Board of Education
Los Angeles County Board of Education
9300 Imperial Highway
Downey, CA 90242

Dear Board President Braude,

I would like to express my support for New City School in their effort to remain one of Long Beach Unified School District's (LBUSD) charter schools. I think, with a brand new focus and guidance, this school has the potential to become one of our supreme schools in the city.

The entire staff members are fully aware of what must be done to address the main concerns of LBUSD. The severity of this matter is not taken lightly by anyone. Parents, principals, teachers and students are all willing to roll up their sleeves and do what it takes to provide the best education and meet the expectations of the community. They are asking for one more chance to perform the necessary steps to make this school the great success it is capable of becoming. Hopefully you allow them the chance to blossom.

I am asking for mercy on behalf of New City School when you render your decision. Thank you very much for your time and consideration regarding this matter.

Sincerely,

D. Andrews

Dee Andrews
Councilman of the Sixth District

333 West Ocean Boulevard • Long Beach California 90802
562.570.6816 • Fax 562.570.7135 • district6@longbeach.gov

Claremont
GRADUATE UNIVERSITY

January 17, 2015

School of Educational Studies

Dear President Braude and Members of the Board:

I'm writing in support of New City School of Long Beach's request for charter renewal. As someone who was present at the birth of this alternative school, I believe that they have successfully delivered on the original mission and philosophy of the founders—to create a school that embraces a constructivist approach to teaching and learning.

I have been involved in urban education for more than 40 years, and I have never seen a school so enthusiastically supported by parents, guardians and grandparents. It's hard for me to believe that these caregivers don't know what's best for their children. Albert Einstein famously observed: "Not everything important can be measured, and not everything measured is important." In my opinion, making judgments about this school's future based solely on standardized test scores is misguided.

As someone who in 1999 co-chaired the state's advisory committee that created the API, we knew that some schools, both charter and traditional, should never be measured solely by test scores because they were designed as genuine alternatives to the conventional wisdom of what constitutes a good school. New City, with its embrace of the languages, cultures, service and diversity that is central to the urban core of Long Beach, is that type of school. Comparing them to a traditional public school misses the point completely.

In closing, I hope that you'll give careful consideration to judging this school consistent with its stated mission and goals, and that you'll renew its charter under your supervision and guidance. Los Angeles County needs genuine alternative schools to serve our increasingly diverse students.

Yours truly,

Carl A. Cohn

Carl A. Cohn
Professor and Director
Urban Leadership Program

Harper Hall • 150 East Tenth Street • Claremont, California 91711-6160

Tel: 909.621.8075 • Fax: 909.621.8734

A MEMBER OF THE CLAREMONT COLLEGES

4141 Mitchell St.
Detroit, MI 48207

March 2, 2015

To the Members of the LA County School Board and President Braude:

We are writing from Detroit, Michigan in support of the staff and students at the New City School. We are educators and school leaders at a small, community-based public charter school that follows a place-based model of learning. In February of 2011, we were still developing our program and not yet open as a school. We were looking for models of education that would support our desire to improve the conditions of our school community as well as meet the academic needs of our students.

We meet Stephanie Lee at a progressive educators' conference, and we knew after meeting her that our vision was possible because she had done it. We visited New City School later that year and were inspired and emboldened by the community feel of the school. Stephanie was able to stop students time after time and they told us what they were learning, what they were working on, and what made them proud as students. We sang with the students, visited their garden, and heard the teachers speak to their passionate commitment to their students and school environment. They spoke of learning and understanding and honoring the culture and background of their students. We marveled at how native English speakers and native Spanish speakers both graduated from the school fluent in two languages. How many students in America can boast of such an accomplishment?

As school leaders, we have looked to New City School for guidance in assessment, community engagement, and general moral support and inspiration. It is not easy to be the hope for families, the one place where families (especially ones who feel disenfranchised from mainstream society) feel heard, understood, supported, and pushed towards their highest human potential. Stephanie and her staff are champions for their students, and we believe that they are also the means by which their students have access to dignity, self-awareness, and the tools to lead lives of meaning.

Please allow this model to continue both for the students of New City School and for other educators who learn so much from its existence.

Sincerely,

Julia Putnam
Amanda Rosman
Marisol Teachworth, Co-Founders of the James and Grace Lee Boggs School

4141 Mitchell Street ▪ Detroit, Michigan 48207 ▪ (313) 923-2301 ▪ www.boggsschool.org

semillitas
preschool

March 3, 2015

Semillitas Preschool
606 West 39th Street
Long Beach, CA 90806

To Whom It May Concern:

I am pleased to provide this letter of support for the charter renewal of The New City School. As the Founder and Director of the only Dual-Language Preschool Program in Long Beach, I feel confident expressing my full support for The New City School.

Our mission at Semillitas Preschool is to work together in establishing a high quality, dual-language, early educational learning environment, where the emotional well being of a child is fostered; where culture and language is embraced; and where innovative approaches toward education are supported.

After the completion of a two-year dual-language program at Semillitas Preschool, children seamlessly transfer into dual-language school-age programs; nonetheless, the Long Beach Unified School District does not offer a wide range of opportunities for dual-language learners. Currently, The New City School is one of 2 schools in the Long Beach Unified School District offering a school-wide dual-language program. (The remaining 3 dual immersion programs only offer 1 or 2 classes per grade level). Revoking The New City School's charter would limit opportunities for dual-language learning, as well as limit the community's growing interest in dual-language education.

In addition to dual-language learning, The New City School's mission justifies my support for the renewal of their charter. The New City School offers unique educational opportunities for families. Besides learning traditional core academic subjects, The New City School embraces teachings of the "whole child" including: community building, logical reasoning, creative expression, and acting in the service of justice.
The aforementioned components of The New City School's mission define why I encourage Semillitas Preschool families to continue their education at The New City School.

On behalf of our Semillitas Preschool community, my request is that you please consider parent concerns for accessing high-quality dual-language education in Long Beach, as well as concerns for access to innovative school-age educational programs.

Thank you in advance for your consideration.
Respectfully,

Maggie Solórzano-Muñetón
Founder :: Director :: Educator
Semillitas Preschool
(562) 234-1645
semillitas.pre.k@gmail.com

February 10, 2015

To Whom it May Concern:

My name is Lindsey Evans. I am the Director of Un Mundo de Amigos Preschool, located at 1480 Long Beach Blvd. We are committed to providing a world class preschool education to children living in underserved areas within the City of Long Beach. We are able to achieve this through a bilingual, play-based, open environment, where kindergarten readiness is key to success in kindergarten and beyond.

Un Mundo de Amigos Preschool serves mainly Latino and African-American children from the local community. Many of our children make an easy transition to New City School.

I am writing this letter on behalf of Un Mundo de Amigos Preschool, urging your support for New City School to remain in operation. New City School provides children in Central Long Beach local access to a choice of schools. Families should be given the opportunity to choose which school is right for their children and family. Furthermore, New City School offers enrichment and cultural education programs that are important to our families and the community. Many of the enrichment and cultural education programs, such as bilingual education, music, and open learning environments offered at New City School are not offered at other schools in our area. Families in Central Long Beach should be given the same opportunities to choose schools and programs as families in upper and middle class neighborhoods.

Closing New City School would be an injustice to the children, families, and community of Central Long Beach. I urge you to support the continued operation of New City School.

Sincerely,

Lindsey Evans
Director, Un Mundo de Amigos Preschool

February 1, 2015

Katie Braude, Board President
Los Angeles County Board Of Education
9300 Imperial Highway
Downey, CA 90242
(via electronic mail)

Dear Board President Braude:

I am writing in response to the incorrect and misleading information presented by LA County Office staff in their "Report on The New City School" memorandum prepared for your meeting this week.

Specifically, the report incorrectly states that our prior letter to you in support of the school was "inaccurate" because Academic Performance Index (API) "growth did not occur annually for each student group."

The staff analysis on point relies on an incorrect and punitive interpretation of the law that calls for using one of three alternative approaches during the ongoing suspension of the API.

Specifically, the law in question reads as follows:

> Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following:
> (A) The most recent API calculation.
> (B) An average of the three most recent annual API calculations.
> (C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups. [1]

In our prior letter, we noted that between 2011 and 2013 (the most recent years for which API data are available), the school's API, both schoolwide and for numerically significant subgroups all grew.

[1] Education Code section 52052(e)(4)

Charter Schools Development Center
817 14th Street, Suite 300, Sacramento, CA 95814
Email: info@chartercenter.org Website: www.chartercenter.org
Telephone: 916-538-6612

This growth clearly meets the terms of alternative "C" in the above-quoted section of governing law. Nothing in this law requires that the increases occur "annually" as asserted by staff.

The staff analysis also incorrectly asserts that our analysis "fails to compare New City's performance to that of its resident or comparable district schools as required by law."

Here, county office staff relies on a pre-existing law that generally called for comparing a charter school's performance with other public schools by using data from California's defunct Standardized Testing and Reporting (STAR) system and other sources.

Since the requisite STAR system no longer exists, it is impossible to implement this comparison requirement. This is the reason why the Legislature enacted the statute we quote above that authorizes the correct, alternative approaches we rely on. County office staff incorrectly relies on the pre-existing law that cannot be implemented.

As such, we reiterate that it is clear that New City is eligible for renewal and the county board is on solid ground to grant the appeal and renew the school's charter. I would be happy to discuss these matters in more detail if you wish.

Sincerely,

Eric Premack
Executive Director

cc: New City Charter School

Charter Schools Development Center
817 14th Street, Suite 300, Sacramento, CA 95814
Email: info@chartercenter.org Website: www.chartercenter.org
Telephone: 916-538-6612

UAB SCHOOL OF EDUCATION

Department of Curriculum and Instruction

January 15, 2015

Board Members and Superintendent

Los Angeles County Office of Education

9300 Imperial Highway

Downey, CA 90242

Ladies and gentlemen:

The purpose of this letter is to urge you to continue working with the New City School leaders to make it possible to extend its charter. I have been working with Ms. Stephanie Lee since 1995, before New City School was created and have engaged in staff development every year for several days each time since its founding. In my opinion, the School is not just another alternative school because it works hard to turn out human beings who can **think and make moral and intellectual judgments.**

In the moral realm, traditional schools use punishment to control children, and many students are calculating the probability of getting caught. Educators are now focusing on test scores, but they should be worrying more about the high rate of crime and incarceration. I am willing to bet that graduates of New City School will be much more responsible and employable than students who were raised in regular public schools. The reason is that, rather than using punishments teachers at New City School treat students with respect and exchange viewpoints with them frequently at a deep level.

In the intellectual realm, too, teachers at New City School do not focus merely on children's ability to produce correct answers. On achievement tests, the only thing that counts is the correctness of the answer, and most students memorize rules they do not understand. By contrast, the students at New City School are taught to **think logically** and to be able to justify the answers they give. Their ability to think will pay off in the long run because it constitutes the foundation for future learning.

The strong bilingual education at New City School definitely deserves recognition. I would be surprised to find such consistent and natural use of both languages at other public schools in Long Beach. Bilingual education also brings parents to the School, and parents' involvement and support of the School are an asset that has been built over many years.

119 Education Building
901 13th Street South
205.934.5371
Fax 205.934.4792

The University of
Alabama at Birmingham
Mailing Address:
EB 119
1530 3RD AVE S
BIRMINGHAM AL 35294-1250

In conclusion, I urge you to pay special attention to the kinds of human beings New City School works hard to turn out. (More details about this philosophy can be found in Chapter 4 of *Young Children Reinvent Arithmetic,* which I wrote and has been translated into five languages. My website, which is www.Constancekamii.org, also gives more information.) Education should not focus narrowly on tests. We should be asking "What kind of human beings are we trying to turn out?"

Sincerely yours,

Constance Kamii

Constance Kamii, Ph.D.

Professor

December 8, 2014

Diana Craighead, Board President
Long Beach Unified School District
1515 Hughes Way, 4th Floor
Long Beach, CA 90810
(via hand delivery)

Dear Board President Craighead:

For the reasons explained below, I am writing to support the renewal of the charter for New City Charter School and to share our understanding of the current state of California's charter school renewal laws.

Current Law Governing Charter Renewal
As you may know, California's charter school laws *generally* require that charter schools meet one or more of several specified targets base on the state's Academic Performance Index (API).[1] These include meeting one or more of the following:

- Scoring 800 points or higher on the API, or meeting the API growth target in the prior year, or in 2 of the 3 prior years, and/or

- Ranking "4" or higher on either the state or similar schools rank in the prior year or 2 of the 3 prior years, and/or

- Determining that the academic performance of the charter school is at least equal to the performance of the schools the charter pupils would have attended, taking into account the population served.

Currently, however, the API is suspended and there is only very limited recent statewide testing data available. In the absence of current API data, the law provides that one may use one of the following in lieu of current API data:

- The most recent API calculation, and/or

- An average of the three most recent API calculations, and/or

[1] Education Code section 47607(b)

- Alternative measures that show increases in pupil academic achievement schoolwide and among significant subgroups.[2]

In addition, charter school law provides that "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."[3]

New City Meets State-Mandated Renewal Threshold
I am quite aware that New City has historically posted low Academic Performance Index (API) and Standardized Testing and Reporting (STAR) scores. The school's heavy emphasis on constructivist pedagogy, dual-language instruction, as well as arts and music does not align well with the API, which focused nearly exclusively on atomized math and English/language arts concepts.

I have also visited the school on several occasions, including spending many hours observing instruction in classrooms and generally have been impressed with the quality of instruction. The school offers a sound and strong program, low standardized test scores notwithstanding.

More important from a legal perspective, a review of relevant data posted on the California Department of Education's web site shows that New City Charter School meets state charter renewal requirements.

More specifically, New City's API data show that the school has increased student achievement both schoolwide and for all numerically significant subgroups. Between 2011 and 2013, per data posted on the California Department of Education's web site, *New City's API score grew from 621 to 659 points*.[4]

In addition, New City's API scores grew between 2011 and 2013 for all numerically-significant subgroups, including the following API scale scores by subgroup:

- African American students grew from 571 to 660 points
- Latino students grew from 583 to 624 points
- White students grew from 757 to 826 points
- Socioeconomically-disadvantaged students grew from 590 to 642 points
- English learner students grew from 557 to 563 points

[2] Education Code section 52052(e)(4)
[3] Education Code section 47607(a)
[4] See: http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcds=19647256118269

As such, it is clear that New City is eligible for renewal and your district is on solid ground to renew the school's charter.

Unfortunately, the California Charter Schools Association (CCSA) has indicated that it will recommend against renewal of the New City Charter. In recent years, the association has developed its own, extra-legal charter performance standards. Having failed in its attempts to persuade the California Legislature to impose their standards, the association is now using their considerable financial and staffing resources to attempt to persuade districts to non-renew charters for schools that fail to meet their extra-legal standards. We urge you to reject CCSA's recommendations. The association's privately-established renewal standards have no basis in law, incorporate flawed methodology, and are based on outdated and stale testing data.

We encourage your district to renew the New City Charter as it has met all relevant charter renewal requirements and is meeting parent demand for educational options. I would be happy to discuss these matters in more detail if you wish.

Sincerely,

Eric Premack
Executive Director

cc: New City Charter School

Little Owl
a Reggio-inspired preschool

November 20, 2014

Dear Board Members and Superintendent Steinhauser,

I am writing this letter in solid support of the continuation of the charter for New City School. As an educator myself, I value the work being done at NCS forwarding progressive educational theories and keeping current in brain research and the best practices for social constructivism. I am the past owner and director of Young Adventures (1980-2010), a private licensed center for School-age children before and after school located on the McGaugh campus and leased from the Los Alamitos School District. In 2010, I became the Executive Director of Little Owl Preschool in Long Beach. We use the theories of Piaget, Gardner, Vygotsky and the educators of Reggio Emilia Italy to shape our program. Many of our families show much interest in entering their public school life at a school with similar beliefs on how children learn. Since we opened 5 years ago, a good amount of parents chose NSC, to further the belief that children are capable and competent learners. Children that collaborate and scaffold their learning seem to retain that knowledge at a deeper level.

The families at my center that have chosen NSC for K and beyond are parents with graduate degrees, college professors from both LBCC and CSULB, scientists, researchers and other professionals. My feedback from them all has been very positive. They are impressed by the attention to music, art, dual language, science programs and the garden as a way of teaching farm to table and healthy nutrition. As districts move into Common Core Standards, I feel New City is already at an advantage as they have always incorporated much non-fiction reading, critical thinking and small group work into the curriculum. Children are encouraged to justify their problem solving. I also see a good mix in socio-economic and cultural diversity. Children and families are encouraged to be citizens and advocates of social justice issues, another benefit to the program and local community in my eyes.

The lab schools of UCLA, Stanford, Columbia and Harvard's Project Zero all advocate constructivist approaches in the early preschool and primary K-5th grades. We have very few examples of that kind of teaching in our public schools, I believe parents need that choice and children benefit from that type of program, which NCS offers.

As a long time member of NAEYC(National Association for the Education of Young Children), past local President, Public Policy and School-age Chair and a 10 year member of the Long Beach Early Childhood Education Committee, on their Enhancing Quality team, I strongly support the progressive program at New City School and recommend the extension of their charter.

Linda D. Wilson

Linda D. Wilson

Executive Director
Little Owl Preschool

3426 Linden Ave. Long Beach, CA 90807 • Tel - 562.786.5333 Fax - 562.786.5956

November 16, 2014

Long Beach Unified School District Board of Education:
The Honorable Diana Craighead, President
1515 Hughes Way Long Beach, CA 90810
Regarding: Renewal of the New City School Charter

Dear Ms. Craighead:

The purpose of this letter is to strongly encourage your board to grant a 5-year renewal of the charter for The New City School, the only elementary public charter school in Long Beach. NCS provides an option for families who wish to send their children to a small, community-centered bilingual school where students make decisions and are guided by expert teachers. As a national leader in public school reform, I have served as a classroom teacher and school leader. I was the founder of several schools in Harlem and Boston for which I received a MacArthur award in 1989. As an author, I have chronicled the lives of children and teachers, focusing on creating democratic communities within schools. I continue to write; you can find my work in Education Week as well as on my website http://deborahmeier.com/

I have known NCS founder Stephanie Lee for more than a dozen years. I think we first met when she visited Central Park East school many years ago—in East Harlem. Over the years I have visited New City School in California every time I'm in the area. It restores my faith in the possible each time, as they have so imaginatively overcome so many obstacles, successfully tried out ideas that I've struggled with. I have spoken with many of her teachers, parents and, of course, students over the years. I notice that the children are delighted to talk with visitors with a calm enthusiasm for their learning. Young students make decisions that are important to them, from what to write about and read to which learning centers to visit today. The older students make decisions as well, from which elective courses to take [cooking, martial arts, mathematical challenges, book making, tinkering, drawing, yoga, etc.] to the design of their projects and experiments.

Perhaps most fascinating is the school's relationship with families, and how comfortable they are in the building, organizing their own gatherings, calling upon the staff as they need them. There is a kind of mutual trust that I a floored by. Parents know their children are experiencing something unique in the city because when they visit, they see their youngsters engaged in important work:

- Their familiarity and use of 2 huge libraries that all students visit weekly and take books home…plenty of time for reading daily, including books they choose as well as read-alouds and small group reading from books teachers choose
- That their kids enjoy math - problem-solving is emphasized over memorization, games for speed and memory instead of worksheets…*constructivist theory in practice.* [Their teachers

were trained by Dr. Constance kami whose work I so admire.]

- Kids engage in sophisticated hands-on science, emphasizing experimentation

This is a place where parents are welcome in the classrooms and work with the teachers to support their children. I'm told that 90% plus of their families participate in the 3x/year student-led conferences and 100% of 8th grade parents have participated in the Community Presentations for 8 straight years. I can believe it!

While elementary schools nationwide are abandoning the arts and music and instrumental instruction, they are committed to these as part f their daily schedule. I was at the school once when there was a performance and the engagement of all the students, not just the stars, was a delight. They manage—how?—to have small classes with two adults in each room, take in many students with special needs, and organize before and after school program—starting as early as 7am and including breakfast, lunch and sometimes hot suppers. Plus a site-based health and mental health collaborative! I've seen it and might otherwise not believe it.

Again, I urge you to support the creativity, ingenuity, and democracy that this small school has so doggedly created and sustained over these many years. I would so hate to visit the LA area and not find them there, thriving, inventing, persevering. If we're seeking innovation this is a place that has served many of us throughout the country, showing us what could be.

Respectfully submitted,
Deborah Meier

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518-325-3010

Diane
RAVITCH

To the Los Angeles County Board of Education,

I am not a fan of charter schools, on principle. I once thought they promised innovation and new models, but the overwhelming majority now screen out students they don't want, students who might drag down their test scores. Thus, we are evolving a two-track system of public and charter schools, one required to accept all children, the other free to exclude those who don't test well.

On occasion, I learn of a charter school that is trying to do what charter schools were originally supposed to do. They accept all children who apply, within the limits of their space; they do not exclude English language learners and children with disabilities. They take children who are unmotivated and see new ways to motivate them. They experiment with new models of education, without regard to the god of testing.

From what I have learned from my friend Deborah Meier, the New City school is one such charter. It emphasizes learning, not test-taking. It tries new methods. It does not live for testing but for teaching and learning.

I urge you to renew its charter.

Diane Ravitch

Diane Ravitch is Research Professor of Education at New York University and a historian of education. She blogs at dianeravitch.net, a site which has had nearly 8.3 million page views in less than a year. From 1991 to 1993, she was Assistant Secretary of Education and Counselor to Secretary of Education Lamar Alexander in the administration of President George H.W. Bush. She was responsible for the Office of Educational Research and Improvement in the U.S. Department of Education. As Assistant Secretary, she led the federal effort to promote the creation of voluntary state and national academic standards.

Claremont
GRADUATE UNIVERSITY

School of Educational Studies

January 19, 2015

To whom it may concern,

It recently came to my attention that the Long Beach Unified School District has decided not to renew New City Public School's (NCPS) charter. I am writing to express my deep regret at this decision and to implore the Los Angeles Board of Education to consider granting NCPS the 5 year extension it is seeking. Over the past two years NCPS has opened its doors to me and students in my Introduction to Public Education Course at Claremont Graduate University. The course is designed to explore a wide range of education issues surrounding equity, access and social justice. It asks students to examine school policies and practices and analyze the direct and indirect ways in which schools ameliorate and/or exacerbate social and educational inequities. It is through this critical lens that my students and I visit a number of schools throughout southern California and have found no better example of a school that is committed to empowering its students and community by building on the rich linguistic and cultural backgrounds of its students and families. For this reason, we travel over 50 miles every year to speak with students, teachers and parents about their experiences at NCPS. What has emerged from these visits is a rich picture of a school that cannot be summarized by test scores alone. New City is a school that lives out its mission of multicultural inclusion and community empowerment. Our conversations with students immediately reveal bright and articulate bilingual individuals that are eager to share what they are learning. We have been most impressed with the degree to which students express a sense of compassion and community. Parents are equally vocal about how much they value NCPS's support and inclusive practices. From the on-site parent center to the community garden it is clear that the idea of building a true "community" is more than just a line in NCPS vision statement.

Realizing that in this era of school accountability it is not always easy to reconcile test scores with anecdotal accounts of school success, I emphatically urge the board to consider the important role that alternative schools play in public education. There is much to learn from NCPS that is not inconsistent with the stated goals of LACOE. There are three statements that buttress the logo on the LACOE website. They are: 1) Serving Students; 2) Supporting Communities; and 3) Leading Educators. If these statements are to be taken at face value and not merely taglines, then it requires the board to examine schools through multiple lenses to determine the merits of that school's ability to meet these objectives. NCPS's holistic and student centered approach to education is based on the soundest of educational theories namely; constructivism as well as more recent research on culturally responsive pedagogy. Rather than punish NCPS for providing kids with an education that is often reserved for privileged upper middle class communities, NCPS should be applauded for delivering a truly student centered and progressive education. By approving NCPS's charter, LACOE will be supporting the Long Beach community by valuing tolerance, acceptance, democracy and empowerment. Lastly if the board truly seeks to lead, it must make bold decisions that sometimes go against the ed. policy du jour. In this case, it is to stand up for schools that enrich and empower communities by teaching and living out the democratic principles that our country was founded on. I emphatically urge the board to take a bold stance and grant NCPS's charter.

Sincerely,
Eddie Partida

925 North Dartmouth Avenue • Claremont, California 91711-6160

Tel: 909.621.8076 • Fax: 909.607.7793

A MEMBER OF THE CLAREMONT COLLEGES

April 14, 2015

RE: Support for New City School, Long Beach, CA

To Whom It May Concern:

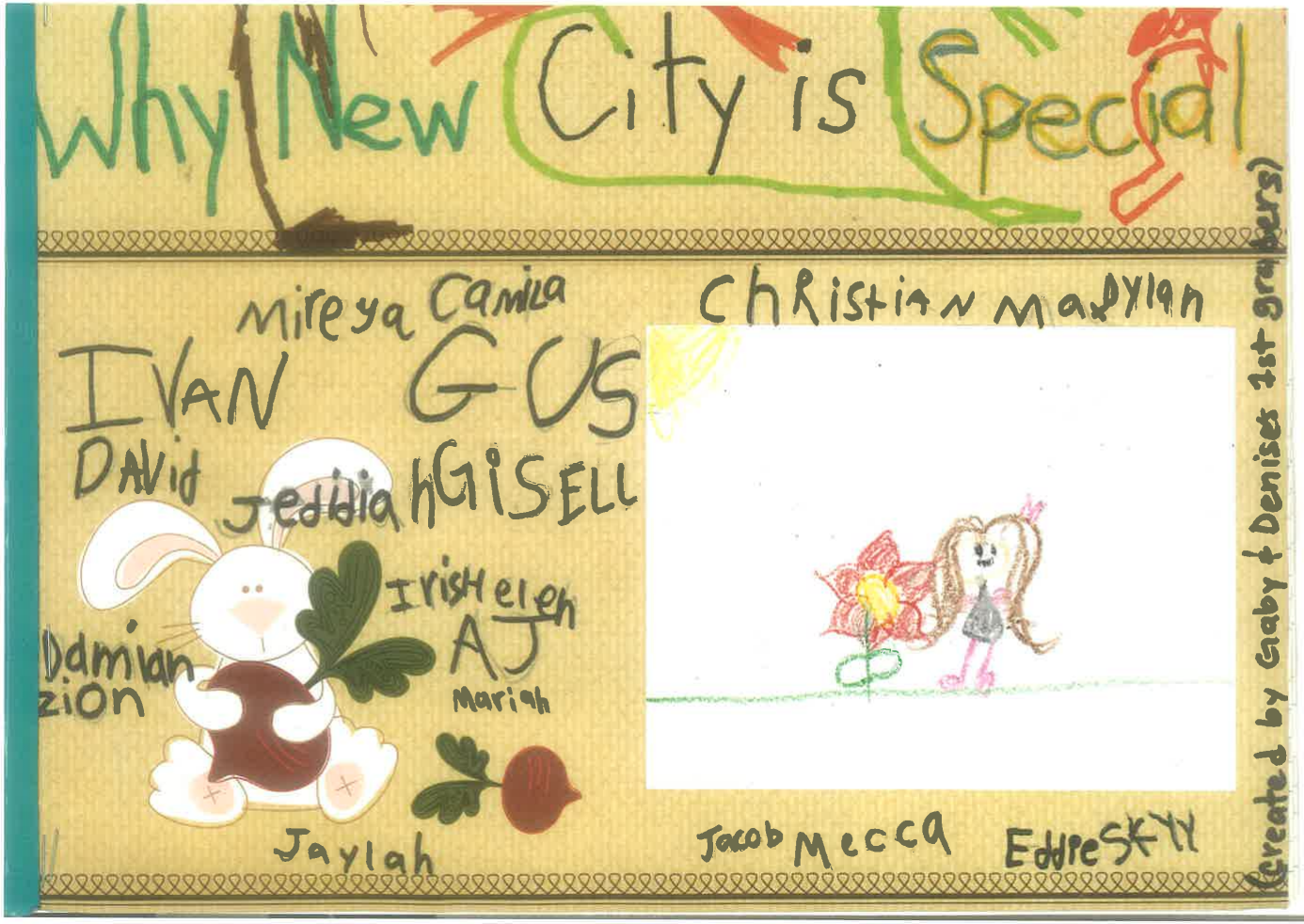
As director of Long Beach Organic, Inc. (LBO), a non-profit organization which has built and manages organic community gardens, I have been pleased to help with the New City Farm, a teaching garden operated by the New City School.

When children are exposed to produce growing in a garden, they develop a different relationship with food. It is a lifelong benefit that I have seen myself and that has been shown in studies. The New City Farm is a unique setting where young students can help plant, nurture and harvest vegetables, learning firsthand about the natural cycles of life.

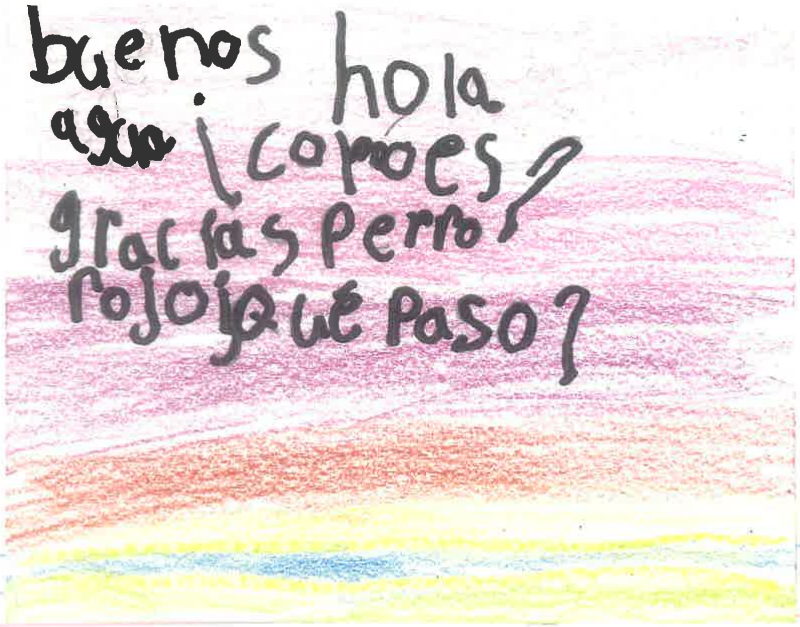
We have talked with the school about a collaboration with LBO to open community garden spaces at the farm, allowing neighboring households to grow food for their tables, and offering the students a greater opportunity to observe urban agriculture. Our hope is that New City will have its charter renewed and that our joint efforts can continue.

Sincerely,

Joe Corso
Garden Director
Long Beach Organic, Inc.

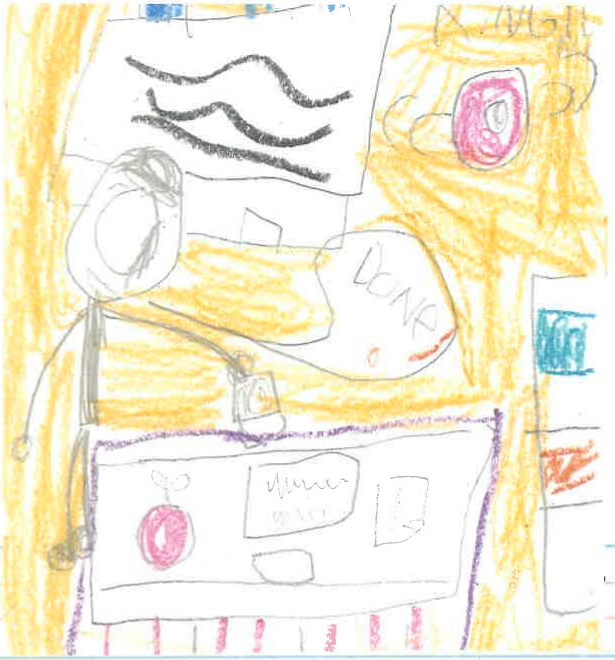

Why New City is Special
Mireya Camila
Christian Madylan
IVAN
GUS
DAVid
Jedidiah
GISELL
Irish
eleh
AJ
Damian
zion
Mariah
Jaylah
Jacob
Mecca
Eddie
(Created by Gaby & Denise 1st graders)

NC0114



We are learning Spanis

we learn how to sing in Spanish.



We like to write.

We get a good education.

We like to read.

NC01201

We have P.E.

NC0121

We learn about peace.

NC0122

We have a violin teacher.

We have a farm.

We learned about birds

We eat snack after school.

New City's Charter Petition and Supporting Materials Submitted to LBUSD for Renewal

APPENDIX 1

NCS Developmental Scales

- NCS Reading Scale [K-3]
- NCS Reading Scale [4-8]
- NCS Writing Scale [K-3]
- NCS Writing Scale [4-8]
- NCS Math Scale [K-2]
- NCS Math Scale [3-5]
- NCS L2 Language Scale
- NCS Moral Reasoning Scale

NCPS Student Scales :: Reading Scale [Grades K-3]

Becoming Experienced As A Reader English Spanish (circle one)

NAME: YEAR:

DEPENDENCE → *INDEPENDENCE*

Beginning Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Exceptionally Fluent Reader
❑ Uses just a few successful strategies for tackling print independently. ❑ Relies on having another peron to read the text aloud. ❑ May still be unaware that text carries meaning.	❑ Tackling known and predictable texts with growing confidence but still needing support with new and unfamiliar ones. ❑ Growing ability to predict meanings and developing strategies to check predictions against other cues such as the illustrations and the print itself.	❑ Well-launched on reading but still needs to return to a familiar range of reader texts. ❑ At the same time beginning to explore new kinds of texts independently. ❑ Beginning to read silently.	❑ A capable reader who now approaches familiar texts with confidence but still needs support with unfamiliar materials. ❑ Beginning to draw inferences from books and stories. ❑ Reads independently. ❑ Chooses to read silently.	❑ An avid and independent reader who is making choices from a wider range of material. ❑ Able to appreciate nuances and subtlety in text.

NCPS Student Scales :: Reading Scale 2 [Grades 4-8]

Becoming Experienced As A Reader English Spanish (circle one)

NOMBRE: AÑO:

INEXPERIENCED → *EXPERIENCED*

Inexperienced	Less Experienced	Moderately Experienced	Experienced	Exceptionally Experienced
☐ Experience as a reader has been limited. ☐ Generally chooses to read a simple text where illustrations play an important part. ☐ Has difficulty with any unfamiliar materials and yet may be able to read own dictated texts confidently. ☐ Over-dependent on one strategy when reading aloud, often reads word by word. ☐ Rarely chooses to read for pleasure. ☐ Has difficulty producing adequate retelling od what is read.	☐ Developing fluency as a reader and reading certain kinds of material with confidence. ☐ Usually chooses short books with simple narrative shapes and with illustrations. ☐ May read these silently; often re-reads favorite books. ☐ Reading for pleasure often includes comics and magazines. ☐ Needs help with the reading demands of the classroom and especially with using reference and information books. ☐ Beginning to develop effective strategies for understanding text and monitoring comprehension, but may not always take actions needed to persist. ☐ Can produce an adequate literal retelling.	☐ A confident reader who feels at home with books. ☐ Generally reads silently and is developing stamina as a reader. ☐ Is able to read for longer periods and cope with more demanding texts. ☐ Willing to reflect on reading and often uses reading in own learning. ☐ Uses an expanding repertoire of strategies to monitor comprehension and take action when comprehension breaks down. ☐ Selects texts independently and can use information books and materials for specific reference purposes, but still needs help with unfamiliar materials, particularly expository text.	☐ A self-motivated, confident and experienced reader who may be pursuing particular interests through reading. ☐ Capable of tackling some demanding texts and can cope well with the reading of the curriculum. ☐ Uses effective reading strategies automatically and flexibly for comprehension. ☐ Reads thoughtfully and appreciates shades of meaning. ☐ Capable of locating and drawing on a variety of sources in order to research a topic independently.	☐ An enthusiastic and reflective reader who has strong established tastes in fiction and non-fiction. ☐ Enjoys pursuing own reading interests independently. Can handle a wide range and variety of texts, including some adult material. ☐ Recognizes that different kinds of text require different reading approaches and strategies. ☐ Able to evaluate evidence drawn from a variety of information sources. ☐ Is developing critical awareness as a reader.

NCPS Student Scales :: Writing Scale [Grades TK-3]
Becoming Experienced As A Writer (circle one) English Spanish

NAME: YEAR

DEPENDENCE → → →

NCPS Student Scales :: Writing Scale 2 [Grades 4-8]

Becoming Experienced As A Writer English Spanish (circle one)

NOMBRE: AÑO:

*INEXPERIENCED → → →

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.

EL MAR Scale: *Logical Mathematical Knowledge*

NCPS grades K-1-2

		An Emerging Mathematical Thinker:	A Beginning Mathematical Thinker:	A Developing Mathematical Thinker 1:	A Developing Mathematical Thinker 2:	An Advancing Mathematical Thinker:
Logical Mathematical Reasoning:	Logical-Math Knowledge, Strategies, & Behavior	• Not yet able to demonstrate **one-to-one correspondence** with objects up to 10. • Does not **conserve** number. *[These are not educational objectives; they develop in a math and learning program in which LOGIC develops.]* Has very tentative confidence in her/his own logical reasoning; explains thinking about games and number with a "logic" that is inconsistent or may not be understood by others ["the blocks fell because you moved the table," "I have 5 and you have 2 and so we have 5"].	• Has constructed **one-to-one correspondence**. Beginning sense of number. • Can **conserve** number (can be shaken with a counter suggestion). *[These are not educational objectives; they develop in a math and learning program in which LOGIC develops.]* POD: Number sense with quantities less than 10 is developing. Uses fingers and memory. Draws pictures and/or sticks to signify quantities when adding two numbers that are each less than 10. [4 eyes and 2 more eyes] Sometimes expresses a logic that others can follow when playing games or when explaining beginning Problem of the Day [POD] thinking. *POD is typically introduced during the 2nd half of Kinder at most 2 days per week; physical knowledge games continue to dominate instruction and learning until grade 1 or equivalent.*	**Solid, unshakable conservation of number.** Number sense with quantities less than 10 is very strong. Has memorized all sums to 10 in games; knows one more than & one less than for a given number. POD: Able to solve variety of problems involving addition. Writes numbers to signify quantities when adding two numbers that are each less than 10. Able to use addition for multiplication problems [5 bees with 2 antennae ea]. Uses one strategy in POD or game; sometimes shares strategies with peers. When "stuck," may prefer a safe older method or one invented by others. Applies social knowledge & language [time, money, measurement, shapes] to logic situations; ex: *"only 1 hour until free time!" or "I need 2 more dollars to buy that."*	**Has constructed an understanding of place value** with tens and ones; demonstrates solid number sense with quantities more than 10 in mental math and in POD. Decides why/when to "break" numbers into parts [38 is 10 & 10 & 10 & 8] to solve problems. POD: Explains why an answer is [not] right *[estimation, compare to another problem/answer]*. Uses addition to explain word problems that call for adding, multiplying, subtracting, and dividing. [ex: 23 students, 9 go outside, how many remain? *"9 and 11 = 20, 3 more is 23, then 11+3 is 14...14 left"*] Creates and uses own strategies to solve problems; able to explain why. Is curious about others' strategies. Applies social knowledge & language [time, money, measurement, shapes, calendars & other graphs] to logic situations; ex: *"only 15 min until free time!" or "I need 2 more quarters to buy that."* Recognizes and correctly uses the symbols of operations +, -, = [social] understands and uses them correctly to represent and compare thinking [logical].	Has constructed an understanding of place value with hundreds, tens and ones; **demonstrates solid number sense with quantities more than 100 in mental math and POD**. New strategies for solving. *Note: ready for larger quantities for addition, far smaller for other operations* *357 + 461=___ is just right, but* *136 – 89 = ___ is very challenging* Understands that simple fractions [½,⅞] & basic money decimals [$.73] refer to parts of a whole. Beginning to construct multiplicative thinking, easily shaken. Recognizes when an estimate is reasonable. Creates and uses own strategies to solve problems; able to explain why. Is curious about others' strategies. Applies social knowledge & language [time, money, measurement, shapes, calendars, thermometers, graphs] to logic situations; ex: *"only 8 min until free time!" or "I need $1.43 more to buy that."* Understands the meaning of the symbols of operations +, -, x, ÷, = [social] and uses them correctly to represent thinking [logical].
	Assessments	*1 to 1 correspondence ** *Conservation task **	*Conservation ** *Word problems* *Addition of one-digit numbers [timed]**	*16 task for place value ** *Word problems* *Addition of one-digit numbers [timed]**	*16 task for place value ** *Word problems* *Addition of one- & two-digit, Subtraction of one-digit numbers [timed]** *Interview "tasks" to determine logic: Misaligned number task, etc*	*Word problems* *Addition of one- & two-digit, Subtraction of one-digit numbers [timed]** *Interview "tasks" to determine logic: Misaligned number task, etc* **Writes** appropriate – story from given [46 – 17: *46 fish, 17 swam away*]

NC0237

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!
This second page of the NCPS MATH SCALE further explains the important relationship between the development of social conventions in the math program. Learning goals are:

Math Scale of *Social Conventional Knowledge*

NCPS grades K-1-2

typical K | typical late K to grade 1 | will develop throughout grades 1-2-3; these conventions CAN be taught and will improve with instruction.

	Employs Emerging Mathematical Conventions:	Employs Beginning Mathematical Conventions:	Employs Developing Mathematical Conventions:	Employs Proficient Mathematical Conventions:	Employs Advanced Mathematical Conventions:
social conventional knowledge:	Counts in English and/or Spanish to about 20; may skip, mix, or repeat numbers without noticing. May write some numerals backward: "reversals." Does not yet express any "wonderings" about numerical relationships. Writes random symbols for operations in invented "math problems"; this is entertaining, **"playing at math."** Plays/dramatizes life situations in which math skills might be useful [pretend or real store, lunch "time", math teacher]	Recognizes & counts aloud *consistently* in Spanish and/or English objects up to 20+ Orders numerals to 10. Able to use references and memory to find, copy, and/or write numbers for use in POD. On daily calendar, names the days of the week and counts the days of the month with class. *May still write reversed numbers/numerals.*	Recognizes, writes, counts aloud consistently in L1 up to 100. Orders numerals to 100. Familiar with symbols and terms for + and = , $, time, some measurement. Identifies one more than, one less than a given number Correctly identifies common geometric shapes (e.g., circle, triangle, square, rectangle) and their attributes. Tells time to the hour, knows value of coins and bills up to $5. *May STILL write or say reversed numbers/numerals.*	Recognizes, writes, counts aloud consistently in L1 & L2 up to 100 Recognizes and correctly uses the symbols of operations +, - , = Counts by 2s, 5s, and 10s to 100. Identifies 10 more than, and 10 less than a given number [3, 13, 23, 33, 43, ...] Tells time to the quarter hour; identifies & describes more geometric shapes and their attributes; names value of all US currency to $20; knows and uses the decimal notation and the dollar and cent symbols for money. Collects and represents data in various forms [graphs].	Recognizes, counts, writes consistently in Spanish and English whole numbers to 1000; recognizes and correctly uses the symbols of operations +, - , x, ÷, = Knows the multiplication tables of 2s, 5s, and 10s (to "times 10") and commits them to memory. Recognizes and names simple fractions and decimals. Tells time to the minute; describes and classifies plane and solid geometric shapes [sphere, pyramid, cube, rectangular prism] by number and shape of faces, edges, and vertices; names value of all US currency to $100. Collects and represents data in various forms [graphs]; names the elements of graphing statistics.
HOME PRACTICE	*[play physical knowledge games...see teachers for a list of commercially available games or for home check out]* NOTE: if a student has recently transferred to NCPS, s/he may not yet articulate a logical mathematical reasoning all her/his own – mark the social conventions and beginning logic; attach evidence of thinking [interview/ task/POD reflection].	*Play card/dice games to learn numerals to 10+ to make tens, one more, one less, doubles [see teacher].* *Copy drawings of some geometric shapes, knows that clocks show time; knows that coins and bills are used to pay for items.* *Play store, telling time on clocks and watches on hour, role playing as the math teacher. Help plan, sort, etc for shopping, cooking, laundry, etc. [try using SPANISH vocab!]*	*Play card/dice games for logic and faster addition [see teacher].* *Telling time to half hour [big hand up/down], measuring in real activities. names & values of all US currency to $20; use bills and coins to pay for items in stores, identifying if you have just enough, too much, or not enough.* *Play games with common geometric shapes (e.g., circle, triangle, square, rectangle, cube).*	*Play card/dice/board games to build logic, speed in + [and multiplication if teacher confirms that the student has multiplicative thinking].* *Flash cards, practice games or matching games for:* *+* *Telling time, counting money* *Use the family calendar [How many more days until Conferences?]*	*Play card/dice/board games for logic and to improve sums and multiplication tables up to 10 [ex: NICKELODEAN = see teacher for more]* *Flash cards, practice games or matching games for:* *+ x* *Telling time, counting money* *Practice: explain your graph to present during* ***the Science Fair***

NC0238

LA TIERRA MATH Scale: New City Public Schools [NCPS] grades 3-4-5

ONE: Reasoning *LOGICAL MATHEMATICAL KNOWLEDGE– deciding between truth and untruth in the intellectual realm [Jean Piaget, AUTONOMY as the aim of education]*

The NCPS Constructivist Math Program for Grades 3-5 is tied to the State Math Standards' strands: Reasoning, Number Sense, Algebra/Functions, Measurement/Geom, Statistics/Prob; NCPS specifies logical and social conventional knowledge goals in each strand, plus we add 2 areas Home Practice/Support and Evaluation.

The Mathematics Content Standards for CA Public Schools state: "Mathematical reasoning is involved in all strands. The standards do not specify how the curriculum should be delivered. Teachers may use direct instruction, explicit teaching, knowledge-based, discovery-learning, investigatory, inquiry based, problem solving-based, guided discovery, set-theory-based, traditional, progressive, or other methods to teach students the subject matter set forth in these standards." http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf

A Grade 3 Logical Mathematical Thinker:

- Make decisions about how to approach problems, begins to distinguish relevant from irrelevant information

Uses ≥ 1 problem-solving strategies:

- determines when/how to break problem into parts
- recognizes when an estimate is reasonable
- communicates results to others w/ evidence
- asks others why/how questions about *their* strategies.

NOTE: if a student has recently joined NCPS, s/he may not yet articulate a logical mathematical reasoning all her/his own – mark the social conventions only, and attach evidence of thinking [interview/ task/POD reflection]; mark the LM sections of this scale when appropriate.

A Grade 4 Logical Mathematical Thinker:

- Improved logical decision-making about how to approach problems: distinguishing relevant from irrelevant information

Uses several problem-solving strategies:

- Uses some strategies from previous stage, plus:
- Estimation, approximation
- Simplifying, calculating, comparing in solving
- Verifying, communicating results to others with evidence
- When comparing answers and debating strategies with others, student is now more willing to re-think what s/he has done, sometimes altering thinking to incorporate new strategies

A Grade 5 Logical Mathematical Thinker:

- Increased precision & organization in complex calculations; reflective about relative difficulty of problems, starts carefully

Uses a variety of problem-solving strategies:

- Uses strategies from previous stage, plus:
- Begins to generalize planning, "I usually try this first..."
- Evaluates own reasonableness and validity of results when communicating to others with convincing evidence
- Demonstrates increasing interest & patience during reasoned debate, encourages others to explain unclear reasoning; regularly re-thinks & incorporates more efficient methods

TWO: Number Sense A sense of number is constructed through logic [LM]; social conventions are learned and they improve through direct instruction, games/practice, memory [SC]

LM:

1. Has constructed a **solid understanding of place value with hundreds, tens and ones;** uses OWN knowledge of place value to make tens/hundreds as needed to solve problems
   - 461 + 357 + 140 [might say, "800+100+50+8 is 958"] continues to use + for 135 x 3 [student says "270 + 135 makes 405"] and in *How many 15s in 75?* "15+15=30, 2 more is 60, 1 more is 75...5!"
   - 360 – 215 is easier [300-200=100, 60-10=50, 50-5=45...145]

   SURPRISING NOTE: Subtraction *can still pose very challenging logic* **136 – 89 [might say "130-80=50, 9-6=3...53"]*
2. Beginning to construct **multiplicative thinking**, easily shaken
3. Understands that simple fractions [½, ¾] and basic money decimals [$.75] refer to parts of a whole; able to compare relative values
4. Solves POD with +/- of $ [change for $20 for 2 items @ $3.50 each]

SC:

- ☐ *Names and reads numbers to 1000 in S/E; states value of each digit*
- ☐ *Correctly uses the symbols + - x ÷ =*
- ☐ *Faster with multiplication tables of 2s, 5s, and 10s (to "times 10")*
- ☐ *Recognizes and names simple fractions and decimals.*

LM:

1. Has constructed **multiplicative thinking in which repeated addition is no longer needed in solving a word or "naked #" multiplication problem.**
   2,135 x 3 student says "6000+300+90+15"
2. In POD, uses her/his OWN new faster strategies for + - x ÷
   850 – 460 student might say "450 - 60...440, 430, 420, 410, 400, 390"
   OR use negative number: 400, 50-60= -10...400 with negative 10 is 390
   $248 ÷ 4 "4 $50s make $200, 4 times $12 makes $48, 50+12=$62"

   *SURPRISING NOTE: *34 x 18 can still pose very challenging logic [might say "30x10=300, 4x8=32...332]*
3. Understands that fractions [7/8, 11/13] & 2-3-digit decimals refer to parts of a whole; compares values [= < >]; relates all 2-digit decimals to equivalent fractions & percents [42% = .42 = 21/50] in that order
4. Solves basic %, decimal, fraction POD ¼ of 110: ½ of ½ is 22.5

SC:

- ☐ *Reads and writes whole numbers in the millions, decimals to .99*
- ☐ *Knows X tables from 1-12 for games and on naked number tasks*
- ☐ *Rounds numbers to nearest tens, hundreds, thousands*

LM:

1. Employs her/his OWN **increasingly solid math logic to solve problems of multiplication**
   - x In 234 x 18, organizes 200x10, 200x8, 30x10, 30x8, 4x10, 4x8 2000+1600+300+240+40+32=4212
2. Ready for other very challenging developments:
   - \- Pos/neg numbers are more logically relevant; ex: -1,348 + 291 = might deal w/ "chunks" -1000 + (-100) + 50 + (-7) = -1057 *OR* "set -1000 aside; 291 + 9 = 300, 48 more is 57; put it back, it's -1057
   - ÷ In division, results produce whole and rational numbers: $486 ÷ 24...24 x 10 = 240, 10 more is 480, 6/24 left is ¼...$20.25
   - \+ - x ÷ basic rational #s [*How many ¼ in 2.5?* 1/3 - 1/6 = 1/6]
3. Solves % PODs, ex: 18% savings on $33 using logic: 10%, 5%, 3x1% = $3.30 + $1.65 + $.99 = $5.94, off $33 is $27.06]
4. Simplifies fractions, whole #, mixed #; compares relative values *[ex: greatest/least among 6.3, 6 ¾, 6, 37/6...place on number line]*

SC:

- ☐ *Factors whole numbers into prime numbers and exponents*
- ☐ *Reads and writes whole numbers into the zillions in S/E ☺*

LA TIERRA MATH Scale: New City Public Schools [NCPS] grades 3-4-5

A Grade 3 Logical Mathematical Thinker:	A Grade 4 Logical Mathematical Thinker:	A Grade 5 Logical Mathematical Thinker:
THREE: Algebra and Functions		
LM: Solves problems involving unit cost Solves problems involving inequalities; ex: 60 x 2 ____ 30 + 100 **SC:** Recognizes and writes symbols of inequality < > ≤ ≥ or =	**LM:** Solves for variable in +/- equation 4 + x = 20, replaces to check Prioritizes order of problem-solving steps in POD with parentheses Writes sample problems for others using multiple steps 6 + (7 x 8) = **SC:** Identifies ordered pairs and other graphing vocabulary Recognizes *commutative* & *associative* properties of multiplication	**LM:** Solves for variable in x/÷ equation; 7x = 63, replaces to check Uses graph & related equation to answer questions re: a situation Writes sample problems for others using multiple steps *or a variable* Uses coordinate grid to represent points, lines, figures on graph **SC:** Recognizes *distributive* property in multiplication
FOUR: Measurement and Geometry Spacial reasoning is *constructed* through logic [**LM**]; geometric conventions are *learned* and improve through direct instruction, practice, memory [**SC**]		
LM: Uses conventions and language of telling time to logic situations, "only 8 minutes until FVR!" **SC:** Uses clock to tell time to the minute for known events Describes and name basic plane & solid geometric figures by #/shape of faces, edges, vertices Names ways of measuring, tools, units [distance, time, weight, vol]	**LM:** Compares figures to one another [congruent, symmetrical] Compares relationship between area of rectangle to 2 triangles Uses attributes [side length, parallel/perpendicular, angle size, diameter/radius] to define circles, 3- & 4-sided figures **SC:** Continues to tell time with great accuracy even out of context Remembers formulas for AREA of rectangle, square, right triangle Names # of degrees: right/acute/obtuse angles, straight line, circle	**LM:** Uses tools to accurately draw/measure angles, shapes & lines Computes/derives formula: perimeter/area/volume of many objects When solving logical problem, applies correct units of measurement [ex: ft for perimeter, ft^2 for area, ft^3 for volume] **SC:** *Able to tell time to the millisecond intuitively* ☺ Describes basic plane & solid geometric shapes by #/shape of faces, edges, vertices.
FIVE: Statistics, Data Analysis, and Probability		
LM: [with class] Teacher facilitates group activities, students determine probability in basic experiments; summarize like/unlikelihood, use results to predict future outcomes. **SC:** [individual] Systematically keeps track of outcomes, displays results in clear & organized way: tally, bar graph, line plot.	**LM:** Expresses possible outcomes of experimental probability. Independently formulate survey questions, systematically collect/organize/display data within defined limits; finds range, median, mode of small sets of data: bar graph, line plot. **SC:** Remembers how to find range [+outliers], median, mode.	**LM:** Independently formulate survey questions, systematically collect/ organize data; finds range, mean, median, mode of larger sets of data; decides best way to display data and describe results. Continue probability experiments, predictions; graph results on grid. **SC:** Remembers formula for calculating mean in data set
Home Practice, Games, Projects & extra support		
○ GEOBOARDS, TANGRAMS [area, perimeter, geometric comparisons] ○ Shopping/spending/saving questions and games, helping to plan and execute a grocery outing [incorporate writing as well] ○ Graphing patterns [bed times, hours of sleep, reading minutes, etc] ○ Science Fair project math component [including presentation] ○ Plotting/predicting of weather patterns [in homeroom, at home] ○ Check out & take home appropriate games from teacher	○ GEOBOARDS, TANGRAMS: use geometric attributes to solve problem ○ **X Flash cards for 0-5, 6-12; division of same** ○ Science Fair project math component [including presentation] ○ Predict/Graph/Plot attendance patterns, family survey data ○ Check out & take home appropriate games from teacher ○ Shopping/spending/saving questions and games, helping to plan and execute a grocery outing [try using sale/coupon flyers]	○ Collect survey data [school, family, neighborhood] ○ Organize and display single-variable data in graphs, decide which type of graphs are appropriate for which data in Science Fair report ○ Uses geometry formulas to design and create plans for project ○ Visualize & draw 2-D views of 3-D objects [art, architecture] using tools [straightedge, compass, protractor, software] ○ Check out & take home appropriate games from teacher
Evaluation of Progress/Skills		
○ 16 task [understanding place value convention & logic] ○ Fish food task [mult. thinking when we see readiness] ○ Timed sets of problems for beginning multiplication [1,2,5,10] ○ Scored trimester-end POD [strategies, quote student "re-tell"]	○ Fish food task [mult. thinking when we see readiness] ○ Scored trimester-end POD [strategies, quote student "re-tell"] ○ Timed sets of problems for multiplication & division [0-12] ○ **Write** appropriate question for POD based on basic info [given *6 x 3*, student writes *I earned $3 a day for 6 days*]	○ Scored trimester-end POD [strategies, quote student "re-tell"] ○ *Parents report that student is able to wake up without alarm exactly at 4:53am on Tuesdays* ☺ ○ **Write** appropriate question for POD based on basic info [given *120 ÷ 17*, student writes *box of 120 pens for 17 kids*]

THE NEW CITY SCHOOL • LONG BEACH, CA

Oral Development of Second Language (L2): English Spanish (circle one)

Attitude Toward Second Language Learning	Expresses anger and/or frustration in L2 environment; refuses to participate in L2 activities (group or individual).	Cautious about L2 learning, but sometimes open to participation in group L2 learning activities.	Occasionally reticent when surrounded by L2; often participates in group and individual L2 activities without hesitation.	Interested and positive toward L2 learning; welcomes opportunities to enhance learning of second language.	Interested and very enthusiastic about learning L2; seeks out opportunities to enhance learning.
Comprehension	Does not yet understand simple conversation.	Beginning to understand everyday social conversation when spoken slowly with frequent repetitions.	Understands most of what is said at slower than normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.
Fluency	Speech is halting and fragmentary, making conversation impossible.	Usually hesitant, often silenced by limitations in second language.	Everyday conversation and classroom discussion often disrupted by the student's search for a correct form of expression.	Everyday conversation and classroom discussion generally fluent, occasional lapses while student searches for a correct form of expression.	Everyday conversation and classroom discussion fluent and effortless, approximating that of a native speaker.
Vocabulary	Extreme vocabulary limitations make conversation in L2 virtually impossible.	Conversation sometimes understandable, difficult due to very limited vocabulary and incorrect word usage.	Conversation often understandable, but somewhat limited because of inadequate vocabulary and frequent incorrect word usage.	Conversation always understandable; occasionally uses incorrect terms and/or must rephrase ideas due to limited vocabulary.	Use of vocabulary and idiomatic expressions approximate that of a native speaker.
Pronunciation	Speech in L2 is not understandable due to pronunciation.	Frequent repetition is necessary in order to understand L2 speech due to pronunciation.	L2 speech is usually understandable; pronunciation problems necessitate listener concentration, can lead to misunderstanding.	L2 speech is always intelligible, although one is conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximate that of a native speaker.
Grammar	Speech is unintelligible due to due to errors in word order and grammar.	Difficult to understand due to errors in grammar and word order; must often re-phrase and/or restrict speech to basic patterns.	Meaning is occasionally obscured due to frequent errors in grammar and word order.	Meaning is always understandable despite occasional errors in grammar and word order.	Grammar and word order approximate that of a native speaker.

NAME: YEAR:

NCPS Student Scales :: Development of Moral Autonomy [Right vs. Wrong]

NAME: YEAR:

By taking relevant factors into account AND without the "incentive/threat" of reward or punishment,

Regarding:	This student is morally HETERONOMOUS → → →		→ → →	→ → →	this student is morally AUTONOMOUS
Empathy	is not yet aware of how her/his actions affect others; does not wish to discuss how others feel; avoids responsibility for hurtful actions.	is occasionally interested in how her/his actions affect others; with support, may express own feelings and/or listen to how others feel.	demonstrates awareness of others' feelings; tries to help when another is hurt or sad; is beginning to take responsibility for hurting others by comforting or showing concern.	tries earnestly to make others feel better whenever asked to do so, and often on her/his own; always accepts responsibility for hurting another person and tries to fix it.	is highly empathic; goes out of the way to help others in need and encourages peers to do the same; listens actively, makes insightful suggestions reagarding solutions.
Honesty, Sharing, & Problem-Solving	not ready to tell the truth after s/he breaks a class/NCS norm [may fear punishment or retribution]; needs to have (or takes) own materials, toys; makes excuses or blames others, even if s/he knows an adult saw incident; will not negotiate.	may sometimes tell a false version of events, later changes story when s/he "remembers" another version; must have/take own materials, toys; becomes upset if others ask to share; occasionally negotiates with lots of help.	usually tells the truth about what occurred; may try to negotiate with a peer who has something that s/he wants, or just takes it; willing to participate in problem-solving discussions, agrees to implement solutions, usually with coaching.	consistently truthful in relating events; negotiates fair [agreeable to both parties] solutions to sharing with others or resloving other conflicts; capable of doing so on her/his own, prefers the help of an adult.	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.
General Communication	is not yet able to express her/his own thinking with words; may express frustration physically; avoids discussions about feelings.	understands feeling words; is often not able to express thoughts with words, may act out; avoids discussions about feelings.	understands and uses words to describe feelings; usually able and willing to express her/himself, even when frustrated, without acting out.	uses a variety of words and actions to express feelings, tries to share thinking with others on her own or when prompted, waits if frustrated.	creative and thoughtful choices re: words and actions express this student's feelings and serve to teach peers and staff about kids.
Peer Relations, Fairness	often does not participate in a class or school activity, even if others ask; may play alone or near other children with little or no interaction; may become angry if others join or approach him/her.	sometimes "joins in" - wants to be with favorite people in order to enjoy or participate in an activity; may become angry or exclude others if encouraged to join others.	enjoys the company of several people; stays with that small group or works alone for most activities; is concerned about fairness and may sometimes express this productively.	enjoys the company of different people; willing to work alone or with others even without preferred friends; recognizes and accepts differences in others; engages in productive dialogue about justice and equity.	understands how and when to work alone or in the company peers, moves easily among friends and others in all settings; offers to work with students that others avoid; is an example to others on issues of justice; willing to work for equity.
Caring for Class, School	prefers that others clean up messes, even when reminded to help; destroys books, defaces property and refuses to repair it.	is willing to clean up her/his own mess when repeatedly asked, notices when others do not; agrees to help repair what s/he damages.	cleans up her/his own mess whenever reminded; helps to prevent damage to property by caring.	takes pride in the school; cleans up her/his own messes without being reminded, encourages others to do the same.	expresses caring and pride in NCS by sharing ideas, pitching in to increase beauty; assists staff with mysterious/serious problems.
Following Class/NCS Norms	acts impulsively; may not understand which behaviors are not ok in school; unwilling to alter harmful behavior when guided by staff; may be verbally defiant or leave.	sometimes follows norms for the variety of activities in the school day; willing to alter hurtful or disruptive behavior when guided by preferred adult[s].	understands and usually follows norms for the variety of activities throughout the day, even if supervised by less-known adults [yard, music, docent, substitute].	consistently understands & follows all class/NCS norms, regardless of which adult is supervising, both in and out of school; accepts guidance advice with respect and humility.	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.

APPENDIX 2

NCS 5-Year Detailed Budget

NCPS FY14-15 5YR MYP Budget 091614.xlsx

	A	B	C	D	E	I	J	K	L	M	N
1	New City Public School					98,978	625,627	717,862	598,631	444,418	366,269
2	MULTI-YEAR PRO FORMA					217,846	744,495	836,730	717,499	563,286	485,137
3	Updated 9/16/14										
4											
5							Year 1	Year 2	Year 3	Year 4	Year 5
6	Blue = hard coded - data entry/change OK					FY2014-2015 Pro Forma	FY2015-2016 Pro Forma	FY2016-2017 Pro Forma	FY2017-2018 Pro Forma	FY2018-2019 Pro Forma	FY2019-2020 Pro Forma
7											
8			ADA - K-3			224.20	239.40	234.65	235.60	224.20	211.85
9			ADA - 4-6			125.40	119.70	123.50	108.30	120.65	130.15
10			ADA - 7-8			49.40	55.10	57.00	66.50	65.55	56.05
11			ADA - 9-12			-	-	-	-	-	-
12				Total ADA		399.00	414.20	415.15	410.40	410.40	398.05
13				ADA %		95%	95%	95%	95%	95%	95%
14	REVENUES				Total Enrollment	420.00	436.00	437.00	432.00	432.00	419.00
15	*Revenue Limit*		New								
16		Old	New								
17	LCFF	8015	8011	GP entitlement							
18	LCFF	8012	8012	EPA		451,471	382,450	383,327	378,941	378,941	367,538
19	LCFF	8xxx	8011	LCFF		2,356,150	2,814,988	2,969,924	2,935,943	2,935,943	2,847,593
20	LCFF	8011	n/a	Supplemental Hours							
21	LCFF	8434	n/a	Class size reduction							
22	LCFF	8480	n/a	Categorical Blk Grant							
23	LCFF	8480	n/a	EIA							
24		8019	8019	GP - PY Adjustment		-	-	-	-	-	-
25		8096	8096	In Lieu Property Taxes		391,104	398,357	399,271	394,702	394,702	382,825
26											
27				Total Revenue Limit		3,198,725	3,595,795	3,752,522	3,709,586	3,709,586	3,597,955
28				*% of Revenue*		*78.5%*	*79.4%*	*80.1%*	*82.2%*	*82.3%*	*82.2%*
29	*Federal*										
31		8220	8220	Child Nutrition - Federal		176,542	186,932	191,108	192,700	196,554	194,452
32		8291	8291	Title I		141,996	140,035	133,338	125,222	118,961	109,612
33		8292	8292	Title II - Teacher Quality		6,384	5,964	5,380	4,787	4,308	3,761
34		8293	8293	Title III - LEP		14,337	14,883	14,917	14,747	14,747	14,303
36		8290	8299	Other Federal		-	-	-	-	-	-
37											
38				Total Federal		339,259	347,815	344,745	337,456	334,570	322,128
39				*% of Revenue*		*8.3%*	*7.7%*	*7.4%*	*7.5%*	*7.4%*	*7.4%*
40	*State*										
42		8520	8520	Child Nutrition - State		12,302	13,026	13,317	13,428	13,697	13,550
43		8545	8545	SB740		299,250	310,650	311,363	307,800	307,800	298,538
44		8560	8560	Lottery - Non Prop 20		51,937	51,072	53,018	53,139	52,531	52,531
45		8560	8560	Lottery - Prop 20		13,796	11,970	12,426	12,455	12,312	12,312
46		8580	8593	ASES		117,500	117,500	117,500	-	-	-
47		8590	8590	Other State/PY Adj		5,620	5,620	5,620	5,620	5,620	5,620
48											

NCPS FY14-15 5YR MYP Budget 091614.xlsx

	A	B	C	D	E	I	J	K	L	M	N
6	Blue = hard coded - data entry/change OK					FY2014-2015 Pro Forma	FY2015-2016 Pro Forma	FY2016-2017 Pro Forma	FY2017-2018 Pro Forma	FY2018-2019 Pro Forma	FY2019-2020 Pro Forma
49				**Total State**		**500,405**	**509,838**	**513,243**	**392,442**	**391,960**	**382,551**
50				***% of Revenue***		*12.3%*	*11.3%*	*11.0%*	*8.7%*	*8.7%*	*8.7%*
51	***Local***										
52		8634	**8634**	Student lunch revenues		7,500	7,786	7,804	7,714	7,714	7,482
53		8639	**8673**	Child Care		-	-	-	-	-	-
54		8660	**8660**	Interest		10	10	10	10	10	10
55		8690	**8802**	Grants, donations		15,000	25,000	25,000	25,000	25,000	25,000
56		8696/7	**8803**	Fundraising		10,000	25,000	25,000	25,000	25,000	25,000
57		8699	**8690**	Other local, including PY Adjustments		1,500	15,000	15,000	15,000	15,000	15,000
59				**Total Local**		**34,010**	**72,796**	**72,814**	**72,724**	**72,724**	**72,492**
60				***% of Revenue***		*0.8%*	*1.6%*	*1.6%*	*1.6%*	*1.6%*	*1.7%*
61											
62				**TOTAL REVENUES**		**4,072,399**	**4,526,244**	**4,683,323**	**4,512,209**	**4,508,841**	**4,375,127**
63											
64	**EXPENSES**										
65	***Certificated Salaries***										
66		1110	**1100**	Teachers		978,957	1,036,576	1,059,732	1,068,559	1,089,930	1,078,274
67		1115	**1101**	Teachers' Stipends							
68		1160	**1103**	Substitutes		24,000	24,000	24,000	24,000	24,000	24,000
69		1200	**n/a**	Certificated Pupil Support Salaries		-	-	-	-	-	-
70		1300	**1300**	Certificated Admin		146,239	154,847	158,306	159,624	162,817	161,076
71		1305	**1400**	Certificated Admin - Bonuses		-					
72											
73				**Total Certificated**		**1,149,196**	**1,215,422**	**1,242,038**	**1,252,184**	**1,276,747**	**1,263,350**
74				*% of Total Expenses*		*29.8%*	*32.1%*	*32.3%*	*33.0%*	*32.4%*	*32.5%*
75	***Classified Salaries***										
76		2100	**2100**	Instructional aides		230,461	244,025	249,477	251,555	256,586	253,842
77		2200	**2930**	Classified Support Salaries (Maint, food) - FT		73,226	77,536	79,268	79,928	81,527	80,655
78		2201	**2930**	Classified Support Salaries (Maint, food) - PT		54,979	58,215	59,515	60,011	61,211	60,557
79		2300	**2300**	Classified Administrator		95,000	100,591	102,839	103,695	105,769	104,638
80		2301	**2600**	Classified Admin Bonus		9,500	-	-	-	-	-
81		2400	**2400**	Clerical, Technical, Etc. - FT		70,859	75,030	76,706	77,345	78,892	78,048
82		2401	**2400**	Clerical, Technical, Etc. - PT		33,600	35,578	36,372	36,675	37,409	37,009
83		2900	**2900**	Other Classified (noon & yard support)							
84											
85				**Total Classified**		**567,625**	**590,975**	**604,177**	**609,209**	**621,393**	**614,748**
86				*% of Total Expenses*		*14.7%*	*15.6%*	*15.7%*	*16.1%*	*15.7%*	*15.8%*
87	***Employee Benefits***										
88		3100	**3100**	STRS		102,049	130,415	156,248	180,690	207,854	205,673
89		3200	**3200**	PERS		66,815	69,564	71,118	71,710	73,144	72,362
91		3300	**3300**	OASDI		35,148	36,594	37,411	37,723	38,477	38,066
92		3330	**3300**	Medicare		24,894	26,193	26,770	26,990	27,523	27,232
93		3400	**3400**	H&W (Medical, Dental, Vision)		138,868	160,725	180,694	200,398	224,790	244,658
94		3500	**3500**	SUI		27,641	29,083	29,724	29,968	30,560	30,237

NCPS FY14-15 5YR MYP Budget 091614.xlsx

	A	B	C	D	E	I	J	K	L	M	N
6	Blue = hard coded - data entry/change OK					**FY2014-2015 Pro Forma**	**FY2015-2016 Pro Forma**	**FY2016-2017 Pro Forma**	**FY2017-2018 Pro Forma**	**FY2018-2019 Pro Forma**	**FY2019-2020 Pro Forma**
95		3600	**3600**	Worker's Comp		30,000	36,128	36,924	37,228	37,963	37,562
97				**Total Benefits**		**425,414**	**488,701**	**538,890**	**584,707**	**640,312**	**655,790**
98				*% of Total Expenses*		*11.0%*	*12.9%*	*14.0%*	*15.4%*	*16.2%*	*16.9%*
99											
100				***Total Personnel Costs***		**2,142,236**	**2,295,097**	**2,385,105**	**2,446,100**	**2,538,452**	**2,533,888**
101				*% of Total Expenses*		*55.6%*	*60.7%*	*62.0%*	*64.5%*	*64.3%*	*65.1%*
102											
103	***Books & Supplies***										
104		4100	**4100**	Textbooks		20,485	25,000	25,000	25,000	75,000	25,000
105		4200	**4200**	Other Books		9,800	9,800	9,800	9,800	9,800	9,800
106		4300	**4325**	Instructional materials		26,700	27,660	27,720	27,420	27,420	26,640
107		4310	**4330**	General supplies (Office, Custodial, etc.)		27,930	26,467	26,500	26,334	26,334	25,902
108		4350	**5877**	Student activities - incl Field Trips		24,200	25,543	25,579	25,401	25,401	24,937
109		4400	**4400**	Non-capital equipment		88,017	14,500	14,500	14,500	14,500	14,500
110		4700	**4700**	Food Supplies		196,344	207,744	212,229	213,843	217,965	215,485
111		4800	**5839**	Fundraising expense		3,600	3,600	3,600	3,600	3,600	3,600
112											
113				**Total Books & Supplies**		**397,076**	**340,315**	**344,929**	**345,898**	**400,020**	**345,864**
114				*% of Total Expenses*		*10.3%*	*9.0%*	*9.0%*	*9.1%*	*10.1%*	*8.9%*
115	***Other Operating***										
116		5200	**5200**	Travel and Conferences		8,400	8,400	8,400	8,400	8,400	8,400
117		5210	**5863**	Training & Development		16,225	12,000	12,000	12,000	12,000	12,000
118		5300	**5300**	Dues and Memberships		16,105	16,232	16,241	16,195	16,195	16,075
119		5400	**5400**	Insurance		59,040	61,917	64,938	68,110	71,440	74,937
120		5500	**5500**	Operations and Housekeeping		34,620	35,210	35,813	36,427	37,053	37,692
121		5501	**5510**	Utilities		66,000	66,120	66,242	66,367	66,495	66,624
122		5600	**5610**	Rents & Leases - Buildings		588,073	475,260	475,260	475,260	475,260	475,260
123		5601	**5615**	Building Repairs & Maintenance		64,053	14,053	14,053	14,053	14,053	14,053
124		5602	**5610**	Other Space Rental		1,250	1,250	1,250	1,250	1,250	1,250
125		5605	**5605**	Equipment Rents/Leases		34,000	24,000	24,000	24,000	24,000	24,000
126		5610	**5617**	Equipment Repairs		2,500	2,500	2,500	2,500	2,500	2,500
127		5801	**5843**	Interest Expense/Fees		1,748	1,748	1,748	1,748	1,748	1,748
128		5802	**5846**	Charter School Capital Fees		-	-	-	-	-	-
129		5810	**5820**	Professional/Consulting Services & Operating		209,208	209,876	209,929	92,449	92,498	92,472
130		5811	**5815**	Educational Consultants		40,000	50,000	50,000	50,000	50,000	50,000
131		5820	**5845**	Legal		40,000	35,000	35,000	35,000	35,000	35,000
132			**5803**	Auditing		12,500	12,500	12,500	12,500	12,500	12,500
133		5830	**5851**	Advertising & Recruitment		14,600	14,600	14,600	14,600	14,600	14,600
134		5840	**5857**	Banking and Payroll fees		11,100	11,322	11,548	11,779	12,015	12,255
135		5890	**5899**	Misc. Other Operating Expense		500	500	500	500	500	500
136		5899	**n/a**	CMO Management Fee		-	-	-	-	1	1
137		5900	**5900**	Communications (phones, ISP, Internet)		22,397	22,505	22,512	22,478	22,478	22,390
138											
139											

NCPS FY14-15 5YR MYP Budget 091614.xlsx

	A	B	C	D	E	I	J	K	L	M	N
6	Blue = hard coded - data entry/change OK					FY2014-2015 Pro Forma	FY2015-2016 Pro Forma	FY2016-2017 Pro Forma	FY2017-2018 Pro Forma	FY2018-2019 Pro Forma	FY2019-2020 Pro Forma
140				**Total Other Operating**		1,242,319	1,074,993	1,079,034	965,617	969,987	974,258
141				*% of Total Expenses*		*32.2%*	*28.4%*	*28.1%*	*25.4%*	*24.6%*	*25.0%*
147											
148	***Other Outgo***										
149		7299	**5824**	District oversight fee	1%	31,987	35,958	37,525	37,096	37,096	35,980
150		7438	**5843**	Debt service - interest		40,935	35,385	-	-	-	-
151											
152				**Total Other Outgo**		72,922	71,343	37,525	37,096	37,096	35,980
153				*% of Total Expenses*		*1.9%*	*1.9%*	*1.0%*	*1.0%*	*0.9%*	*0.9%*
154											
155				**TOTAL EXPENSES**		**3,854,553**	**3,781,749**	**3,846,593**	**3,794,710**	**3,945,555**	**3,889,990**
156											
157				**NET, BEFORE NON-CASH ITEMS**		**217,846**	**744,495**	**836,730**	**717,499**	**563,286**	**485,137**

NCPS FY14-15 5YR MYP Budget 091614.xlsx

	A	B	C	D	E	I	J	K	L	M	N
6	Blue = hard coded - data entry/change OK					FY2014-2015 Pro Forma	FY2015-2016 Pro Forma	FY2016-2017 Pro Forma	FY2017-2018 Pro Forma	FY2018-2019 Pro Forma	FY2019-2020 Pro Forma
158											
159				NON-CASH ITEMS:							
160		6900	6900	Depreciation		(118,868)	(118,868)	(118,868)	(118,868)	(118,868)	(118,868)
162				**Net Income (Loss)**		**98,978**	**625,627**	**717,862**	**598,631**	**444,418**	**366,269**
163				Beginning Net Asset Balance - NCPS Only		1,766,679	1,865,656	2,491,284	3,209,146	3,807,776	4,252,195
164											
165				Ending Net Asset Balance		1,865,656	2,491,284	3,209,146	3,807,776	4,252,195	4,618,464
166											
167											
168	*CONVERT TO CASH INFLOWS/OUTFLOWS:*										
169		**Beginning Cash Balances**				386,882	499,943	1,137,263	1,815,454	2,420,253	2,840,413
170											
171		Net Income (Loss)				98,978	625,627	717,862	598,631	444,418	366,269
172		Add back: Depreciation				118,868	118,868	118,868	118,868	118,868	118,868
173		Less: Capital Purchases									
174				Building Improvements			-	-	-	-	-
175				Capitalized Equipment		-	-	-	-	-	-
176		Add: PY Accounts Receivable - New City				900,422	638,718	694,873	677,836	638,958	656,823
177		Add: PY Accounts Receivable - Colegio				-	-	-	-	-	-
178		Less: CY Accounts Receivable				(638,718)	(694,873)	(677,836)	(638,958)	(656,823)	(628,842)
179		**Add: CY Receivables sold to CSC**				-	-	-	-	-	-
180		Less: CY Repayment to CSC				-	-	-	-	-	-
181		Less: PY Accounts Payable				(521,891)	(183,936)	(245,336)	(169,960)	(118,582)	(93,520)
182		Add: CY Accounts Payable				183,936	245,336	169,960	118,582	93,520	66,497
183		Less: Loan Repayments - Principal only				(119,461)	(112,419)	(100,200)	(100,200)	(100,200)	(100,200)
184		Less: Liif Cash Collateral (move to separate account)					-	-	-		
185		Other Balance Sheet Items (change in prepaids, interco bal, etc)				90,927	-	-	-	-	-
186											
187											
188		**Net Change in Cash**				**113,061**	**637,321**	**678,191**	**604,798**	**420,160**	**385,895**
189											
190		**ENDING CASH BALANCES**				**499,943**	**1,137,263**	**1,815,454**	**2,420,253**	**2,840,413**	**3,226,308**
191						*(0)*	*(0)*	*(0)*			
192		Actual Cash Reserve (as % of Total Expenses)				13%	30%	47%	64%	72%	83%

APPENDIX 3

Meaningfully Interested Parents Signature Sheets

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						STUDENT
[redacted]						

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APPENDIX 4

Legal Assurances

Legal Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for the New City School to be located at 1637 Long Beach Blvd. is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

9/30/2014

Authorized Representatives Signature / Date

APPENDIX 5

- NCPS Articles of Incorporation
- NCPS Articles of Incorporation Amendment
- NCPS Bylaws
- NCPS Conflict of Interest Policy

ARTICLES OF INCORPORATION OF

THE NEW CITY SCHOOL

A California Nonprofit Public Benefit Corporation

2152079

ENDORSED-FILED
In the Office of the Secretary of State
of the State of California

DEC 2 0 1999

BILL JONES, Secretary of State

I. NAME

The name of the corporation is THE NEW CITY SCHOOL.

II. PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The public purposes of the corporation are to organize, develop and support charter schools as defined by the California Charter Schools Act of 1992. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax section 501(c)(3) Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

III. INITIAL AGENT OF SERVICE OF PROCESS

The name and address in California of the corporation's initial agent for service of process are:

Shelley M. Liberto
3 Hutton Centre, Suite 900
Santa Ana, CA

IV. LIMITATIONS ON ACTIVITIES

(a) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in or intervene in (including publishing or distributing statements) any political campaign on behalf of any candidate for public office.

(b) All corporate property is irrevocably dedicated to the purposes set forth in Article II, above. No part of the net earnings of this corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to individuals.

(c) On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to an organization organized and operated exclusively for charitable or public purposes, and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

(d) The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(e) The corporation will not engage in any action of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(f) The corporation will not retain any excess business holdings as defined in section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(g) The corporation will not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(h) The corporation will not make any taxable expenditures as defined in section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

Dated: 12/3/99

Incorporator

Shelley M. Liberto

I hereby declare that I am the person who executed the foregoing Article of Incorporation, which execution is my act and deed.

Shelley M. Liberto

A0696581

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

_____

DEBRA BOWEN
Secretary of State

Sec/State Form CE-107 (REV 1/2007)

OSP 08 111441

A0696581

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

OCT - 9 2009

1230 pine avenue
long beach, ca
90813
562.436.0689
562.436.7475 fax

1637 long beach
blvd.
long beach, ca
90813
562.599.7405
562.599.7400 fax

September 25, 2009

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the **president** and the **secretary**, respectively, of The New City School, a California corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

Name:

The name of the corporation is NEW CITY PUBLIC SCHOOLS

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.
5. We further declare under penalty of perjury under the laws of the State of California, that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: October 9, 2009

Alan Burks
President

E. Thomas Brewer
Secretary

Secretary of State
AMDT-NONPROFIT (REV 03/2005)

BYLAWS
of

NEW CITY PUBLIC SCHOOLS

a California nonprofit public benefit corporation

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is New City Public Schools.

ARTICLE II
MEMBERSHIP: CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The corporation has no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Trustees") of New City Public Schools (hereinafter "NCPS"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter "Board").

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

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

ARTICLE VI
BOARD OF TRUSTEES

Section 1. GENERAL POWERS. The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable law, and subject to any limitations of the articles of incorporation or the bylaws. The Board may delegate the management of the activities of the corporation to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation are managed, and its powers are exercised, under ultimate discretion of the Board. Any such delegation of authority must be made in writing.

Section 2. SPECIFIC POWERS. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board of Trustees shall have all the powers enumerated in these Bylaws, and the following specific powers:

a. To elect and remove Trustees pursuant to the procedures outlined in these bylaws; however, it may not provide any compensation to Trustees, except by amendment of these bylaws.

b. To appoint and remove, at the pleasure of the Board, officers, agents and employees of the corporation; to prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. The Board may delegate to the CEO authority for appointing and removing all employees except the CEO, the Site Director or Co-Directors for each school site and the Chief Financial Officer or Director of Finance and Operations. Any such delegation of authority must be made in writing.

c. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

d. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in achieving the purposes or promoting the interests of the corporation.

e. To act as Trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

f. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

g. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

h. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

i. To create, direct and have full legal authority over the operations of any and all organizations which may be useful or necessary to carry out the purposes specified in the corporation's Articles of Incorporation including, but not limited to the creation and operation of charter schools.

j. To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

Section 3. TRUSTEES. The number of voting Trustees of the corporation shall be neither less than nine nor more than 17. The number of voting Trustees may be expanded beyond 17 if needed to satisfy the provisions of Section 4 below. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. All trustees shall be designated by the existing Board of Trustees. All trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Section 4. LIMITATION ON INTERESTED PERSONS AS TRUSTEES. Not more than one-third of the persons serving as voting Trustees may be financially interested persons. A "financially interested person" is: (1) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding reimbursement of expenses associated with volunteer service; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

At least 51 percent of voting Trustees will be independent persons, meaning that they are neither "financially interested persons" nor parent representatives nor representatives of agencies providing funding to the NCPS.

Section 5. ELECTION OF TRUSTEES.

a. Qualifications. All persons considered for election as Trustees must read, understand and express their support for the mission statement of New City Public Schools.

b. Non-discrimination. There shall be no discrimination on the basis of race, ethnicity, national origin, gender, disability, sexual orientation, citizenship status or religion in the selection of Trustees, and the board will take affirmative steps to recruit members who reflect the diversity of the school and the communities served by New City Public Schools.

c. Eligibility. The Board may elect any person who in its discretion believes will serve the interests of the corporation faithfully and effectively provided that those elected shall meet the qualification for board service specified in these bylaws.

d. Eligibility of stakeholder trustees. No person may serve as a Community Council-elected stakeholder Trustee unless he or she served as a voting Community Council member during the prior school year except during the 2007-8-board year.

e. Parent and Teacher representation. The board shall include at least one current New City Public Schools teacher and at least one current New City Public Schools parent.

f. Stakeholder Trustees. The Trustees shall include:

1. The Chief Executive Officer (CEO) (also known as President) of New City Public Schools.

2. At least one parent or teacher from each New City Public Schools site, elected by each school site's Community Council.

g. Board-elected trustees. Subject to the requirements enumerated above, the Board shall elect Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The Board shall elect a sufficient number of Trustees to ensure that the Board as a whole satisfies the requirements of Section 4 above, "Limitation on Interested Persons as Trustees."

h. Non-voting Trustees.

1. The Superintendent of the Long Beach Unified School District or his/her designee shall appoint a non-voting liaison to the Board.

2. At such time as one or more New City High School(s) are founded, New City High School students shall elect one high school student to serve as a non-voting Trustee.

i. Number of Trustees. The Board shall normally consist of not less than nine voting Trustees, as indicated above, however, the above number(s) of Trustees is not compulsory. The Board is not in any manner obligated, required, or responsible for having all of the above number(s) of Trustees at all times.

j. Time of Elections.

1. Board-elected trustees. The Board shall elect Board-elected Trustees whose terms begin on October 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. The Chair of the Board of Trustees or, if none, the CEO, may appoint a committee to designate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of trustees. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

2. Community Council-elected trustees. When a vacancy exists, each Community Council will elect its representative to the Board of Trustees at its first meeting in September, for a term to begin on October 1.

k. Disputes about eligibility. Any disputes about the eligibility of Trustees to serve or the validity of Trustee elections shall be resolved by a majority vote of the Trustees serving prior to said election. Any disputes about the eligibility of Community Council-elected trustees shall be resolved by its site director.

Section 4. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for trustee than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 5. TRUSTEES' TERMS. No Trustee, other than the New City Public Schools CEO, may serve for more than seven (7) consecutive years. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action. Trustees who were serving at the time these bylaws were adopted shall be deemed to have begun their board service on October 1, 2004 or on the actual date that they joined the board, whichever occurred later.

a. The term of a Board-elected Trustee shall normally end on the third September 30th following the start of his or her term of service on the Board.

b. The terms of Board-elected Trustees will be staggered to ensure that approximately one-third of Board-elected Trustee terms expire each year. This will be accomplished by assigning each Trustee to one of three Classes: Class A, with initial terms expiring September 30th 2008, Class B, with initial terms expiring September 30th, 2009 and Class C, with initial terms expiring September 30th 2010.

To maintain the division of Trustees into classes:
- Trustees elected before September 30th 2007 shall be alternately assigned to Class A, B or C so as to ensure an equal number of Trustees in each class.
- Any Trustee elected to fill a vacancy occurring before the end of a Trustee's term, shall serve to the end of the term of the Trustee he or she is replacing.
- Trustees whose election represents an expansion of the board will be assigned to whichever class has the smallest number of Trustees. If all classes have an equal number of members, the new Trustee will be assigned to whichever class would result in his or her term ending on his or her third September 30th as a trustee.

c. The Term of a Community Council-elected Trustee will expire on the second September 30th following the start of his or her term of service on the Board. However, if a Community Council-elected Trustee ceases to be a New City School parent or teacher, his or her term shall immediately expire, and the Community Council shall elect a successor at its next meeting.

c. d. The Term of the CEO as Trustee shall immediately expire if (s)he ceases to be CEO.

e. The above clauses shall not be interpreted as barring the Trustees from electing a former CEO or a former Community Council Trustee to the Board of Trustees.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death, resignation, or removal of any trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of trustees; or (d) the failure of the members, at any meeting of members at which any trustee or trustees are to be elected, to elect the number of trustees required to be elected at such meeting; and (e) termination of employment.

Section 7. RESIGNATION OF TRUSTEES. Except as provided below, any trustee may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.

Section 9. REMOVAL OF TRUSTEES. Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a trustee shall be filled as provided in Section 3.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the unanimous consent of the trustees then in office, (b) the affirmative vote of a majority of the trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining trustee.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of trustees shall not result in any trustees being removed before his or her term of office expires.

Section 12. COMPENSATION OF TRUSTEES. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

ARTICLE VII
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The corporation's principal office shall be at 1230 Pine Avenue, Long Beach, California 90813, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

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

ARTICLE VIII
MEETINGS AND ACTIONS OF THE BOARD

Section 1. PLACE OF MEETINGS. Board Meetings shall be held at the corporation's principal office of the corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may be set, from time to time, by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. A Special Meeting shall be held at any time called by the Chair of the Board or by one-third of the Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. NOTICES. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 7. TELECONFERENCE MEETINGS. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the charter schools operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[1];

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 8. ADJOURNMENT. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place is fixed when the meeting is adjourned, except if the meeting is adjourned for longer than 24 hours, in which case notice of the adjournment shall be given as specified in these Bylaws.

Section 9. QUORUM. A quorum consists of a majority of the voting Trustees then in office. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the trustees present at any meeting, the meeting shall be adjourned. Voting trustees may not vote by proxy.

Section 10. DECISION-MAKING PROCEDURE. The board shall attempt to make all decisions by consensus. However, in the event that Trustees cannot reach a consensus on a particular subject, the decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except as noted in Sections 11 and 12 below.

Section 11. HOLDING OVER DECISIONS. At the request of one-third of Trustees present and voting, any decision may be held over to the next meeting. At that subsequent

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

meeting, a decision may be made by majority vote. A Trustee or group of Trustees may not exercise this right to delay a majority decision at two consecutive regular meetings, nor at the regular meeting following a special meeting in which he or she exercised this right. Trustees are discouraged from acting to hold over a decision unless they believe that: (a) the issue under consideration is of fundamental importance to New City Public Schools; and (b) further evidence or further reflection has significant potential for changing the views of the majority.

Section 12. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the trustees then in office, may appoint one or more Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board. The board will create, at minimum, the following standing committees:

a. An Executive Committee. An executive committee shall have authority to act in place of the board between board meetings on all matters except: those which this board is not authorized to delegate to a committee per the bylaws below, on Authority of Board Committees. The members of the Executive Committee will be the CEO and those board members who serve as officers of the corporation, namely the Chair, Secretary and Treasurer.

b. A Development and Growth Committee. This committee shall be responsible for mobilizing the knowledge, resources and contacts of board members to obtain financial support and other resources needed to support operations and growth.

c. An Audit Committee. The audit committee shall be responsible for retaining and terminating the auditor, setting the auditor's compensation, conferring with the auditor to satisfy themselves that the finances of the corporation are in good order, and reviewing and approving the Audit. This committee shall include no paid employees of New City Public Schools and shall be chaired by the Treasurer.

d. A Personnel Committee, which shall be responsible for:
(i) evaluating the CEO and making recommendations to the Board regarding recruiting, hiring, retaining, and compensating the CEO;
(ii) considering and advising on proposed candidates for corporate management and other site director positions;
(iii) setting, based on recommendations from the CEO, compensation for management positions and for site directors;
(iv) reporting its recommendations to the board on management and site director personnel decisions when its views diverge from those of the director.

Section 13. AUTHORITY OF BOARD COMMITTEES. The Board may delegate to a Board committee any of the authority of the Board, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board or any committee with the authority of the Board.

c. Amend, repeal, or adopt of any Board resolution or bylaws.

d. Make changes of any kind to Bylaws or the Articles of Incorporation, or approval of any action (such as compensation of Trustees) inconsistent with the Bylaws, Articles of incorporation, or Charter.

e. Create any other committees of the Board, or appoint the members of the committees.

f. Expend corporate funds for purposes not permitted by the Bylaws, Articles of Incorporation, Charter or other applicable law.

g. Approve the budget and expenditures not already in the budget exceeding $10,000.

h. Approve any self-dealing transaction, as defined by the California Nonprofit Public Benefit Corporation Law.

Section 14. PROCEDURES OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 15. TRUSTEE STANDARD OF CARE. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the best interest of the corporation and the furtherance of its mission and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances. Each Trustee, including each stakeholder Trustee, will act with regard to the interests of the corporation *as a whole*, and not as a representative of a particular constituency.

In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

d. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

Section 16. TRUSTEE RIGHTS OF INSPECTION. Every Trustee has the right to inspect and copy all books, records and documents of every kind as permitted by California and federal law and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 17. TRUSTEE PARTICIPATION. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except any Trustee shall be excused and shall be required to recuse herself or himself from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 18. TRUSTEE DUTY OF CONFIDENTIALITY. Every Trustee has a duty to maintain the confidentiality of all Board confidential actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

Section 19. NON-LIABILITY OF TRUSTEES. No trustee shall be personally held liable for the debts, liabilities, or other obligations of this corporation.

Section 20. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE IX
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the corporation consist of the CEO (also known as President), the Chair, the Secretary, and the Treasurer. The corporation also may have such other officers as the Board deems advisable.

Section 2. CHAIR. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. The Chair shall preside at meetings. If the Chair is absent or disabled, the Secretary shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions.

Section 3. CEO (President). Subject to Board control, the CEO has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. Subject to such supervisory powers as the Board of Directors may give to the Chair of the Board, if any, and subject to the control of the Board, the CEO shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The CEO shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 4. SECRETARY. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, decisions made, whether those decisions were made by consensus or by a vote, how the board divided on decisions not reached by consensus and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Section 5. TREASURER. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be

deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the CEO Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) chair the Audit Committee; (h) participate in the selection of a Director of Finance (DOF) or Chief Financial Officer (CFO) and offer an opinion to the board on any candidate considered for these positions; (i) meet before each board meeting with the DOF or CFO to review the financial condition of the corporation; (j) make himself or herself promptly available to receive any reports about financial or compliance concerns and; (j) have such other powers and perform such other duties as the Board may prescribe.

Section 6. ELECTION OF OFFICERS. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

Section 7. ELIGIBILITY. A Trustee may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Chair, and the CEO may not serve as Secretary nor as Treasurer.

Section 8. TERM OF OFFICE. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 9. REMOVAL AND RESIGNATION OF OFFICERS. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice. The terms of stakeholder Trustee shall end immediately when they cease to be employed at New City Public Schools (as teacher and teaching assistant Trustees) or cease to have a child attending the school.

Section 10. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

ARTICLE X
INDEMNIFICATION OF CORPORATE AGENTS

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the corporation shall indemnify any Trustee, officer, employee or other persons described in

Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XI
INSURANCE FOR CORPORATE AGENTS

Section 1. INSURANCE. The Board shall have the right to the purchase and maintenance of insurance to the full extent permitted by law on behalf of any Trustee, officer, employee or other agent of the corporation, to cover any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law.

ARTICLE XII
CONTRACTS WITH TRUSTEES

Section 1. CONTRACTS WITH TRUSTEES. The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's trustees are trustees and have a material financial interest) unless all of the following apply:

a. The trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Trustees meeting minutes.

b. The trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE XIII
CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in New City Public Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XIV
LOANS TO TRUSTEES AND OFFICERS

Section 1. LOANS TO TRUSTEES AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General provided, however, that the corporation may advance money to a trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that trustee or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XVI
INSPECTION RIGHTS

Section 1. TRUSTEES' RIGHT TO INSPECT. Every trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Trustees and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the trustee's interest as a trustee. Any such inspection and copying may be made in person or by the trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any trustee, furnish to that trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to itself (the members of the Board of Trustees) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all trustees, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each trustee and furnish to each trustee a statement of any transaction or indemnification (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is any trustee or officer of the corporation, its parent, or subsidiary (but mere common trusteeship shall not be considered such an interest).

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVIII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of a charter of a New City Public School charter school or make any provisions of these Bylaws inconsistent with a charter of a New City Public School charter school, the corporation's Articles of Incorporation, or any laws.

ARTICLE XIX
OTHER PROVISIONS

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

Section 2. EXECUTION OF INSTRUMENTS. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3. CHECKS AND NOTES. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or New City Public School Co-Directors.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law and the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Section 5. TRUSTEES EMPLOYEED BY NCPS. A Trustee who serves in a management position at New City Public Schools shall not participate in Board or Board committee discussions, decisions or votes on her or his compensation or work evaluation. However, this shall not preclude such a Trustee from providing the Board or a Board Committee financial information needed to determine what funds are available to cover compensation costs. A teacher or other Trustee who serves in a non-management position shall not participate in any discussions, decisions or votes regarding employee compensation. Such Trustees may, however, participate in discussions, decisions or votes on the overall budget and on the criteria used to set overall compensation policies.

Section 6. INTERPRETATION OF CHARTER. Whenever any provision of these Bylaws are in conflict with the provisions of one of the New City Public School charter school's charters, the provisions of the charter control and the Board of Trustees shall meet to discuss bylaw amendments or material revisions to the charter.

ARTICLE XX
COMMUNITY COUNCILS

Section 1. Statement of intent regarding local schools operated under the authority of New City Public Schools. The New City Public Schools board shall govern each local school operating under its authority. The board may delegate to school-based Community Councils

such authority as it deems appropriate. All such delegations of authority shall be made in writing. The community Councils will operate in accordance with bylaws established by New City Public Schools for each site.

Section 2. In accordance with the Ralph M. Brown Act (Gov. Code, '54900 et seq.), The Board of Trustees of New City Public Schools and the Community Council at each local New City Public Schools charter school will conduct their affairs in accordance with the Ralph M. Brown Act when conducting school business.

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said corporation on the date set forth below.

Dated: 4/24/07

_____, Secretary

CONFLICT OF INTEREST POLICY

OF

THE NEW CITY PUBLIC SCHOOLS

ARTICLE I
PURPOSE

The purpose of this Conflict of Interest Policy is to protect the interests of New City Public Schools (the "Corporation") in any transaction or arrangement that might benefit the private interest of one or more of its members, directors, officers, employees, or other officials and/or relatives of such persons.

It is also intended to (1) identify and take appropriate action with respect to self-dealing transactions as defined in section 5233 of the California Corporations Code, (2) avoid excess benefit transactions under section 4958 of the Internal Revenue Code, (3) obtain information to satisfy IRS disclosure requirements (Form 990), (4) comply with Financial Accounting Standards No. 57 and Statement of Auditing Standards No. 45 regarding related party transactions, and (5) be consistent with the desire to set the highest ethical standard for personal integrity and to implement best practices with regards to fairness and transparency and the disclosure of all real or perceived conflicts of interest. All individuals subject to this policy must disclose any private business or personal or professional activity that would be or appear to be in conflict with the best interests of the Corporation or which would otherwise appear likely to adversely affect the confidence of the public in its integrity. This policy is intended to supplement but not replace any state and federal laws governing conflicts of interest applicable to the Corporation or its officials.

Each person covered by this Conflict of Interest Policy has the responsibility of administering the affairs of the Corporation honestly and economically and of exercising his or her best care, skill, good faith, and judgment for the sole benefit of the Corporation in performing in his or her position at the Corporation. These persons shall not use their positions or knowledge gained therefrom for their personal benefit or for the benefit of their relatives. The interests of the Corporation must be accorded first priority, and all purchases of goods and services should be made on a basis which secures to the Corporation all reasonably available and competitive advantages as to quality, service, and price. In his or her dealings with the Corporation, each person covered by this policy must be ever mindful of possible and actual conflicts of interest.

ARTICLE II
DEFINITIONS

1. Covered Persons

Any director, principal officer, or member of a committee with board-delegated powers and any other person designated in writing by the president or board of directors (the "board") of the Corporation who has a direct or indirect financial interest, as defined below, is a Covered Person.

2. Financial or Other Interest

A person has a financial interest if the person, directly or indirectly, through business, investment, or a relative –

(a) Is negotiating a transaction or arrangement with or competes with the Corporation,

(b) Has an ownership or investment interest in any entity with which the Corporation is negotiating a transaction or arrangement or that competes with the Corporation,

(c) Has a compensation arrangement with the Corporation or with any entity or individual with which the Corporation is negotiating a transaction or arrangement or that competes with the Corporation,

(d) Has a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement or that competes with the Corporation,

(e) Has an interest in, or competes with the Corporation directly or indirectly for the acquisition of an interest in, any real estate, equipment, securities, or other real or personal property in which the Corporation has an interest or is contemplating acquiring an interest, including an interest as owner or lessee, or

(f) Serves as a member, officer, trustee, director, employee or consultant of, or participates in the management of, an entity (other than New City Public Schools, the corporation that this Corporation has been formed to support) with which the Corporation has a transaction or arrangement or that competes with the Corporation.

3. Other Defined Terms

For purposes of this Conflict of Interest Policy:

(a) A "relative" of a person includes the spouse of the person and any ancestor, descendant, brother, sister, spouse/domestic partner, mother-in-law, father-in-law, brother-in-law, sister-in-law and spouse/domestic partner of such person.

(b) An indirect interest includes an interest that is held through an estate, trust, partnership, corporation, limited liability company or other entity.

(c) Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

4. Conflict of Interest

An actual or possible conflict of interest, real or perceived, occurs when a reasonable party might conclude that, as a result of a financial or other interest, a Covered Person might not act in the best interests of the Corporation with respect to a transaction or arrangement to which the Corporation is or may become a party.

ARTICLE III
PROCEDURES

1. Duty to Disclose

In connection with any actual or possible conflict of interest, a Covered Person must disclose the existence of any financial or other interest which could conceivably give rise to a conflict of interest. The Covered Person will be given the opportunity to disclose all material facts to the board or to any person, directors and/or members of committees to which the board has delegated powers concerning the proposed transaction or arrangement. The board shall review all possible conflicts involving directors and may delegate to a committee of the board or an individual possible conflicts involving persons subject to this policy who are not directors.

If a Covered Person does not self-disclose, it is the responsibility of other parties who become aware of an actual or possible conflict of interest to bring it to the attention of the responsible parties.

2. Procedures for Addressing a Conflict of Interest

(a) After disclosure of a possible conflict of interest or by allegation of same by a third party, and after disclosure of all material facts, a Covered Person may make a presentation at the board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement or if such an arrangement is not acceptable to the Corporation.

(d) If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, the board or committee shall determine by a majority vote (excluding any interested Covered Persons) whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with this determination it shall make its decision as to whether the Corporation should enter into the transaction or arrangement.

3. Violations of the Conflicts of Interest Policy

(a) If the board or committee has reasonable cause to believe a Covered Person has failed to disclose an actual or possible conflict or interest, it shall inform the Covered Person of the basis for such belief and afford him/her an opportunity to explain the alleged failure to disclose.

(b) If, after hearing a Covered Person's response and after making further investigation as warranted by the circumstances, the board or committee determines a Covered Person has failed to disclose an actual or possible conflict of interest, it may take such action, if any, that it deems appropriate.

ARTICLE IV
RECORDS OF PROCEEDINGS

The minutes of the board and of all committees with board-delegated powers and any memo prepared by any individual delegated authority pertaining to conflicts of interest shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial or other interest in connection with an actual or possible conflict of interest, the nature of the financial or other interest, any action taken to determine whether a conflict of interest was present, any alternatives to the transaction or arrangement, the board's or committee's decision as to whether a conflict of interest in fact existed and any action taken by the board, committee, or individual.

(b) The names of persons who were present for discussions and their votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

ANNUAL STATEMENTS

Each Covered Person subject to this policy shall annually complete and execute a Declaration in the form attached or as that form may be modified by the Corporation from time to time which affirms that such person has received a copy of this Conflict of Interest Policy, has read and understands the Policy and has agreed to comply with the Policy.

ANNUAL CONFLICT OF INTEREST DECLARATION

FOR

THE NEW CITY PUBLIC SCHOOLS

Pursuant to the Conflict of Interest Policy ("Policy") adopted by the Board of Directors of the New City Public Schools (the "Corporation"), I affirm that:

1. I have received a copy of the Policy.

2. I have read and I understand the Policy.

3. I agree to comply with the Policy.

4, I understand that the Corporation is charitable and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I execute this Declaration at _____, on this _____ day of _____, 20_____.

_____

Signature

_____

Type or Print Name

_____

Position

Please mail to: John Vargas, Executive Director

1637 Long Beach Blvd.

Long Beach, CA 90813

The Case for Renewal of the New City School Charter

New City Public Schools

NCS: What 21st Century Education Looks Like

The New City School is a dual-language public charter school for 420 students in grades TK through 8 in the heart of the City of Long Beach. Established in 2000, the New City School has long been a beloved and important Long Beach educational institution, serving hundreds of students, its neighborhood and the entire community for the past 15 years.

Within these pages, we lay out the case for New City School's charter renewal and why our school matters. Currently, the New City School is asking the Long Beach Unified School District (LBUSD) for a third 5-year renewal of its charter. New City School's educational program and mission are a model for 21st century teaching and learning, ever more so considering recent and sweeping changes in the national and state conversation around education.

. New City School's education program, the core of its mission, has been validated in recent years with the state of California's – and much of the nation's – adoption of the Common Core State Standards. The stated goals of CCSS read much like the New City School charter and mission, validating what we have worked hard to do for children in preparing them for life and careers in the 21st century. New City School stayed true to its mission and the underpinnings of its education program often to the detriment of our scores on state assessments, assessments that, crucially, are no longer administered and were based on standards now deemed irrelevant to California public education.

New City School stands as a leader in this "new" way of teaching and learning. With another five-year charter, our small school will have the opportunity to share our big ideas not just with other NCS families, but with our colleagues in public education across the city and state.

Nevertheless, we recognize our challenges and continue strive to be and do better. This document is a summary of investments and improvements that have been made by the New City School during its most recent charter term to strengthen the organization, refine its education program, and improve student achievement at all grade levels.

Improvement: Fiscal Health

In 2011-12, the education budgets in the state of California were decimated and the fiscal health of New City School was in crisis. Since then, NCS worked diligently to improve its fiscal health and ensure future stability. To that end, NCS made a difficult cost-cutting decision to consolidate its campuses. Moreover, the school's board replaced its back-office provider, implemented audit recommendations, and increased oversight and focus on the annual budget to carefully manage and ensure expenditures are in line with revenues.

As a result of cost-cutting decisions, NCS realized a net income of over $250k in 2013-14 per the unaudited actuals, compared to the prior year net income of only $7,800. These additional monies now sit in a rainy day reserve fund, something that was virtually non-existent in prior years. This fiscal year (2014-15) NCS has budgeted for the purchase of 60 laptop computers, an expenditure that still leaves the school with an estimated net income of $65k at the end of the year, and will also go towards our reserve fund.

The 2012-13 Audit Report was free of findings and does not include any going concern opinions. This is a notable turnaround from audits prior to that year. The initial 2013-14 Audit Draft also concludes that NCS is free of audit findings, showing continued strength in its financial operations.

The school is aggressively working on refinancing the school's building, the final step in securing its future fiscal health. To this end, we are working with multiple lenders to negotiate the best refinancing agreement possible. All offers, however, are contingent upon the school receiving its renewal.

The above achievements demonstrate the school's progress toward financial and operational strength and the NCS Board's commitment to fiscal oversight, qualities that are needed to successfully manage an independent charter school.

Ease of Transition to the New Common Core State Standards

The adoption of the Common Core State Standards (CCSS) and the new state assessment and accountability system gives all schools in California the opportunity to reflect on and revamp their educational programs.

For the New City School, this journey began in 2012, when the school began its transition to full alignment with the CCSS. Key components of our transition full CCSS alignment include:

- Theory-based professional development for all teachers in the CCSS
- Purchase of high-quality CCSS-aligned curricula and related staff training
- 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

Throughout this transition process, it has become evident that many of the skills and goals of CCSS (logical reasoning, critical thinking, problem solving, collaborative learning, ability to express one's thinking) require an approach to teaching and learning that the New City School has had since its inception in 2000. These skills are even written into the school's mission and explained in detail in the NCS charter.

This strong similarity between the stated educational mission of New City School and the goals of these new national standards for 21st century learning has meant that our school's transition to CCSS is less of a complete overhaul of curriculum and classroom instruction and more refinements of what we have been doing for nearly 15 years. Nevertheless, we have applied ourselves diligently toward understanding and incorporating CCSS into our curriculum and the classroom. he New City School's academic curriculum became fully aligned to the CCSS in 2013-14
Now, within the framework of the CCSS, the New City School is poised to demonstrate the strength of its program through the performance of its students on the State's new assessment and accountability system.

Inside the NCS Classroom
New City & CCSS Math
The NCS math program has always worked toward developing students' mathematical logic in the context of real-world word problems and situations. Students begin in the lowest grades with a combination of games, activities and problems of the day designed to promote development of their logic and number sense, as well as their ability to express both. Teachers and administrators work closely with Dr. Constance Kamii, a world-renowned educator and author of the series Young Children Reinvent Arithmetic. Rather than memorizing algorithms and other tricks (stacking numbers, carrying the one, etc.), students develop their sense of numbers by working through their own strategies for finding answers to word problems. Only after they've conceptually grasped the operations required are they shown algorithms, shortcuts and tricks. As students advance in math, they come to know their math facts solidly, and they continue to develop their logic by solving ever-increasingly difficult word problems. Crucial for developing logical reasoning, students explain, debate, and hone strategies through the *exchange of ideas* with their peers and teachers.

Middle school math classes in grades 6 to 8 are taught using the College Preparatory Mathematics series, which is fully aligned to the CCSS. Students build on their now well-established, much-practiced problem-solving abilities to solve more complicated and increasing abstract problem sets. In class, students apply new skills to tackle team and individual challenges, and then share results and strategies. As in the younger grades, students use one another as resources first, and teachers facilitate these conversations – a stated aim of CCSS and the core of the NCS math program.

By the time New City School math students get to high school, college and career, they're adept at tackling real-world number problems, figuring out a strategy for solving the problem, and explaining why they chose a particular approach to the problem.

We often hear anecdotes from the Long Beach community and high school teachers attesting to the confidence and ability New City School students have in sharing problem-solving strategies, debating different answers and explaining their thinking to peers and to teachers. These actions are just a regular part of academic life at New City School and, for our students, a natural approach to engaging in ideas.

English Language Arts

At The New City School, we are proud to acknowledge that nearly every student identifies as a reader, engaging in literature and other written works beyond what is assigned, beyond what is required. They read for enjoyment, to learn about their world, to escape. Reading for pleasure has been difficult to measure, but we see it all the time and every day.

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 fiction 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.

In grades 2-8, students have language arts instruction in English and Spanish, separately and 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.

Science and Social Studies
Our adoptions of both FOSS in Science and TCI History Alive! curricula have advanced the connections between these key areas and the language arts. Both FOSS and TCI include a tremendous amount of writing as students predict, take notes, and reflect on lessons and units. They develop rich grade-level appropriate vocabulary to express their new ideas and skills.

During each trimester-end Student-Led Conference, students use new vocabulary to demonstrate understanding and explain their reasoning; they share the science and history/social science notebooks as evidence of their thinking and learning. Students in all grades use the concepts and new vocabulary culminating science and history/social science projects each trimester, including dramatizations, science fair exhibits, publications, and more.

Improvement: Implementation of DLE Model of Dual Immersion Instruction
In 2012, the New City School revamped its Dual Language immersion program by adopting the highly effective Dual Language Enrichment (DLE) model by Texas educators and researchers Gomez and Gomez. NCS adopted this model because of its high rates of success, notably, a study of one school district that found 94% of 5th-grade students who studied under this model for three years met the reading standard on the Texas Assessment of Knowledge and Skills test compared to 74% of students in the entire district. Similar results were found for mathematics.[1] In addition to high rates of success, the adoption of this dual-immersion model allows NCS to have a uniform program of dual-language instruction across the classrooms and grade levels. Moreover, students learn to read first in their home language, a cornerstone of New City School's education program and mission for learning to be extended into the home.

Key components of the DLE model include:

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

1 Gómez, 2006, Journal of the Texas Association for Bilingual Education, vol. 9, issue 4, p. 46-65

Improvement: Transitional Kindergarten
Launched in September 2013, New City School's transitional kindergarten program is also the only dual-language, public pre-kindergarten option in the city. It was developed during the 2012-13 year by a committee of devoted New City School teachers, administrators, and parents who held a strong vision for critical learning in the early years. Together, they created a TK program that establishes an early and strong link between the families it serves and the school. The program is strongly connected to the school's overarching Dual Language Enrichment Model, developing literacy and numeracy in the child's first language and setting the course for success as its graduates enter kindergarten.

Approximately 25% of the School's kindergarten students are enrolled in the TK program and the program is in its second year of implementation. Research shows the value and impact of early childhood education on the early school years of a student. We anticipate a positive impact of the program on student academic achievement in the next few years, when former TK students begin to take the statewide assessments and results become available.

Improvement: Revamped Assessment System
To ensure that student assessment results are accessible to teachers and administration in a centralized location, NCS implemented OARS (Online Assessment Reporting System). The OARS system houses all of the State-mandated and teacher-created assessment results for students. Teachers can access pre-made Common Core-aligned test items, which can be used in customized assessments. This allows teachers to effectively assess student mastery of the CCSS incrementally and broadly. In addition, NCS administration can obtain reports to analyze student performance across the entire school and target support where needed

In addition to OARS, NCS recognized the need to expand its assessment system to make it more well-rounded and robust. In 2014-15, the school is implementing a pilot of the Northwest Education Association (NWEA) Common-Core Measure of Academic Progress (MAP) assessment, better known as Common-Core MAP. The Common-Core MAP assessment is a formative, norm-referenced computer adaptive assessment taken three times a year that gives both administration and staff quick results that can be used to help guide instruction throughout the year. Since it is norm-referenced, NCS performance can be compared to performance of students across the nations in other schools.

The Common-Core MAP assessment, in combination with teacher-created Unit and Trimester assessments, allows NCS to have a well-rounded assessment system that provides both individual student feedback as well as whole school feedback. NCS Administration will use these results to make necessary programmatic adjustments.

We are excited to launch this rigorous assessment to create a baseline on which to set improvement targets over this academic year – and for the next five years. These

Common Core-aligned assessments will offer a better guide for teachers and administrators in the lead-up to the state Smarter Balanced assessments each spring.

Improvement: Implementation of Reading and Math Intervention Program
To address the need of chronically underperforming students, the New City School implemented a Targeted Intervention program for Reading beginning in 2012-13 by hiring a fully credentialed Reading Intervention teacher. This Reading Intervention teacher provides small group and individual intensive reading intervention to identified students. Since the inception of the program, NCS has consistently seen at least 1 year of growth (and up to 3 years or more), in at least 50% of the reading intervention students, after one school year.

Due to the success of the program, NCS implemented a similar intervention program for Mathematics and, in 2014-15, hired a fully credentialed Math Intervention teacher, trained in CCSS for math, to provide small group and individualized intensive Math instruction. We expect the program to be as successful as our Reading intervention program.

Improvement: Implementation of ELD Intervention Program
In 2014-15 we implemented an English Language Development (ELD) intervention program with dedicated tutors during and after school to ensure our English Learners are making adequate progress towards their goals. Approximately 45% of New City School students are identified as English Learners. With a renewed focus on ELD, we are confident our students will succeed in mastering classroom material, developing as readers and writers and meeting the standards laid out in Common Core. In addition to the targeted intervention, our professional development program includes specific ELD trainings to ensure that our teachers have the necessary strategies to support our English Learners in the classroom.

Improvement: Additional Instructional Supports
In the 2014-15 year, NCS hired additional teacher assistants to ensure each classroom teacher has 5 hours of teacher assistant time. This allows teachers to provide targeted intervention throughout the school day, expanding the reach of the work of our Reading and Math Intervention teachers.

Improvement: Meeting the Socio-Emotional Needs of our Students
As with many urban schools, many students that come to our school have needs that go beyond academic support. To ensure that the socio-emotional needs of students are also met, NCS added a full-time credentialed counselor and full-time behavior support specialist to the team this school year. The counseling team supports all students at every grade level to ensure they are able to focus on their academic

growth in a safe and loving learning environment. We have already seen the positive effects of these two staff additions, and we look forward to future growth.

Improvement: Professional Development Program

NCS ensures its professional development program is well-rounded and focused on sound instructional practices and the implementation of the Common Core State Standards.

This year, during the month of August, teachers participated in a two-week training on subjects, including the Common Core. This Summer Professional Development is designed to be a comprehensive preparation for the teachers' year-long curriculum planning.

Also in this past summer, 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.

Annually, teachers participate in the following:

- A 10-day Summer PD Institute focused on Common Core and Curriculum Planning
- Weekly 90-minute professional development training (Friday Morning Meeting Series)
- Trimester PD data analysis days
- Teacher PD release days where teachers choose which PD workshops/trainings they want to attend throughout the year.

Improvement: Expanded Co-Curricular Programs

In 2013-14, the New City School expanded its summer school, before school, after school and family literacy program offerings through a 5-year, $1.39 million dollar 21st Century Community Learning Center (CCLC) grant. The grant is made possibly through the School's partnership with the Youth Policy Institute (YPI). The 21st CCLC grant is in addition to a 3-year After School Education and Safety (ASES) grant award to New City School through the Long Beach Unified School District.

Together, these grants support interventions for struggling learners, arts enrichment, physical education, and nutritious snacks to over 50% of New City School's student population, which is 85% eligible for free or reduced priced lunch and 45% English learner. These grants also support family literacy activities and fund the School's first-ever Parent Coordinator, whose main responsibilities are to identify the literacy needs of parents and families, refer families to both school- and

community-based services, and facilitate a variety of workshops throughout the year. Additionally, the grant enables the School to sponsor co-curricular field trips during winter, spring and summer recess, and pupil-free days throughout the year—periods during which many of the School's low-income families have limited to no access to enrichment activities to support their children's education.

Improvement: Performance on CSTs

To analyze its past performance on the California Standards test, we first looked at the past API results. The chart below shows the CST results for the New City School for the past 5 years for which scores are available.

As you can see, the 2010-11 year was the lowest year of API results. However, the 2011-12 year saw a *significant* increase in API for the entire school (over and almost all subgroups. This increase can be attributed to the implementation of the Gomez and Gomez Dual Language Enrichment model that year and the school's renewed focus on supervision of instruction by the administrative team).

In 2012-13, NCS saw a stabilization of the API scores. While the scores did not increase that year, it must be noted that the stabilization of scores is a significant achievement, considering the revocation process the school went through that year. Under threat of revocation, many teachers (over 50%) took jobs at other schools. As a result, New City had to replace and train teachers new to our program – and some brand-new to teaching. Fortunately, NCS was able to weather that storm and stabilize the students' performance.

In 2013-14, we anticipated continued academic growth. However, our district and much of the state opted out of CSTs in order to pilot the newly adopted Smarter Balanced Assessment Consortium testing system. NCS is left without a subsequent CST from a year that saw the above described improvements, investment and support.

We look forward to the 2014-15 student assessment results, which will give our school a new baseline to which future growth can be compared.

Evidence: Objective Analysis conducted by Public Works, Inc.

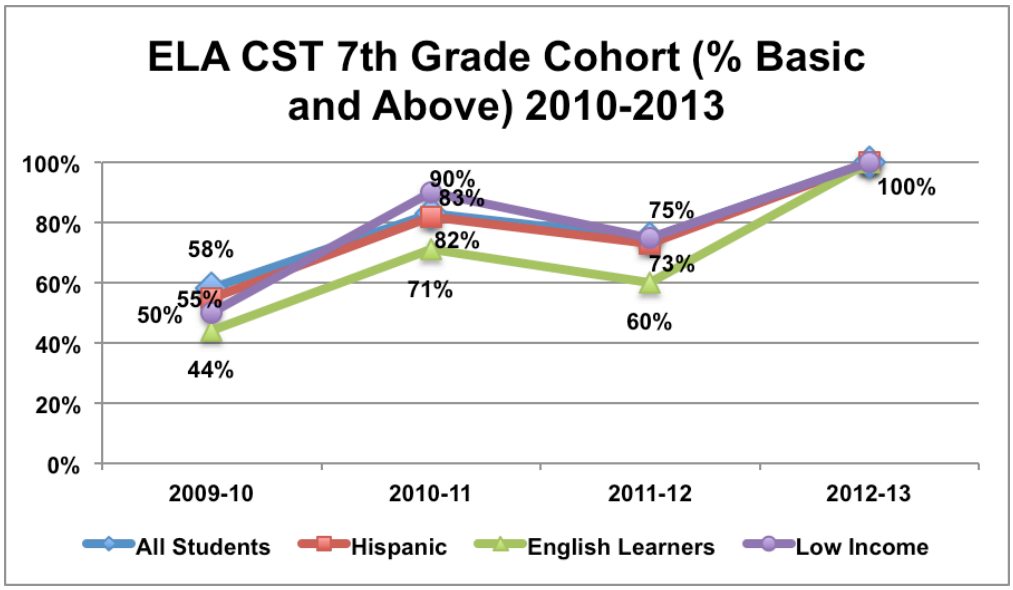
To ensure an objective yet focused analysis of the school's prior performance on the State tests, the New City School contracted with Public Works, Inc., an evaluation/assessment consulting firm, to look at student CST data over the past years. Public Works conducted two analyses, a descriptive analysis looking at how NCS students performed over time (as a whole and within subgroups) and a comparative analysis showing how NCS students compared to LBUSD students over time. (*Note: full reports are available upon request*)

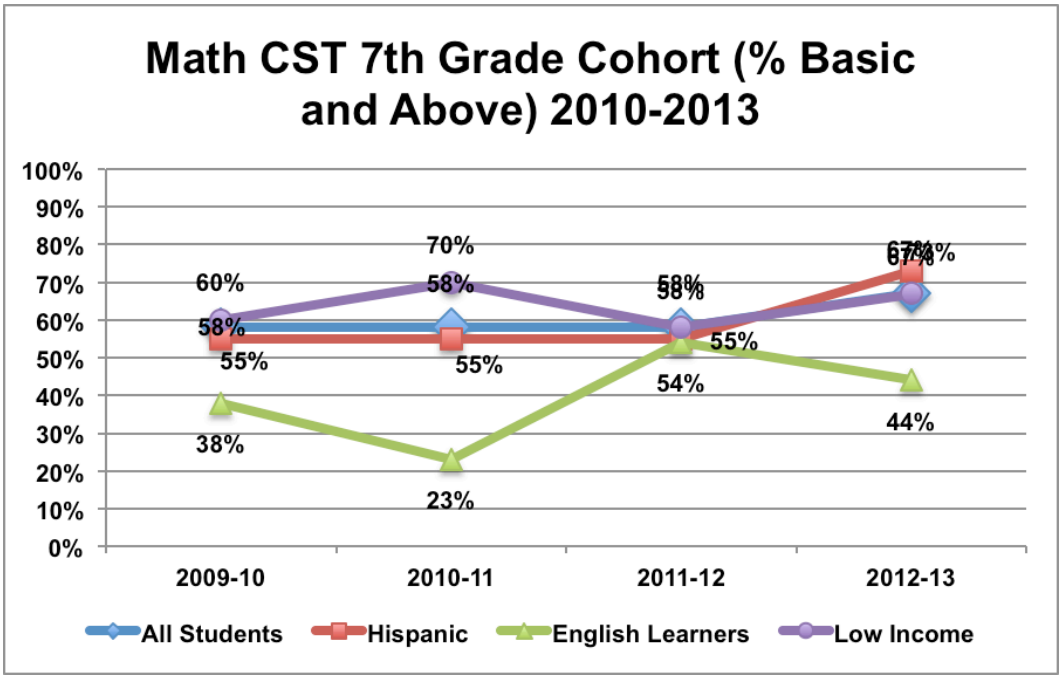
Descriptive Analysis

For the descriptive data analyses, the evaluation examined the longitudinal progress of two student cohorts. One was the group of 7th graders in 2012-13, which was followed backwards to 2009-10 (i.e., when they were 4th graders). The second cohort consisted of 5th graders in 2012-13, tracked backward to 2009-10 (i.e., when they were 2nd graders).

Results:

Overall. Cohort data for 7th grade student was positive; students who stayed at New Charter over time (i.e., grades 4-7) showed improvements in both ELA and Math CSTs. This was true for all in the 7th grade cohort as well as EL students. Data from the 5th grade cohort was mixed, with improvements in ELA but not Math CSTs (which can be attributed to the high turn over of staff going into the 2012-13 year). In addition, students showed large improvements from 3rd to 4th grade, potentially indicating a teacher effect.



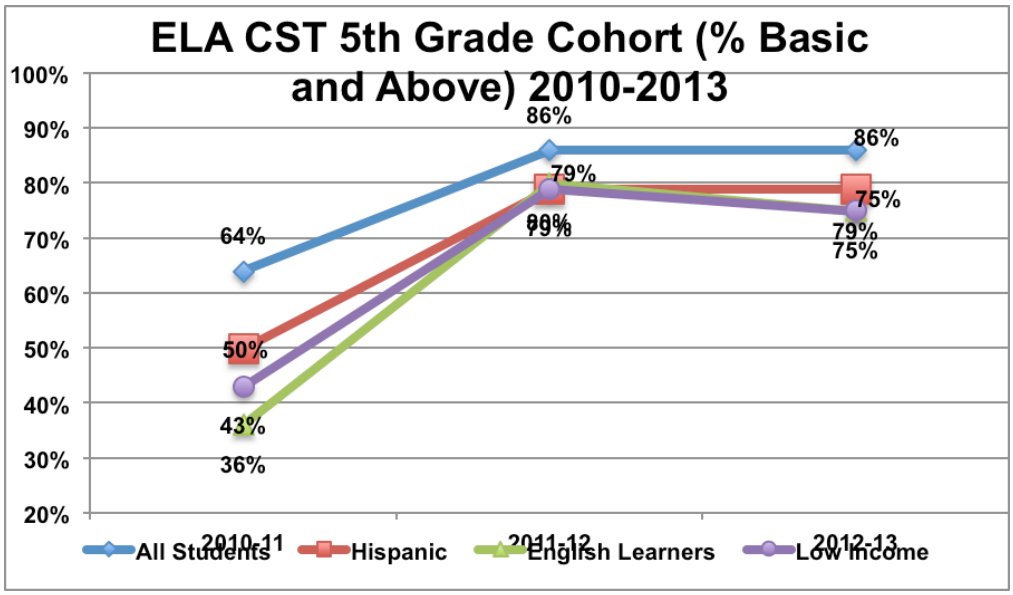


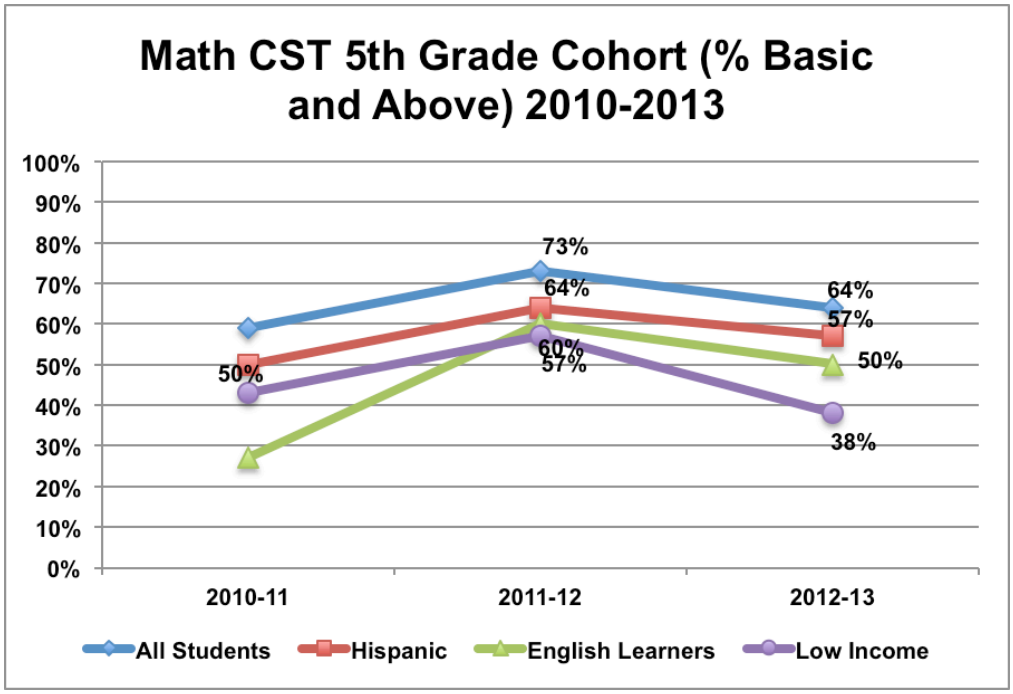
Hispanic Students. In the 7th grade cohort, the percentage of Hispanic students scoring Basic or higher increased 45% on the ELA CST and increased 18% on the Math CST from 4th to 7th grade. CST scores of Hispanic students in the 5th grade cohort improved 22% in ELA but declined 29% in Math.

English Learners. Among ELs in the 7th grade cohort, there was a 56% increase in the percentage scoring Basic or higher from 2009-10 to 2012-13. In addition, reclassified ELs from the 7th grade cohort scored as well as non-ELs on the ELA test. In Math, ELs in the 7th grade cohort improved 6% over the same time period. CST scores of EL students in the 5th grade cohort improved 25% in ELA but declined 30% in Math.

Low Income. The evaluation also looked at data for students from households eligible for the National School Lunch Program (NSLP), sometimes called "Free and Reduced Meals." In the 7th grade cohort, the percentage scoring Basic or higher increased 45% on the ELA CST and increased 7% on the Math CST from 4th to 7th grade. CST scores of low income students in the 5th grade cohort improved 22% in ELA but declined 31% in Math.

As mentioned previously, we do notice a decline with our 5th grade cohort scores in math overall across all subgroups. This can be attributed to the high rate of staff turnover going into the 2012-13 school year, which adversely impacted the 5th grade cohort. Since then, we have been able to retain our staff and we can surmise this will have a positive impact on student growth in the future years.


ELA CST 5th Grade Cohort (% Basic and Above) 2010-2013
100%
90%
80%
70%
60%
50%
40%
30%
20%
86%
86%
79%
75%
64%
79%
75%
50%
43%
36%
2010-11
2011-12
2012-13
All Students
Hispanic
English Learners
Low Income


Math CST 5th Grade Cohort (% Basic and Above) 2010-2013
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
64%
64%
57%
50%
60%
57%
50%
38%
2010-11
2011-12
2012-13
All Students
Hispanic
English Learners
Low Income

Comparative Analyses

For the comparative analyses, the evaluation employed a matching process to ensure that New City and LBUSD groups of students were virtually identical in terms of key student characteristics and then tracked longitudinal progress of both the 7th grade and 5th grade cohorts described above.

Results:

- NCS students in the 2012-13 7th grade cohort were more likely to score in the Basic or above proficiency bands in English Language Arts CST compared to LBUSD students in the same cohort on average. This result was statistically significant at the 0.05 level.
- NCS 7th graders showed significantly more growth compared to similar LBUSD students in Mathematics CST. NCS students improved their performance by moving up 18 percentile ranks from 5th grade, whereas comparison students improved by only three percentile points.
- The 2012-13 5th graders gained 13 percentile points over their performance in 3rd grade in English Language Arts CST, compared to the LBUSD students, who actually scored less well on average than they had in 3rd grade.
- NCS 5th graders also saw relatively more gain in Mathematics CST scores, though the difference between their improvement and that of the comparison students was not statistically significant

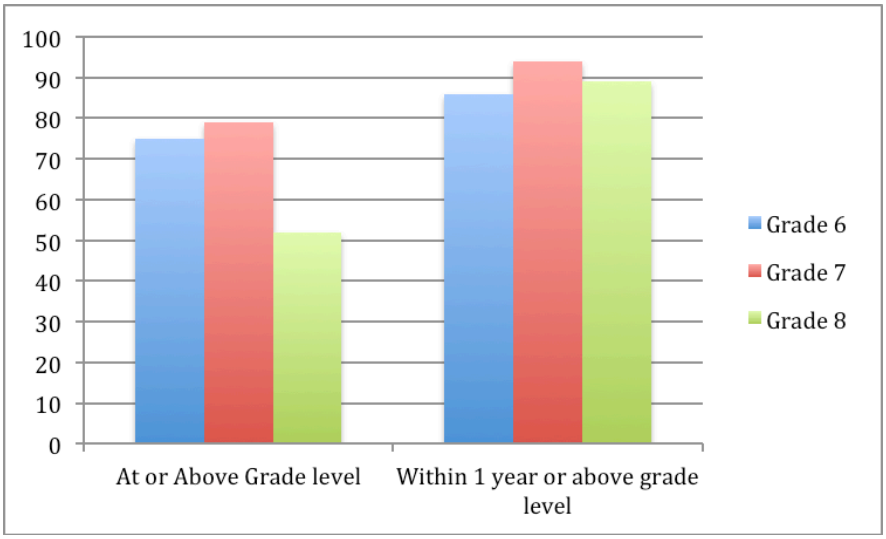
Additional Achievement Results

Avid and Proficient Middle School Readers

The NCS has noticed the positive effect of the above changes on its internal assessments. More specifically, this can be seen when looking at the school's Development Reading Assessment (DRA) results. The DRA is administered once a year to students in the Spring.

The DRA Scores from Spring 2014 for our middle school students are shown below:

Grade Level	At or Above Grade Level	Within 1 year of Grade Level	Within 1 year or above grade level
6	75%	11%	86%
7	79%	13%	94%
8	52%	37%	89%



Per the DRA, over 75% of 6th and 7th graders at NCS are reading ad or above grade level and 86% and above of all middle school students are close to grade level and above.

Evidence: CELDT Reclassification Rates

NCS is proud to say that in 2013-14 its EL reclassification rate jumped 3.35%, from 7.7% in 2012-13 to 11.05% in 2013-14. This increase is most likely due to the intensive Reading Intervention program that was implemented. Now that the ELD intervention program has been implemented, we anticipate this rate to continue to increase.

Evidence: 8th Grade Acceptance to Competitive Entry A-G Program

Since New City School's first graduating class of 8th grade students in 2006, students have been accepted to each of the comprehensive LBUSD high schools, notably competitive-entry specialized programs and a variety of small learning communities. These specialized programs include:

- California Academy of Math and Science (CAMS)
- Millikan PEACE
- Polytechnic CIC
- Renaissance High School of the Arts
- Wilson Distinguished Scholars
- Wilson Dual Immersion

NCS is proud to say that of the graduating 8th graders in Spring of 2014, 91% (20) were accepted into their high school of choice through the competitive entry

process in Long Beach Unified. *Note: The 9% (2) students not accepted were placed in Special Day classes due to their IEP restrictions.

From these programs, many students have gone on to four-year universities including UC Irvine, UC Davis, UCLA, UC Santa Cruz, CSU Long Beach, and CSU Dominguez Hills.

Evidence: Parent Participation

NCS is proud to say that, although we do not have required volunteer hours like many charter schools, we continue to have high parent participation.

In 2013-14 we had over 90% parent participation attending all trimester student-led conferences. In addition, we had 100% parent participation in all 3 trimester 8th grade committee presentations.

Choice: NCS as a Charter School Option for the Local Community

New City School is one of just two charter schools in all of Long Beach—our state's seventh most populated city – and Long Beach Unified School District – the state's third largest school district. Offering a program that serves students from transitional kindergarten through grade eight, New City School is the only Long Beach charter school serving elementary-age students.

Moreover, New City School provides a much-needed Spanish-English dual immersion program, adding to the Districts dual immersion schools.[2]

A significant percent of New City School's student population is made up of Latino and under-served families from the neighborhood in which it is located. Due to limits on income, time and transportation resources, a majority of these families would be excluded from the known advantages of a bilingual education were New City School no longer an option.

Research: NCS as a Study Site for Academic Research

New City School is emerging as a locale for educational researchers. In the past two years, the School served as the study site for the following doctoral dissertations:

- UCLA: Teaching and learning the language of science: A case study of academic language acquisition in a dual lingual middle schools

2 https://www.lbschools.net/Main_Offices/Curriculum/Areas/World_Language/dual_immersion.cfm

- UCLA: Using photovoice to identify contextually relevant elements of a Title I school health plan

Additionally, Dr. Jessica Pandya of CSU Long Beach is continuing her four-year study of student literacy through videography which began in 2012-13 with a cohort of 85 students in grades 3-5. The study, titled Children's Multimedia Production examines the development of English literacy in English learners through digital storytelling and is supported by a $150,000 grant from the Foundation for Child Development.

Impact: NCS' Positive Economic Impact on the Community

New City School is also an important piece of the revitalization of a business and residential corridor along which the school is located. The school employs 27 full-time and 24 part-time employees, a majority of whom are Long Beach residents. Additionally, the after school program as managed by Youth Policy Institute employs 13 staff members. As a significant employer in the local neighborhood, New City School brings income, stability, safety and young families to an otherwise transitioning section of the city.

Conclusion: Renew the NCS Charter

It is an exciting time to be a part of the public education system in the state and nation. With the adoption of the Common Core Standards and new assessment systems, schools in Long Beach and everywhere are focused on adjusting their instructional practices. For the New City School, the adoption of the Common Core is a validation of the work we have long been doing, focusing on critical thinking skills and problem solving, something the new standards now emphasize.

In addition to its alignment to the Common Core State Standards, the New City School has made many adjustments over the term of its recent charter to improve student achievement and its operational practices. These changes have yielded positive results and show promise for increased growth in the future (as described above).

Within this framework, we know that New City will thrive with the opportunity to demonstrate the capability of its students. We look forward to this opportunity in this new era of accountability, engaged in the "new" practices for teaching and learning, made possible through a 4th term of renewal for our charter.

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December 8, 2014

LBUSD Board Members
Superintendent Steinhauser
1515 Hughes Way
Long Beach, CA 90810

RE: Response to LBUSD District Resolution No. 120914-A

Honorable LBUSD Board Members and Superintendent Steinhauser:

The following is the New City Public Schools official response to LBUSD District Resolution No. 120914-A titled "Denying the Request for Renewal for the Charter School Petition for the New City School by the Board of Education of the Long Beach Unified School District."

Let it be known that the New City School has offered and requested multiple times from the District, at the beginning and throughout the process, the opportunity to have a good faith dialogue regarding any areas of concern that resulted from the LBUSD review of its charter petition, as has been done with the 2-prior renewals of the NCS charter. This opportunity was not granted by the authorizing District.

In addition, the New City School was provided with charter submission guidance that indicated the specific documents required from the District, which guided the contents of the school's submitted charter renewal petition.

The following narrative addresses the claims made in the District resolution recommending denial of the NCS renewal petition. For continuity, we refer to the specific points made by the District utilizing the same numbering system as in the resolution.

Please let me know if you have any questions regarding the response provided below.

Best wishes,

John Vargas, Executive Director

Enclosures: The Case for Renewal of the NCS Charter, NCS Renewal Budget & Cash Flows,
LOI from Clearinghouse CDFI

CC: NCPS Board of Directors
Michelle Lopez, Esq., YM&C

I. A. "NCS provided no documentation establishing that it meets any of these minimum statutory criteria for renewal, not did NCS make any effort to attempt to address this requirement for renewal."

On Friday, Dec. 5, 2014, prior to receipt of resolution No. 120914-A, the New City School submitted a document titled "The Case for Renewal of the NCS Charter" where the school provided a summary of the programmatic improvements it has recently made to improve student academic achievement. The document also provides alternative assessment data showing student growth for NCS students as well as an alternative analysis of the CST achievement test data showing that NCS does meet the minimum criteria for renewal. To facilitate the review of this data, this information is restated here.

NCS contends that, utilizing alternative performance measures, as well as cohort analysis of CST performance criteria, **that it meets the following criteria for charter renewal**:

> *Ed. Code § 47607(b)*
>
> *(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*
>
> *(B) The determination made pursuant to this paragraph shall be based upon all of the following:*
>
> > *(i) Documented and clear and convincing data.*
> > *(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.*
> > *(iii) Information submitted by the charter school.*
>
> *(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.*
>
> *(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.*

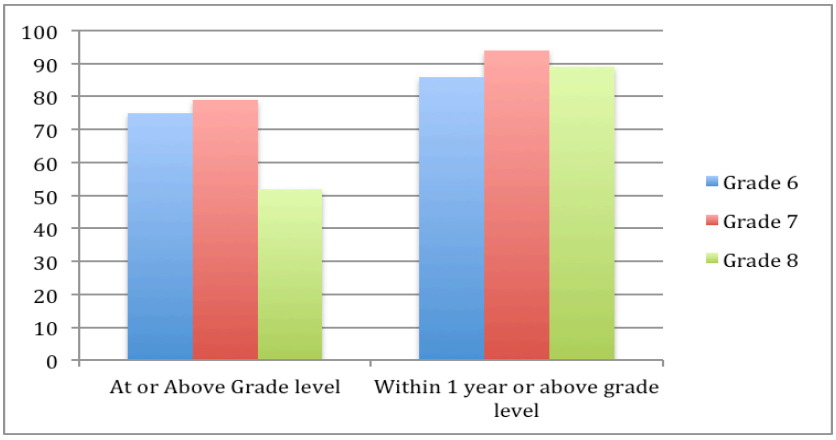
The following alternative assessment data and cohort analysis of CST scores is submitted as evidence of meeting the above criteria for renewal. We point out that the Education Code Section 47607(b)(4)(B) requires the District to consider this data before making its determination. As the District's resolution only narrowly considers API growth score data, the resolution is legally deficient in this regard.

Student Performance on Alternative Assessment in 2013-14

In 2013-14, the state opted out of the previous CST assessments in order to pilot the newly adopted Smarter Balanced Assessment Consortium testing system, with no student results provided from the pilot.

As an alternative measure, NCS submits data from its annual Developmental Reading Assessment (DRA), developed by Pearson Education, Inc., from the Spring 2014 DRA administration for our middle schools students:

Grade Level	At or Above Grade Level	Within 1 year of Grade Level	Within 1 year or above grade level
6	75%	11%	86%
7	79%	13%	94%
8	52%	37%	89%



As can be seen from the middle school data above, the majority of students are at grade level or above in Reading/ELA, which is a very high level of performance. This level achievement is attributed to the instructional practices provided to students throughout their time at NCS.

To show growth of students over time using the same assessment, NCS submits data from its annual Developmental Reading Assessment (DRA), developed by Pearson Education, Inc., showing evidence of student growth over time for that year (growth from 2012-13 to 2013-14).

The table below shows average student performance on the DRA for students in 2012-13 and in 2013-14. As can be seen, all grade levels (except grade 3 and 5) experienced an average increase in student performance from the prior year, with Kinder student showing the largest percentage gain from the prior year. Given that most teachers from these 2 years were retained, one could assume that this pattern of growth would continue in the out years.

	2012-13 Average Raw Score	2013-14 Average Raw Score	Change from prior year	% change from prior year
TK	N/A	1.2	N/A	N/A
K	2.1	4.2	2.1	100.00%
1	9.1	9.3	0.2	2.20%
2	17	19	2	11.76%
3	31.2	26	-5.2	-16.67%
4	35.4	37	1.6	4.52%
5	51.5	48	-3.5	-6.80%
6	58.2	62.2	4	6.87%
7	61.3	72.4	11.1	18.11%
8	70.5	74.7	4.2	5.96%

Cohort Analysis: NCS compared to LBUSD

To ensure an objective yet focused analysis of the school's prior performance on the State tests, the New City School contracted with Public Works, Inc., an evaluation/assessment consulting firm, to look at student CST data over the past years. The goal of the analysis was to track students by cohort over time, which can give a clearer picture of student growth over time, versus a simple comparison of CST results from year to year which does not necessarily take into account individual student growth over time. (*Note: full reports are available upon request*)

In order to determine whether NCS students performed significantly better or worse than would be expected to had they attended regular public LBUSD schools, Public Works matched the NCS cohorts to groups of similar students from other elementary and middle schools that NCS students would have otherwise attended and compared the two groups. To prepare for matching, first all students who lacked CST scores in either ELA or Mathematics were removed from the database. Students were also matched to take into account student demographics. Then, cohorts of students were defined as students who had remained in either NCS or a comparison school for at least three consecutive years, beginning in 2010-11. Thus, the 7th grade cohort was composed of students who were in 7th grade in 2012-13, 6th grade in 2011-12, and 5th grade in 2010-11.

Results:
(*taken directly from Public Works report provided to NCS – table numbers are same table numbers used in the original report*):

As shown in Table 7 below, the NCS students in the 2012-13 7th grade cohort were more likely to score in the Basic or above proficiency bands in ELA compared to LBUSD students in the same cohort on average. This result was statistically significant at the 0.05 level. In other indicators of performance, NCS 7th graders in 2012-13 were no worse than similar students district wide. When growth in test scores was examined, however, NCS 7th graders showed significantly more growth compared to similar LBUSD students in Mathematics (Table 9). NCS

students improved their performance by moving up 18 percentile ranks from 5th grade, whereas comparison students improved by only three percentile points.

Table 7: 2013 California Standards Test, 7th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	4	33%	30	38%
ELA Basic or above	12	100%*	58	73%
ELA Average Scaled Score	12	339	79	332
Math Proficient and Advanced	4	33%	16	24%
Math Basic or above	8	67%	44	66%
Math Average Scaled Score	12	326	67	318

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 8: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
12	36th	46th	+10	84	41st	46th	+5

Source.—Authors' calculations using data from the Long Beach Unfied School District.

Table 9: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
11	24th	42nd	+18*	145	52nd	55th	+3

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

The 2012-13 5th grade cohort also did no worse than LBUSD students on average, except in the proportion of proficient and advanced students in Mathematics (Table 10). In terms of percentile rank improvement, the 2012-13 5th graders gained 13 percentile points over their performance in third grade, compared to the LBUSD students, who actually scored less well on average than they had in third grade in English Language Arts. NCC 5th graders also saw relatively more gain in Mathematics scores, though the difference between their improvement and that of the comparison students was not statistically significant (Tables 11 & 12).

Table 10: 2013 California Standards Test, 5th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	11	52%	71	51%
ELA Basic or above	18	86%	116	83%
ELA Average Scaled Score	21	359	140	351
Math Proficient and Advanced	4	19%	45	45%*
Math Basic or above	14	67%	71	71%
Math Average Scaled Score	21	316	99	338

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 11: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
21	43rd	56th	+13***	156	60th	58th	-2

Source.—Authors' calculations using data from the Long Beach Unfied School District.
***$p \leq .001$

Table 12: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
21	29th	36th	+7	111	41st	44th	+3

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Thus, NCS meets the charter renewal criteria pursuant to Education Code Section 47607(b)(4), and should be granted another five-year renewal term.

I. B. The Charter Schools Act of 1992 specifically requires that the District consider increases in pupil academic achievement for all groups of pupils served by NCS as "the most important factor" in deciding whether to grant the requested renewal of NCS's Charter. As established by the lack of academic achievement information provided by NCS with its Charter renewal request and from the information obtained by the District from the CDE website and CCSA, NCS has not had substantial academic growth either schoolwide or for all groups served by NCS, and the academic achievement of English Learners has actually been negative rather than positive during the current Charter term.

On Friday, Dec. 5, 2014, prior to receipt of resolution No. 120914-A, the New City School submitted a document titled "The Case for Renewal of the NCS Charter" where the school provided a summary of the programmatic improvements it has recently made to improve student academic achievement. The document also provides information regarding a longitudinal study

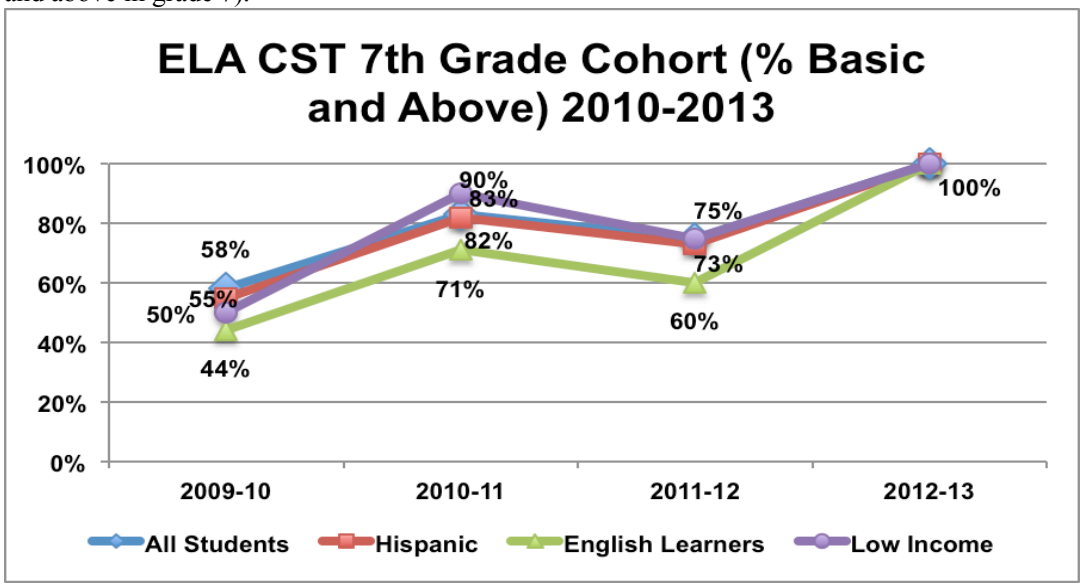
conducted by Public Works, Inc. where CST results of NCS cohort groups were analyzed to see the true growth over time of those subgroups.

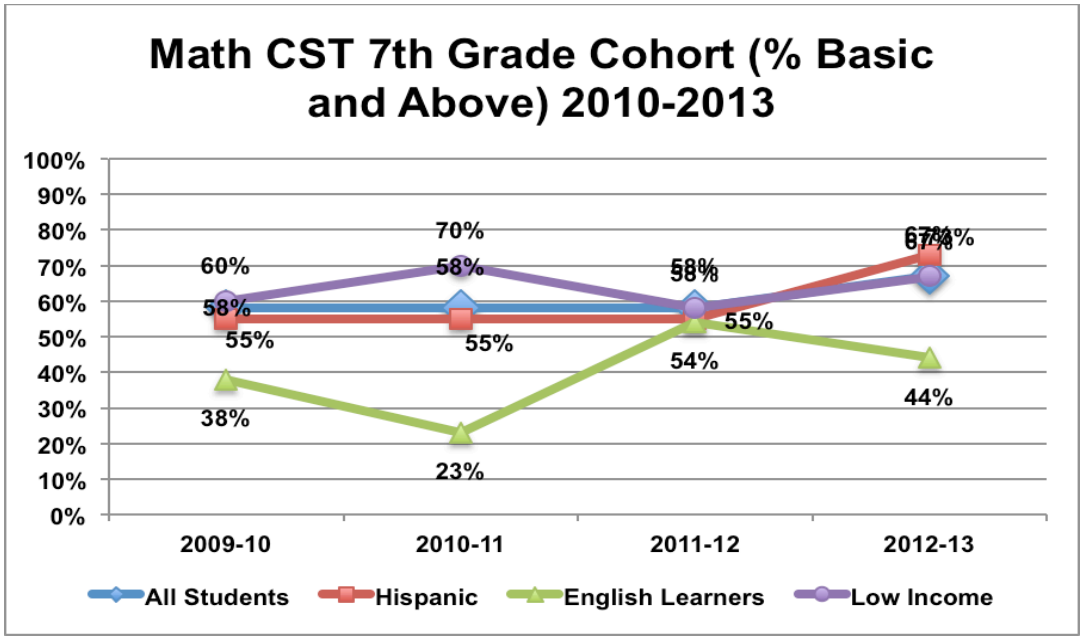
As a result of that analysis, NCS contends that the academic performance of its subgroup cohorts has indeed increased over time. Contrary to the District's limited and narrow analysis of NCS's API data, NCS's analysis provides a comprehensive review of subgroup data over time based on CST results. In accordance with Education Code Section 47607(a)(3)(A), LBUSD must consider NCS's subgroup data as **the most important factor** in its decision to grant a charter renewal. Thus, as NCS's subgroups have demonstrated increased academic achievement, NCS should be granted its charter renewal.

Cohort Analysis: NCS Subgroups

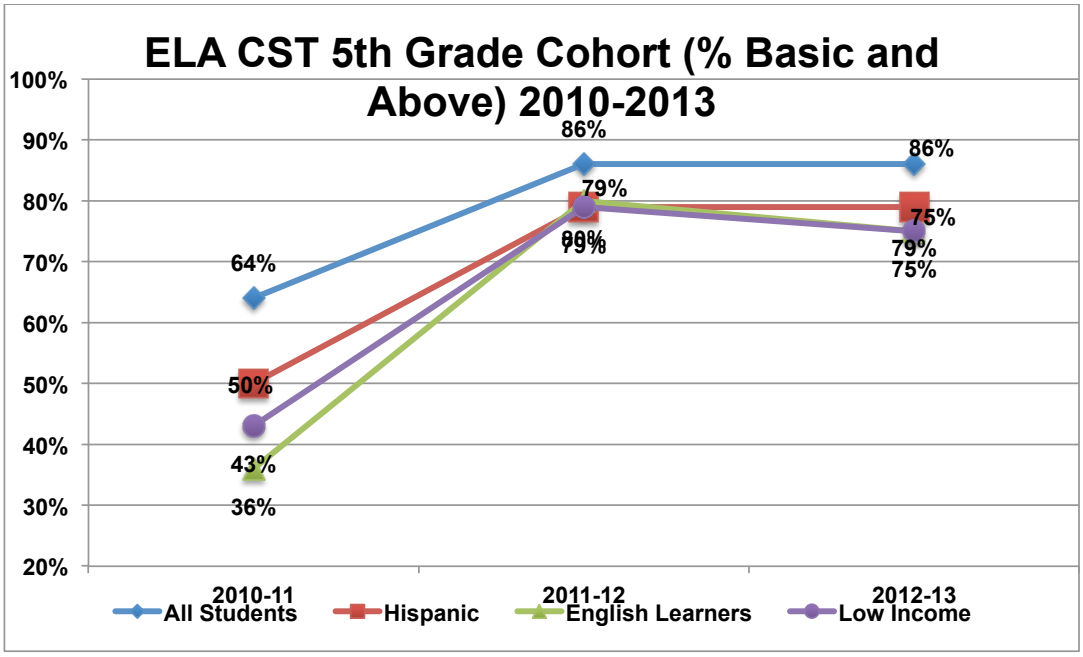
As with its previous analysis, Public Works, Inc. also conducted a cohort analysis of the NCS subgroups. It also looked at cohorts from 7th grade and 5th grade and analyzed scores for those students who had been with the school and had assessment data available for the past 4 years.

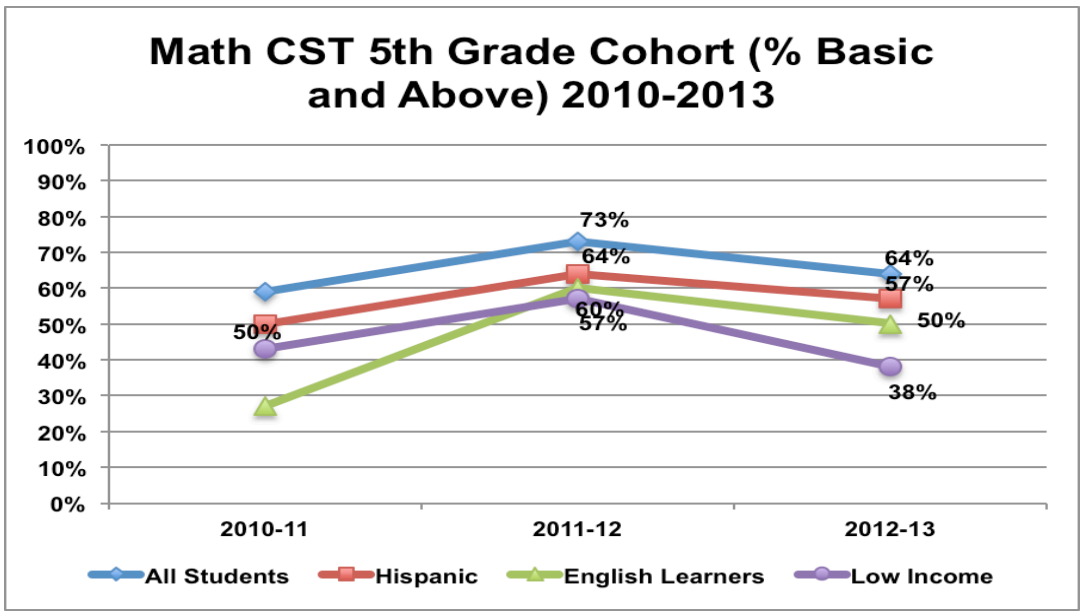
Results:
Overall
For the 7th grade cohort overall, the data shows positive growth. Students who stayed at NCS since 4th grade showed improvements both in ELA (from 58% basic and above in grade 4 to 100% basic and above in grade 7) and Math (from 58% basic and above in grade 4 to 67% basic and above in grade 7).





For the 5th grade cohort, ELA results were positive as well (67% basic and above in grade 2 to 86% basic and above in grade 5). Math results were mixed, showing a growth from 3rd to 5th grade (59% in grade 3 to 64% in grade 5) but an overall drop, if taking into account 2nd grade (100% in grade 2 to 64% in grade 5).





Subgroups

NCS currently has three numerically significant student subgroups. Pursuant to Education Code Section 47607(a)(3)(A), evidence of the subgroups' increases in academic achievement, as demonstrated below, must be considered by LBUSD as **the most important factor** in determining whether to grant NCS' charter renewal. Note that the law requires LBUSD to weigh this evidence of how and to what extent NCS has increased academic achievement over time against the evidence of other alleged deficiencies noted by LBUSD staff in the resolution. The resolution does not meet this legal requirement.

Hispanic: In the 7th grade cohort, the percentage of Hispanic students scoring Basic or higher increased 45% on the ELA CST and increased 18% on the Math CST from 2009-10 to 2012-13. CST scores of Hispanic students in the 5th grade cohort improved 22% in ELA from 2009-10 to 2012-13 but declined 29% in Math during the same time period.

English Learners: Among ELs in the 7th grade cohort, there was a 56% increase in the percentage scoring Basic or higher from 2009-10 to 2012-13. In addition, reclassified ELs from the 7th grade cohort scored as well as non-ELs on the ELA test. In Math, ELs in the 7th grade cohort improved 6% over the same time period. CST scores of EL students in the 5th grade cohort improved 25% in ELA from 2009-10 to 2012-13 but declined 30% in Math during same time period. *However, if one looks at the time period of the current charter term, one sees that an increase of 4% from 2010-11 to 2012-13 in Math for ELs.*

Low Income: The evaluation also looked at data for students from households eligible for the National School Lunch Program (NSLP), sometimes called "Free and Reduced Meals." In the 7th

grade cohort, the percentage scoring Basic or higher increased 45% on the ELA CST and increased 7% on the Math CST from 2009-10 to 2012-13. CST scores of low income students in the 5th grade cohort improved 22% in ELA from 2009-10 to 2012-13 but declined 31% in Math during the same period.

Based on the above results, overall we see substantive increases in student achievement for students in the 7th and 5th grade cohorts both overall and within their respective subgroups, except for the 5th grade Math. This is an area of focus for the school and we have taken multiple measures to improve this in the future (e.g. hiring of credentialed Math intervention teacher beginning 2014-15).

Thus, as NCS's subgroups have demonstrated increased academic achievement, LBUSD must grant NCS another five-year charter renewal term.

I. B. 1. "NCS met its API Growth Targets either schoolwide or for its numerically significant subgroups only in 2011-12."

NCS draws attention to the above observation by the LBUSD staff. This significant increase in API for the entire school and subgroups can be attributed to the implementation of the Gomez and Gomez Dual Language Enrichment model that year and the school's renewed focus on supervision of instruction by the administrative team.

In 2012-13, NCS saw a semi-stabilization of the API scores. While the scores did not increase that year, it must be noted that the stabilization of scores is a significant achievement, considering the attempted revocation process initiated by LBUSD earlier that year adversely affected the learning environment. Under threat of revocation, many teachers (over 50%) took jobs at other schools. As a result, New City had to replace and train almost an entire teaching staff new to our program – and some completely brand-new to teaching. Fortunately, NCS was able to weather that storm and stabilize the students' performance. In 2012-13, we anticipated continued academic growth in the following year. However, due to the Smarter Balanced pilot year and the state suspending API in 2013-14, this growth was not able to be displayed due to the absence of 2013-14 API data.

The school looks forward to the 2014-15 student assessment results, which will give our school a new baseline to which future growth can be compared.

I. B. 5. "While according to the 3 Year Average report NCS has overall had some modest growth during this period (based on a single year of growth and two years of achievement losses) when compared to the 2009-2010 base year preceding the current Charter term, the growth is clearly limited schoolwide, and has actually been negative overall for English Learners (a primary student target population for NCS) during this term…"

As analyzed by LBUSD staff, the overall trend for all significant subgroups of NCS has been positive growth since the base year of its current renewal term.

It is important to note that this growth has been realized with only 3 years of assessment data in the current term, in addition to having been achieved despite the experience of a traumatic attempted revocation process in the 2012 year.

Despite those circumstances, the school was able to achieve a positive trend of growth overall and has made additional adjustments to ensure this trend continues in the future, especially for the English Learners subgroup.

I. B. 6. "The 2013 NCS API Achievement Gap between White students and the historically disadvantaged student groups of Hispanic or Latino, Black or African-American, and Socioeconomically Disadvantaged students is very large, and is significantly larger than the California average API Achievement Gap for the same subgroups…"

NCS recognizes that an achievement gap between white students and the subgroups identified exists and NCS has outlined the steps it is taking to ensure this gap is reduced in the future years in both its renewal charter and "The Case for Renewal of the NCS Charter" document submitted to the District.

Many schools face a similar achievement gap. This gap also exists within the Long Beach Unified School District, and that those achievement gaps are higher than the state average.

LBUSD achievement Gap (using 2013 API)

Groups	NCS 2013 API Achievement Gap Compared to White Subgroup	California 2013 Average API Achievement Gap Compared to White Subgroup
Hispanic or Latino	130 (883 – 753 = 130)	109
Black or African-American	154 (883 – 729 = 154)	145
Socioeconomically Disadvantaged	135 (883 – 748= 135)	110

Like LBUSD, the New City School is working fervently to address the achievement gap and has implemented additional adjustments to its program to ensure this gap is reduced. This year, the school added a certificated Math intervention teacher and is in its second year of having a certificated Reading intervention teacher. In addition, the school has added a full-time counselor and Behavior Support Specialist this year to address the socio-emotional needs of these students. Similarly, the school has expanded its before and after school program offerings as well as added a family literacy program through an After School Education and Safety grant and a 21st Century Community Learning Center grant. The school has also recently sent 4 staff members to a English Language Development training at LACOE and has implemented a strategic ELD intervention tutoring program during and after school. *(details of these improvements are outlined in "The Case for Renewal of the NCS Charter")*

I. B. 7. NCS has persistently been less successful than other public schools serving similar demographics of students statewide, as evidenced by its Similar Schools Ranking of 1. NCS is also performing at a level far below the other elementary and middle schools in the District,

with an average API of 156 points less than the District average for all schools grades Kindergarten through 8th, with by far the lowest scores compared to the other schools in Long Beach serving K-8 students. NCS's proficiency rates in English language arts and mathematics are approximately half the District average.

The school points out the Public Works cohort study that shows that the NCS cohorts analyzed performed no worse than the LBUSD comparison cohorts.

I. B. 8. While NCS is a dual-immersion program with 41% English Learner students, the English Learner students have actually had an overall negative achievement growth during the current Charter term from the 2010 base year.

The school has taken significant steps to ensure that future academic performance grows positively. As stated in "The Case for Renewal of the NCS Charter", the school has adopted an intensive ELD intervention program, with tutoring during and after school. In addition, the school's ELD improvement plan, approved by the CDE, includes intensive ELD professional development. Most recently, the school sent 4 teachers to ELD training at LACOE and monies are set aside for this professional development to continue into the future. Similarly, the NCS Charter contains a specific plan to support English Learners that will help identify, support, and reclassify English Learning in an efficient and effective manner.

II. A. The above-described concerns regarding the unsoundness of the educational program, specifically the failure during the current term to meet any of the minimum mandatory criteria for renewal as required by Education Code Section 47607(b), including a complete failure to submit any documentation or even narrative description of an argument that NCS complied with this statutory prerequisite and requirement to renewal, and the overall lack of adequate increases in pupil academic achievement for all groups of pupils served by NCS demonstrate that the proposed Charter program will be academically unsuccessful. The lack to date of adequate increases in pupil academic achievement for all groups served by NCS further establishes that the program set forth in the Charter Petition will not be successfully implemented.

The school provided to the District "
The Case for Renewal of the NCS Charter" on Friday, December 5, 2014 via email to the Board Members and District. That document is attached to this response for reference.

Refer to the above evidence of increases in pupil academic achievement.

II. B. 1. The Charter Schools Act of 1992 requires NCS to submit financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation (or in the case of NCS, of renewal). NCS's failure to include several of these required documents with the renewal request is inexplicable and causes the NCS renewal Charter to be fundamentally flawed, as it is both a statutorily required component of a request for renewal and fundamental to any assessment of

the ongoing viability of the school. More specifically, the budgetary documents do not include a narrative or list of assumptions/rates. The petitioners also failed to include a Multi-Year Cashflow.

As stated in an email to the District on December 6, 2014,

> "Dear Superintendent Steinhauser and Board Members (via Leticia Rodriguez),
>
> I am writing regarding the District's resolution on the New City School's renewal, more specifically the school's fiscal budget.
>
> The school submitted the requested detailed 5-year budget, as per the District's guidance provided by James Suarez to the New City School on August 30, 2014.
>
> Since a 5-year budget was the only item stated to be required (per the the District's charter guidance), and since New City as regularly provided multi-year budget and cash flows as part of its operating responsibilities, it was anticipated that District staff would request additional documentation from New City staff should it be required during review of the petition, which it did not.
>
> As a result, I am providing the District with the original excel version of the New City School's Renewal Budget which remains unchanged, which was created by NCS Back-office provider, EdTec, in collaboration with the New City School Executive Director, John Vargas.
>
> The attached document includes a 5-year detailed budget, expense and personnel detail budget tabs, and multi-year cash flows, which demonstrate the school's ability to meet its financial obligations in the current 2014-15 year and during the full renewal term. While the excel budget includes budget notes, I am including additional notes to help facilitate review of the attached budget."

The documents that were submitted via email are attached as reference.

II. B. 2. "As part of its oversight responsibilities, the District reviewed the Profit And Loss Statement of the prior year Unaudited Actuals, as the District currently has not received NCS' 2013-2014 Audit report. Notably, this document fails to mention the status of the various loans incurred by NCS. More specifically, the District is aware that NCS and/or its parent organization have the following indebtedness…"

Audit Report - The statement that the District has not yet received the 2013-14 Audit Report is misleading and makes it appear that the school is intentionally not providing the report to the District. The school notes that it regularly submits to the District on a monthly basis financial statements, which include a balance sheet that details the status of all loans payable. This allows the District to maintain its oversight responsibilities on a regular basis and allows the District to have a clear accounting of the most up to date status of any loans.

The 2013-14 final audit report has not been made available to the school. A *draft* of the 2013-14 audit is available but is undergoing revision. A copy of the draft can be forwarded to the District, if necessary. It is expected that the final audit report will be ready for submittal to the State and District by the end of this week and will be forwarded upon receipt by the school.

Refinancing of LIIF Loan - At the time of the petition's submission, the school informed the District it is actively pursuing a consolidation of its debt and refinance of the current property loan.

On Friday, December 5, 2014, the school received a Letter of Intent from Clearinghouse CDFI, expressing interest in our loan refinance request after having reviewed our most recent financial statements. While the letter is not a formal loan agreement, it does express the likelihood that the school would be able to refinance the property should the school's charter be renewed.

This LOI from Clearinghouse CDFI is attached to this response, as reference.

It must also be noted that the school has continued to make timely loan payments to all lenders.

New City School
5-Year Detailed Budget

Budget Notes

General Notes

The school's 5-year detailed budget was produced by the school's back-office provider, EdTec, the preeminent charter school back-office provider in the state. The school's Executive Director and the schools EdTec account manager, Kristin Dietz, reviewed all assumptions for current and out years to ensure there accuracy.

Current year budgeted amounts (based on prior year actuals) for revenues and expenditures were used as a base line in providing budget estimates for the out years.

Due to the renewal nature of the charter, there are zero "1st year" related start-up costs associated with the school's first year of renewal (2015-16).

Enrollment projections are indicated on the Multi-Year budget (top) are based off of current year actuals in 2014-15 and estimated projections for the out years, which are reasonable assumptions given the schools past enrollment patterns.

Revenues

All State LCFF related revenue estimates (EPA and LCFF) were generated using the FCMAT calculator and student enrollment estimates for the out years.

All Federal and State Funds were estimated using prior year rates and 2014-15 preliminary funding awards in addition to current year/prior year enrollment ratios. As has been in the past, this methodology has proven to be fairly accurate.

Additional revenue notes are provided on the multi-year budget.

Expenses

Personnel
Personnel expenses (Object code 1000-1999) are based off of 2014-15 personnel staffing ratios and actual rates, with a 2% COLA increase in the out years.

Provided in the budget is the 2014-15 Personnel Master list that list all positions and rates. Out year staffing levels assume consistent staffing levels compared to 2014-15 base year.

Employee Benefits
STRS, PERS, OASDI, Medicare and SUI are calculated using respective program participation rates (e.g. Medicare at 1.45%).

STRS contribution rates are budgeted to increase in out years per projected rate increases (10.73% in 15-16, 12.58% in 16-17, etc.).

Worker's Compensation is calculated at 2% salary rate.

Health and Welfare benefits are estimated to have a 10% COLA increase in out years.

Additional Expenses
Expenses in Object codes 4000-5999 are outlined in expense details tab.
To account for the out year expenses in these line items, we used 2014-15 budgeted rates as our base year and adjusted for any additional expenses foreseen in the future (most remain constant).

The Expense details sheet has additional budget notes for each line item.

Cash Flows
Cash Flows for 5 years are provided. Per the provided cash flows, the school does not anticipate borrowing additional funds to meet its cash demands.

NCPS Charter Renewal 5-Year Budget.xlsx

	A	B	C	D	E	I	J	K	L	M	N	O
1	New City Public School					98,978	625,627	717,862	598,631	444,418	366,269	
2	MULTI-YEAR PRO FORMA					217,846	744,495	836,730	717,499	563,286	485,137	
3	Updated 9/16/14											
4												
5							Year 1	Year 2	Year 3	Year 4	Year 5	
6	Blue = hard coded - data entry/change OK					FY2014-2015 Pro Forma	FY2015-2016 Pro Forma	FY2016-2017 Pro Forma	FY2017-2018 Pro Forma	FY2018-2019 Pro Forma	FY2019-2020 Pro Forma	Comments
7												
8				ADA - K-3		224.20	239.40	234.65	235.60	224.20	211.85	
9				ADA - 4-6		125.40	119.70	123.50	108.30	120.65	130.15	
10				ADA - 7-8		49.40	55.10	57.00	66.50	65.55	56.05	
11				ADA - 9-12		-	-	-	-	-	-	
12				Total ADA		399.00	414.20	415.15	410.40	410.40	398.05	
13				ADA %		95%	95%	95%	95%	95%	95%	
14	REVENUES				Total Enrollment	420.00	436.00	437.00	432.00	432.00	419.00	
15	*Revenue Limit*		New									
16		Old	New									
17	LCFF	8015	8011	GP entitlement								*Part of LCFF beginning FY14-15*
18	LCFF	8012	8012	EPA		451,471	382,450	383,327	378,941	378,941	367,538	*Part of LCFF beginning FY14-15*
19	LCFF	8xxx	8011	LCFF		2,356,150	2,814,988	2,969,924	2,935,943	2,935,943	2,847,593	*Part of LCFF beginning FY14-15*
20	LCFF	8011	n/a	Supplemental Hours								*Part of LCFF beginning FY14-15*
21	LCFF	8434	n/a	Class size reduction								*Part of LCFF beginning FY14-15*
22	LCFF	8480	n/a	Categorical Blk Grant								*Part of LCFF beginning FY14-15*
23	LCFF	8480	n/a	EIA								*Part of LCFF beginning FY14-15*
24		8019	8019	GP - PY Adjustment		-	-	-	-	-	-	
25		8096	8096	In Lieu Property Taxes		391,104	398,357	399,271	394,702	394,702	382,825	
26												
27				Total Revenue Limit		3,198,725	3,595,795	3,752,522	3,709,586	3,709,586	3,597,955	
28				*% of Revenue*		*78.5%*	*79.4%*	*80.1%*	*82.2%*	*82.3%*	*82.2%*	
29	*Federal*											
31		8220	8220	Child Nutrition - Federal		176,542	186,932	191,108	192,700	196,554	194,452	*See NSLP tab, future years based on PY ADA*
32		8291	8291	Title I		141,996	140,035	133,338	125,222	118,961	109,612	*Est. per PY Rate per ADA*
33		8292	8292	Title II - Teacher Quality		6,384	5,964	5,380	4,787	4,308	3,761	*Est. per PY Rate per ADA*
34		8293	8293	Title III - LEP		14,337	14,883	14,917	14,747	14,747	14,303	*Est. per PY Rate per ADA*
36		8290	8299	Other Federal		-	-	-	-	-	-	
37												
38				Total Federal		339,259	347,815	344,745	337,456	334,570	322,128	
39				*% of Revenue*		*8.3%*	*7.7%*	*7.4%*	*7.5%*	*7.4%*	*7.4%*	
40	*State*											
42		8520	8520	Child Nutrition - State		12,302	13,026	13,317	13,428	13,697	13,550	
43		8545	8545	SB740		299,250	310,650	311,363	307,800	307,800	298,538	*Base only on LBB prop - Pine has no students in FY12-*
44		8560	8560	Lottery - Non Prop 20		51,937	51,072	53,018	53,139	52,531	52,531	*Est. Rate per CDE (per PY ADA)*
45		8560	8560	Lottery - Prop 20		13,796	11,970	12,426	12,455	12,312	12,312	*Est. Rate per CDE (per PY ADA)*
46		8580	8593	ASES		117,500	117,500	117,500	-	-	-	*Fixed grant - Year 1 of 3 in FY13-14*
47		8590	8590	Other State/PY Adj		5,620	5,620	5,620	5,620	5,620	5,620	*Add Mandate block grant - NEW FY12-13; Common C*
48												
49				Total State		500,405	509,838	513,243	392,442	391,960	382,551	
50				*% of Revenue*		*12.3%*	*11.3%*	*11.0%*	*8.7%*	*8.7%*	*8.7%*	
51	*Local*											
52		8634	8634	Student lunch revenues		7,500	7,786	7,804	7,714	7,714	7,482	*See NSLP tab, future years based on PY ADA*
53		8639	8673	Child Care		-	-	-	-	-	-	*Shrink program effective FY13-14*
54		8660	8660	Interest		10	10	10	10	10	10	
55		8690	8802	Grants, donations		15,000	25,000	25,000	25,000	25,000	25,000	
56		8696/7	8803	Fundraising		10,000	25,000	25,000	25,000	25,000	25,000	
57		8699	8690	Other local, including PY Adjustments		1,500	15,000	15,000	15,000	15,000	15,000	
59				Total Local		34,010	72,796	72,814	72,724	72,724	72,492	

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60				*% of Revenue*		*0.8%*	*1.6%*	*1.6%*	*1.6%*	*1.6%*	*1.7%*	
61												
62				**TOTAL REVENUES**		**4,072,399**	**4,526,244**	**4,683,323**	**4,512,209**	**4,508,841**	**4,375,127**	
63												
64	**EXPENSES**											
65	***Certificated Salaries***											
66		1110	**1100**	Teachers		978,957	1,036,576	1,059,732	1,068,559	1,089,930	1,078,274	
67		1115	**1101**	Teachers' Stipends								
68		1160	**1103**	Substitutes		24,000	24,000	24,000	24,000	24,000	24,000	*Per Actual YTD 9/30 - all others contracted*
69		1200	**n/a**	Certificated Pupil Support Salaries		-	-	-	-	-	-	*ASES contracted stipends*
70		1300	**1300**	Certificated Admin		146,239	154,847	158,306	159,624	162,817	161,076	
71		1305	**1400**	Certificated Admin - Bonuses		-						
72												
73				**Total Certificated**		**1,149,196**	**1,215,422**	**1,242,038**	**1,252,184**	**1,276,747**	**1,263,350**	
74				*% of Total Expenses*		*29.8%*	*32.1%*	*32.3%*	*33.0%*	*32.4%*	*32.5%*	
75	***Classified Salaries***											
76		2100	**2100**	Instructional aides		230,461	244,025	249,477	251,555	256,586	253,842	
77		2200	**2930**	Classified Support Salaries (Maint, food) - FT		73,226	77,536	79,268	79,928	81,527	80,655	
78		2201	**2930**	Classified Support Salaries (Maint, food) - PT		54,979	58,215	59,515	60,011	61,211	60,557	
79		2300	**2300**	Classified Administrator		95,000	100,591	102,839	103,695	105,769	104,638	
80		2301	**2600**	Classified Admin Bonus		9,500	-	-	-	-	-	
81		2400	**2400**	Clerical, Technical, Etc. - FT		70,859	75,030	76,706	77,345	78,892	78,048	
82		2401	**2400**	Clerical, Technical, Etc. - PT		33,600	35,578	36,372	36,675	37,409	37,009	
83		2900	**2900**	Other Classified (noon & yard support)								
84												
85				**Total Classified**		**567,625**	**590,975**	**604,177**	**609,209**	**621,393**	**614,748**	
86				*% of Total Expenses*		*14.7%*	*15.6%*	*15.7%*	*16.1%*	*15.7%*	*15.8%*	
87	***Employee Benefits***											
88		3100	**3100**	STRS		102,049	130,415	156,248	180,690	207,854	205,673	*Rates per FY14-15 State Approved Budget 06/14*
89		3200	**3200**	PERS		66,815	69,564	71,118	71,710	73,144	72,362	
91		3300	**3300**	OASDI		35,148	36,594	37,411	37,723	38,477	38,066	
92		3330	**3300**	Medicare		24,894	26,193	26,770	26,990	27,523	27,232	
93		3400	**3400**	H&W (Medical, Dental, Vision)		138,868	160,725	180,694	200,398	224,790	244,658	*Est 10% increase*
94		3500	**3500**	SUI		27,641	29,083	29,724	29,968	30,560	30,237	*Est 1.61% of salary*
95		3600	**3600**	Worker's Comp		30,000	36,128	36,924	37,228	37,963	37,562	*Est. 2.% of salary*
97				**Total Benefits**		**425,414**	**488,701**	**538,890**	**584,707**	**640,312**	**655,790**	
98				*% of Total Expenses*		*11.0%*	*12.9%*	*14.0%*	*15.4%*	*16.2%*	*16.9%*	
99												
100				***Total Personnel Costs***		**2,142,236**	**2,295,097**	**2,385,105**	**2,446,100**	**2,538,452**	**2,533,888**	
101				*% of Total Expenses*		*55.6%*	*60.7%*	*62.0%*	*64.5%*	*64.3%*	*65.1%*	
102												
103	***Books & Supplies***											
104		4100	**4100**	Textbooks		20,485	25,000	25,000	25,000	75,000	25,000	
105		4200	**4200**	Other Books		9,800	9,800	9,800	9,800	9,800	9,800	
106		4300	**4325**	Instructional materials		26,700	27,660	27,720	27,420	27,420	26,640	
107		4310	**4330**	General supplies (Office, Custodial, etc.)		27,930	26,467	26,500	26,334	26,334	25,902	
108		4350	**5877**	Student activities - incl Field Trips		24,200	25,543	25,579	25,401	25,401	24,937	
109		4400	**4400**	Non-capital equipment		88,017	14,500	14,500	14,500	14,500	14,500	
110		4700	**4700**	Food Supplies		196,344	207,744	212,229	213,843	217,965	215,485	
111		4800	**5839**	Fundraising expense		3,600	3,600	3,600	3,600	3,600	3,600	
112												
113				**Total Books & Supplies**		**397,076**	**340,315**	**344,929**	**345,898**	**400,020**	**345,864**	
114				*% of Total Expenses*		*10.3%*	*9.0%*	*9.0%*	*9.1%*	*10.1%*	*8.9%*	
115	***Other Operating***											

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116		5200	**5200**	Travel and Conferences		8,400	8,400	8,400	8,400	8,400	8,400	
117		5210	**5863**	Training & Development		16,225	12,000	12,000	12,000	12,000	12,000	
118		5300	**5300**	Dues and Memberships		16,105	16,232	16,241	16,195	16,195	16,075	
119		5400	**5400**	Insurance		59,040	61,917	64,938	68,110	71,440	74,937	
120		5500	**5500**	Operations and Housekeeping		34,620	35,210	35,813	36,427	37,053	37,692	
121		5501	**5510**	Utilities		66,000	66,120	66,242	66,367	66,495	66,624	
122		5600	**5610**	Rents & Leases - Buildings		588,073	475,260	475,260	475,260	475,260	475,260	
123		5601	**5615**	Building Repairs & Maintenance		64,053	14,053	14,053	14,053	14,053	14,053	
124		5602	**5610**	Other Space Rental		1,250	1,250	1,250	1,250	1,250	1,250	
125		5605	**5605**	Equipment Rents/Leases		34,000	24,000	24,000	24,000	24,000	24,000	
126		5610	**5617**	Equipment Repairs		2,500	2,500	2,500	2,500	2,500	2,500	
127		5801	**5843**	Interest Expense/Fees		1,748	1,748	1,748	1,748	1,748	1,748	
128		5802	**5846**	Charter School Capital Fees		-	-	-	-	-	-	
129		5810	**5820**	Professional/Consulting Services & Operating		209,208	209,876	209,929	92,449	92,498	92,472	
130		5811	**5815**	Educational Consultants		40,000	50,000	50,000	50,000	50,000	50,000	
131		5820	**5845**	Legal		40,000	35,000	35,000	35,000	35,000	35,000	
132			**5803**	Auditing		12,500	12,500	12,500	12,500	12,500	12,500	
133		5830	**5851**	Advertising & Recruitment		14,600	14,600	14,600	14,600	14,600	14,600	
134		5840	**5857**	Banking and Payroll fees		11,100	11,322	11,548	11,779	12,015	12,255	
135		5890	**5899**	Misc. Other Operating Expense		500	500	500	500	500	500	
136		5899	**n/a**	CMO Management Fee		-	-	-	-	1	1	
137		5900	**5900**	Communications (phones, ISP, Internet)		22,397	22,505	22,512	22,478	22,478	22,390	
138												
139												
140				**Total Other Operating**		1,242,319	1,074,993	1,079,034	965,617	969,987	974,258	
141				*% of Total Expenses*		*32.2%*	*28.4%*	*28.1%*	*25.4%*	*24.6%*	*25.0%*	
147												
148	***Other Outgo***											
149		7299	**5824**	District oversight fee	1%	31,987	35,958	37,525	37,096	37,096	35,980	
150		7438	**5843**	Debt service - interest		40,935	35,385	-	-	-	-	*Source: Loan-Interest Tab*
151												
152				**Total Other Outgo**		72,922	71,343	37,525	37,096	37,096	35,980	
153				*% of Total Expenses*		*1.9%*	*1.9%*	*1.0%*	*1.0%*	*0.9%*	*0.9%*	
154												
155				**TOTAL EXPENSES**		**3,854,553**	**3,781,749**	**3,846,593**	**3,794,710**	**3,945,555**	**3,889,990**	
156												
157				**NET, BEFORE NON-CASH ITEMS**		**217,846**	**744,495**	**836,730**	**717,499**	**563,286**	**485,137**	

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158												
159				**NON-CASH ITEMS:**								
160		6900	6900	Depreciation		(118,868)	(118,868)	(118,868)	(118,868)	(118,868)	(118,868)	
162				**Net Income (Loss)**		**98,978**	**625,627**	**717,862**	**598,631**	**444,418**	**366,269**	
163				Beginning Net Asset Balance - NCPS Only		1,766,679	1,865,656	2,491,284	3,209,146	3,807,776	4,252,195	
164												
165				Ending Net Asset Balance		1,865,656	2,491,284	3,209,146	3,807,776	4,252,195	4,618,464	

New City
Expenses (4xxx & 5xxx)

	Net Income(Loss)	245,092	98,976	625,627	717,862	598,631	444,418	366,269	
# Students (Enrollment)		425	420	436	437	432	432	419	
ADA		406	399	414	415	410	410	398	
				1	2	3	4	5	
	Vendor	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	Comments
4000 Series - Books & Supplies									
4100: Textbooks									Approved Textbooks
English Department (Pacific Learning)	Pacific Learning	2,128					50,000		Books & Other Reference Materials
Math Department - annual cost			8,085	10,000	10,000	10,000	10,000	10,000	Classroom Materials & Supplies
Science Department - Foss kits			10,000	10,000	10,000	10,000	10,000	10,000	General Materials & Supplies
Social Studies Department	TCI		2,400	5,000	5,000	5,000	5,000	5,000	
Other		28,872							
4100: Textbooks Total		31,000	20,485	25,000	25,000	25,000	75,000	25,000	
4200: Books & Other Reference Materials									
Library Books									
Reference Books			1,500	1,500	1,500	1,500	1,500	1,500	
Pine Reference Books									
Other	Heinemann, Estrelita, Zoophonics		3,300	3,300	3,300	3,300	3,300	3,300	
Other - Spanish	Los Andes		5,000	5,000	5,000	5,000	5,000	5,000	
4200: Books & Other Reference Materials		-	9,800	9,800	9,800	9,800	9,800	9,800	
4325: Classroom Materials & Supplies									
Student Supplies			25,200	26,160	26,220	25,920	25,920	25,140	$60 per ADA
Testing/Assessment Materials			-	-	-	-	-	-	
English Department			-	-	-	-	-	-	
Math Department			-	-	-	-	-	-	
Science Department			-	-	-	-	-	-	
Social Studies Department			-	-	-	-	-	-	
Athletics Department			-	-	-	-	-	-	
Farm ($5 per student)			1,500	1,500	1,500	1,500	1,500	1,500	
Other - ASES Supplies			-	-	-	-	-	-	
Common Core (Match revenues)									
Other		26,600							
4325: Classroom Materials & Supplies		26,600	26,700	27,660	27,720	27,420	27,420	26,640	
4330: General Materials & Supplies									
Office Supplies			13,965	11,970	11,970	11,970	11,970	11,970	$35 per ADA
Custodial Supplies	Sani-Tec		13,965	14,497	14,530	14,364	14,364	13,932	$35 per ADA
Other									
Other		26,351							
4330: General Materials & Supplies		26,351	27,930	26,467	26,500	26,334	26,334	25,902	
		22,351							
5877: Student Activities - field trips, etc.									
Bus ($10K)			10,000	11,183	11,209	11,081	11,081	10,747	$400/bus, 50 students per bus estimated
Other		15,401	-	-	-	-	-	-	
Camp - MS (Las Montanas)			10,000	10,000	10,000	10,000	10,000	10,000	
Field trips and assemblies			4,200	4,360	4,370	4,320	4,320	4,190	2-3 trips/student, avg cots $5-10/trip
5877: Student Activities & field trips		15,401	24,200	25,543	25,579	25,401	25,401	24,937	
4400: Non-Capitalized Equipment									
Furniture			500	2,000	2,000	2,000	2,000	2,000	remove green
Software									
Hardware - LCD			1,500	1,500	1,500	1,500	1,500	1,500	
Item - Desktop deposit machine									
Other - Common Core expense			75,017						
4400: Non-Capitalized Equipment		-	77,017	3,500	3,500	3,500	3,500	3,500	
4400: Student Non-Capitalized Equipment									
Athletic Equipment			1,000	1,000	1,000	1,000	1,000	1,000	
Computer Software			-	-	-	-	-	-	
Computer Hardware			10,000	10,000	10,000	10,000	10,000	10,000	IT Various - may move to consultants, etc
Band/Drama Equipment			-	-	-	-	-	-	
Item			-	-	-	-	-	-	
4400: Student Non-Capitalized Equipment		-	11,000	11,000	11,000	11,000	11,000	11,000	
4700: Food Service Supplies			Assume break even						See NSLP Calculation Tab
Revolution Foods - Breakfast	Rev Foods	27,423	27,097	29,363	30,721	31,702	33,092	33,504	174 days x # meals x breakfast rate, est 2% cost increase/year
Revolution Foods - Lunch	Rev Foods	149,405	151,847	159,526	161,781	161,784	163,624	160,466	174 days x # meals x lunch rate
Revolution Foods - Snack	Rev Foods	4,144	17,400	18,855	19,727	20,357	21,250	21,514	174 days x 100 kids x snack rate
4700: Food Service Supplies		180,972	196,344	207,744	212,229	213,843	217,965	215,485	
	Revenues	175,172	196,344	207,744	212,229	213,843	217,965	215,485	
	Net	(5,800)	-	-	-	-	-	-	
5839: Fundraising Expense									
Agenda/Uniforms - Parent fundraising			3,000	3,000	3,000	3,000	3,000	3,000	
Other - Scholastic, etc		3,115							
Other - Network for Good		200	600	600	600	600	600	600	May add merchant account
5839: Fundraising Expense		3,315	3,600	3,600	3,600	3,600	3,600	3,600	
Total 4000 Series Expenses:		283,630	397,076	340,315	344,929	345,898	400,820	345,864	

New City
Expenses (4xxx & 5xxx)

	Vendor		FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	Comments
Net Income(Loss)		245,092	98,978	625,627	717,862	598,631	444,418	366,269	
# Students (Enrollment)		425	420	436	437	432	432	419	
ADA		406	399	414	415	410	410	398	
				1	2	3	4	5	
5000 Series - Services & Other Operating		FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	
5200: Travel & Conferences									
Conference Fees		462	1,500	1,500	1,500	1,500	1,500	1,500	*Add $1050 Low & High ropes exp - PY exp not accrued*
CSDC/CCSA conference			2,500	2,500	2,500	2,500	2,500	2,500	
Flight & Ground Transportation									
Auto Mileage									
Parking									
Other		2,400	4,400	4,400	4,400	4,400	4,400	4,400	
5200: Travel & Conferences		**2,862**	**8,400**	**8,400**	**8,400**	**8,400**	**8,400**	**8,400**	
5863: Training & Development									
Dr. Kamii (Math)			2,700	3,000	3,000	3,000	3,000	3,000	
NCI training									
Literacy Partners			8,525	4,000	4,000	4,000	4,000	4,000	
Board Training	John Glaza		2,500	2,500	2,500	2,500	2,500	2,500	
Other		20,323	2,500	2,500	2,500	2,500	2,500	2,500	
5863: Training & Development		**20,323**	**16,225**	**12,000**	**12,000**	**12,000**	**12,000**	**12,000**	
5300: Dues & Memberships									
CCSA Membership Fees - $5/student	CCSA		2,100	2,180	2,185	2,160	2,160	2,095	*$5 per student (not ADA)*
CSDC			1,500	1,500	1,500	1,500	1,500	1,500	
Long Beach Chamber, Nonprofit Partnership, etc		499	499	499	499	499	499	499	
Red Schoolhouse (OARS) - student assess	Red Schoolhouse	3,785	3,806	3,853	3,857	3,836	3,836	3,781	*Base fee $2000/yr + $4.25 per student*
NCS Pearson (PowerSchool)	NCS Pearson	4,140	4,200	4,200	4,200	4,200	4,200	4,200	***FY15 to increase by .50 per student? - need to verify***
Other		1,633	4,000	4,000	4,000	4,000	4,000	4,000	*Base fee plus $___ per student - need amount*
5300: Dues & Memberships		**10,057**	**16,105**	**16,232**	**16,241**	**16,195**	**16,195**	**16,075**	
5400: Insurance									
JPA		56,920	57,540	60,417	63,438	66,610	69,940	73,437	*Est 5% increase per year*
Other - Power Your Potential D&O ins			1,500	1,500	1,500	1,500	1,500	1,500	
Other			-	-	-	-	-	-	
5400: Insurance		**56,920**	**59,040**	**61,917**	**64,938**	**68,110**	**71,440**	**74,937**	
5500: Operation & Housekeeping Services									
Janitorial/Custodial Services	Sani-Tec			-	-	-	-	-	*See 4310 - Other Supplies*
Gardening	Isidoro Bello-Castillo	2,700	4,500	4,590	4,682	4,775	4,871	4,968	*Est. 2% increase in costs per year*
Turf maintenance			2,000	2,000	2,000	2,000	2,000	2,000	
Playground mulch/repairs			3,100	3,100	3,100	3,100	3,100	3,100	
Security Services	Stanley	5,100	6,000	6,120	6,242	6,367	6,495	6,624	*Est. 2% increase in costs per year*
Pest Control	Dewey/Admiral	1,300	12,000	12,240	12,485	12,734	12,989	13,249	*possible tent in FY15*
Calmet - Trash	Calmet	6,240	7,020	7,160	7,304	7,450	7,599	7,751	*Est. 2% increase in costs per year*
Other		5,890	-	-	-	-	-	-	
5500: Operation & Housekeeping Services		**21,230**	**34,620**	**35,210**	**35,813**	**36,427**	**37,053**	**37,692**	
5510: Utilities									
Water	City of LB	6,000	6,000	6,120	6,242	6,367	6,495	6,624	*Est. 2% increase in costs per year*
Electricity	So Ca. Edison	55,200	60,000	60,000	60,000	60,000	60,000	60,000	
5510: Utilities		**61,200**	**66,000**	**66,120**	**66,242**	**66,367**	**66,495**	**66,624**	
5610: Space Rental/Lease									
Building - LLC (LIIF)		412,860	412,860	412,860	412,860	412,860	412,860	412,860	
Storage			-	-	-	-	-	-	
Playground - PS Global	PS Global Ent.	54,720	62,400	62,400	62,400	62,400	62,400	62,400	
Pine Playground - Sherwood Trust	Sherwood Trust		-	-	-	-	-	-	
Pine Lease	Joon Sun Jung	109,524	112,813	-	-	-	-	-	
5610: Space Rental/Lease		**577,104**	**588,073**	**475,260**	**475,260**	**475,260**	**475,260**	**475,260**	
5615: Building Maintenance									
Other		11,216	10,000	10,000	10,000	10,000	10,000	10,000	
Door repairs, glass repairs/replacement	Vortex/Fast Glass/Paul's Glas	3,053	3,053	3,053	3,053	3,053	3,053	3,053	*consider preventative maintenance program*
Repairs to Pine house			50,000						*Estimated*
Elevator maintenance	McKinley Elevator Co.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
5615: Building Maintenance		**15,269**	**64,053**	**14,053**	**14,053**	**14,053**	**14,053**	**14,053**	
5610: OtherSpace Rental									
Other, venue - Peace & Human Rights Night		-	500	500	500	500	500	500	
Other - 8th Grade Promotion	Renaissance Hotel?		750	750	750	750	750	750	
5610: OtherSpace Rental		-	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	
5605: Equipment Rental/Lease									
Copiers	Canon	19,200	19,200	19,200	19,200	19,200	19,200	19,200	*Approx $1600/mo - 5-year lease began Fall 2013*
Maintenance/overage - Quarterly	Canon	4,800	4,800	4,800	4,800	4,800	4,800	4,800	
Copiers	Xerox		10,000	-	-	-	-	-	*buyout*
Move to 5900 beginning FY15	Pitney Bowes	1,200							

New City
Expenses (4xxx & 5xxx)

	Vendor		FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	Comments
				1	2	3	4	5	
Net Income(Loss)		245,092	98,978	625,627	717,862	598,631	404,418	366,269	
# Students (Enrollment)		425	420	436	437	432	432	419	
ADA		406	399	414	415	410	410	398	
Laptop		31,344	-	-	-	-	-	-	
iPad		9,264	-	-	-	-	-	-	
5605: Equipment Rental/Lease		65,808	34,000	24,000	24,000	24,000	24,000	24,000	
5617: Equipment Repair									
Other General repairs		1,216	2,500	2,500	2,500	2,500	2,500	2,500	
Other - Common Core		3,000							
5617: Equipment Repair		4,216	2,500	2,500	2,500	2,500	2,500	2,500	
5846: Interest Expense / Misc. Fees									
Credit Card Interest		400	400	400	400	400	400	400	
Deposit processing fees	Square, Inc., etc	200	200	200	200	200	200	200	
Bank Interest Expense		300	300	300	300	300	300	300	
late fees - copier, etc.			-	-	-	-	-	-	
False alarm fees, business license fee		175	175	175	175	175	175	175	
Settlement payment - Progressive R.E.		-	-	-	-	-	-	-	
LLC Property Tax		673	673	673	673	673	673	673	P.Tax exemption, assumes some taxes that are not exempt
PY insurance liability from FY10, etc.									
5846: Interest Expense / Misc. Fees		1,748	1,748	1,748	1,748	1,748	1,748	1,748	
5846: Charter School Capital Fees									
Other FY12-13 asset sales		-	-	-	-	-	-	-	Est. 7.5% of sold receivables
5846: Charter School Capital Fees		-	-	-	-	-	-	-	
5820: Professional/Consulting Services									
Hess & Associates - STRS/PERS reporting		2,200	2,244	2,376	2,429	2,449	2,498	2,472	
Back office	EdTec, Inc.	66,000	66,000	66,000	66,000	66,000	66,000	66,000	
Erate consulting	Miller Institute	10,000	10,000	10,000	10,000	10,000	10,000	10,000	
LACOE - SFS fees		8,696	8,464	9,000	9,000	9,000	9,000	9,000	
ASES Contracted services	YPI	117,500	117,500	117,500	117,500	-	-	-	Resource 6010
Tech consulting/OARS/CALPADS/PS support	Learn Media	3,000	5,000	5,000	5,000	5,000	5,000	5,000	Chris (formerly of CSMC - Tech/Compliance)
Utility optimizing service	Optimum E.R.C	5,900							
CSMC - OARS		-	-	-	-	-	-	-	None in future years
Red Schoolhouse (OARS license)		5,000	-	-	-	-	-	-	move to 5300 for future years
Other									
PowerSchool/NCS Pearson			-	-	-	-	-	-	
5820: Professional/Consulting Services		218,296	209,208	209,876	209,929	92,449	92,498	92,472	
5815: Educational Consultants									
Substitute Teachers - not on payroll	Kelly	16,000	20,000	20,000	20,000	20,000	20,000	20,000	Estimated
Vacation payouts (not previously accrued)		10,000	5,000	15,000	15,000	15,000	15,000	15,000	Estimated
Special Education									
Afterschool Programs-ASES	6010								Use for hiring outside consultants, not if we are using employees
Other		5,000	5,000	5,000	5,000	5,000	5,000	5,000	
Public Works			10,000	10,000	10,000	10,000	10,000	10,000	
Adelante Consulting (Dr. Duran)									
Academic Resource Services (Sean Baggett)									
5815: Educational Consultants		31,000	40,000	50,000	50,000	50,000	50,000	50,000	
5845: Legal									
Legal	Musick, Peeler	24,389	40,000	35,000	35,000	35,000	35,000	35,000	FY13-14 audit costs are $11k plus 990 filing
5845: Legal		24,389	40,000	35,000	35,000	35,000	35,000	35,000	
5803: Audit									
Audit	VLS	15,000	12,500	12,500	12,500	12,500	12,500	12,500	FY13-14 audit costs are $11k plus 990 filing
FCMAT		-	-	-	-	-	-	-	
5803: Audit		15,000	12,500	12,500	12,500	12,500	12,500	12,500	
5851: Advertising / Recruiting									
Advertising/Miscellaneous		12,000	12,000	12,000	12,000	12,000	12,000	12,000	$1k per month
Recruiting - Job Fairs, Ed Join, Hire Bridge, etc		865	2,000	2,000	2,000	2,000	2,000	2,000	
Fingerprinting/Background Checks			-	-	-	-	-	-	Staff pay their own
Other - Constant Contact		122	600	600	600	600	600	600	Email blast online
5851: Advertising / Recruiting		12,987	14,600	14,600	14,600	14,600	14,600	14,600	
5857: Banking & Payroll Fees									
Bank Fees	Wells Fargo	-							
Payroll processing fees	Paychex	-	6,000	6,120	6,242	6,367	6,495	6,624	
Payroll Fees - 401K/HRS	Paychex	5,000	5,100	5,202	5,306	5,412	5,520	5,631	
Other									
5857: Banking & Payroll Fees		5,000	11,100	11,322	11,548	11,779	12,015	12,255	
5899: Misc. Other Operating Expenses									
Moving costs			-	-	-	-	-	-	
Other		500	500	500	500	500	500	500	

New City
Expenses (4xxx & 5xxx)

	Net Income/(Loss)	245,099	98,978	625,627	717,862	598,631	444,418	366,269	
# Students (Enrollment)		425	420	436	437	432	432	419	
ADA		406	399	414	415	410	410	398	
				1	2	3	4	5	
	Vendor	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	Comments
5899: Misc. Other Operating Expenses		500	500	500	500	500	500	500	
5900: Communications									
Telephone	Medallion Telecomm	13,460	5,000	5,000	5,000	5,000	5,000	5,000	Erate credits applied
Constant Contact		360							deleted 9/16 per JV
ParentLink/GroupCast SchoolReach			862	862	862	862	862	862	
Website (Edlio)		1,000	1,700	1,700	1,700	1,700	1,700	1,700	
Postage (& machine rental) per Enrollment numbers	Pitney Bowes, etc.	1,000	2,835	2,943	2,950	2,916	2,916	2,828	enrollment x 15 letters x postage
Messenger / UPS		1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Phone for burglar/fire alarm lines	Verizon	5,500	5,500	5,500	5,500	5,500	5,500	5,500	
Sprint		5,500	5,500	5,500	5,500	5,500	5,500	5,500	
5900: Communications		27,820	22,397	22,505	22,512	22,478	22,478	22,390	
Total 5000 Series Expenses:		1,171,729	1,242,319	1,074,993	1,079,034	965,617	969,986	974,257	
		-	-	-	-	-	(1)	(1)	

Updated 6/20/14

Assumptions:		
STRS	[illegible]	Per approved State budget - updated 6/20/14
PERS	[illegible]	Per approved State budget - updated 6/20/14
OASDI	6.20%	Non STRS only
Medicare	1.45%	All Employees
SUI	0.50%	NCPS is member of SEF
H&W	10.00%	Estimated
WC	2.00%	Estimated
STEP/COL	0.00%	Teachers only
Annual Increase - all	2.00%	Classified
COLA Admin	0.00%	Administrators

						Hourly/Daily only			FY14-15
Last Name	First Name	Title	Retirement	Resource	Object	Avg Hrs / day	Days / mo / Yr	Hourly / Daily Rate	Total Annual Pay
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	13.00	11,700.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	7.00	180	14.28	17,992.80
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Math interventions Coordinator	Classified - PERS	0000-Unrestricted	2100	6.00	180	25.00	27,000.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	6.00	180	14.28	15,422.40
		Food server	Classified - PERS	0000-Unrestricted	2200	5.00	180	12.85	11,566.80
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Custodian 1	Classified - PERS	0000-Unrestricted	2200				31,059.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	90	14.28	6,426.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	13.00	11,700.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	90	14.28	6,426.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				66,033.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	90	14.28	6,426.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Administrative Coordinator	Classified - PERS	0000-Unrestricted	2400				40,800.08
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Dir Ed Program	Certificated-STRS	0000-Unrestricted	1300				96,239.45
		Office Assistant 1	Classified - PERS	0000-Unrestricted	2401				31,000.00
		Office Assistant 2	Classified - PERS	0000-Unrestricted	2401	5.0	40	13.00	2,600.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				55,422.76
		Teacher	Certificated-STRS	0000-Unrestricted	1110				58,533.62
		Teacher (music + interventions)	Certificated-STRS	0000-Unrestricted	1110				60,819.58
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Assistant Librarian	Classified - PERS	0000-Unrestricted	2201	5.0	180	14.28	12,852.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Teacher (music)	Certificated-STRS	0000-Unrestricted	1110				55,834.76
		Teacher	Certificated-STRS	0000-Unrestricted	1110				40,478.10
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Custodian 2	Classified - PERS	0000-Unrestricted	2200	8.0	250	15.30	30,600.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,348.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,306.00
		Counselor	Certificated-STRS	0000-Unrestricted	1300				50,000.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,310.00
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,309.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	13.00	11,700.00
		Student Support Coordinator	Classified - PERS	0000-Unrestricted	2201	8.0	191	20.00	30,560.00
		Food server	Classified - PERS	0000-Unrestricted	2201	5.00	180	12.85	11,566.80
		Teacher	Certificated-STRS	0000-Unrestricted	1110				51,570.26
		Executive Director	Classified - PERS	0000-Unrestricted	2300				95,000.00
		Executive Director	Classified - PERS	0000-Unrestricted	2301				9,500.00
		Office Coordinator	Classified - PERS	0000-Unrestricted	2400				30,059.00
		Teacher - Substitute pool	Certificated-STRS	0000-Unrestricted	1160	1.0	16.00	150.00	24,000.00
		Testing Coordinator	Certificated-STRS	0000-Unrestricted	1110	1.00	120	200.00	24,000.00
		Teacher Assistant	Classified - PERS	0000-Unrestricted	2100	5.00	180	14.28	12,852.00
									1,716,821.24

Notes/comments:
All Teachers 11 month

New City Public School (School Only - excludes LLC activities)
2015-16 CASH FLOW

	C	E	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
3			Total Budget (Model)	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
4				Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
5							PY P2						CY P1		CY P2				
6	GP/Cat - Normal Payment			5.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
7	Less: Deferrals			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
8	Add: Deferral Repayments			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
9	Net GP/Cat Payment Rate			5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	20.00%	20.00%	20.00%				
10	SpEd/Ptax/etc			8.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%				
12	Beginning Cash (operating cash only)		499,943	499,943	909,878	788,663	580,920	659,988	775,488	682,282	854,449	756,475	800,970	965,776	986,588	499,943	-	499,943	
13		Obj																	
14	REVENUES																		
15	LCFF	011	2,814,988	-	117,808	117,808	212,054	212,054	212,054	212,054	212,054	303,821	303,821	303,821	303,821	2,511,167	303,821	2,814,988	-
16	EPA	8012	382,450				95,613			95,613			95,613			286,838	95,613	382,450	-
17	GP - Prior Year Adj	8019	-													-		-	-
18	In Lieu Property Taxes	8096	398,357	-	-	70,399	31,288	31,288	31,288	31,288	31,288	57,173	28,587	28,587	28,587	369,774	28,583	398,357	-
19	Total Revenue Limit		3,595,795	-	117,808	188,206	338,954	243,342	243,342	338,954	243,342	360,994	428,020	332,408	332,408	3,167,778	428,017	3,595,795	-
20																			
21	Federal Revenues															-		-	-
22	Child Nutrition - Federal (NSLP)	8220	186,932						19,677	24,050	17,491	16,398	19,677	18,584	20,770	136,647	50,286	186,932	-
23	Title I	8291	140,035	-						140,035					-	140,035		140,035	-
24	Title II	8292	5,964							5,964						5,964		5,964	-
25	Title III	8293	14,883							3,721					3,721	7,442	7,442	14,883	-
27	Total Federal Revenues		347,815	-	-	-	-	-	19,677	173,770	17,491	16,398	19,677	18,584	24,491	290,088	57,728	347,815	-
28																			
29	State Revenues																		
30	Child Nutrition - State	8520	13,026						1,371	1,676	1,219	1,143	1,371	1,295	1,447	9,522	3,504	13,026	-
31	Charter School Facilities (SB740)	6545	310,650					155,325			-					155,325	155,325	310,650	-
32	State Lottery	8560	63,042							15,761	-		15,761	-	-	31,521	31,521	63,042	-
33	ASES After School Grant	8520	117,500				76,375				-	-	29,375		-	105,750	11,750	117,500	-
34	All Other State Revenues (AMBG, etc.)	8590/2	5,620			562	562	562	562	562	562	562	562	562	562	5,620	-	5,620	-
35	Total State Revenues		509,838	-	-	562	76,937	155,887	1,933	17,998	1,781	1,705	47,069	1,857	2,009	307,738	202,100	509,838	-
36																			
37	Local Revenues																		
39	Student lunch revenues	8634	7,788				779	779	779	779	779	779	779	779	779	7,007	779	7,788	-
40	Child care	8639	-				-	-	-	-	-	-	-	-	-	-	-	-	-
41	Interest	8660	10	1	1	1	1	1	1	1	1	1	1	1	1	10	-	10	-
42	Grants & donations	8690	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
43	School Site Fundraising	8699	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
44	All Other Local Revenues	8620/99	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	13,750	1,250	15,000	-
46	Total Local Revenues		72,796	1	1,251	1,251	7,029	7,029	7,029	7,029	7,029	7,029	7,029	7,029	7,029	65,767	7,029	72,796	-
47																-		-	-
48	TOTAL REVENUES		4,526,244	1	119,058	190,019	422,921	406,258	271,982	537,752	269,643	386,126	501,795	359,878	365,938	3,831,371	694,873	4,526,244	-
49			-													-		-	
50	EXPENDITURES															-		-	-
51	CERTIFICATED SALARIES															-		-	-
52	Teachers		1,036,576		60,000	97,658	97,658	97,658	97,658	97,658	97,658	97,658	97,658	97,658	97,658	1,036,576	-	1,036,576	-
53	Teacher Stipends																-		-
54	Substitutes		24,000			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	-	24,000	-
55	Certificated Support Salaries		-			-	-	-	-	-	-	-	-	-	-	-	-	-	-
56	Admin & Other Certificated/Bonuses		154,847	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	154,847	-	154,847	-
57	Total Certificated Salaries		1,215,422	12,904	72,904	112,961	112,961	112,961	112,961	112,961	112,961	112,961	112,961	112,961	112,961	1,215,422	-	1,215,422	-
58			-													-		-	-
59	CLASSIFIED SALARIES															-		-	-
60	Instructional aides		244,025			24,403	24,403	24,403	24,403	24,403	24,403	24,403	24,403	24,403	24,403	244,025	-	244,025	-
61	Classified Support Salaries		135,750	11,313	11,313	11,313	11,313	11,313	11,313	11,313	11,313	11,313	11,313	11,313	11,313	135,750	-	135,750	-
62	Classified Admin		100,591	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	100,591	-	100,591	-
63	Classified Admin - bonus		-													-	-	-	-
64	Clerical		110,607	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	110,607	-	110,607	-
65	Total Classified Salaries		590,975	28,912	28,912	53,315	53,315	53,315	53,315	53,315	53,315	53,315	53,315	53,315	53,315	590,975	-	590,975	-
66																-		-	-
67	EMPLOYEE BENEFITS															-		-	-
68	STRS		130,415	1,365	7,823	12,121	12,121	12,121	12,121	12,121	12,121	12,121	12,121	12,121	12,121	130,415	-	130,415	-
69	PERS		69,564	5,797	5,797	5,797	5,797	5,797	5,797	5,797	5,797	5,797	5,797	5,797	5,797	69,564	-	69,564	-
70	OASDI		36,594	1,790	1,790	3,301	3,301	3,301	3,301	3,301	3,301	3,301	3,301	3,301	3,301	36,594	-	36,594	-
71	Medicare		26,193	606	1,476	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	26,193	-	26,193	-
72	H&W (Medical, Dental, Vision)		160,725	13,394	13,394	13,394	13,394	13,394	13,394	13,394	13,394	13,394	13,394	13,394	13,394	160,725	-	160,725	-
73	SUI		29,083	673	1,839	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	29,083	-	29,083	-
74	Worker's Comp		36,128	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	36,128	-	36,128	-
75	Total Employee Benefits		488,701	26,656	34,930	42,712	42,712	42,712	42,712	42,712	42,712	42,712	42,712	42,712	42,712	488,701	-	488,701	-
76																-		-	-
77	BOOKS AND SUPPLIES															-		-	-
78	Textbooks		25,000			20,000	556	556	556	556	556	556	556	556	556	25,000	-	25,000	-
79	Other Books		9,800			7,840	218	218	218	218	218	218	218	218	218	9,800	-	9,800	-
80	Instructional materials		27,660			6,915	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	27,660	-	27,660	-
81	General supplies (Office, Custodial, etc.)		26,467	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	2,206	26,467	-	26,467	-
82	Student Transportation - Field Trips		25,543				2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	22,989	2,554	25,543	-
83	Non-capital equipment		14,500			7,250	806	806	806	806	806	806	806	806	806	14,500	-	14,500	-
84	Food Supplies		207,744			21,868	26,727	19,458	18,223	21,868	20,653	23,089	20,653	25,512	9,719	207,744	-	207,744	-
85	Fundraising expense		3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600	-	3,600	-
86	Total Books and Supplies		340,315	2,506	2,506	66,378	35,671	28,382	27,167	30,812	29,597	32,027	29,597	34,456	18,663	337,760	2,554	340,315	-
87																-		-	-
88	SERVICES & OTHER OPERATING															-		-	-

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	A	B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
3						Total Budget (Model)	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
89			Travel and Conferences			8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400	-	8,400	-
90			Training & Development			12,000	2,000	6,000	400	400	400	400	400	400	400	400	400	400	12,000	-	12,000	-
91			Dues and Memberships			16,232				8,116		3,246		3,246		1,623			16,232	-	16,232	-
92			Insurance			61,917	15,479	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160			61,917	-	61,917	-
93			Operations and Housekeeping			35,210	2,934	2,934	2,934	2,934	2,934	2,934	2,934	2,934	2,934	2,934	2,934	2,934	35,210	-	35,210	-
94			Utilities			66,120	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	66,120	-	66,120	-
95			Rents & Leases - Buildings			475,260	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	475,260	-	475,260	-
96			Building Repairs & Mainterance			14,053	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	14,053	-	14,053	-
97			Other Space Rental			1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250	-	1,250	-
98			Equipment Rentz/Leases			24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-	24,000	-
99			Equipment Repairs			2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	-	2,500	-
100			Misc fees/other			1,748	146	146	146	146	146	146	146	146	146	146	146	146	1,748	-	1,748	-
101			Charter School Capital Fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102			Professional/Consulting Services & Operating			209,876	17,490	17,490	17,490	17,490	17,490	17,490	17,490	17,490	17,490	17,490	17,490	17,490	209,876	-	209,876	-
103			Educational Consultants			50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	50,000	-
104			Legal & Auditing			47,500	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	47,500	-	47,500	-
105			Advertising & Recruitment			14,600	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	14,600	-	14,600	-
106			License & fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107			Banking and Payroll fees			11,322	944	944	944	944	944	944	944	944	944	944	944	944	11,322	-	11,322	-
108			Miscellaneous operating expenses			500	42	42	42	42	42	42	42	42	42	42	42	42	500	-	500	-
109			Communications			22,505	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,505	-	22,505	-
110			Total Services & Other Operating			1,074,993	99,550	93,230	87,630	95,746	87,630	90,877	87,630	90,877	87,630	89,253	82,470	82,470	1,074,993	-	1,074,993	-
111						-													-		-	-
112			CAPITAL OUTLAY																-		-	-
113			Depreciation	6900		118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
114			Total Capital Outlay			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
115						-													-		-	-
116			OTHER OUTGO																-		-	-
117			District Admin Fees			35,958			5,758	3,838	3,838	3,838	3,838	3,838	3,669	1,835	1,835	1,835	34,123	1,834	35,958	-
118			Debt service - interest			35,385	2,949	2,949	2,949	2,949	2,949	2,949	2,949	2,949	2,949	2,949	2,949	2,949	35,385	-	35,385	-
119			Total Other Outgo			71,343	2,949	2,949	8,706	6,787	6,787	6,787	6,787	6,787	6,618	4,783	4,783	4,783	69,509	1,834	71,343	-
120						-													-		-	-
121			TOTAL EXPENDITURES			3,900,617	183,382	245,336	381,609	357,098	341,693	343,724	344,123	346,154	345,168	342,527	340,604	324,810	3,896,228	4,389	3,900,617	-
122						-													-			-
123			NET INCOME (LOSS)			625,627	(183,381)	(126,778)	(191,580)	65,823	64,565	(71,743)	193,630	(76,511)	40,958	159,268	19,274	41,127	(64,857)	690,484	625,627	-
124						(92,195)																
127			OTHER INFLOWS/(OUTFLOWS) - LOAN PRINCIPAL																			
128			Proceeds from Asset Sales - CSC																-		-	-
129			Repayments - CSC			-		-	-										-	-	-	-
130			Principal repayment - Hamoiy			(12,219)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(1,018)	(12,219)		(12,219)	-
131			Principal repayment - Will Reid																		-	-
132			Principal repayment - Raza			(50,200)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(50,200)	-	(50,200)	-
133			Principal repayment - CS Growth																		-	-
134			Principal repayment - Westbrook			(50,000)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(50,000)	-	(50,000)	-
136			Total Other Inflows/(Outflows)			(112,419)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(9,368)	(112,419)	-	(112,419)	-
137																					-	-
138			NET INFLOWS/(OUTFLOWS) BEFORE ACCRUALS			513,208	(192,749)	(135,646)	(200,956)	56,454	55,197	(81,111)	184,261	(85,880)	31,589	149,900	9,906	31,759	(177,276)	690,484	513,208	-
139																						
140			OTHER CASH ITEMS - CHANGE IN ACCRUALS																-		-	-
141			Accounts receivable - New City	9200		638,718	488,778	26,525	4,709	28,808	78,397	-	-	-	-	-	-	-	638,718	-	638,718	-
142			Add Back Depreciation			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868		118,868	-
143			Purchase of Fixed Assets																-		-	-
144			Prepaids and deposits			30,000	-												-	30,000	30,000	-
145			Accounts Payable - Accrual Adjustments			(132,099)	90,000	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)				106,011	21,011	(153,110)	(132,099)	-
146			Accrued interest			(51,837)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	(87,837)	(51,837)	-
147			PY STRS/PERS payable, payroll accruals																-	-	-	-
149			Total Other Cash Items - change in accruals			603,650	602,684	14,431	(7,385)	17,214	66,302	(12,094)	(12,094)	(12,094)	12,906	12,906	12,906	118,916	814,597	(210,947)	603,650	-
150																						
151			NET CHANGE IN CASH			1,116,858	409,935	(121,215)	(208,343)	73,668	121,500	(93,205)	172,167	(97,974)	44,495	162,806	22,812	150,676	637,321	479,537	1,116,858	-
152																						
153			ENDING CASH - Operating (Excludes LLC and Lockbox)			1,616,801	909,878	788,663	580,320	653,988	775,488	682,282	854,449	756,475	800,970	963,776	986,588	1,137,264	1,137,264	479,537	1,616,801	-
154																						
155																		0				

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New City Public School (School Only - excludes LLC activities)
2016-17 CASH FLOW

		Total Budget (Model)	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
						PY P2					CY P1			CY P2				
GP/Cat - Normal Payment			5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
Less: Deferrals			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
Add: Deferral Repayments			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
Net GP/Cat Payment Rate			5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	20.00%	20.00%	20.00%				
SpEd/Ptax/etc			6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%				
Beginning Cash (operating cash only)		1,137,264	1,137,264	1,528,080	1,356,899	1,143,323	1,228,932	1,467,776	1,411,404	1,613,979	1,352,734	1,547,410	1,686,639	1,685,176	1,137,264	-	1,137,264	
	Obj																	
REVENUES																		
LCFF	8011	2,969,924	-	140,749	140,749	253,349	253,349	253,349	253,349	253,349	284,336	284,336	284,336	284,336	2,685,588	284,336	2,969,924	-
EPA	8012	383,327				95,832			95,832			95,832			287,495	95,832	383,327	-
GP - Prior Year Adj	8019	-													-		-	-
In Lieu Property Taxes	8096	399,271	-	-	71,704	31,869	31,869	31,869	31,869	31,869	56,076	28,038	28,038	28,038	371,236	28,034	399,271	-
Total Revenue Limit		3,752,522	-	140,749	212,454	381,049	285,217	285,217	381,049	285,217	340,412	408,206	312,374	312,374	3,344,319	408,202	3,752,522	-
Federal Revenues															-		-	-
Child Nutrition - Federal (NSLP)	8220	191,108						20,117	24,587	17,881	18,764	20,117	18,999	21,234	139,699	51,409	191,108	-
Title I	8291	133,338	-						133,338					-	133,338		133,338	-
Title II	8292	5,380							5,380						5,380		5,380	-
Title III	8293	14,917							3,729					3,729	7,459	7,459	14,917	-
Total Federal Revenues		344,745	-	-	-	-	-	20,117	167,035	17,881	18,764	20,117	18,999	24,964	285,877	58,868	344,745	-
State Revenues																		
Child Nutrition - State	8520	13,317						1,402	1,713	1,246	1,168	1,402	1,324	1,480	9,735	3,582	13,317	-
Charter School Facilities (SB740)	8545	311,363					155,681			-					155,681	155,681	311,363	-
State Lottery	8560	65,444							16,361	-		16,361	-	-	32,722	32,722	65,444	-
ASES After School Grant	8590	117,500				76,375				-	-	29,375		-	105,750	11,750	117,500	-
All Other State Revenues (AMBG, etc.)	8590/2	5,620			562	562	562	562	562	562	562	562	562	562	5,620	-	5,620	-
Total State Revenues		513,243	-	-	562	76,937	156,243	1,964	18,636	1,808	1,730	47,700	1,886	2,042	309,508	203,735	513,243	-
Local Revenues																		
Student lunch revenues	8634	7,804				780	780	780	780	780	780	780	780	780	7,023	780	7,804	-
Child care	8659	-				-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	8660	10	1	1	1	1	1	1	1	1	1	1	1	1	10	-	10	-
Grants & donations	8690	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
School Site Fundraising	8696	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
All Other Local Revenues	8620/99	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	11,250	1,250	15,000	-
Total Local Revenues		72,814	1	1,251	1,251	7,031	7,031	7,031	7,031	7,031	7,031	7,031	7,031	7,031	65,783	7,030	72,814	-
															-		-	-
TOTAL REVENUES		4,683,323	1	142,000	214,266	465,017	448,492	314,329	573,752	311,938	365,937	483,053	340,290	346,410	4,005,487	677,836	4,683,323	-
		-													-		-	
EXPENDITURES															-		-	-
CERTIFICATED SALARIES															-		-	-
Teachers		1,059,732		60,000	99,973	99,973	99,973	99,973	99,973	99,973	99,973	99,973	99,973	99,973	1,059,732	-	1,059,732	-
Teacher Stipends															-	-	-	-
Substitutes		24,000			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	-	24,000	-
Certificated Support Salaries		-			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Admin & Other Certificated/Bonuses		158,306	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	158,306	-	158,306	-
Total Certificated Salaries		1,242,038	13,192	73,192	115,565	115,565	115,565	115,565	115,565	115,565	115,565	115,565	115,565	115,565	1,242,038	-	1,242,038	-
															-		-	-
CLASSIFIED SALARIES															-		-	-
Instructional aides		249,477			24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	249,477	-	249,477	-
Classified Support Salaries		138,783	11,565	11,565	11,565	11,565	11,565	11,565	11,565	11,565	11,565	11,565	11,565	11,565	138,783	-	138,783	-
Classified Admin		102,839	8,570	8,570	8,570	8,570	8,570	8,570	8,570	8,570	8,570	8,570	8,570	8,570	102,839	-	102,839	-
Classified Admin - bonus		-													-	-	-	-
Clerical		113,078	9,423	9,423	9,423	9,423	9,423	9,423	9,423	9,423	9,423	9,423	9,423	9,423	113,078	-	113,078	-
Total Classified Salaries		604,177	29,558	29,558	54,506	54,506	54,506	54,506	54,506	54,506	54,506	54,506	54,506	54,506	604,177	-	604,177	-
															-		-	-
EMPLOYEE BENEFITS																	-	-
STRS		156,248	1,660	9,206	14,538	14,538	14,538	14,538	14,538	14,538	14,538	14,538	14,538	14,538	156,248	-	156,248	-
PERS		71,118	5,929	5,926	5,926	5,926	5,926	5,926	5,926	5,926	5,926	5,926	5,929	5,926	71,118	-	71,118	-
OASDI		37,411	1,830	1,830	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	37,411	-	37,411	-
Medicare		26,770	620	1,490	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	26,770	-	26,770	-
H&W (Medical, Dental, Vision)		180,694	15,058	15,058	15,058	15,058	15,058	15,058	15,058	15,058	15,058	15,058	15,058	15,058	180,694	-	180,694	-
SUI		29,724	688	1,654	2,738	2,738	2,738	2,738	2,738	2,738	2,738	2,738	2,738	2,738	29,724	-	29,724	-
Worker's Comp		36,924	3,077	3,077	3,077	3,077	3,077	3,077	3,077	3,077	3,077	3,077	3,077	3,077	36,924	-	36,924	-
Total Employee Benefits		538,890	28,859	38,243	47,179	47,179	47,179	47,179	47,179	47,179	47,179	47,179	47,179	47,179	538,890	-	538,890	-
															-		-	-
BOOKS AND SUPPLIES															-		-	-
Textbooks		25,000			20,000	556	556	556	556	556	556	556	556	556	25,000	-	25,000	-
Other Books		9,800			7,840	218	218	218	218	218	218	218	218	218	9,800		9,800	-
Instructional materials		27,720			6,930	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	27,720	-	27,720	-
General supplies (Office, Custodial, etc.)		26,500	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	26,500	-	26,500	-
Student Transportation - Field Trips		25,579				2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	23,021	2,558	25,579	-
Non-capital equipment		14,500			7,250	806	806	806	806	806	806	806	806	806	14,500	-	14,500	-
Food Supplies		212,229			22,340	27,304	19,658	18,617	22,340	21,099	23,581	21,099	26,003	9,529	212,229	-	212,229	-
Fundraising expense		3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600	-	3,600	-
Total Books and Supplies		344,929	2,508	2,508	66,868	36,259	28,813	27,572	31,295	30,054	32,536	30,054	35,016	18,884	342,371	2,558	344,929	-
															-		-	-
SERVICES & OTHER OPERATING															-		-	-

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3	C	E	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
			Total Budget (Model)	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
89	Travel and Conferences		8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400	-	8,400	-
90	Training & Development		12,000	2,000	6,000	400	400	400	400	400	400	400	400	400	400	12,000	-	12,000	-
91	Dues and Membership		16,241				8,121		3,248		3,248		1,624			16,241	-	16,241	-
92	Insurance		64,938	16,234	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411			64,938	-	64,938	-
93	Operations and Housekeeping		35,813	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	35,813	-	35,813	-
94	Utilities		66,242	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	66,242	-	66,242	-
95	Rents & Leases - Buildings		475,260	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	475,260	-	475,260	-
96	Building Repairs & Maintenance		14,053	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	14,053	-	14,053	-
97	Other Space Rental		1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250	-	1,250	-
98	Equipment Rents/Leases		24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-	24,000	-
99	Equipment Repairs		2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	-	2,500	-
100	Misc fees/other		1,748	146	146	146	146	146	146	146	146	146	146	146	146	1,748	-	1,748	-
101	Charter School Capital Fees		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102	Professional/Consulting Services & Operating		209,929	17,494	17,494	17,494	17,494	17,494	17,494	17,494	17,494	17,494	17,494	17,494	17,494	209,929	-	209,929	-
103	Educational Consultants		50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	50,000	-
104	Legal & Auditing		47,500	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	47,500	-	47,500	-
105	Advertising & Recruitment		14,600	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	14,600	-	14,600	-
106	License & fees		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107	Banking and Payroll fees		11,548	962	962	962	962	962	962	962	962	962	962	962	962	11,548	-	11,548	-
108	Miscellaneous operating expenses		500	42	42	42	42	42	42	42	42	42	42	42	42	500	-	500	-
109	Communications		22,512	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	22,512	-	22,512	-
110	**Total Services & Other Operating**		**1,079,034**	**100,389**	**93,566**	**87,966**	**96,087**	**87,966**	**91,214**	**87,966**	**91,214**	**87,966**	**89,590**	**82,555**	**82,555**	**1,079,034**	-	**1,079,034**	-
111			-													-		-	-
112	CAPITAL OUTLAY																		-
113	Depreciation	6900	118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
114	**Total Capital Outlay**		**118,868**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**118,868**	-	**118,868**	-
115			-													-		-	-
116	OTHER OUTGO															-		-	-
117	District Admin Fees	7299	37,525			6,472	4,315	4,315	4,315	4,315	4,315	3,159	1,580	1,580	1,580	35,946	1,580	37,525	-
118	Debt service - interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
119	**Total Other Outgo**		**37,525**	-	-	**6,472**	**4,315**	**4,315**	**4,315**	**4,315**	**4,315**	**3,159**	**1,580**	**1,580**	**1,580**	**35,946**	**1,580**	**37,525**	-
120																-		-	-
121	TOTAL EXPENDITURES		3,965,461	184,413	246,874	388,463	363,817	348,250	350,257	350,732	352,739	350,817	348,380	346,308	330,174	3,961,323	4,137	3,965,461	-
122																-			-
123	NET INCOME (LOSS)		717,862	(184,412)	(104,974)	(174,196)	101,200	100,242	(35,928)	223,020	(40,801)	15,120	134,674	(6,018)	16,236	44,164	673,699	717,862	-
124			-																
127	OTHER INFLOWS/(OUTFLOWS) - LOAN PRINCIPAL															-		-	-
128	Proceeds from Asset Sales - CSC		-													-		-	-
129	Repayments - CSC		-		-	-										-		-	-
130	Principal repayment - Hamory		-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
131	Principal repayment - Will Reid																		-
132	Principal repayment - Raza		(50,200)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(50,200)	-	(50,200)	-
133	Principal repayment - CS Growth															-		-	-
134	Principal repayment - Westbrook		(50,000)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(50,000)	-	(50,000)	-
136	**Total Other Inflows/(Outflows)**		(100,200)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(100,200)	-	(100,200)	-
137																-		-	-
138	NET INFLOWS/(OUTFLOWS) BEFORE ACCRUALS		617,662	(192,762)	(113,324)	(182,546)	92,850	91,892	(44,278)	214,670	(49,151)	6,770	126,324	(14,368)	7,886	(56,036)	673,699	617,662	-
139																			
140	OTHER CASH ITEMS - CHANGE IN ACCRUALS															-		-	-
141	Accounts receivable - New City	9200	694,873	470,672	29,238	6,064	29,853	159,046	-	-	-	-	-	-	-	694,873	-	694,873	-
142	Add Back Depreciation		118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868		118,868	-
143	Purchase of Fixed Assets		-													-		-	-
144	Prepaids and deposits		30,000	-												-	30,000	30,000	-
145	Accounts Payable - Accrual Adjustments		(157,499)	100,000	(100,000)	(50,000)	(50,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)			109,486	(115,514)	(41,985)	(157,499)	-
146	Accrued interest		(87,837)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	(123,837)	(87,837)	-
147	PY STRS/PERS payable, payroll accruals		-	-												-	-	-	-
149	**Total Other Cash items - change in accruals**		598,405	583,578	(57,856)	(31,031)	(7,241)	146,951	(12,094)	(12,094)	(12,094)	(12,094)	12,906	12,906	122,392	734,228	(135,822)	598,405	-
150																-			
151	**NET CHANGE IN CASH**		1,216,068	390,816	(171,180)	(213,577)	85,610	238,844	(56,372)	202,576	(61,245)	(5,325)	139,229	(1,463)	130,278	678,191	537,877	1,216,068	-
152																-			
153	**ENDING CASH - Operating (Excludes LLC and Lockbox)**		2,353,331	1,528,080	1,356,899	1,143,323	1,228,933	1,467,776	1,411,404	1,613,979	1,552,734	1,547,410	1,686,639	1,685,176	1,815,455	1,815,455	537,877	2,353,331	-
154																			
155															0				

New City Public School (School Only - excludes LLC activities)
2017-18 CASH FLOW

		Total Budget (Model)	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
						PY P2						CY P1		CY P2				
	GP/Cat - Normal Payment		5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
	Less: Deferrals		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Add: Deferral Repayments		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Net GP/Cat Payment Rate		5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	20.00%	20.00%	20.00%				
	SpEd/Ptax/etc		6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%				
Beginning Cash (operating cash only)		1,815,455	1,815,455	2,194,477	2,038,994	1,839,344	1,868,051	2,125,479	2,089,307	2,302,272	2,261,188	2,236,572	2,326,909	2,307,199	1,815,455	-	1,815,455	
	Obj																	
REVENUES																		
LCFF	8011	2,935,943	-	148,496	148,496	267,293	267,293	267,293	267,293	267,293	260,497	260,497	260,497	260,497	2,675,446	260,497	2,935,943	-
ERA	8012	378,941				94,735			94,735			94,735			284,206	94,735	378,941	-
GP - Prior Year Adj	8019	-													-		-	-
In Lieu Property Taxes	8096	394,702	-		71,869	31,942	31,942	31,942	31,942	31,942	54,376	27,188	27,188	27,188	367,517	27,185	394,702	-
Total Revenue Limit		3,709,586	-	148,496	220,365	393,970	299,235	299,235	393,970	299,235	314,873	382,420	287,685	287,685	3,327,169	382,417	3,709,586	-
															-		-	-
Federal Revenues															-		-	-
Child Nutrition - Federal (NSLP)	8220	192,700						20,284	24,792	18,030	16,904	20,284	19,157	21,411	140,863	51,838	192,700	-
Title I	8291	125,222	-						125,222						125,222		125,222	-
Title II	8292	4,787							4,787						4,787		4,787	-
Title III	8293	14,747							3,687					3,687	7,373	7,373	14,747	-
Total Federal Revenues		337,456	-	-	-	-	-	20,284	158,488	18,030	16,904	20,284	19,157	25,098	278,245	59,211	337,456	-
State Revenues																		
Child Nutrition - State	8520	13,428						1,413	1,728	1,256	1,178	1,413	1,335	1,492	9,816	3,612	13,428	-
Charter School Facilities (SB740)	8548	307,800					153,900			-					153,900	153,900	307,800	-
State Lottery	8560	65,594							16,398	-		16,398	-	-	32,797	32,797	65,594	-
ASES After School Grant	8580	-				-				-	-	-		-	-	-	-	-
All Other State Revenues (AMBG, etc.)	8590/2	5,620			562	562	562	562	562	562	562	562	562	562	5,620	-	5,620	-
Total State Revenues		392,442	-	-	562	562	154,462	1,975	18,688	1,818	1,740	18,374	1,897	2,054	202,133	190,309	392,442	-
Local Revenues																		
Student lunch revenues	8634	7,714				771	771	771	771	771	771	771	771	771	6,943	771	7,714	-
Child care	8639	-				-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	8660	10	1	1	1	1	1	1	1	1	1	1	1	1	10	-	10	-
Grants & donations	8690	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
School Site Fundraising	8696	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
All Other Local Revenues	8620/99	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	13,750	1,250	15,000	-
Total Local Revenues		72,724	1	1,251	1,251	7,022	7,022	7,022	7,022	7,022	7,022	7,022	7,022	7,022	65,703	7,021	72,724	-
															-		-	-
TOTAL REVENUES		4,512,209	1	149,747	222,178	401,554	460,719	328,517	578,168	326,106	340,539	428,101	315,762	321,859	3,873,250	638,958	4,512,209	-
		-													-		-	
EXPENDITURES															-		-	-
CERTIFICATED SALARIES															-		-	-
Teachers		1,068,559		60,000	100,856	100,856	100,856	100,856	100,856	100,856	100,856	100,856	100,856	100,856	1,068,559	-	1,068,559	-
Teacher Stipends		-													-	-	-	-
Substitutes		24,000			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	-	24,000	-
Certificated Support Salaries		-													-	-	-	-
Admin & Other Certificated/Bonuses		159,624	13,302	13,302	13,302	13,302	13,302	13,302	13,302	13,302	13,302	13,302	13,302	13,302	159,624	-	159,624	-
Total Certificated Salaries		1,252,184	13,302	73,302	116,558	116,558	116,558	116,558	116,558	116,558	116,558	116,558	116,558	116,558	1,252,184	-	1,252,184	-
															-		-	-
CLASSIFIED SALARIES															-		-	-
Instructional aides		251,555			25,155	25,155	25,155	25,155	25,155	25,155	25,155	25,155	25,155	25,155	251,555	-	251,555	-
Classified Support Salaries		139,939	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	139,939	-	139,939	-
Classified Admin		103,695	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	103,695	-	103,695	-
Classified Admin - bonus		-													-	-	-	-
Clerical		114,020	9,502	9,502	9,502	9,502	9,502	9,502	9,502	9,502	9,502	9,502	9,502	9,502	114,020	-	114,020	-
Total Classified Salaries		609,209	29,805	29,805	54,960	54,960	54,960	54,960	54,960	54,960	54,960	54,960	54,960	54,960	609,209	-	609,209	-
															-		-	-
EMPLOYEE BENEFITS															-		-	-
STRS		180,690	1,673	9,221	14,663	14,663	14,663	14,663	14,663	14,663	14,663	14,663	14,663	14,663	157,525	23,165	180,690	-
PERS		71,710	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	71,710	-	71,710	-
OASDI		37,723	1,846	1,846	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	37,723	-	37,723	-
Medicare		26,990	623	1,495	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	26,990	-	26,990	-
H&W (Medical, Dental, Vision)		200,398	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	200,398	-	200,398	-
SUI		28,968	894	1,660	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	28,968	-	28,968	-
Worker's Comp		37,228	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	37,228	-	37,228	-
Total Employee Benefits		584,707	30,616	40,000	49,093	49,093	49,093	49,093	49,093	49,093	49,093	49,093	49,093	49,093	561,542	23,165	584,707	-
															-		-	-
BOOKS AND SUPPLIES															-		-	-
Textbooks		25,000			20,000	556	556	556	556	556	556	556	556	556	25,000	-	25,000	-
Other Books		9,800			7,840	218	218	218	218	218	218	218	218	218	9,800		9,800	-
Instructional materials		27,420			8,855	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	27,420	-	27,420	-
General supplies (Office, Custodial, etc.)		26,334	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	26,334	-	26,334	-
Student Transportation - Field Trips		25,401				2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	22,861	2,540	25,401	-
Non-capital equipment		14,500			7,250	806	806	806	806	806	806	806	806	806	14,500	-	14,500	-
Food Supplies		213,843			22,510	27,512	20,009	18,758	22,510	21,259	23,760	21,259	26,261	10,004	213,843	-	213,843	-
Fundraising expense		3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600	-	3,600	-
Total Books and Supplies		345,898	2,495	2,495	66,949	36,410	28,907	27,657	31,408	30,158	32,659	30,158	35,160	18,903	343,357	2,540	345,898	-
															-		-	-
SERVICES & OTHER OPERATING															-		-	-

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	A B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
3					Total Budget (Model)	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
89		Travel and Conferences			8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400	-	8,400	-
90		Training & Development			12,000	2,000	6,000	400	400	400	400	400	400	400	400	400	400	12,000	-	12,000	-
91		Dues and Membership			18,195				8,098		3,239		3,239		1,620			18,195	-	18,195	-
92		Insurance			68,110	17,027	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676			68,110	-	68,110	-
93		Operations and Housekeeping			36,427	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	36,427	-	36,427	-
94		Utilities			66,367	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	66,367	-	66,367	-
95		Rents & Leases - Buildings			475,260	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	475,260	-	475,260	-
96		Building Repairs & Maintenance			14,053	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	14,053	-	14,053	-
97		Other Space Rental			1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250	-	1,250	-
98		Equipment Rents/Leases			24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-	24,000	-
99		Equipment Repairs			2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	-	2,500	-
100		Misc fees/other			1,748	146	146	146	146	146	146	146	146	146	146	146	146	1,748	-	1,748	-
101		Charter School Capital Fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102		Professional/Consulting Services & Operating			92,449	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	92,449	-	92,449	-
103		Educational Consultants			50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	50,000	-
104		Legal & Auditing			47,500	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	47,500	-	47,500	-
105		Advertising & Recruitment			14,600	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	14,600	-	14,600	-
106		License & fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107		Banking and Payroll fees			11,779	982	982	982	982	982	982	982	982	982	982	982	982	11,779	-	11,779	-
108		Miscellaneous operating expenses			500	42	42	42	42	42	42	42	42	42	42	42	42	500	-	500	-
109		Communications			22,478	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	22,478	-	22,478	-
110		**Total Services & Other Operating**			**965,617**	**91,470**	**84,118**	**78,518**	**86,616**	**78,518**	**81,757**	**78,518**	**81,757**	**78,518**	**80,138**	**72,843**	**72,843**	**965,617**	-	**965,617**	-
111					-													-		-	-
112		CAPITAL OUTLAY																-		-	-
113		Depreciation	6900		118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
114		**Total Capital Outlay**			**118,868**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**118,868**	-	**118,868**	-
115					-													-		-	-
116		OTHER OUTGO																-		-	-
117		District Admin Fees	7299		37,096			6,472	4,315	4,315	4,315	4,315	4,315	3,016	1,508	1,508	1,508	35,588	1,508	37,096	-
118		Debt service - Interest	7438		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
119		**Total Other Outgo**			**37,096**	-	-	**6,472**	**4,315**	**4,315**	**4,315**	**4,315**	**4,315**	**3,016**	**1,508**	**1,508**	**1,508**	**35,588**	**1,508**	**37,096**	-
120																		-		-	-
121		TOTAL EXPENDITURES			3,913,578	177,393	239,625	382,456	357,858	342,257	344,245	344,758	348,746	344,710	342,320	340,027	323,770	3,886,365	27,213	3,913,578	-
122																		-			-
123		NET INCOME (LOSS)			598,631	(177,592)	(89,878)	(160,279)	43,697	118,462	(15,728)	233,410	(20,640)	(4,171)	85,781	(24,265)	(1,911)	(13,114)	611,745	598,631	-
124					-																
127		OTHER INFLOWS/(OUTFLOWS) - LOAN PRINCIPAL																-		-	-
128		Proceeds from Asset Sales - CSC			-													-		-	-
129		Repayments - CSC			-		-	-										-	-	-	-
130		Principal repayment - Hamory			-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
131		Principal repayment - Will Reid																		-	-
132		Principal repayment - Raza			(50,200)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(50,200)	-	(50,200)	-
133		Principal repayment - CS Growth																-		-	-
134		Principal repayment - Westbrook			(50,000)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(50,000)	-	(50,000)	-
136		**Total Other Inflows/(Outflows)**			**(100,200)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(100,200)**	-	**(100,200)**	-
137																		-		-	-
138		NET INFLOWS/(OUTFLOWS) BEFORE ACCRUALS			498,431	(185,942)	(98,228)	(168,629)	35,347	110,112	(24,078)	225,060	(28,990)	(12,521)	77,431	(32,615)	(10,261)	(113,314)	611,745	498,431	-
139																					
140		OTHER CASH ITEMS - CHANGE IN ACCRUALS																		-	-
141		Accounts receivable - New City	9200		677,838	452,059	29,839	6,073	30,454	159,411	-	-	-	-	-	-	-	677,838	-	677,838	-
142		Add Back Depreciation			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868		118,868	-
143		Purchase of Fixed Assets			-													-		-	-
144		Prepaids and deposits			30,000	-												-	30,000	30,000	-
145		Accounts Payable - Accrual Adjustments			(46,123)	100,000	(100,000)	(50,000)	(50,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)			110,409	(114,591)	68,469	(46,123)	-
146		Accrued Interest			(123,837)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	(159,837)	(123,837)	-
147		PY STRS/PERS payable, payroll accruals			-	-												-	-	-	-
149		**Total Other Cash items - change in accruals**			**656,745**	**564,965**	**(57,255)**	**(31,022)**	**(6,640)**	**147,316**	**(12,094)**	**(12,094)**	**(12,094)**	**(12,094)**	**12,906**	**12,906**	**123,314**	**718,113**	**(61,368)**	**656,745**	-
150																		-		-	
151		**NET CHANGE IN CASH**			1,155,175	379,023	(155,483)	(199,650)	28,707	257,429	(36,173)	212,966	(41,085)	(24,615)	90,336	(19,710)	111,054	604,798	550,377	1,155,175	-
152																		-		-	
153		**ENDING CASH - Operating (Excludes LLC and Lockbox)**			2,970,630	2,194,477	2,038,994	1,839,344	1,868,051	2,125,479	2,089,307	2,302,272	2,261,188	2,236,572	2,326,908	2,307,199	2,420,253	2,420,253	550,377	2,970,630	-
154																					
155																	0				

New City Public School (School Only - excludes LLC activities)
2018-19 CASH FLOW

		Total Budget (Model)	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
						PY P2					CY P1			CY P2				
	GP/Cat - Normal Payment		9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
	Less: Deferrals		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Add: Deferral Repayments		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Net GP/Cat Payment Rate		9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	20.00%	20.00%	20.00%				
	SpEd/Ptax/etc		6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%				
Beginning Cash (operating cash only)		2,420,253	2,420,253	2,769,666	2,903,125	2,348,527	2,343,302	2,376,835	2,519,049	2,703,498	2,640,703	2,625,542	2,725,178	2,715,112	2,420,253	-	2,420,253	
	Obj																	
REVENUES																		
LCFF	8011	2,935,943	-	140,749	140,749	253,349	253,349	253,349	253,349	253,349	277,540	277,540	277,540	277,540	2,656,403	277,540	2,935,943	-
EPA	8012	378,941				94,735			94,735			94,735			284,206	94,735	378,941	-
GP - Prior Year Adj	8019																-	-
In Lieu Property Taxes	8096	394,702	-		71,704	31,869	31,869	31,869	31,869	31,869	54,553	27,276	27,276	27,276	367,429	27,273	394,702	-
Total Revenue Limit		3,709,586	-	140,749	212,454	379,953	285,217	285,217	379,953	285,217	332,093	399,552	304,816	304,816	3,310,038	399,548	3,709,586	-
Federal Revenues															-		-	-
Child Nutrition - Federal (NSLP)	8220	196,554						20,690	25,288	18,391	17,242	20,690	19,540	21,839	143,680	52,874	196,554	-
Title I	8291	118,961	-						118,961					-	118,961		118,961	-
Title II	8292	4,308							4,308						4,308		4,308	-
Title III	8293	14,747							3,687					3,687	7,373	7,373	14,747	-
Total Federal Revenues		334,570	-	-	-	-	-	20,690	152,244	18,391	17,242	20,690	19,540	25,526	274,323	60,248	334,570	-
State Revenues																		
Child Nutrition - State	8520	13,697						1,442	1,762	1,262	1,201	1,442	1,362	1,322	10,012	3,684	13,697	-
Charter School Facilities (SB740)	8545	307,800					153,900			-					153,900	153,900	307,800	-
State Lottery	8560	64,843							16,211	-		16,211	-	-	32,422	32,422	64,843	-
ASES After School Grant	8580	-				-				-	-	-		-	-	-	-	-
All Other State Revenues (AMBG, etc.)	8590/2	5,620			562	562	562	562	562	562	562	562	562	562	5,620		5,620	-
Total State Revenues		391,960	-	-	562	562	154,462	2,004	18,535	1,844	1,763	18,215	1,924	2,084	201,954	190,006	391,960	-
Local Revenues																		
Student lunch revenues	8634	7,714				771	771	771	771	771	771	771	771	771	6,943	771	7,714	-
Child care	8630	-				-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	8660	10	1	1	1	1	1	1	1	1	1	1	1	1	10	-	10	-
Grants & donations	8690	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
School Site Fundraising	8699	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
All Other Local Revenues	8620/99	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	13,750	1,250	15,000	-
Total Local Revenues		72,724	1	1,251	1,251	7,022	7,022	7,022	7,022	7,022	7,022	7,022	7,022	7,022	65,703	7,021	72,724	-
															-		-	-
TOTAL REVENUES		4,508,841	1	142,000	214,266	387,537	446,702	314,933	557,754	312,474	358,120	445,478	333,303	339,449	3,852,017	656,823	4,508,841	-
		-													-		-	
EXPENDITURES															-		-	-
CERTIFICATED SALARIES																	-	-
Teachers		1,089,930		60,000	102,993	102,993	102,993	102,993	102,993	102,993	102,993	102,993	102,993	102,993	1,089,930	-	1,089,930	-
Teacher Stipends															-	-	-	-
Substitutes		24,000			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	-	24,000	-
Certificated Support Salaries		-			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Admin & Other Certificated/Bonuses		162,817	13,568	13,568	13,568	13,568	13,568	13,568	13,568	13,568	13,568	13,568	13,568	13,568	162,817	-	162,817	-
Total Certificated Salaries		1,276,747	13,568	73,568	118,961	118,961	118,961	118,961	118,961	118,961	118,961	118,961	118,961	118,961	1,276,747	-	1,276,747	-
															-		-	-
CLASSIFIED SALARIES															-		-	-
Instructional aides		256,586			25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	256,586	-	256,586	-
Classified Support Salaries		142,738	11,895	11,895	11,895	11,895	11,895	11,895	11,895	11,895	11,895	11,895	11,895	11,895	142,738	-	142,738	-
Classified Admin		105,769	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	105,769	-	105,769	-
Classified Admin - bonus		-													-	-	-	-
Clerical		116,300	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	116,300	-	116,300	-
Total Classified Salaries		621,393	30,401	30,401	56,059	56,059	56,059	56,059	56,059	56,059	56,059	56,059	56,059	56,059	621,393	-	621,393	-
															-		-	-
EMPLOYEE BENEFITS															-		-	-
STRS		207,854	1,707	9,255	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	160,615	47,240	207,854	-
PERS		73,144	6,095	6,095	6,095	6,095	6,095	6,095	6,095	6,095	6,095	6,095	6,095	6,095	73,144	-	73,144	-
OASDI		38,477	1,882	1,882	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	38,477	-	38,477	-
Medicare		27,523	638	1,508	2,538	2,538	2,538	2,538	2,538	2,538	2,538	2,538	2,538	2,538	27,523	-	27,523	-
H&W (Medical, Dental, Vision)		224,790	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	224,790	-	224,790	-
SUI		30,560	708	1,674	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	30,560	-	30,560	-
Worker's Comp		37,963	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	37,963	-	37,963	-
Total Employee Benefits		640,312	32,926	42,310	51,784	51,784	51,784	51,784	51,784	51,784	51,784	51,784	51,784	51,784	593,072	47,240	640,312	-
															-		-	-
BOOKS AND SUPPLIES															-		-	-
Textbooks		75,000			60,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	75,000	-	75,000	-
Other Books		9,800			7,840	218	218	218	218	218	218	218	218	218	9,800		9,800	-
Instructional materials		27,420			6,855	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	27,420	-	27,420	-
General supplies (Office, Custodial, etc.)		26,334	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	26,334	-	26,334	-
Student Transportation - Field Trips		25,401				2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	22,861	2,540	25,401	-
Non-capital equipment		14,500			7,250	806	806	806	806	806	806	806	806	806	14,500	-	14,500	-
Food Supplies		217,965			22,944	28,042	20,394	19,120	22,944	21,669	24,218	21,669	26,768	10,197	217,965	-	217,965	-
Fundraising expense		3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600	-	3,600	-
Total Books and Supplies		400,020	2,495	2,495	107,383	38,052	30,404	29,129	32,953	31,679	34,228	31,679	36,777	20,207	397,480	2,540	400,020	-
															-		-	-
SERVICES & OTHER OPERATING															-		-	-

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	A	B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
3						Total Budget (Model)	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
89			Travel and Conferences			8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400	-	8,400	-
90			Training & Development			12,000	2,000	6,000	400	400	400	400	400	400	400	400	400	400	12,000	-	12,000	-
91			Dues and Memberships			16,195				8,098		3,239		3,239		1,620			16,195	-	16,195	-
92			Insurance			71,440	17,860	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953			71,440	-	71,440	-
93			Operations and Housekeeping			37,053	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	37,053	-	37,053	-
94			Utilities			66,495	5,541	5,541	5,541	5,541	5,541	5,541	5,541	5,541	5,541	5,541	5,541	5,541	66,495	-	66,495	-
95			Rents & Leases - Buildings			475,260	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	475,260	-	475,260	-
96			Building Repairs & Maintenance			14,053	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	14,053	-	14,053	-
97			Other Space Rental			1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250	-	1,250	-
98			Equipment Rents/Leases			24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-	24,000	-
99			Equipment Repairs			2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	-	2,500	-
100			Misc fees/other			1,748	146	146	146	146	146	146	146	146	146	146	146	146	1,748	-	1,748	-
101			Charter School Capital Fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102			Professional/Consulting Services & Operating			92,498	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	92,498	-	92,498	-
103			Educational Consultants			50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	50,000	-
104			Legal & Auditing			47,500	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	47,500	-	47,500	-
105			Advertising & Recruitment			14,600	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	14,600	-	14,600	-
106			License & fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107			Banking and Payroll fees			12,015	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	12,015	-	12,015	-
108			Miscellaneous operating expenses			500	42	42	42	42	42	42	42	42	42	42	42	42	500	-	500	-
109			Communications			22,478	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	22,478	-	22,478	-
110			**Total Services & Other Operating**			969,984	92,389	84,483	78,385	86,980	78,883	82,122	78,883	82,122	78,883	80,502	72,929	72,929	969,986	-	969,986	-
111						(1)													-		-	1
112			CAPITAL OUTLAY																-		-	-
113			Depreciation	6900		118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
114			**Total Capital Outlay**			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
115						-													-		-	-
116			OTHER OUTGO																			-
117			District Admin Fees	7299		37,096			6,472	4,315	4,315	4,315	4,315	4,315	3,016	1,508	1,508	1,508	35,588	1,508	37,096	-
118			Debt service - interest	7438		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
119			**Total Other Outgo**			37,096	-	-	6,472	4,315	4,315	4,315	4,315	4,315	3,016	1,508	1,508	1,508	35,588	1,508	37,096	-
120																			-		-	-
121			TOTAL EXPENDITURES			4,064,422	183,684	243,162	429,448	366,056	350,311	352,275	352,860	354,825	352,836	350,398	347,924	331,354	4,013,134	51,288	4,064,422	-
122																			-			-
123			NET INCOME (LOSS)			444,419	(181,683)	(101,161)	(215,181)	21,481	96,391	(37,342)	204,893	(42,350)	5,284	95,080	(14,621)	8,095	(161,116)	605,536	444,419	-
124						1																
127			OTHER INFLOWS/(OUTFLOWS) - LOAN PRINCIPAL																-		-	-
128			Proceeds from Asset Sales - CSC			-													-		-	-
129			Repayments - CSC			-	-	-	-										-	-	-	-
130			Principal repayment - Harmony			-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
131			Principal repayment - Will Reid																-		-	-
132			Principal repayment - Raza			(50,200)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(50,200)	-	(50,200)	-
133			Principal repayment - CS Growth																-		-	-
134			Principal repayment - Westbrook			(50,000)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(50,000)	-	(50,000)	-
136			**Total Other Inflows/(Outflows)**			(100,200)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(8,350)	(100,200)	-	(100,200)	-
137																			-		-	-
138			NET INFLOWS/(OUTFLOWS) BEFORE ACCRUALS			344,219	(190,033)	(109,511)	(223,531)	13,131	88,041	(45,692)	196,543	(50,700)	(3,066)	86,730	(22,971)	(255)	(261,916)	605,536	344,219	-
139																						
140			OTHER CASH ITEMS - CHANGE IN ACCRUALS																-		-	-
141			Accounts receivable - New City	9200		638,958	426,540	30,065	6,027	18,739	157,567	-	-	-	-	-	-	-	638,958	-	638,958	-
142			Add Back Depreciation			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868		118,868	-
143			Purchase of Fixed Assets			-													-		-	-
144			Prepaids and deposits			30,000	-												-	30,000	30,000	-
145			Accounts Payable - Accrual Adjustments			41,255	100,000	(100,000)	(50,000)	(50,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)			112,651	(112,349)	153,604	41,255	-
146			Accrued interest			(159,837)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	(195,837)	(159,837)	-
147			PY STRS/PERS payable, payroll accruals			-	-												-	-	-	-
148			**Total Other Cash items - change in accruals**			669,245	539,446	(57,029)	(31,067)	(18,355)	145,492	(12,094)	(12,094)	(12,094)	(12,094)	12,906	12,906	125,557	681,478	(12,233)	669,245	-
150																			-			
151			**NET CHANGE IN CASH**			1,013,464	349,413	(166,540)	(254,598)	(5,225)	233,533	(57,786)	184,449	(62,795)	(15,161)	99,636	(10,066)	125,302	420,161	593,303	1,013,464	-
152																						
153			**ENDING CASH - Operating (Excludes LLC and Lockbox)**			3,433,717	2,785,666	2,603,125	2,348,527	2,343,302	2,576,835	2,519,049	2,703,498	2,640,703	2,625,542	2,725,178	2,715,112	2,840,414	2,840,414	593,303	3,433,717	-
154																						
155																		1				

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New City Public School (School Only - excludes LLC activities)
2019-20 CASH FLOW

		Total Budget (Model)	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
						PY P2						CY P1		CY P2				
	GP/Cat - Normal Payment		5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
	Less: Deferrals		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Add: Deferral Repayments		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
	Net GP/Cat Payment Rate		5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	20.00%	20.00%	20.00%				
	SpEd/Ptax/etc		6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%				
Beginning Cash (operating cash only)		2,840,414	2,840,414	3,205,378	3,038,028	2,824,169	2,617,768	3,048,385	2,992,087	3,165,132	3,103,881	3,068,024	3,147,850	3,120,177	2,840,414	-	2,840,414	
	Obj																	
REVENUES																		
LCFF	8011	2,847,593	-	140,749	140,749	253,349	253,349	253,349	253,349	253,349	259,870	259,870	259,870	259,870	2,887,723	259,870	2,847,593	-
EPA	8012	367,538				91,884			91,884			91,884			275,655	91,884	367,538	-
GP - Prior Year Adj	8019	-															-	-
In Lieu Property Taxes	8096	382,825	-		71,704	31,869	31,869	31,869	31,869	31,869	50,594	25,297	25,297	25,297	357,531	25,294	382,825	-
Total Revenue Limit		3,597,955	-	140,749	212,454	377,102	285,217	285,217	377,102	285,217	310,463	377,051	285,167	285,167	3,220,907	377,048	3,597,955	-
															-		-	-
Federal Revenues																		
Child Nutrition - Federal (NSLP)	8220	194,452						20,469	25,017	18,194	17,057	20,469	19,332	21,606	142,143	52,309	194,452	-
Title I	8291	109,612	-						109,612		-				109,612		109,612	-
Title II	8292	3,761							3,761						3,761		3,761	-
Title III	8293	14,303							3,576					3,576	7,151	7,151	14,303	-
Total Federal Revenues		322,128	-	-	-	-	-	20,469	141,966	18,194	17,057	20,469	19,332	25,182	262,668	59,460	322,128	-
State Revenues																		
Child Nutrition - State	8520	13,550						1,426	1,743	1,268	1,189	1,426	1,347	1,506	9,905	3,645	13,550	-
Charter School Facilities (SB740)	8545	298,538					149,269			-					149,269	149,269	298,538	-
State Lottery	8560	64,843							16,211	-		16,211	-	-	32,422	32,422	64,843	-
ASES After School Grant	8590	-				-				-	-	-	-	-	-	-	-	-
All Other State Revenues (AMBG, etc.)	8590/2	5,620			562	562	562	562	562	562	562	562	562	562	5,620	-	5,620	-
Total State Revenues		382,551	-	-	562	562	149,831	1,988	18,516	1,830	1,751	18,199	1,909	2,068	197,216	185,335	382,551	-
Local Revenues																		
Student lunch revenues	8634	7,482				748	748	748	748	748	748	748	748	748	6,734	748	7,482	-
Child care	8659	-				-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	8660	10	1	1	1	1	1	1	1	1	1	1	1	1	10	-	10	-
Grants & donations	8690	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
School Site Fundraising	8696	25,000				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	2,500	25,000	-
All Other Local Revenues	8620/99	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	13,750	1,250	15,000	-
Total Local Revenues		72,492	1	1,251	1,251	6,998	6,999	6,999	6,999	6,999	6,999	6,999	6,999	6,999	65,494	6,998	72,492	-
															-		-	-
TOTAL REVENUES		4,375,127	1	142,000	214,266	384,663	442,047	314,674	544,583	312,241	336,270	422,718	313,406	319,415	3,746,285	628,842	4,375,127	-
		-													-		-	
EXPENDITURES															-		-	-
CERTIFICATED SALARIES															-		-	-
Teachers		1,078,274		60,000	101,827	101,827	101,827	101,827	101,827	101,827	101,827	101,827	101,827	101,827	1,078,274	-	1,078,274	-
Teacher Stipends		-														-	-	-
Substitutes		24,000			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	-	24,000	-
Certificated Support Salaries		-				-			-	-	-	-	-	-	-	-	-	-
Admin & Other Certificated/Bonuses		161,076	13,423	13,423	13,423	13,423	13,423	13,423	13,423	13,423	13,423	13,423	13,423	13,423	161,076	-	161,076	-
Total Certificated Salaries		1,263,350	13,423	73,423	117,650	117,650	117,650	117,650	117,650	117,650	117,650	117,650	117,650	117,650	1,263,350	-	1,263,350	-
															-		-	-
CLASSIFIED SALARIES															-		-	-
Instructional aides		253,842			25,384	25,384	25,384	25,384	25,384	25,384	25,384	25,384	25,384	25,384	253,842	-	253,842	-
Classified Support Salaries		141,211	11,768	11,768	11,768	11,768	11,768	11,768	11,768	11,768	11,768	11,768	11,768	11,768	141,211	-	141,211	-
Classified Admin		104,638	8,720	8,720	8,720	8,720	8,720	8,720	8,720	8,720	8,720	8,720	8,720	8,720	104,638	-	104,638	-
Classified Admin - bonus		-													-	-	-	-
Clerical		115,057	9,588	9,588	9,588	9,588	9,588	9,588	9,588	9,588	9,588	9,588	9,588	9,588	115,057	-	115,057	-
Total Classified Salaries		614,748	30,075	30,075	55,460	55,460	55,460	55,460	55,460	55,460	55,460	55,460	55,460	55,460	614,748	-	614,748	-
															-		-	-
EMPLOYEE BENEFITS															-		-	-
STRS		205,673	1,689	9,237	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	158,929	46,744	205,673	-
PERS		72,362	6,030	6,030	6,030	6,030	6,030	6,030	6,030	6,030	6,030	6,030	6,030	6,030	72,362	-	72,362	-
OASDI		38,066	1,862	1,862	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	38,066	-	38,066	-
Medicare		27,232	631	1,501	2,510	2,510	2,510	2,510	2,510	2,510	2,510	2,510	2,510	2,510	27,232	-	27,232	-
H&W (Medical, Dental, Vision)		244,658	20,388	20,388	20,388	20,388	20,388	20,388	20,388	20,388	20,388	20,388	20,388	20,388	244,658	-	244,658	-
SUI		30,237	700	1,666	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	30,237	-	30,237	-
Worker's Comp		37,562	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	37,562	-	37,562	-
Total Employee Benefits		655,790	34,430	43,814	53,080	53,080	53,080	53,080	53,080	53,080	53,080	53,080	53,080	53,080	609,047	46,744	655,790	-
															-		-	-
BOOKS AND SUPPLIES															-		-	-
Textbooks		25,000			20,000	556	556	556	556	556	556	556	556	556	25,000	-	25,000	-
Other Books		9,800			7,640	218	218	218	218	218	218	218	218	218	9,800	-	9,800	-
Instructional materials		26,640			6,660	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	26,640	-	26,640	-
General supplies (Office, Custodial, etc.)		25,902	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	25,902	-	25,902	-
Student Transportation - Field Trips		24,937				2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	22,444	2,494	24,937	-
Non-capital equipment		14,500			7,250	806	806	806	806	806	806	806	806	806	14,500	-	14,500	-
Food Supplies		215,485			22,683	27,723	20,162	18,902	22,683	21,422	23,943	21,422	26,463	10,081	215,485	-	215,485	-
Fundraising expense		3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600	-	3,600	-
Total Books and Supplies		345,864	2,458	2,458	66,891	36,474	28,913	27,653	31,434	30,174	32,694	30,174	35,214	18,832	343,370	2,494	345,864	-
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SERVICES & OTHER OPERATING															-		-	-

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	A	B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
3						Total Budget (Model)	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Total Forecast	Accruals	Total Forecast with Accruals	Variance - Budget vs. Forecast
89			Travel and Conferences			8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400	-	8,400	-
90			Training & Development			12,000	2,000	6,000	400	400	400	400	400	400	400	400	400	400	12,000	-	12,000	-
91			Dues and Memberships			16,075				8,037		3,215		3,215		1,607			16,075	-	16,075	-
92			Insurance			74,937	18,734	6,245	6,245	6,245	6,245	6,245	6,245	6,245	6,245	6,245			74,937	-	74,937	-
93			Operations and Housekeeping			37,682	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	37,682	-	37,682	-
94			Utilities			66,624	5,552	5,552	5,552	5,552	5,552	5,552	5,552	5,552	5,552	5,552	5,552	5,552	66,624	-	66,624	-
95			Rents & Leases - Buildings			475,260	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	39,605	475,260	-	475,260	-
96			Building Repairs & Maintenance			14,053	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	14,053	-	14,053	-
97			Other Space Rental			1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250	-	1,250	-
98			Equipment Rents/Leases			24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-	24,000	-
99			Equipment Repairs			2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	-	2,500	-
100			Misc fees/other			1,748	146	146	146	146	146	146	146	146	146	146	146	146	1,748	-	1,748	-
101			Charter School Capital Fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102			Professional/Consulting Services & Operating			92,472	7,706	7,706	7,706	7,706	7,706	7,706	7,706	7,706	7,706	7,706	7,706	7,706	92,472	-	92,472	-
103			Educational Consultants			50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	50,000	-
104			Legal & Auditing			47,500	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	47,500	-	47,500	-
105			Advertising & Recruitment			14,600	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	14,600	-	14,600	-
106			License & fees			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107			Banking and Payroll fees			12,255	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	12,255	-	12,255	-
108			Miscellaneous operating expenses			500	42	42	42	42	42	42	42	42	42	42	42	42	500	-	500	-
109			Communications			22,390	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	22,390	-	22,390	-
110			**Total Services & Other Operating**			**974,257**	**93,338**	**84,849**	**79,249**	**87,286**	**79,249**	**82,465**	**79,249**	**82,463**	**79,249**	**80,856**	**73,004**	**73,004**	**974,257**	-	**974,257**	-
111						(1)													-		-	1
112			CAPITAL OUTLAY																-		-	-
113			Depreciation	6900		118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868	-	118,868	-
114			**Total Capital Outlay**			**118,868**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**9,906**	**118,868**	-	**118,868**	-
115																			-		-	-
116			OTHER OUTGO																-		-	-
117			District Admin Fees	7299		35,980			6,472	4,315	4,315	4,315	4,315	4,315	2,644	1,322	1,322	1,322	34,658	1,322	35,980	-
118			Debt service - Interest	7438		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
119			**Total Other Outgo**			**35,980**	-	-	**6,472**	**4,315**	**4,315**	**4,315**	**4,315**	**4,315**	**2,644**	**1,322**	**1,322**	**1,322**	**34,658**	**1,322**	**35,980**	-
120																			-		-	-
121			**TOTAL EXPENDITURES**			**4,008,857**	**183,631**	**244,526**	**388,708**	**364,171**	**348,573**	**350,528**	**351,093**	**353,048**	**350,682**	**348,448**	**345,636**	**329,254**	**3,958,297**	**50,560**	**4,008,857**	-
122																			-		-	-
123			**NET INCOME (LOSS)**			**366,270**	**(183,630)**	**(102,525)**	**(174,441)**	**30,492**	**93,474**	**(35,854)**	**193,490**	**(40,807)**	**(14,412)**	**74,270**	**(32,230)**	**(9,839)**	**(212,012)**	**578,282**	**366,270**	-
124						1																
127			OTHER INFLOWS/(OUTFLOWS) - LOAN PRINCIPAL																-		-	-
128			Proceeds from Asset Sales - CSC			-													-		-	-
129			Repayments - CSC			-		-	-										-	-	-	-
130			Principal repayment - Hamory			-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
131			Principal repayment - Will Reiz																		-	-
132			Principal repayment - Raze			(50,200)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(4,183)	(50,200)	-	(50,200)	-
133			Principal repayment - C3 Growth																-		-	-
134			Principal repayment - Westbrook			(50,000)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(50,000)	-	(50,000)	-
136			**Total Other Inflows/(Outflows)**			**(100,200)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(8,350)**	**(100,200)**	-	**(100,200)**	-
137																			-		-	-
138			NET INFLOWS/(OUTFLOWS) BEFORE ACCRUALS			**266,070**	**(191,980)**	**(110,875)**	**(182,791)**	**12,142**	**85,124**	**(44,204)**	**185,140**	**(49,157)**	**(22,762)**	**65,920**	**(40,580)**	**(18,189)**	**(312,212)**	**578,282**	**266,070**	-
139																						
140			OTHER CASH ITEMS - CHANGE IN ACCRUALS																-		-	-
141			Accounts receivable - New City	9200		656,823	444,039	30,620	6,027	18,551	157,587	-	-	-	-	-	-	-	656,823	-	656,823	-
142			Add Back Depreciation			118,868	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	9,906	118,868		118,868	-
143			Purchase of Fixed Assets			-													-		-	-
144			Prepaids and deposits			30,000	-												-	30,000	30,000	-
145			Accounts Payable - Accrual Adjustments			102,317	100,000	(100,000)	(50,000)	(50,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)			111,417	(113,583)	215,899	102,317	-
146			Accrued interest			(195,837)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	(231,837)	(195,837)	-
147			PY STRS/PERS payable; payroll accruals				-												-	-	-	-
149			**Total Other Cash items - change in accruals**			**712,171**	**556,944**	**(56,474)**	**(31,067)**	**(18,543)**	**145,492**	**(12,094)**	**(12,094)**	**(12,094)**	**(12,094)**	**12,906**	**12,906**	**124,323**	**698,109**	**14,062**	**712,171**	-
150																			-		-	
151			**NET CHANGE IN CASH**			**978,241**	**364,964**	**(167,350)**	**(213,858)**	**(6,401)**	**230,617**	**(56,298)**	**173,046**	**(61,251)**	**(34,856)**	**78,826**	**(27,674)**	**106,134**	**385,896**	**592,345**	**978,241**	-
152																			-		-	
153			**ENDING CASH - Operating (Excludes LLC and Lockbox)**			**3,818,655**	**3,205,378**	**3,038,028**	**2,824,169**	**2,817,768**	**3,048,385**	**2,992,087**	**3,165,132**	**3,103,881**	**3,069,024**	**3,147,850**	**3,120,177**	**3,226,310**	**3,226,310**	**592,345**	**3,818,655**	-
154																						
155																		2				

NC0380

Clearinghouse CDFI

Community Development Financial Institution

December 4, 2014

Mr. Richard Hollowell
Funding The Gap, LLC,
Director - California
400 Washington Blvd, 6th Floor
El Segundo, CA 90245

RE: Letter of Interest to Refinance Commercial Real Estate located 1621-1647 Long Beach Boulevard, Long Beach, CA 90813 (New City Public Schools)

Dear Mr. Hollowell:

Clearinghouse CDFI has received your request for a loan of $5,780,000 on behalf of your client, New City Public Schools to refinance commercial real estate in connection with the subject referenced above. Clearinghouse CDFI is anxious to receive the due diligence items requested to begin official underwriting of your loan request.

Before proceeding further with our consideration of your loan request, we want to provide you with an overview of several material terms and conditions that may relate to your loan in the event that you select Clearinghouse CDFI as your lender and submit an application for approval. Attached to this letter is a proposed summary of terms and conditions that might form the basis for our review as to the feasibility of the project.

Of course, this letter and the attached proposed summary of terms and conditions are provided in response to your request for consideration and **constitute an expression of interest only**. These materials are not intended to obligate either party to take further action with respect to the project or any other matter. The terms and conditions set forth in the attached proposed summary of terms may be modified during this review process and/or Clearinghouse CDFI may decide to decline your loan request in its sole and absolute discretion. This letter is confidential and shall not be shown, or its existence or its contents disclosed by you to any third party without the prior written consent from Clearinghouse CDFI.

Upon your review of the terms and conditions, we may commence our due diligence and credit analysis with your submittal of the appropriate items noted in the "Needs List", which has been emailed prior.

We look forward to working with you to design a product that best suits your financing needs and provide you with more specific terms and conditions that would govern our loan. Please call me at (510) 557-5077 if you would like to discuss this project further.

Sincerely,

Fathia Macauley
Director

MAIN OFFICE
23861 El Toro Road
Suite 401
Lake Forest, CA 92630
(949) 859-3600

LOS ANGELES
5670 Wilshire Boulevard
18th Floor
Los Angeles, CA 90036
(323) 533-0119

OAKLAND
505 14th Steet
Suite 900
Oakland, CA 94612
(510) 557-5077

NEVADA
2300 W. Sahara Avenue
Suite 1100
Las Vegas, NV 89102
(702) 522-2283

www.clearinghousecdfi.com

Clearinghouse CDFI

Proposed Statement of Financing Terms
1621-1647 Long Beach Blvd, Long Beach, CA 90813

Borrower:	**New City Public Schools**
Property:	(specs on CRE). Subject is located in Long Beach, California ("Property").
Security:	First Deed of Trust on land and improvements, assignment of rents, leases, contracts, and management agreements, etc.
Loan Amount:	$5,780,000, but not to exceed 70% Loan-to-Value
Contingencies:	1) Charter renewal approval received from Long Beach Unified School District – December 2014 2) The School seeks the support of the California Charter School Association. 3) The School has an articulated plan to raise the academic performance of all students.
Loan-to-Value	Maximum of 70% loan to value based upon the appraised value and the CDFI's sole and absolute sole discretion.
Debt Service:	Minimum 1.10 to 1 at the CDFI's absolute and sole discretion.
Guarantees:	Completion and Repayment guarantees
Guarantor(s):	Guarantor(s) acceptable to Clearinghouse CDFI
Environmental Review:	Receipt of Phase I acceptable to Clearinghouse CDFI.
Third Party Reports & Fees:	Third party appraisal, title and escrow fees, and legal costs to be borne by Borrower.
Term:	**Fixed** –For a term up to 5 years
Loan Amortization:	**Fully amortizing,**
Origination Fee:	1.5% of loan amount
Loan Interest:	Fixed Rate – Rate range of 6.5% to 7%
Repayment:	Fully amortizing loan with principal and interest payment from operating cash flow.
Recourse:	**No**
Prepayment Fee:	We don't have a lock outs. Our prepayment penalty is 5% in the first year, 4% in the 2nd year and 3% in the 3rd year, 2% in the 4th year and 1% in the 5th year.. No prepayment penalty after that.

Clearinghouse CDFI
Community Development Financial Institution

Deposit Fees:	Cost of appraisal to be paid up front prior to CDFI ordering an appraisal.
Application Fee:	$800 paid with loan application.
Processing Expenses:	All costs will be reasonable and appropriate, and can be further estimated upon request
Insurance:	Borrower's general liability insurance $1MM - $2MM with a BEST Rating of A or better and Excess liability 5.0MM. All insurances should name Clearinghouse CDFI as a loss payee.
Processing Time:	Before February 28, 2015.

These terms are an expression of interest only. The terms are subject to additional underwriting and formal loan approval. For more information call:

Fathia Macauley at (510) 557-5077

Gómez, *Promising Practices: Dual Language Enrichment For ELL Students K-12* (Vol. 9, 2006) Journal of Bilingual Education Research & Instruction

Promising Practices: Dual Language Enrichment For ELL Students K-12

Richard Gómez
The University of Texas at Brownsville

ABSTRACT

Dual language programs are not new in this country. However, the interest in dual language education has increased dramatically in the last 15 years (Howard & Christian, 2002). This article describes a unique One-Way 50/50 Dual Language Enrichment (DLE) model that is currently being implemented at two South Texas elementary schools and at one middle school. The dual language program utilized by these schools divides language of instruction by subject area as well as by time. The model has been successfully implemented in regions with high concentrations of Latino students. The schools studied in this article implemented a One-Way DLE model and therefore did not require a 50/50 balance of native English speakers and native Spanish speakers. In addition to describing the model implemented by the three schools, this article reports standardized test results indicating that students learning under this DLE model are achieving at high levels of academic proficiency as demonstrated on English-based reading and mathematics statewide assessments of both elementary and middle school grades.

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Richard.Gomez@utb.edu

Promising Practices: Dual Language Enrichment For ELL Students K-12

"No Child Left Behind" (NCLB) legislation and mandates have raised the stakes for educators across America to more effectively meet the academic needs of all students and, in particular, of children who have historically performed poorly in our schools. In this pursuit, educators across the country are turning to second language acquisition research to provide them with guidance for implementing promising practices that will better meet the academic and linguistic needs of second language learners. This renewed search for "what works with ELLs" (English language learners) has led more and more educators to Dual Language Enrichment (DLE) models.

Dual language programs are not new in this country. The Spanish/English Coral Way program in Florida and the French/English Ecole Bilinguë in Massachusetts were implemented in the 1960s. However, the interest in dual language education has increased dramatically in the last 15 years (Howard & Christian, 2002). Part of the appeal of DLE programs for educators is that they promise more effective academic and linguistic success for both ELLs and mono-English speaking students alike! Howard and Christian (2002) state that "Two-way immersion education is a dynamic form of education that holds great promise for developing high levels of academic achievement, bilingualism and biliteracy, and cross-cultural awareness among participating students." (p..1) The promise of research-based DLE programs has in turn fueled the expansion of DLE programs across the country, including the largest ELL population states of California, Texas, and Florida. In Texas, the Texas Two-Way Consortium listed 234 DLE programs in the state at the end of 2005, compared to fewer than ten DLE programs in 1995 (http://texastwoway.org). This growth represents an increase of over 2,000% in the number of DLE programs across Texas over the past decade! In all likelihood, the number of dual language programs in the state of Texas and across the country is a conservative figure, given that a significant number of DLE programs—particularly new ones—are not registered. An example of this undercount is illustrated by information available from the national Two-Way directory at the Center for Applied Linguistics (CAL) (http://www.cal.org/twi/directory/). In the spring of 2004, the Center for Applied Linguistics (CAL) listed 283 dual language programs in 24 states, including 100 DLE programs in California. Adding the Texas Two-Way Consortium count of 234 to the CAL count for California alone (100) results in more DLE programs than CAL has listed for all 24 states!

For many, implementing a DLE program has been a journey based on faith in DLE research that consistently finds that ELL students learn English and academic content more effectively when taught in their native language for at least half the school day. Thomas and Collier (2002) state the following:

> Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 [first language] and L2 [second language] in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. (p. 7)

ELL students must learn English not just for social settings but also for academic settings in order to compete academically with their native English-speaking peers. Academic proficiency--or Cognitive Academic Language Proficiency (CALP) as it is referred to in second language research--is a longer process requiring five to seven years for ELL students to master (Cummins, 1991). The time required to develop CALP is the rationale given for making academic and linguistic goals for DLE programs be at the end of fifth grade and not goals for third or fourth grade. A sizeable majority of students engaged in a well implemented DLE program for a minimum of six years (if starting from Kindergarten) should be able to fully close the achievement gap with native–English speakers (Thomas & Collier, 2002). Thus, educators implementing DLE programs wait patiently (and sometimes not so patiently) as their DLE program is initiated at Kindergarten and/or first grade and then progresses to the following. grade level with each subsequent school-year. Educators wait for up to six years for academic and linguistic validation of the faith they have placed on second language acquisition research. They wait to review ELL fifth grade state reading and mathematics assessments, written in English, as measured by statewide assessments. The DLE program academic results presented in this article are from three schools in South Texas that followed the research, implemented a quality DLE program, and waited for more than eight years to validate the decision made by school staff, school board, and the local communities. The findings presented are intended to inform, guide, and further the study of promising practices in educating ELL students. The findings are also one more affirmation, among a growing body of evidence, that faith placed in DLE research has not been misplaced.

Dual Language Enrichment Characteristics

Common Characteristics of Dual Language Programs

Although dual language programs vary widely in design and implementation, they all share certain characteristics. Students in the programs usually include some native English speakers in addition to the native speakers of another language. These two groups of students study together most of the day. In their classes, students learn language through academic content instruction in both languages. All students become proficient in using two languages for communication and learning. In addition, in this era of high stakes testing, researchers have shown that both groups of students do as well as or better on standardized tests given in English than students learning only in English (Lindholm-Leary, 2001; Thomas & Collier, 2002). Figure 1 lists some common characteristics of dual language programs (Freeman, Freeman, & Mercuri, 2005).

Figure 1: Common Characteristics of Dual Language Programs

Students include English speakers and native speakers of another language
Students are integrated during most content instruction
Instruction is provided in two languages
Students become proficient in two languages
Student achievement in English for all students is equal to or exceeds that of students learning in English only

Variations among Dual Language Programs

Although dual language programs share certain characteristics and are based on the same orientation, they vary in several ways. For one thing, they are called by different names. They involve different languages and different student populations. In addition, there are different program models, and these models are implemented in a variety of ways.

While there is widespread agreement about the success of dual language programs, there is not the same agreement about what the programs should be called. Programs that share the characteristics listed in Figure 1 have been given a variety of names (Cloud, Genesee, & Hamayan, 2000; Crawford, 2004; Soltero, 2004):

- dual language education (DLE)
- dual immersion (DI)
- two-way bilingual education (TWBE)
- enriched education
- two-way immersion (TWI)

I have chosen to use a relatively new term, dual language enrichment (DLE), because this term captures more completely the essential components as well as ancillary benefits associated with dual language enrichment programs that are just beginning to be researched and documented. These benefits include the following:

- student-centered instruction/learning
- use of two languages for instruction
- biliteracy (academic proficiency) in two languages
- project-based/discovery learning
- students demonstrate stronger self-esteem and self-confidence
- mutual multicultural respect
- increased parental involvement
- higher expectations by teachers, administrators, students, and parents
- biliteracy favorably affecting aspects of mental health as demonstrated by early brain research
- reduced identification for special education services
- increased identification for gifted and talented or highly capable services

Given the partial list of benefits associated with quality DLE programs, I felt that the term “enrichment” is a fair descriptor to any program touching so many areas. Still, the primary goal is for all students to develop full conversational and academic proficiency as they study academic content in two languages.

There is also variation in the languages included in the programs. Dual language enrichment (DLE) programs have been implemented in the United States for native English speakers and speakers of Spanish, Cantonese, Korean, French, Portuguese, Haitian-Creole, Tagalog, Arabic, and Japanese. Districts have also considered implementing programs in Hmong and Vietnamese. The Center for Applied Linguistics (CAL) (http://www.cal.org/twi/directory/tables.html) maintains a database of dual language enrichment (DLE) programs. New programs are added frequently, and the

list of non-English languages continues to expand. However, Spanish is the non-English language in the overwhelming majority of DLE programs.

Dual language enrichment (DLE) programs vary in both languages of instruction and student characteristics. In Two-Way DLE programs, about half the students are native English speakers and about half are native speakers of the non-English language featured in the program. In these programs, though, there can be considerable variation in the ethnicity and race of the native English speakers. Native English speakers may include Anglos, African Americans, and members of other ethnic groups such as Latinos. Often, students come from different social and economic backgrounds. In some programs, all students are of the same race/ethnic group but differ in their language proficiency. For example, in South Texas, almost all students are Latinos. However, some are English-dominant, some are Spanish-dominant, and some are more balanced bilinguals.

Dual language enrichment programs also vary in the amount of time they allocate for instruction in each language. The two basic models, the 90/10 model and the 50/50 model, exemplify this variance. In the 90/10 model, the non-English language is used 90% of the time in early grades, and gradually more English is added until students are in the third or fourth grade when the instructional time in both languages is equal. Many schools have adopted this model with the early emphasis on the non-English language to help compensate for the dominant power of English outside the school context.

One variation within the 90/10 model involves literacy instruction. In most 90/10 programs, all students learn to read and write in the non-English language. However, in some programs all students receive initial literacy instruction in their native language, and the rest of the day is divided with 90% of the instructional time in the non-English language and 10% in English.

In the 50/50 model, students learn in each language about half the time throughout the program. In many programs, all students learn to read in their primary language and then add the second language. Time for the two languages may be divided in various ways–half day, alternate day, or even alternate week. This model is often used in areas with limited numbers of bilingual teachers. Teachers can team teach, and the bilingual teacher can provide the non-English language to one group in the morning and the other group in the afternoon (or on alternate days or weeks), thus maximizing faculty language resources.

As this brief review indicates, despite the common characteristics among DLE programs, considerable variation exists in the languages used for instruction, the student population, and the time each language is used. Schools planning to implement a dual language program should choose the model that best fits their student population and is most responsive to community perceptions and needs.

Potential Problems with Dual Language Enrichment Programs

Although research supports the implementation of DLE programs, and many examples of successful programs can be found, certain potential problems still exist. No program for English

language learners is a panacea. Effective programs must be well implemented and have adequate administrative, faculty, and resource support. There is always the danger that critics of bilingual education will seize on data from poorly conceived or implemented programs and use those program results as ammunition in their ongoing opposition to any form of bilingual education.

In addition, even proponents of bilingual education have pointed out that DLE programs may be designed to serve primarily the native English speakers who enroll in them. One reason that DLE programs have become popular is that they attract Anglo/Caucasian parents who want their children to become bilingual/biliterate. Native English speakers do very well in these programs. As Valdés (1997) has pointed out, if such programs succeed in developing these native English speakers into fully proficient bilinguals, the programs may serve to take away the one advantage that English language learners have traditionally had–the distinction of achieving a high level of bilingualism.

An even more subtle potential problem is that in some cases, DLE programs may not be established at all unless a sufficient number of native English speakers, usually at least one third of the students, are inclined to enroll. As a result, English Language Learners may be denied the opportunity to participate in a program model developed to serve their needs, and instead are at the mercy of the whim of native-English populations at their respective schools.

Gómez, Freeman, and Freeman (2005) state that the solution to these potential problems is to ensure that programs are well implemented, that the model fits the social context, and that program establishment is not dependent on the presence of a certain number of native English speakers. This article presents a model for dual language education designed for areas with high numbers of English language learners. It first describes the features of the model. Then it reports test score data from three schools where the model has been implemented. Scores data indicate high levels of academic achievement for DLE students in the schools studied.

The Gómez and Gómez Model of Dual Language Enrichment

Two South Texas elementary schools and one middle school studied in this article implemented the L. Gómez and R. Gómez DLE model, the first school doing so in 1996. Since then, the schools have taken care to implement the model as faithfully as possible, scheduling consistent trainings for staff and administrators alike, informing parents, etc.

The Gómez and Gómez (Gómez, 2000) DLE model provides for dual language enrichment that is especially well-suited for areas with high numbers of English language learners. Since 1996, approximately 100 schools have adopted the Gómez and Gómez DLE model across four states: Texas, Washington, Nevada, and Kansas. The model was developed originally for schools in the Rio Grande Valley, a 100 mile strip on the southern tip of Texas along the United States-Mexico border. The area is predominantly Mexican-American, and districts serve a significant number of limited English proficient students. According to the state's regional service center, in October 2002, 95% of students across the region were Hispanic, 82% were economically disadvantaged and approximately 41% were identified as limited English proficient.

In the three schools reviewed in this article, almost all the students are Latinos. Some are English dominant, some are Spanish dominant, and many are bilingual to some degree. There is not a clear distinction between native English speakers and native Spanish speakers in a region like this. In 1996, the first school in this study implemented a one-way DLE model. Pre-K through first grade students comprised the first DLE cohort group.

Figure 2 graphically depicts the Gómez and Gómez DLE model being utilized at the two elementary schools reviewed in this article. It is a unique school-wide 50-50 model that supports the academic and linguistic development of first and second language learners across elementary grade levels. The model was developed in 1996 and revised in 1999, based on initial results of campus implementation.

The model is unique in that it 1) divides languages by subject rather than time; 2) provides instruction of each subject area, except for language arts, in only one of the two languages; 3) calls for activities that support the L2 learner in the respective subject areas; 4) promotes the development of content biliteracy by the end of fifth grade; 5) requires the use of bilingual learning centers from PreK to first grade and promotes the use of project-based, discovery learning through bilingual resource centers beginning at second grade; and 6) the language for morning announcements, morning activities, storytelling, music, computer lab, physical education, and library time alternates each day. The language that is used alternatively each day is called the language of the day.

Key Academic Features of the DLE Model Implemented at Two Elementary Schools

Unlike many dual language models, the Gómez and Gómez DLE program design does not call for instruction in each subject area in both languages. Instead, it requires that all learners at the two elementary schools, regardless of language background, learn certain subjects only in the minority language (L2) and other subjects only in the majority language (L1). The philosophy underlying the model is that children can indeed learn subject matter effectively in either their 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. As Cummins (2000) has maintained, content learned in one language transfers to the second language. As a result, in this model, students study each academic content area subject, except for language arts, in just one language.

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. Using one language for each subject area allows teachers to develop conceptual and linguistic connections. This applies to both an L1 and L2 learner, assuming the subject matter is made comprehensible through sheltered instruction strategies. Consistent teaching of a subject in one language also helps ensure there is no translation or clarification in the L1 during any instruction.

Both elementary schools followed the DLE model design, providing for mathematics instruction in English only for all learners (see the third column of Figure 2). Mathematics was selected to be delivered in English for the following reasons: 1) Mathematics books have more

limited text than science or social studies texts. Choosing math as the subject to be taught in English, therefore, supports the language minority child, traditionally the more disadvantaged of the two, 2) Mathematics is generally a more hands-on subject, with numerous manipulatives available, 3) Mathematics is more universal, and its content cuts across languages, and 4) Generally speaking, Spanish-speaking parents can usually better assist their children in mathematics than in other subject areas due to the strong math education traditionally found in Latin American countries.

Similarly, science and social studies, which require more extensive reading, were selected to be delivered in Spanish only in order to ensure a strong minority language curriculum that would support English language learners. For English-dominant students, this approach would help compensate for the strong societal dominance of the English language. The DLE model is designed to increase the chance of all learners to achieve full content literacy in both languages, but particularly in their minority language, by the end of fifth grade.

Language arts were taught in the students' native language through first grade. Beginning with second grade, all students received language arts in both languages. The time allotted for mathematics was equal to the time for science and social studies combined. The language for all other activities alternated daily (Mondays, Wednesdays, and Fridays in Spanish and Tuesdays and Thursdays in English). As a result, the model is 50/50 in both content area and time.

Conceptual Refinement

The DLE model implemented acknowledges that the primary goal of academic content is conceptual learning, while the secondary goal is linguistic development. For instance, a lesson in science is designed primarily to help students develop academic concepts in science. However, it is also intended to promote language development (in Spanish in this case) in the process of learning that concept. Both these goals can be more readily achieved by students studying in their native language. Therefore, students learning subject matter in their L2 require additional support for at least the first three years.

The activity that supports the comprehension of academic content by L2 learners is described as conceptual refinement (see the last column of Figure 2). During conceptual refinement, L2 learners of math, science, or social studies are homogeneously language-grouped and provided reinforcement for about 15-20 minutes immediately following the end of each lesson. Conceptual refinement is conducted in the same language of instruction as the original lesson, using different examples and working with the L2 learners as a smaller group. For example, in first grade, English-dominant students at the two schools learned science in Spanish and were homogeneously grouped for conceptual refinement that was delivered in Spanish immediately following the science lesson in order to clarify or reinforce the lesson/concept just taught. Conceptual refinement provided additional opportunities for students to understand subject area concepts they studied in their L2. The reverse was true for Spanish-dominant students who were instructed mathematics in English.

Conceptual refinement also promotes content biliteracy in math, science, and social studies for all learners in both languages. Mathematics, science, and social studies are learned in only one language, which is consistent with the DLE goal to begin in second grade to develop content biliteracy in those subject areas and achieve biliteracy by the end of fifth grade. By second grade, most students had developed sufficient fluency in both languages to understand directions and subject area instruction in either language.

Bilingual Learning Centers and Bilingual Resource Centers

Bilingual Learning Centers and Bilingual Resource Centers (see the second column of Figure 2) are interactive subject-based learning activities that support L1 and L2 learners. Bilingual Learning Centers were employed from Pre-K to second grade, while Bilingual Resource Centers were used from third to fifth grade. Both Bilingual Learning Centers and Bilingual Resource Centers contained activities and materials in English and Spanish.

The goal of Bilingual Learning Centers was to engage students working in bilingual pairs in self-directed learning activities for a minimum of 30 minutes per day. Bilingual Learning Centers at the PreK through second grade played an important role in the dual language model. The use of learning centers was intended to accomplish three major objectives. The centers (1) provided opportunities for students to use their first and second language in natural and meaningful contexts, (2) allowed for negotiation of content-area meaning between learners, and (3) provided students opportunities to engage in self-paced independent learning with minimal guidance from the teacher.

Bilingual Learning Centers are bilingual; that is, content activities and materials in the centers were available in both languages. This does not imply that all activities were available or translated in both languages, but simply that students worked together in bilingual pairs and were given opportunities to select activities to complete together in either language. Bilingual Learning Center activities were aligned to themes the class was studying and usually served as previews or extensions of the content objectives related to the themes. Bilingual pairs selected their centers on a weekly basis and rotated through them each week.

Bilingual Resource Centers serve as academic content specific reference areas for bilingual pairs or groups to use in cooperative learning project-based activities. Bilingual Resource Centers at the third through fifth grade levels were used exclusively with lessons during content-area instruction. Beginning in third grade, the model called for a greater emphasis on project-based discovery learning for all content-based instruction. The Bilingual Resource Centers served as content resource areas for students working in their bilingual groups to access for completing their group projects. Bilingual Resource Centers were established in mathematics, science, social studies, and language arts.

Grade Level	*Heterogeneous Instructional Grouping*	*Separation of Languages for Content-Area Instruction*	*L1 & L2 Computer Support*	*Instructional Staff*	*L1/L2 Conceptual Refinement*
PK	**[Except Language Arts]** *Content-Area Instruction & Bilingual Learning Center activity conducted in Bilingual Pairs/Groups*	Language Arts in Student's Native Language Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day--alternate in English & Spanish*) *Learning Centers in English and Spanish*	Initial Computer Literacy *(English/Spanish)*	Bilingual Certified and/or ESL Certified Teacher-Aide (recommended)	***L2 Content Support*** English Speakers- SSL: SS or Science Spanish Speakers- ESL: Mathematics
K	**[Except Language Arts]** *Content-Area Instruction & Bilingual Learning Center activity conducted in Bilingual Pairs/Groups*	Language Arts in Student's Native Language Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Learning Centers in English and Spanish*	Support of Linguistic & Cognitive Development via Respective Language of Instruction	Bilingual Certified and/or ESL Certified Teacher-Aide (recommended)	***L2 Content Support*** English Speakers- SSL: SS or Science Spanish Speakers- ESL: Mathematics
1st	**[Except Language Arts]** *Content-Area Instruction & Bilingual Learning Center activity conducted in Bilingual Pairs/Groups*	Language Arts in Student's Native Language Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Learning Centers in English and Spanish*	Support of Linguistic & Cognitive Development via Respective Language of Instruction	Bilingual Certified and/or ESL Certified Teacher-Aide (recommended)	***L2 Content Support*** English Speakers- SSL: SS or Science Spanish Speakers- ESL: Mathematics
2nd	*Content-Area Instruction & Bilingual Learning Center activity conducted in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Learning Centers in English and Spanish*	Support of Linguistic & Cognitive Development via Respective Language of Instruction	Bilingual Certified and/or ESL Certified Teacher-Aide (recommended)	***L2 Content Support*** English Speakers- SSL: SS or Science Spanish Speakers- ESL: Mathematics
3rd	*Content-Area Instruction, Enrichment Activities & Resource Centers in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Resource Centers in English and Spanish*	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics	Bilingual Certified and/or ESL Certified	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics
4th	*Content-Area Instruction, Enrichment Activities & Resource Centers in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Resource Centers in English and Spanish*	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics	Bilingual Certified and/or ESL Certified	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics
5th	*Content-Area Instruction, Enrichment Activities & Resource Centers in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* P. E., S.S.R., Music, Computer Lab & Library (*Language of the Day-- alternate in English & Spanish*) *Resource Centers in English and Spanish*	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics	Bilingual Certified and/or ESL Certified	*Specialized Content-Area Vocabulary Enrichment* *English:* SS & Science *Spanish:* Mathematics

Figure 2: Gómez and Gómez Dual Language Model

Key Linguistic Features of the DLE Model Implemented at Two Elementary Schools

The Gómez and Gómez DLE model implemented by both elementary schools included components and activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. Students developed literacy in their native language while developing academic proficiency in their second language through subject area instruction.

Students received language arts in their native language during Pre-K-first grade, and received language arts in both languages from second to fifth grades. For English-dominant students, mathematics also supported native language development from Pre-K to fifth grade, and similarly, for Spanish-dominant learners, science and social studies supported native language development.

There is a major change in the model as students move from second grade to third grade (indicated with dark black line on Figure 2), based on the need for addressing the greater academic demands of the upper grades and the ongoing biliteracy development of all learners. By the end of second grade, most students had become sufficiently bilingual that the need for second language instructional support was less critical. Students still required instruction that was meaningful and contextually supported. However, students were now bilingual, more confident, and more readily followed directions and content area instruction in the L2. At this point, the model called for greater emphasis on challenging students to use their second language because they now had the capacity to do so.

Bilingual Pairs

A central component of the DLE model implemented was bilingual grouping. Even in One-Way DLE programs, as was the case in these two South Texas elementary schools, virtually all the students were Latinos. However some students were more dominant in English and others more dominant in Spanish. Learners were grouped in bilingual pairs or bilingual groups (composed of two or three bilingual pairs) for all content-area instruction and for participation in bilingual learning centers, resource centers, and enrichment activities. The pairing changed regularly, usually on a weekly or biweekly basis. Throughout the instructional day, English-dominant learners were paired or grouped with Spanish-dominant learners.

Freeman and Freeman (2001) describe a supportive L2 environment as one in which students are motivated and encouraged to collaborate and use different modes of learning. Bilingual grouping facilitated comprehension of content area by the L2 learners, who received linguistic and academic support from their native-speaking partner. For instance, during mathematics instruction, English-dominant learners supported Spanish-dominant learners since mathematics was learned in English. During science and social studies, Spanish-dominant learners supported English-dominant learners since science and social studies were taught in Spanish. Similarly, during other instructional activities, such as bilingual learning centers and enrichment activities, students worked together in bilingual pairs.

Vocabulary Enrichment

All students received vocabulary enrichment (see the last column of Figure 2). During these lessons, the focus was on language rather than conceptual development. The enriched lessons introduced specialized academic language in the students' native language for concepts studied in their second language. For example, second grade specialized science vocabulary that was taught in Spanish was introduced in English to native English speakers during the following week. These enrichment activities were conducted twice a week for approximately 30 minutes. The activities are contextualized, not simply lists of vocabulary items. The vocabulary enrichment activities are designed to help students transfer knowledge already learned in their L1 to their L2, and vice-versa. These enrichment lessons also help ensure that students who study a subject in one language can perform well in a test in that subject in either language.

Language of the Day (LOD)

Both elementary schools accounted for classroom activities and language that was not tied specifically to academic instruction with what is called the "language of the day" (LOD), which alternated daily. The central purposes for this component are to 1) promote bilingualism across the campus and in all uses of language by all school staff, and 2) develop vocabulary in both languages, but primarily for the learners' L2. The language of the day applied to all language used in school by all students and staff other than during mathematics, science, social studies, and language arts instruction (to the extent possible).

Activities such as morning announcements, the pledge of allegiance, daily news, daily calendar activities, physical education, storytelling, library visits, sustained silent reading, music, lunch breaks, water breaks, and end-of-day clean-up were conducted in the language of the day (LOD). The LOD was implemented campus-wide with Mondays, Wednesdays, and Fridays, in Spanish and Tuesdays and Thursdays in English. This system validates both languages and helps students develop both conversational and academic language. The LOD is an important part of the Gómez and Gómez DLE model. Teachers hung a sign outside their classroom doors indicating the LOD. Visitors were asked to adhere to the language of the day to the extent possible.

Academic Results

Two Elementary DLE Schools

Because one of the major goals of the DLE program is for students to achieve biliteracy in both English and Spanish by the end of 5th grade, all 5th grades who received dual language enrichment instruction for *at least three years* were administered the TAKS (Texas academic state assessment—need to spell out the actual acronym) <u>in English</u> rather than the native language (Spanish) of the super majority of students who participated in the program.

As depicted in Figure 3, 94% of participating 5th grade students from the two DLE Texas elementary schools met the **reading standard** set by the State of Texas in 2005. In comparison, the total school district 5th grade rates for meeting the state fixed standards on the 2005 TAKS reading test was 73%--a significant difference in TAKS results of 21 points between the DLE students and the rest of the fifth grades in the district. This difference is made even more

significant since all of the 95 DLE students scores were included in the district's "all" fifth grade scores! No "new" students were brought into the schools other than their naturally zoned population, no change in staffing was undertaken, and no new curriculum was utilized. A major portion of the schools' higher scores can only be explained as a result of using an "enriched" DLE model of education. As explained in the *Program Implementation* section of this article, language arts instruction was provided only in their *native* language pre-kindergarten through 1st grade and in both languages grades 2nd through 5th.

These results are extremely significant and indicate that students are not only on grade level in reading in English, but, having had instruction in their native language for at least hree years has resulted in their achievement of one of the ultimate goals of the program--to produce students who are fully proficient and biliterate in both English and Spanish. It is worth noting again that students in the DLE program received language arts instruction exclusively in their native language (Spanish for the great majority) during the formative years between kinder and second grades and added English language arts beginning with second grade.

The TAKS results for the 5th grade **mathematics standards** resulted in similar findings when comparing the two DLE elementary schools to the school district totals (see Figures 4). DLE program students meeting the **mathematics standard** in 2005 were an impressive 93% versus 78% for the district total! This is a 15 point difference in favor of DLE students. Again, it must be noted that all students received mathematics instruction in English in grades PK through 5th grade. Furthermore, DLE students' scores were also included in the district totals!

Middle School Results

The entering 2002-2003 6th grade students at the Middle School were the first middle students to receive dual language instruction in this South Texas school district. These students attended DLE Elementary schools from 1996 to 2002 for at least three years and continued a dual language education at the 6th grade level in 2002-2003. Figure 5 depicts the results of the standardized assessment in reading in **English** for three years (2002-2005) for this cohort group. The TAKS test in English reading was administered for the first time in the spring of 2003; thus this trend analysis is particularly useful. It is also useful to compare the results from this cohort of students with the total Hispanic and total white student populations in Texas for the same years, since virtually all of the students in the cohort group are Hispanic and the white student population is the most successful group in meeting standard on the TAKS assessment. Results indicate that 84% of the DLE cohort successfully met standard on the TAKS reading test in 2003, 83% met it in 2004, and 82% did so in 2005. These rates of meeting standards on the TAKS are comparable to the total Hispanic population for Texas during the 2003 and 2004 school years (83% and 84%) respectively. However, the middle school DLE cohort group shows an advantage over the state Hispanic population for the 2005 school year. The middle school DLE cohort was able to maintain its rate of meeting standard on the English reading TAKS with 82%, but the total state Hispanic student population meeting standard on the eighth grade English reading TAKS dropped to (75%). This significant difference will also surface later in this report when we examine the rates of achieving a score with commendations for each group.

It is also interesting to note the rate of commendations awarded to students from the DLE middle school cohort group as compared to the total Hispanic and white student populations for the state for the three years, 2002-2005. Twenty percent of the DLE middle school cohort group

were awarded commendation for high scores on the reading TAKS in 2003, 25% were in 2004, and 30%--or almost one third of the middle DLE cohort group—were in 2005. This contrasts sharply with the total state Hispanic student population during those same years. This population had commendations of 15% in 2003, 13% in 2004, and 24% in 2005. Still, the rate of commendations for the DLE Middle school cohort group, although better than the comparison total Hispanic group, lags behind the white student population, who received commendations of 37% in 2003, 33% in 2004, and 53% in 2005.

Figure 3: Results of Standardized Assessment in Reading using the Texas Assessment of Knowledge and Skills (TAKS) of 5th Grade Students for 2004-2005

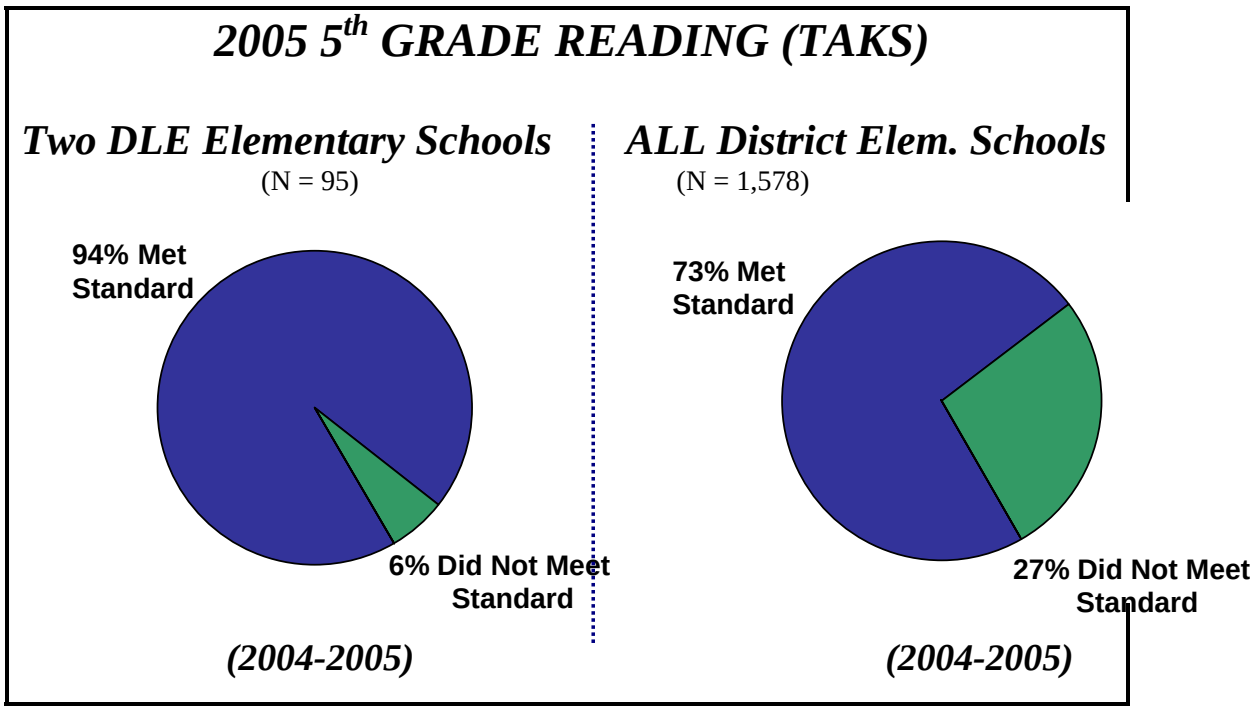
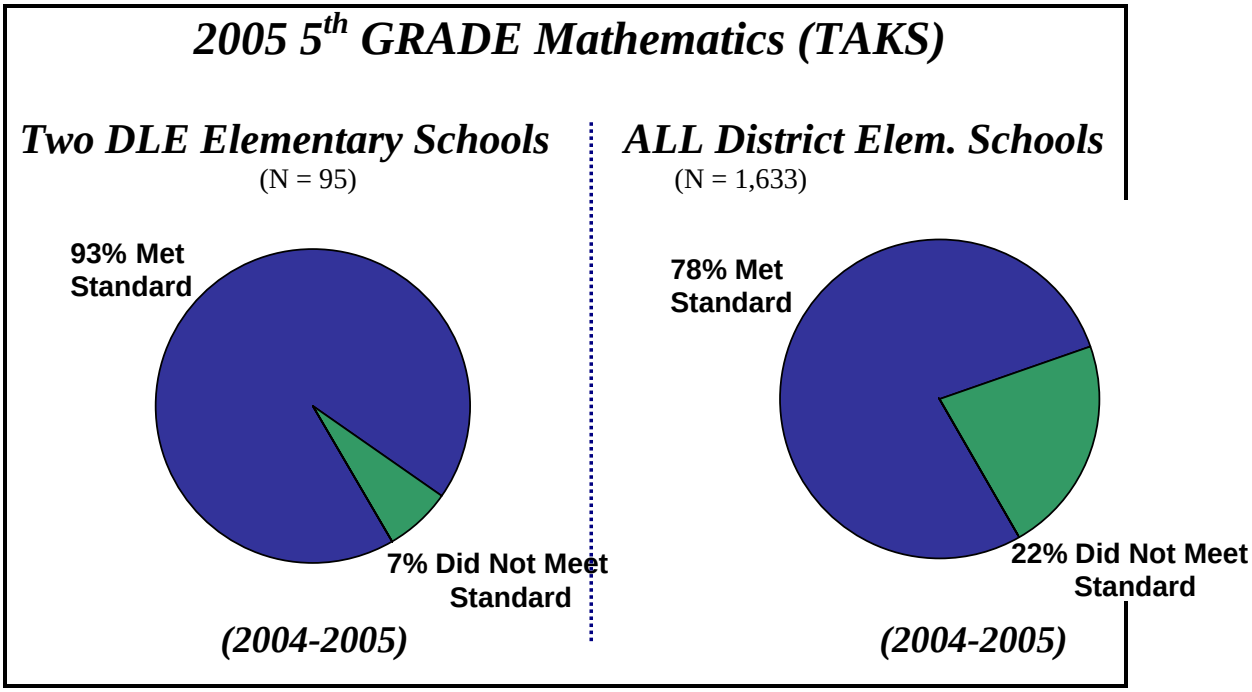
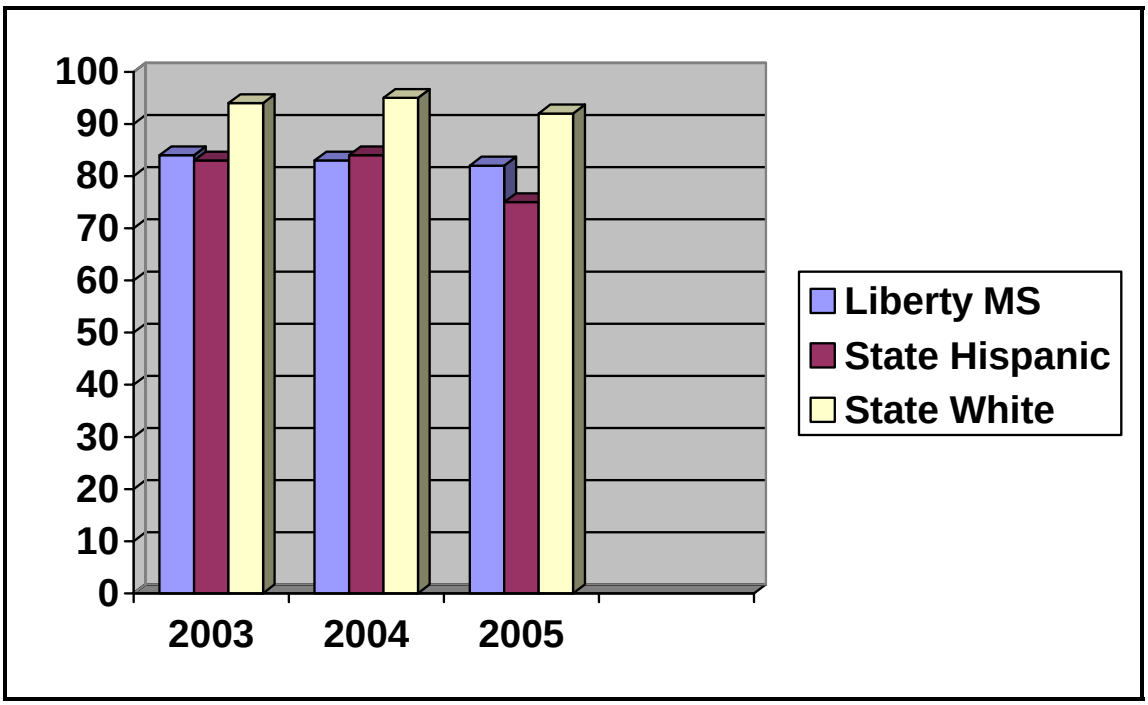


Figure 4: Results of Standardized Assessment in Mathematics using the Texas Assessment of Knowledge and Skills (TAKS) of 5th Grade Students for 2004-2005



This study also compared the rates of meeting standard on the math TAKS test for the DLE middle school cohort group as well as the total Hispanic and white student populations for the same school-years, 2002-2005. The DLE middle school cohort group experienced the same downward trend in the number of students meeting standard on the math TAKS as did the other two groups. However, the DLE middle school cohort group was significantly higher than

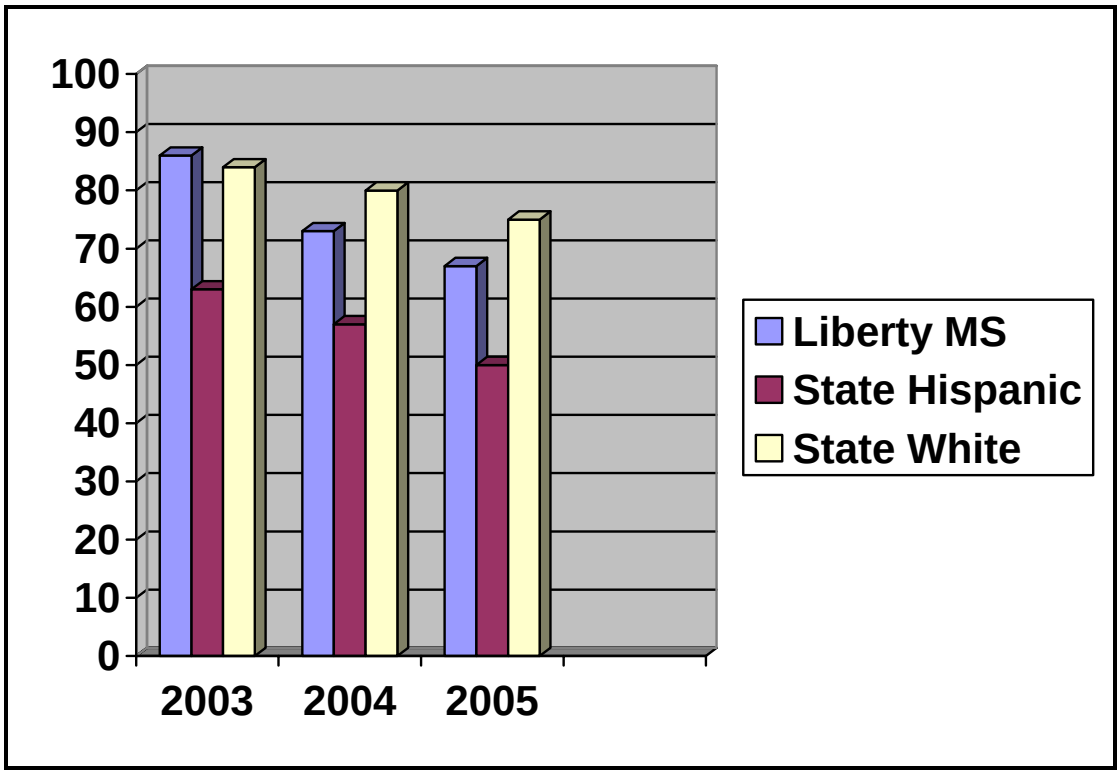
Figure 5: Comparison of 6th – 8th Grade Middle School DLE Cohort versus "Total" 6th – 8th Grade Hispanic and White Students in Texas Who Met or Bettered the Standard in Reading as Measured by the Texas Assessment of Knowledge and Skills (TAKS) from 2002-2005



the total Hispanic group in the number of its students meeting standard on the math TAKS for all three years observed (see Figure 6). The total Hispanic group had 63% meeting the math standard in 2003, 57% in 2004, and 50% in 2005. These numbers compare to the DLE middle school cohort group which had 86% in 2003, 73% in 2004, and 67% in 2005. On average over the three years from 2003-2005, the DLE Middle school cohort group was 18.7 points higher than the total Hispanic student population for the state.

Although the middle school DLE cohort group's rate for meeting the state standard on the math TAKS was not as high as the total white student population from 2002-2005, it nevertheless produced a strong showing (see Figure 6). In the first comparison year 2002-2003,

Figure 6: Comparison of 6th – 8th Grade DLE Middle School Cohort versus "Total" 6th – 8th Grade Hispanic and White Students in Texas Who Met or Bettered the Standard in Math as Measured by the Texas Assessment of Knowledge and Skills (TAKS) from 2002-2005



the middle school DLE cohort group actually performed better than the state's total white student population! That year, 86% of the Liberty cohort met state standard in math versus 84% for the white student population in the state. This advantage disappeared the following two years, 2003-2004 and 2004-2005, with the total white student population meeting the math standard at 80% and 75%, respectively. Still, though trailing the most successful student group in the state, the liberty cohort group lagged only an average of (4.3%) behind over the three-year period. This closing of the gap between the middle school DLE cohort group and the total white student population is even more apparent when we examine the number of students receiving commendations for high scores on the math TAKS. The high performer here is the middle school DLE cohort group! All three student groups examined in this report increased in the number of students receiving commendation on the TAKS math test. However, the middle school DLE cohort group, except for a dip in 2004, posted an average over the three years of 18.7% more students achieving scores of commendation than the total state Hispanic group and 4.3% more commendations than the total white student population. The state Hispanic group received commendations on the math TAKS for 3% in 2003, 6% in 2004, and 9% in 2005. The total white student population received commendations of 10% in 2003, 19% in 2004, and 22% in 2005. The middle school DLE cohort group eclipsed these numbers in two out of the three years observed with 23% in 2003, 7% in 2004, and 35% in 2005.

Direction for Future Study

The academic data from these DLE schools is promising. However, additional research is needed. The TAKS tests provide only a snapshot of student performance. Meeting the TAKS standard only requires a student to answer a little more than half the questions correctly. To ensure that the DLE model is promoting biliteracy and content area knowledge in two languages, Spanish tests should be administered and results analyzed.

Further studies would provide a more in-depth picture of student performance. Studies could include classroom observations and interviews with students, teachers, and parents. Researchers could also examine students' reading ability using running records or miscue analysis. Writing samples would show evidence of students' developing proficiency. Science and social studies projects could be examined to determine how well students can present subject-matter knowledge. In all these areas, data could be collected in both languages to assess how well the program is meeting its goal of promoting content area knowledge and high levels of biliteracy.

Conclusion

Dual Language Enrichment results such as those presented in this article hold promise for a large number of the approximate three million English Language Learners in our country. Research findings as to what practices are more effective in the instruction of ELLs are particularly important to address the "counterintuitive" nature of second language acquisition in academic settings. Common sense for those not familiar with second language acquisition research tugs at many educators and laypersons alike who hold to the old adage that "practice makes perfect." If so, ELL students would do better academically when immersed entirely in English. However, the research consistently finds the opposite to hold true. Elementary level

ELL students immersed in all-day English programs fared the worst on state assessments beginning with their fourth year of academic instruction. On the other hand, ELL students instructed in DLE programs, where at minimum half their academic instruction was delivered in their native language, scored the highest on English written reading and mathematics assessments. It is the academic variable versus the social language that makes all the difference.

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Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency

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Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency

Abstract

This paper investigates the differences in academic achievement trajectories from elementary through middle school among English Learner students in four different instructional programs: English Immersion, Transitional Bilingual, Developmental Bilingual, and Dual Immersion programs. Comparing students with the same parental preferences but who attend different programs, we find that the ELA test scores of ELs in all bilingual programs grow at least as fast as, if not faster than those in English immersion. The same is generally true of math, with the exception of developmental bilingual programs, where average student scores grow more slowly than those of students in English immersion. Further, Latino ELs perform better longitudinally in both subjects when in bilingual programs than their Chinese EL counterparts. We find no differences in program effectiveness by ELs' initial English proficiency.

Over the past 30 years, while the overall population of school aged children increased by approximately 10 percent, the population of children speaking a language other than English at home more than doubled (NCES, 2011; Census, 2012). On average, English learners (ELs) perform far worse than non-ELs on academic tests. For instance, on both the math and reading sections of the National Assessment of Educational Progress, the gap between ELs and non-ELs is roughly one standard deviation – about the same size as the white-black achievement gap (NCES, 2011). While the size of these gaps may in part be confounded by socioeconomic status, there are still strong associations between language status and academic performance even after controlling for socioeconomic status (Reardon & Galindo, 2009; Kieffer, 2010; Fuligni, 1997).

Given these patterns, it is critical to determine what the best and most effective instructional methods are for ELs. Despite a large body of research on the topic, the long-running debate over whether bilingual education (in contrast to English-only instruction) is beneficial for ELs' academic development continues. As a result, there is much variability across states and school districts in the kinds of programs available to ELs (Goldenberg, 2008). Some offer several instructional options such as bilingual education or English immersion instruction, while others have effectively banned bilingual education altogether (Rolstad, Mahoney, & Glass, 2005).

On one hand, some data and theory suggest that ELs benefit most from being immersed in English-only classrooms, because spending more time on task practicing English results in quicker English language development (Rossell & Baker, 1996; Porter, 1990; Baker 1998). On the other hand, some theory and evidence suggest that in order to learn a new language, children require a fundamental literacy base in their first language, and that fostering the continued development of children's first language will later transfer to the development of the second language because languages share common underlying proficiencies (Cummins, 1979; 2000;

Goldenberg, 1996; See also Genesee, Geva, Dressler, & Kamil, 2008.). This perspective also stresses that academic content in subjects like math and science may be lost in translation when instruction is not in students' first language.

There is slightly more empirical support for the latter argument, suggesting that bilingual education is superior to English-only instruction for ELs (Rolstad et al., 2005; Goldenberg, 2008; Greene, 1998; Willig, 1985), or at a minimum not detrimental (see Slavin & Cheung, 2005). However, much of the research on the issue is not very rigorous (see Rossell & Baker, 1996). Most research on English immersion versus bilingual education is not based on randomized experiments or rigorous quasi-experiments; most looks at short-term rather than long-term outcomes (for exception see: Slavin et al., 2011); and much of it is based on studies conducted on French Immersion programs in Canada (Cummins, 1999) or exclusively with Spanish-speaking ELs. Further, "bilingual" instruction is implemented differently in different studies, complicating any synthesis of results. For example, some bilingual models serve ELs in classrooms separate from native English-speaking students, while others serve both ELs and non-ELs in the same classroom with the goal of creating biliteracy among both groups.

In this paper, we address these gaps in the literature by using longitudinal student-level data from a large school district and more rigorous methods to address two main research questions: (1) What are the differential effects of four EL instructional programs (transitional bilingual, developmental bilingual, dual immersion, English immersion) on ELs' academic achievement trajectories in English Language Arts (ELA) and math through middle school? and (2) Do these growth effects by program vary by the ethnicity or initial English proficiency of the EL student?

Review of the Literature

Theoretical Perspective

Two theoretical perspectives frame the debate about the benefits and drawbacks of bilingual education. One perspective argues that bilingual education and the use of a student's home language is essential to fostering English language acquisition and continued academic development in other subject areas (Goldenberg, 1996; Cummins, 1979). The contrary perspective argues that spending more time-on-task with maximum exposure to English language instruction results in quicker acquisition of and better performance in English (Rossell & Baker, 1996; Porter, 1990; Baker 1998).

The first perspective—that bilingual education is preferable to English immersion instruction—is based in two arguments. First, if students are immersed in English-only instruction but have not developed a minimum level of competency in English, there will likely be a discrepancy between what is taught and what is understood (Goldenberg, 1996). Further, children need a knowledge base to be effective readers and speakers. They may be able to continue expanding that knowledge base more quickly if they are taught in a language that they are more familiar with than if they are learning in a language that they do not fully understand.

Second, the continued development of children's first language may facilitate acquisition of the second language, as academic language skills may be developmentally linked to similar underlying proficiencies that are common across languages (Cummins, 1979; 2000; Genesee et al., 2008). For instance, Collier & Thomas (1989) find evidence that immigrant students with two to three years of initial schooling in their country of origin tend to perform better academically than those who start school in a new country. These findings are consistent with the idea that children should learn to read in their home language first, rather than learning to read in general and read in a new language simultaneously (Cummins, 1999).

The second perspective—that English Immersion classrooms are better for English Learners than bilingual classrooms—is based in the argument that spending instructional time in a language other than English necessarily detracts from students' exposure to English. Given that the primary language of instruction in U.S. schools is English, the argument goes, delaying students' development of English skills delays their opportunity to learn academic material. To date, research has not yet consistently supported either hypothesis. In part this is due to the fact that much of the research relies on research designs that do not provide a strong causal warrant. Moreover, bilingual education is implemented in different ways in different studies. These factors make it difficult to draw any firm conclusions about the relative benefits of bilingual instruction and English immersion instruction. In the section that follows, we attempt to highlight the most rigorous studies to date.

Effectiveness of bilingual instruction

Bilingual education has been shown to influence a number of student outcomes. These include both oral and written language development, rate of reclassification as fluent English proficient, and academic course-taking patterns (Jepsen, 2010; Saunders & O'Brien, 2006; Riches & Genesee, 2006; Umansky & Reardon, 2014; Umansky, 2014). Since this paper considers academic outcomes in ELA and math, we focus here on reviewing literature that considers effects on academic outcomes.

There is a sizable body of literature documenting the effects of bilingual education compared to English immersion instruction on ELs' academic performance (Lindholm-Leary & Borsato, 2006). A handful of reviews and meta-analyses have tried to summarize the literature, but the conclusions of these meta-analyses vary depending on the study inclusion criteria they use. In a review of studies comparing bilingual programs with English immersion ones, Rossell

and Baker (1996) find that about 30% of the studies show that bilingual education is worse than English immersion for reading outcomes, 20% show that it is better than English immersion, and the remaining 50% find that there is no difference between the two. Findings for math are similar. While comprehensive and effective at highlighting the mixed nature of research on bilingual education, this review relies heavily on the effectiveness of French immersion programs in Canada, the results of which may not generalize to bilingual programs in the U.S. Further, although studies were restricted to those including a comparison group, most did not rely on experimental or quasi-experimental research designs.

The two meta-analyses that used the most stringent study inclusion criteria generally conclude that ELs who attended bilingual programs outperformed their peers who attended English immersion programs by anywhere from 0.18 to 0.33 standard deviations per year in academic subjects. Further, when restricted to only randomized experiments or only studies conducted in the U.S., effect sizes were on the higher end of this range (about 0.3 standard deviations per year) in each case (Greene, 1997; Slavin & Cheung, 2005).

While the findings from these meta-analyses tend to suggest that bilingual instruction leads to equal or better academic outcomes than English-only instruction, with the exception of a few studies, many of these studies relied on small locally specific samples leading to limited generalizability, and most only tracked student outcomes for a few years at best. Further, much of this literature does little to tease apart the differential effectiveness of specific bilingual instructional models (e.g. transitional vs. developmental bilingual), making it difficult to disentangle which components make bilingual programs work. There are a number of different models of two-language instruction and there is not conclusive evidence to suggest that each model provides equally beneficial effects. There are three main models of instruction that utilize

a two-language model in the classroom: transitional bilingual, developmental bilingual, and dual immersion instruction. We review the evidence on the differential effectiveness of these models below.

Transitional bilingual. Transitional bilingual classrooms serve only ELs, separate from their non-EL peers. Instruction starts primarily in students' home language in kindergarten, and increases in the amount of English used for instructional purposes at a rapid pace in the early elementary years, with the intention of transitioning ELs into English immersion programs quickly – usually by grade two or three. Transitional programs use ELs' home languages to support learning, but do not have a goal of promoting bilingualism prior to transitioning to English immersion.

In a longitudinal quasi-experimental study, Matsudaira (2005) uses a regression discontinuity design to estimate the effect of enrolling in a transitional bilingual[1] education class. The analysis finds negligible effects of bilingual education in ELA and math across grades three through eight. However, because the estimates are based on a regression-discontinuity design, the findings apply only to ELs with relatively high levels of English proficiency (that is, those scoring just below the cut score of EL classification), making it difficult to know whether the findings would generalize to ELs with lower initial English proficiency. Further, in the district studied, there was considerable movement of students in and out of bilingual programs; only 30% of ELs remained in a bilingual program for two or more years. It is possible that if there was higher compliance of students attending programs for more years, the effects would be different.

[1] Although the specific approach to bilingual instruction used in this district was not specified in the paper, given that the majority of ELs transition out of bilingual education by 4th grade (only 15 percent remain), we assume that this is a study of a transitional bilingual program.

Slavin et al (2011) randomly assigned students to a transitional bilingual or an English immersion program and tracked Spanish-speaking ELs' reading and vocabulary achievement from kindergarten through fourth grade. They found that in the early grades, ELs enrolled in an English immersion program outperformed their peers who attended transitional bilingual programs in academic outcomes in English, but by fourth grade, no significant differences on these assessments emerged (Slavin, Madden, Calderon, Chamberlain, & Hennessy, 2011). These findings suggest that in early grades, some forms of bilingual instruction may slow the process of English language development, simply because much instructional time is spent on home language development, but that ultimately transfer may occur from the home language to English, which is why ELs in bilingual instruction ultimately catch up. Among other things, the findings point to the importance of long-term follow-up to determine "effectiveness."

Developmental bilingual. Other research has compared the effects of transitional bilingual programs with those of developmental bilingual programs. Developmental bilingual education programs are similar to transitional bilingual programs in that they incorporate EL students' home language into classrooms and exclusively enroll ELs, but these programs are longer term, often lasting through the fifth grade or later, and have the goal of helping students develop competency in English while maintaining and continuing to develop competency in their native language.

Ramirez, Yuen, Ramey, and Pasta (1991) compared both transitional bilingual and developmental bilingual programs to English immersion programs among Spanish-speaking ELs. Similar to Slavin et al (2011), the authors found that in early grades, students attending transitional and developmental bilingual programs performed worse in ELA than their peers enrolled in English immersion classrooms, but by second grade this significant difference

disappeared. They also found that by sixth grade, ELs in English immersion actually appeared to fall further behind their peers in bilingual programs. The findings from this study should, however, be interpreted with caution, as the authors' matching algorithm did not account for students' pre-test scores.

Dual Immersion. The above studies do little, however, to shed light on the potential benefits of dual immersion instructional programs, which to date have not been as extensively researched. Dual immersion programs are more similar to developmental than transitional bilingual instruction because they hold a goal of facilitating biliteracy through longer term program, but they differ in that they enroll both native English speakers and ELs in the same classroom. In some ways, dual immersion programs can be thought of as a hybrid approach of English immersion and developmental bilingual instruction, as they are based on the notion that the integration of native speakers of both languages into a single classroom offers students the opportunity to learn with students who model high quality language in the language they are not yet proficient in (Valdés, 1998). In some dual immersion models, regardless of grade, approximately 50% of instructional time is spent in English and the other 50% is spent in the ELs' native language (often referred to as the target language). In others, and in the case of the dual immersion model in this paper, the majority of instruction occurs in the target language in the early elementary grades. This gradually becomes more balanced across each grade until late elementary school, at which point about half of the instructional time is spent in the target language and the other half is spent in English (Lindholm-Leary, 2005; Christian, 1998).

Two noteworthy studies consider the effects of such programs on students' outcomes. Thomas and Collier (2002) found that across five large school districts, ELs attending dual immersion programs almost always performed higher academically in English, Spanish, and

math than their peers in transitional and developmental bilingual programs. Further, in all districts, the students attending the developmental bilingual programs always performed at least as well as and in some districts better than those in the transitional bilingual programs. This study provides good descriptive evidence of differences in EL students' performance across programs, but only controlled for a very limited set of student-level variables. It is possible that the observed differences across programs were due to the fact that students enrolling in different types of programs differ systematically on characteristics related to their later academic outcomes.

The second study randomly assigned preschool students to either dual immersion or English-only preschool classrooms and found that by the end of first grade, dual immersion instruction led to significant gains in the Spanish language development of both language minority students and native English speaking children without loss to their development of academic skills in English (Barnett, Yarosz, Thomas, Jung, & Blanco, 2007). It is unclear whether the results of this study generalize to elementary school dual immersion programs, however, because the randomized treatment assignment was maintained only though the preschool year. Moreover, the study focused on language minority children in general, only some of whom might have classified as ELs once they enrolled in kindergarten.

Taken together, these studies yield quite mixed results, but suggest that at the very least, bilingual education (generally defined) does not hinder academic performance in English in the medium term.

Motivation for the current study

Long-term effects by subject. Although there is a sizable body of literature comparing the effectiveness of bilingual education to English immersion instruction among ELs, there are still

many gaps in the literature. First, the overwhelming majority of studies tracking elementary-aged ELs exclusively consider outcomes for one to three years after initial program attendance, and even the few exceptions to this still only track differences in academic abilities through fourth (Slavin et al., 2011) or fifth grades (Maldonado, 1977; Collier & Thomas, 2004). Tracking outcomes beyond these grades is particularly important in light of the fact that children initially enrolled in bilingual programs need time to develop English skills (Hakuta, Butler, & Witt, 2000) and may actually realize the largest gains from program attendance in the longer term. Further, most current studies almost exclusively consider outcomes in English and/or ELs' home languages, without considering the impact of bilingual instruction on academic development in other core subjects (for exceptions see Ramirez et al., 1991; Willig, 1985; Barnett et al., 2007).

In this study, we add a longitudinal and multi-subject perspective by looking at outcomes from kindergarten through late middle school in both English language arts (ELA) and math. We hypothesize that the two-language instructional programs will lead to slower initial growth, but faster later growth in ELA than will English immersion instruction because more exposure to English will lead to quicker acquisition of English language skills initially, but the transfer of skills across languages will allow students in bilingual programs to catch up after a few years. For math, however, several competing hypotheses seem plausible. On the one hand, we expect that two-language programs should enable faster acquisition of math skills than English-only programs because instruction in EL students' home languages will allow access to academic content. On the other hand, two-language programs may spend more instructional time in ELA than English immersion classrooms, and less time on math instruction, particularly if two-language programs enroll students with lower levels of English proficiency than English immersion programs. Finally, if performance on math tests is partly mediated by language skills,

and if ELs in two-language programs initially develop English language skills more slowly than those in English immersion programs (as we hypothesize above), ELs' test scores may not reflect their math skills in early elementary school as well for those in two-language programs as those in English immersion programs (because math tests are administered in English). This would make it appear that two-language programs lead to lower initial math skills than do English immersion programs. Because it is not clear which of these different mechanisms might dominate, we have no clear hypotheses about the effect of EL instructional programs on math.

Effects by subgroup. Most research that has been conducted on EL instruction in the U.S. focuses exclusively on the effectiveness of different instructional programs for Spanish-speaking ELs. Worse still, some studies treat all ELs as one undifferentiated category, without considering differences in students' home language and initial English proficiency. Although generally evidence suggests that supporting a child's home language development can ultimately transfer to second language proficiency because some features of language, such as reading comprehension, are universal across languages (Goldenberg, 2008), other research also indicates that the degree of transfer across languages may vary depending on the structures of the languages in question. When languages are typologically distant (such as English and many character-based East-Asian languages), procedural literacy skills may be less likely to transfer (Genesee et al., 2008; Lado, 1964). One potential reason might be that visual processes are more dominant when learning to read a character-based language like Japanese, than when learning an alphabetic language such as English or Spanish (Geva, 2006). When there are typological language differences, it is thus unlikely that all features of learning language such as letter-sound correspondence, phonological awareness, and reading comprehension will be identical (and thus transfer) across languages (a reality that is more likely between typologically similar languages).

Motivated by this background research, we disaggregate findings by Chinese and Latino ELs. Because Spanish and English have many structural similarities across languages, we hypothesize that Latino ELs in two language programs, particularly those that foster continued development of one's home language over several years will do significantly better than their Latino peers who are enrolled in English immersion programs. However, because Chinese and English have very different phonological structures and distinct alphabets, we hypothesize that Chinese ELs in English immersion programs will perform better than their Chinese peers in bilingual programs. To our knowledge only one study to date has specifically estimated the differential effectiveness of bilingual instruction for Latino and Chinese ELs. Conger (2010) finds that bilingual instruction has a negative effect on English proficiency for both Latino and Chinese ELs. She argues, however, that the apparent similarity in program effects may be driven by differential selection processes, rather than by true similarities in the effects of bilingual education. We build on Conger's work by estimating program effects by ethnicity on academic trajectories (rather than English proficiency) separately for Latino and Chinese ELs.

In addition to estimating our models separately by ethnicity, we also test whether the effects of EL instructional programs differ by students' initial English proficiency. To our knowledge there is little research to date on this question, with the exception of a study by Jepsen (2010), which found that bilingual programs had positive effects on English proficiency among those students with high prior English listening/speaking proficiency, and negative effects among those with low prior proficiency. Jepsen (2010) did not examine academic outcomes, however. Because of the limited prior research in this area, we have no clear hypotheses about whether and how EL instructional program effects may differ in relation to ELs' initial English proficiency.

Rigorous methods. One challenge in the study of EL instruction is potential selection bias. Many of the studies reviewed here include only a small set of control variables in regression models to reduce selection bias, but because the selection process is generally unknown, it is not clear whether these variables provide sufficient controls. In our analyses we us random coefficients growth models with a relatively robust set of controls. Importantly, we are able to include a set of variables that directly control for parental preferences regarding the type of EL program they would like their child enrolled in. The school district where our research is based uses a complicated student assignment algorithm to assign EL students to schools and, within schools, to instructional programs. The algorithm takes parental preferences into account, but when schools and programs are oversubscribed, it relies on random assignment. Our models use this feature of the assignment process to estimate the effects of different programs, comparing the academic outcomes of ELs whose parents preferred the same school and program but who attended different programs. Because we can control explicitly for the parental preferences used in the algorithm, our results arguably have a somewhat stronger causal warrant than if we could control only for observable student characteristics.

Taken together, this study adds to the literature on the effects of EL instructional programs in several ways: 1) it estimates effects of four different EL programs; 2) it examines long-term program impacts on academic trajectories; 3) it examines differences in program effects by student ethnicity/home language and initial English proficiency; and 4) it uses a set of models that provide a stronger causal warrant than much of the research to date.

Data and Methods

Data

The data used in the current study come from a large urban district that serves a sizable EL population. Our analytic sample follows 13,750 EL students who entered the district in kindergarten between the 2001-2002 and 2009-2010 academic years. Approximately 1,500 ELs enter our sample each year. Our outcome data come from the state standardized tests in English language arts (ELA) and math that students took each year from second through up to eighth grade. We standardize these ELA and math scores relative to the state distribution within each grade and year, so all outcome test scores are reported in terms of standard deviations from the statewide mean. While we use ELA scores through eighth grade, we only analyze math scores through sixth grade. We do so because, starting in seventh grade, students may take a subject-specific math test (e.g. general math vs. Algebra). Because not all students enroll in the same level of math class in 7th and 8th grade, math scores in these grades are not comparable across students. All ELs in our analysis are observed through at least 3rd grade, but we do not observe all students in our sample through 6th or 8th grade, because the later cohorts of kindergarteners had not yet reached the later grades by 2012, the last year for which we have outcome data.

Program preferences. Prior to the start of kindergarten (but after they have been assigned to a school and EL program), students are assessed to determine their English proficiency. The district of study implements a choice model for school selection, where families rank program (i.e. 191 instructional programs located within schools) preferences. Students are then assigned to schools by a complex algorithm that attempts to assign students to the school/program combination requested by their parents, subject to a set of school diversity constraints and a set of priority rules. The district's algorithm attempts to give applicants their highest possible choice, but uses a number of "tie-breakers" to determine who gets into programs that have more applicants than slots (which many do). Among students with the same priority rankings, ties are

broken using random assignment. The tie-breaker process adds some randomness. Importantly, teachers and administrators—who might have knowledge of students' skills or needs—do not play a role in assigning students to schools or instructional programs within schools. As a result, there are students whose parents requested the same school/program combinations, but who were assigned to different EL programs through the priority rules or random assignment. By controlling for program preference fixed effects in our models, we can compare students who had the same school-by-program preferences, but attended different programs and/or schools due to the use of tie-breakers[2].

One concern related to our strategy is that families may be able to tamper with the lottery and/or may differentially leave the district if they aren't assigned to one of their top school/program preferences[3]. In our district of study there is little concern about tampering, as all school/program assignments are made by the algorithm, which is administered in the district's central office. Families can, however, submit a formal appeal of extenuating circumstances (e.g. medical issues) to be granted a new assignment. The district reported to us that such appeals affect a negligible portion (less than 1%) of students assigned to schools/programs each year. In addition to the primary assignment process, there is also a second much smaller lottery (involving roughly 10% of students) that occurs after the initial assignment process to accommodate (a) late district entrants, and (b) families who wish to enter a lottery of remaining slots because other individuals who entered the lottery neglected to enroll. Through this additional lottery process, approximately 5% of all students receive a higher choice than they

[2] Note that we are not controlling for random assignment to different programs, but rather are comparing students with the same preferences but who attend different programs. Only some of the difference in the programs students attend is due to random assignment, but the use of preference fixed effects controls for a substantial source of potential bias.
[3] In fact, researchers evaluating dual immersion instruction have found some evidence of potential tampering and differential attrition by ethnicity in Portland (Steele, Slater, Miller, Zamarro, & Li, 2014).

were initially assigned. Finally, although another study in the district found evidence that families whose child did not receive their first choice school are less likely to enroll than those who did receive their first choice, this differential attrition pattern is largely driven by white (non-EL) students, and so has little effect on the students in our sample (Kasman, 2014). English Learner students enroll in the district a high rate, regardless of whether there are assigned to their first choice school and program. These patterns suggest that manipulation of the assignment process and differential enrollment/attrition patterns likely have little impact on our estimates.

[Insert Table 1 about here]

Initial Program: We identify the programs ELs in the district initially attended: English Immersion (EI), Transitional Bilingual (TB), Developmental Bilingual (DB), and Dual Immersion (DI). Program definitions, including the mission of each program, the population of students served, and the amount of instructional time spent in English versus the target language can be found in Table 1. We classify students according to the initial EL instructional program they attended, and interpret our findings as the effect of one's initial EL program. Nonetheless, the majority of our sample attend the same program for at least three (99.5%) or four (95.2%) years, from kindergarten through third grade, indicating that there is little movement in and out of programs once ELs enroll in a particular program during their kindergarten year. A student's initial program is, in most cases, the program he or she attends for at least four years. After third grade, the proportion of students who are enrolled in the same program that they were initially enrolled in begins to differentially drop depending on the program. For instance, TB programs are designed to reclassify students as fluent English proficient and transition them into EI programs more quickly than the DB and DI programs. The proportion of ELs who were initially enrolled in TB and are still enrolled in TB drops by 32 percentage points (from 90% to 58%)

from grade three to four, compared to a 15 and 3 percentage point drop between these grades for DB and DI, respectively. This difference is simply an artifact of the program design rather than reflecting a lack of compliance. Across programs, by middle school students are generally transitioned into EI programs.

Sample Descriptives. As can be seen in Table 2, of our analytic sample, approximately 33% were Latino ELs, approximately 45% were Chinese ELs, and the remaining were ELs of a variety of other ethnic backgrounds, including approximately 5% of Japanese, Korean, or Filipino backgrounds. The majority of students in our sample (57%) are initially enrolled in EI programs. Approximately 21% of ELs in EI are Latino, while approximately 47% are Chinese. About equal proportions of EL students are enrolled in the TB and DB programs – 20% and 17%, respectively. More specifically, approximately 37% of those initially attending the TB programs are Latino ELs and 56% are Chinese, while these figures are 50% and 43%, respectively in the DB program. The DI program enrolled the smallest portion of ELs in our sample (8%), in part because there are fewer of such programs available and in part because up to half of the slots in DI programs are reserved for non-EL students. Latino ELs make up the majority of ELs enrolled in DI (71%), followed by Chinese (14%) ELs.

Students initially enrolled in each of the two-language instructional programs have lower initial English proficiency in the fall of kindergarten than those in English immersion. This may in part be because in kindergarten, the two-language programs spend much instructional time in the target language. Parents may choose these programs for their children partly because of their incoming level of proficiency. Further, in 2nd grade ELs in EI and TB score above their peers in DB and DI in both ELA and math. Those in DI score substantially below their peers in all of the other programs in both subjects in 2nd grade. This pattern remains in middle school grades, but is

slightly less pronounced. Also noteworthy, relative to the state average in those grades, the average ELA and math scores of those in all programs increase from 2nd through 6th/7th grade.

[Insert Table 2 about here]

Methods

Research question 1. In order to answer the first research question regarding the differential effect of each instructional program on ELs' academic growth through middle school, we estimate four separate random coefficient student growth models (a special case of what are sometimes called mixed models, multilevel models, or hierarchical linear models): the first without student controls, the second with added student controls, the third with added student controls and school fixed effects, and the fourth including student controls, school fixed effects, and fixed effects for parent preferences. While Model 3 adjusts for a set of observable student and school characteristics that are undoubtedly related to students' academic growth trajectories and students' choice of programs to attend, alone they may not fully account for student selection into programs. The fourth models—those with pre-treatment controls for parental preferences of the type and location of the EL instructional program—are our preferred models for identifying the effect of programs on students' outcomes. These models identify the effects of the instructional models by comparing students whose parents requested the same school-by-program combination but who were assigned to different programs by the algorithm. Allowing p to index 191 school-by-instructional program combinations[4], i to index students, and t to index grades, we fit random coefficients models of the form:

$$Y_{tip} = \gamma_{0ip} + \mathbf{X}_{ip}\mathbf{B}_0 + \mathbf{P}_i\mathbf{\Gamma}_0 + \gamma_{1ip}GRD_{tip} + \left[\mathbf{X}_{ip} \cdot GRD_{tip}\right]\mathbf{B}_1 + \left[\mathbf{P}_i \cdot GRD_{tip}\right]\mathbf{\Gamma}_1 + e_{tip}$$

[4] For instance, if two EL instructional models, TB and an EI are offered in school A, and the same two models are also available in school B, this would represent four rather than two distinct programs.

where both the intercept (γ_{0ip}) and the coefficient on grade (γ_{1ip}) vary randomly across school-by-instructional program combinations[5] and among individuals within these programs:

$$\gamma_{0ip} = \alpha_0 + u_{0p} + v_{0ip}$$

$$\gamma_{1ip} = \alpha_1 + u_{1p} + v_{1ip}$$

The random effects are assumed to be mean zero and multivariate normal among students and among programs. Likelihood ratio tests of the null hypotheses that the variance for each random effect is equal to zero indicated that, in all of our models, each of the random effects improves the model fit ($p < 0.001$ in all cases).

In the above model, Y_{tip} represents the ELA or math score for student *i* in grade *t* in initial program p. The variable GRD_{tip} indicates a student's grade, centered at grade 2, so that γ_{0ip} and γ_{1ip} indicate students' average test scores in grade two and average rates of change of their test scores from grades 2 to 8 (or to grade 6, in the case of math), respectively. The intercepts can be thought of as estimates of the cumulative effects of the programs through second grade (since students enroll in the EL programs at the start of kindergarten), and the slopes can be thought of estimates of the effects of the programs on the rate of learning in grades two through six or eight. These estimates, however, will be subject to selection bias if the fall kindergarten control variables included in the models are not sufficient. In all models, the slopes are constrained to be linear. We tested other less parametric model specifications that included grade fixed effects, but found that these nonparametric models did not significantly improve models fit.

[5] Note, these program random effects represent which of the 191 instructional programs ELs were enrolled in. This is not to be confused with the program preference fixed effects captured in X_{ip}, which uses dummy variables to indicate which of the 191 programs students listed as their first preference prior to enrollment, but not necessarily where students enrolled.

In this model, $\mathbf{X}_{ip}$ is a vector of student characteristics and parental program preferences. All of these variables are centered around their sample mean so that the intercepts and grade slopes apply to the average student in the sample. $\mathbf{P}_i$ represents a vector of dummy variables indicating the student's initial program type (TB, DB, or DI, with EI the omitted category). The coefficients of interest are the vectors $\mathbf{\Gamma}_0$ and $\mathbf{\Gamma}_1$, which indicate the differences among instructional program types in the intercepts and slopes, respectively, of EL students' test score trajectories. To the extent that the models contain sufficient control variables to eliminate selection bias, $\mathbf{\Gamma}_0$ and $\mathbf{\Gamma}_1$ can be interpreted as the effects of the TB, DB, and DI instructional programs on ELs' test scores by second grade and their rates of growth following second grade.

We fit several versions of this model. Model 1 does not include any student-level covariates (no vector $\mathbf{X}_{ip}$) to provide a baseline descriptive model. Model 2 includes a vector of stable student/family control variables, $\mathbf{X}_{ip}$, which includes the students' gender, ethnicity, special education status, and initial English proficiency score. Due to the Family Education Rights and Privacy Act (FERPA) we were unable obtain data on students' free and reduced price lunch (FRPL) status from the school district. However, the district did provide aggregate percents of ELs who are eligible for free or reduced price lunch in each instructional program-by-ethnicity cell. These figures are presented at the bottom of Table 2. The percents do not vary sizably across programs or ethnicities, with one exception, Chinese DI; but the number of Chinese ELs in DI is quite low relative to the other programs. The limited variation suggests that controlling for this variable is unlikely to change our results net of the other variables we already control for (such as race and initial English proficiency)[6].

[6] Although we were not authorized to provide FRPL status-adjusted coefficients, we also note that an analyst at the school district internally ran our models controlling for FRPL to validate our findings, and confirmed that the pathway coefficients did not change more than 0.001 SD after making the adjustment.

In Model 3 we add initial school of attendance fixed effects to Model 2. This allows us to adjust for any school-specific factors that might account for observed differences across programs. The program coefficients in this model are identified off of within-school variation in program enrollment. Finally, in Model 4 we include a vector of dummy variables indicating which of 191 school-by-program options parents listed first on their school-entry application. We add this set of additional school-by-program preference fixed effects to our existing vector of student/family controls, $\mathbf{X}_{ip}$ to obtain within-program preference estimates. Because families can, and often do, list multiple ranked choices on their school-entry application, we also ran these models using various different specifications of "preferences," including one that controlled for students' top three choices for instructional program. Our findings are robust to all specifications, so for the sake of parsimony, we present on just those controlling for students' first school-by-program preference.

Because school-choice data are only available for students who entered the district in kindergarten starting in 2004, we only analyze academic outcomes through 7th grade in ELA for these models to ensure that we have adequate sample sizes in all grades. Because of this, and also the fact that we have to restrict our sample to those students for whom we have preferences data, the sample in Model 4 is roughly half the size of the sample in Models 1 and 2. To ensure that any differences between Models 3 and 4 are not due to the difference in samples, we also fit Model 3 using the smaller sample used in Model 4. These are presented as "Model 3: Restricted Sample" in our results tables.

Research question 2. In order to test whether program effects vary by ethnicity, we fit the same models for Latino and Chinese students separately. All control variables in each of these models are centered around their ethnicity-specific sample means. To test whether program

effects vary by initial English proficiency, we add a set of two-way interactions between program type dummies and standardized initial English language proficiency score, and a set of three-way interactions between program dummies, initial proficiency, and grade.[7] A full set of model estimates are available in the online appendix.

Interpretation of coefficients. Recall that the coefficients of interest in our models are the vectors $\mathbf{\Gamma}_0$ and $\mathbf{\Gamma}_1$, which represent the differences among instructional programs in ELs' test scores by second grade and their rates of growth following second grade. If program assignment were ignorably assigned, conditional on the covariates in the models, these can be interpreted as describing the effects of the programs on test score trajectories by second grade ($\mathbf{\Gamma}_0$) and from second grade through 6th or 8th grade ($\mathbf{\Gamma}_1$). Although we cannot be sure that assignment is ignorable, the fullest model specifications include a number of control variables, including (1) students' initial English proficiency scores, which are strong predictors of later academic scores; (2) school fixed effects, which control for any school-specific factors correlated with selection processes and students' potential outcomes; and (3) parental first-choice preference fixed effects, which will capture differences among students in factors related to parents' desire for their students to be in different programs.

Although these control variables might account for much of the selection bias one might worry about, they may not fully capture any differences among programs in EL students' initial academic skill. Despite that fact that we control for initial English ability, which is associated with later academic performance, we may not fully capture important variation between programs in academic skill; some ELs may be low in English language proficiency but otherwise perform high academically in their home language. If this initial academic skill were correlated

[7] We also fit models including the initial English proficiency interactions in the same models used to test for differential effects by ethnicity; these yielded the same conclusions as the models shown here.

with program enrollment, net of the other variables in our models, our estimates may be biased. Although pre-kindergarten or kindergarten measures of ELA and math skill are not available (because state tests are first administered in 2nd grade, not kindergarten), the school district did administer a general early childhood developmental inventory (ECDI) in the fall of kindergarten in the last three years. We cannot include this variable as a control in our models due to the limited years of availability, but Table 1a of the online appendix shows that average ECDI scores in the fall of kindergarten do not differ significantly among the EL programs, and that the inclusion of ECDI as a control variable does not significantly change the 2nd grade ELA and math coefficients for this sample after adjusting for our existing set of controls. This analysis suggests that our results do not suffer from omitted variable bias due to the omission of an unobserved measure of pre-kindergarten academic skill.

Results

Differences in academic trajectories among EL instructional programs

Results for our first research question, regarding the differential effect of each instructional program on ELs' academic growth through middle school, are presented in Table 3. The table includes estimates from the five models described above (Models 1-4, plus a second version of Model 3 based on the Model 4 sample). For each model, we tested the null hypotheses that the program-specific intercepts are equal and that the program-specific grade slopes are equal; *p*-values for these joint tests are at the bottom of Table 3. In general, the coefficient estimates are relatively similar across the specifications. For the sake of parsimony, and because it includes the most extensive set of control variables, we focus primarily Model 4 in our discussion of the results below.

[Table 3 about here]

ELA. The estimated intercepts indicate the differences in average ELA scores in second grade among the programs. By second grade, students in EI classrooms have average ELA scores that are not statistically distinguishable from the performance of the average student in the state. Relative to students in EI classrooms, and net of the covariates and fixed effects in the model, students in TB score significantly higher (by 0.08 SD) on the ELA test in second grade, while those in DB score no different, and those in DI score significantly lower (about 0.19 SD lower).

The estimated differences between programs in rates of growth in ELA scores from second through 7th grade show a somewhat different pattern. In general, the test scores of ELs in EI increase at a rate that is significantly slower than the rate of the average student in the state (recall that, because test scores are standardized relative to the state distribution in each grade, the average student in the state has a growth rate of exactly 0). Further, the rate at which the ELA test scores of ELs in TB increase is significantly faster than those of EI, while the rate for DB is not significantly distinguishable from those of students in EI, conditional on the covariates in the model. Finally, although ELs in DI classrooms have ELA scores well below those of their peers in EI classrooms in second grade, from second through seventh grade the ELA test scores of ELs in DI increase at a rate that is 0.064 standard deviations faster per grade than those in EI. This rate is sufficiently faster than EI students that by sixth grade the average ELA scores of DI-enrolled students match the state average, and surpass those of observationally similar ELs in EI and DB (see Figure 1). These findings suggest that while in the early years of attendance DI programs may have a negative effect on performance in ELA, in the long term, the short term negative effects are more than overturned by the positive effects on test score growth.

[Insert Figure 1 about here]

One thing to note in Table 3 is that the estimates are generally consistent in the models with and without controls for parental program preferences (i.e., in Model 3: Restricted and Model 4). This suggests that differences in parental preferences are not highly confounded with EL's potential academic trajectories. Although it is possible that there are still other factors that we did not observe that affect selection into programs and that are correlated with academic trajectories, this pattern of results, in conjunction with the ECDI results presenting in Appendix A, suggests that the coefficients might be interpreted as largely unbiased estimates of the effects of the different EL instructional programs in this district.

Math. In math, Models 3 and 4 likewise yield similar results to one another. By second grade, the math scores of EL students enrolled in EI classrooms are significantly higher than the state average (about 0.15 SD), while the scores of observationally similar ELs in TB and DB classrooms are even higher (by about 0.21 and 0.12 SD, respectively). The scores of those in DI do not significantly differ from those in EI in second grade, which indicates that students in these programs, like those in EI, score above the state average in math in second grade.

The slope estimates in Table 3 indicate that the math test scores of students receiving EI instruction grow significantly more slowly than the state average. The math scores of EL students in DB classrooms grow significantly more slowly than those in EI, by about 0.04 standard deviations per grade; the growth rates of the scores of those in TB and DI programs are not statistically distinguishable from those of similar students in EI classrooms (See Figure1).

Differences in program effects by ethnicity and initial English proficiency

Estimates from models designed to determine whether program effects vary by EL students' ethnicity or initial level of English proficiency are presented in Table 4. Here we report results from only Model 4 (estimates from the other models are available in the online appendix

B). Table 4 clearly shows that the academic trajectories differ sharply between Latino and Chinese ELs; among those enrolled in EI, for example, the typical Latino EL has ELA and math scores about 0.8 to 1.0 SD, respectively, below those of the typical Chinese EL student in 2nd grade. This large achievement gap is evident in Figures 2 and 3.

[Insert Table 4 about here]

In addition to these large between-group differences in average scores, the effects of all three bilingual programs, relative to EI, appear to also vary between the two groups. For Latino ELs, the 2nd grade ELA scores of those in DB and DI are significantly lower than those attending EI, while the scores of those attending TB are not significantly different from the scores of those attending EI. However, the estimated growth rates in Table 4 indicate that although Latino ELs in all three of the bilingual programs score significantly lower than (or at best no different than) those in EI in 2nd grade, their rates of growth in ELA are significantly faster than the rate of growth of their Latino peers in EI. As can be seen in the left panel of Figure 2, this means that although in 2nd grade Latino ELs in two-language instructional programs score below or the same as their Latino peers in EI, by 7th grade, Latino ELs in all of these programs are scoring above those in EI on average (see Figure 2). The growth rate for Latino students in DI classrooms is roughly twice the growth rate of Latino ELs in the TB and DB programs.

[Insert Figure 2 about here]

The pattern of differences among programs in ELA trajectories for Chinese ELs is very different. In 2nd grade, Chinese ELs in TB have scores that are significantly higher than Chinese ELs in EI, and the ELA scores of those in DB and DI are not significantly different from the scores of those in EI. However, the average growth rates of ELA scores of Chinese ELs in TB and DI classrooms do not significantly differ from that of observationally similar students in EI

classrooms, and the average growth rate for Chinese ELs in DB classrooms is significantly slower than that of their Chinese EL peers in EI. This indicates that in general, the ELA score trajectories of Chinese ELs are most positive for those in DI, followed by EI. Best seen in Figure 2, it is noteworthy that regardless of program, the test scores of Chinese ELs are almost always above the ELA scores of the average student in the state.

In math, the coefficients on the grade-by-program interaction variables (but not the program intercept differences) for Latino ELs are somewhat similar to those in the ELA models. Latino ELs in EI score significantly below the state average in math in 2nd grade and the rate at which their math scores grow over time is significantly slower than the average rate of math score growth in the state. The 2nd grade scores of Latino ELs in TB and DI are not significantly different from those in EI, while the 2nd grade math scores of those in DB are significantly higher than those in EI. However, the rate of test score growth of Latino ELs in DI are significantly faster than the rate at which the math scores of those in EI increase. The slopes for Latino ELs in TB and DB do not differ from (or at best are marginally significantly better than) the average slope of their Latino peers in EI. By sixth grade, Latino ELs in each of the two-language programs have higher average math scores than their observationally similar peers in EI classrooms, a pattern similar to the patterns in ELA scores (see Figure 3).

[Insert Figure 3 about here]

Chinese ELs show almost exactly the same pattern of results in math as they do in ELA, with the exception of one finding, that the 2nd grade math test scores of Chinese ELs in DB are significantly higher than the 2nd grade math scores of their Chinese peers in EI. The by-ethnicity results suggest that Latino ELs perform the best in both ELA and math in the long term when they are enrolled in any of the bilingual programs, but especially have the most optimal long-

term outcomes in DI. While Chinese ELs also do best longitudinally in ELA and math when enrolled in DI, they also do very well in EI – the program that uses no home-language instruction. They perform worst longitudinally in DB in both subjects, but especially in math.

For both Latino and Chinese ELs and both math and ELA, separate significance tests of the null hypotheses that program grade two intercepts are jointly equal to zero and that program slopes are jointly equal to zero can be found at the bottom of Table 4. All tests indicate significant between-program differences in intercepts and slopes. Finally, we note that tests of whether the patterns of program effects differ between Chinese and Latino students (estimated by fitting a fully interacted model on the full sample of Latino and Chinese students; results not shown) indicate that program-specific intercepts and rates of test score growth among Chinese ELs differ significantly from those of Latino ELs.

The right panel of Table 4 reports the estimated differences in program effects by ELs' initial level of English proficiency (EP). Note that in this table, results from a single model are presented across two columns (main effects and by initial EP side-by-side). There is little evidence of significant differences in program effects by initial proficiency, as evidenced by the large *p*-values (at the bottom of Table 4) from the tests of the null hypotheses that the grade two program effects are equal and that the program effects on growth rates are equal.

Discussion

In this paper, we estimate the associations among elementary school EL instructional programs and EL students' longitudinal academic outcomes in ELA and math. We build on prior research on the topic by focusing on academic outcomes in two subjects through middle school, by comparing the effectiveness of four different two-language instructional models, and by

evaluating whether these EL programs are differentially effective for students of different ethnicities or language backgrounds. In addition, our models arguably provide more plausible estimates of program effects than much of the existing literature, as we are able to eliminate two key potential sources of selection bias: the confounding of program enrollment with parental preferences (a common unobservable characteristic in other similar studies) and the confounding of program enrollment with differences in academic preparation prior to kindergarten.

Four key findings are worth noting in this study. First, we find that in the short run (by second grade), there are substantial differences in the academic performance in ELA and math among EL students who start in different instructional programs in kindergarten. By second grade ELs in dual immersion classrooms have ELA test scores that are well below those of their peers in English immersion. At the same time, ELs in transitional bilingual have test scores well above those of ELs in English immersion in both ELA and math, and those in developmental bilingual have math test scores that are significantly higher than their peers in English immersion.

Second, the effects of EL instructional programs on longer-term academic trajectories (into middle school) differ from the apparent effects on shorter-term academic outcomes. For example, in the short term (through second grade), ELs in dual immersion score substantially below their EL counterparts attending other instructional programs in ELA. By seventh grade, however, students in dual immersion and transitional bilingual programs have much higher ELA scores than those in English immersion classrooms. This pattern of a reversal in the relative effects of EL programs is consistent with other research that, for Latino ELs, both the development of English proficiency and reclassification patterns are slower in early elementary school for those in bilingual EL programs than for those in English immersion programs, but that

ELs in two-language programs catch up or surpass their English immersion-enrolled peers by middle school (Umansky & Reardon, 2014).

In some ways these patterns are not particularly surprising; indeed, they are likely at least partly an artifact of the programs' designs. ELs in dual immersion spend more time early on in the target language (e.g. Spanish, Cantonese, etc) than any of the other programs do (about 80-90% of their instructional time in kindergarten through first grade; see Table 1). As a result, they develop English proficiency more slowly in the early grades. This may partly explain their lower ELA performance. Moreover, because the ELA and math tests are administered solely in English, students in dual immersion classrooms may not be able to fully demonstrate their knowledge, particularly in math. Thus, although ELs in dual immersion score poorly on tests administered in English in the early grades, this is not necessarily an indicator that they are not developing important content knowledge and literacy skills that in the long term will ultimately transfer to English language and other academic development.

Further, the test score growth rates of ELs in dual immersion far out-pace those of ELs in the other programs. It is possible that dual immersion programs have this effect because they combine both English immersion and bilingual instructional models into one program. Specifically, dual immersion instruction (a) exposes ELs to native English-speaking peers, while still (b) providing instruction in ELs' home language to support continued development of that language. The first piece is important because having classmates, one third of whom are native English speakers, may prove useful for modeling English language use. The second piece is important for two key reasons: first, because use of ELs' home languages will help to ensure that they do not fall behind in core academic subjects due to a lack of understanding, and second because ELs might benefit from transfer of language skills from one language to the other if

continued development of literacy in their home language is supported. More specifically, there is evidence that languages share core underlying structures that require similar proficiency skills, and that children who are just beginning to learn to read and write can benefit from continued support or their home language development because such underlying proficiency skills ultimately transfer across languages (Genesee, 2008; Cummins, 1979; 2000; Goldenberg, 1996). Given this argument, however, one might be surprised that the ELA test scores of ELs in developmental bilingual increase more slowly than those in English immersion, as this seems inconsistent with theory and research on transfer across languages. However, as is evident in Table 4, this negative effect is driven by the effects among Chinese ELs, which we discuss in further detail below.

One implication of the comparison of short- and long-term effects is that EL programs should be evaluated using both short- and long-term outcomes. Measuring EL programs' "effectiveness" by looking at only short-term outcomes might lead one to conclude that dual immersion programs are the least effective of the four models, and that programs that emphasize more English instruction earlier (transitional bilingual and English immersion) are superior. An examination of longer-term findings yields a different conclusion, however, which highlights the need to include longer-term outcomes in evaluations of EL programs.

A third notable finding is that the effects of the different EL instructional programs appear to differ for Latino and Chinese ELs. For instance, we generally find that, compared to Latino ELs in English immersion classrooms, Latino ELs in bilingual programs initially score lower on ELA tests in 2nd grade and improve their ELA scores faster following second grade. The reverse pattern was observed for Chinese ELs in transitional and developmental bilingual programs, though not for those in dual immersion programs. Indeed the one commonality

between the Latino and Chinese patterns is that for both groups, in both math and ELA, EL students in dual immersion programs had the fastest growth rates from 2nd grade into middle school (though in the case of the Chinese ELs, growth rates in dual immersion classrooms were not significantly faster than those of children in English immersion).

The significant negative effects of both types of bilingual instruction relative to English immersion instruction on Chinese ELs' test score growth has two plausible explanations. The first comes from evidence suggesting that the extent to which home language use in the classroom transfers to second language acquisition depends on the structural similarity of the two languages (Lado, 1964; Genesee et al., 2006; Echman, 1977). Transfer is more likely if the first and second languages are typologically similar (e.g. Spanish or French and English), but less likely if the languages are typologically distant (e.g. Japanese or Chinese and English). In the latter case, because alphabets, phonemes, and overall language structures are mis-matched, bilingual education may be less effective at promoting English language development. This could in turn mean that more time spent "on task" in English may be a more effective means of academic instruction for Chinese ELs than it is for Latino ELs (if, of course, the outcomes of interest are measured by tests administered in English). This might explain why Chinese students in dual immersion classrooms have ELA and math trajectories that are not statistically distinguishable from those in English immersion, given that dual immersion classrooms include native English speakers and some instructional time in English. Although our results seem consistent with this explanation, it is not clear that typological similarity entirely accounts for the difference, especially given the apparent positive early effects of transitional bilingual education for Chinese students. Moreover, some researchers have argued that even if transfer is less likely among some languages than others, there may still be benefits of bilingual education across

language types because there are underlying proficiencies that are common across all languages such as language processing and reading comprehension (Goldenberg, 2008).

Another potential explanation is that the Chinese and Spanish language bilingual programs are implemented differently in this district. We were not able to directly observe EL classrooms as part of this study, but it may be that finding well-qualified teachers for Chinese bilingual programs is harder than for Spanish language programs (a difficulty some district officials have described to us); as a result the Chinese programs may not be implemented with the same fidelity as the Spanish programs, leading to different patterns of effects.

A fourth notable result is that the effects of the EL instructional models appears to be similar for ELs at all levels of initial English proficiency. This is in contrast to Jepsen's (2010) findings that bilingual instruction had a positive effect on English proficiency among ELs with high prior proficiency, and negative effects among those with low prior proficiency. However, Jepsen considered differences in program effectiveness for English proficiency rather than academic outcomes which could be one explanation for the divergence in results. Further, his measure of prior English proficiency was defined as proficiency in the year prior, while our measure considered initial English proficiency.

Concluding remarks & Study Limitations

Although this study provides some suggestive evidence about the effects of different EL instructional program models, it has a number of limitations. First, our estimated program effects are not based on a randomized experiment to draw full causal conclusions. Our estimates are interpretable as "effects" of the programs only to the extent that the models include sufficient control variables to render program enrollment ignorably assigned. We are able to include not only a standard set of demographic controls, but controls for initial English proficiency, school

fixed effects, and a rich set of parental preference control variables. In addition, our supplemental analyses based on the subsample of students with ECDI scores suggests that our main estimates are not biased by the exclusion of measures of pre-kindergarten academic skills. These features of the analysis suggest that we might think of our estimates as largely, but not completely, unbiased. They provide a useful piece of evidence in what should surely be a more extensive and ongoing research agenda.

Second, the data we use come from a single school district, one which is somewhat unique in terms of its ethnic and linguistic diversity and its historical commitment to providing multiple different types of EL instructional models. It is not clear whether the patterns we observe here generalize to other settings, particularly given the heterogeneity of the EL population and of the design and delivery of two-language instructional models across the U.S. For instance, some bilingual programs begin in kindergarten providing instruction half of the time in each language, while others start heavily (about 90% of instructional time) weighted toward instruction in the EL students' home language (Collier & Thomas, 2004). Our study speaks to the effectiveness of four distinct and very specific program models that primarily serve Latino and Chinese EL students in one large school district.

Third, our interpretation of "program effectiveness" is limited to outcomes measured by tests administered in English. We cannot estimate the effects of the programs on other important outcomes that matter for EL students' development. For example, we find that the test scores of Chinese ELs in developmental bilingual programs grow at a rate that is statistically slower than that of their peers in English immersion classrooms. However, ELs enrolled in bilingual programs for six years or more may reap the added benefits of bilingualism and biliteracy, potentially important skills for both personal development and future labor market success

(Gándara & Rumberger, 2009). Because we have no measure of home language proficiency or literacy, we cannot estimate the programs' effects on these outcomes.

A fourth limitation of the study is that we are blind to differences among the programs in the quality of instruction and classroom environments. Our inclusion of school fixed effects in the models does adjust for differences in classroom and instructional quality across schools, but it does not eliminate any bias due to systematic differences within schools. To the extent that there are systematic differences in classroom quality across programs within schools, or to the extent to which teacher qualifications and skills differ among the programs, we may be capturing differences in teaching quality rather than what the differences in the effectiveness of the four instructional models would be if each were well-implemented and staffed.

In sum, the results here suggest, in broad strokes, that there are meaningful differences in the effects of different models of EL instruction. These effects are not simple to characterize, as they vary as children progress through school; they differ for Latino and Chinese EL students; and they differ somewhat between math and reading outcomes. In particular, the findings here suggest that, for Latino students in particular, two-language programs lead to better academic outcomes than English immersion programs in the long-term. Nonetheless, we do not think these findings, by themselves, should lead all districts to exclusively adopt two-language programs. Our estimates are not sharply enough identified; the sample is not generalizable enough; and the mechanisms driving these patterns are not clear enough to warrant strong policy recommendations. Instead, we hope they contribute to a robust, empirically-grounded discussion about how best to educate our EL students.

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Tables

Table 1. Description of the four EL academic programs offered in the district of study

Program	English Immersion	Transitional Bilingual	Developmental Bilingual	Dual Immersion
Program Intention	To support language & academic development with only English instruction for low-incidence EL groups or for students whose parents want their children to be in English Immersion.	To develop English proficiency and academic mastery with primary language support to access the core curriculum as needed.	To develop competency in English while maintaining native language proficiency (i.e. bilingualism) and academic competency.	To help native speakers, bilingual students, and English-only students become fluent in both languages.
Population Served	EL students served in classrooms with only English instruction	100% EL or language minority. Students typically begin to transition out by 3rd grade, even if not yet reclassified as English proficient.	100% EL or language minority. Students may transition out of this program upon reclassification (commonly 5th grade)	1/3 – 1/2 not proficient in the target language 2/3 – 1/2 proficient in the target language.
Instructional Time	100% in English. ELs receive at least 30 minutes a day of English Language Development coursework.	K: 50-90% target depending on students' proficiency. The proportion of time spent in English increases at quick pace.	K: 50-90% target depending on students' proficiency. - Proportion English increases each year depending on the students.	K-1st: 80-90% in target language By 5th: 50% in English & 50% in target language.

Source: District Program Guide (2014)

Table 2. Proportions of ELs of each ethnicity and of total ELs initially attending each program, average pre-treatment variables, by program; and proportion of ELs with each initial preference, by program

	English Immersion	Transitional Bilingual	Developmental Bilingual	Dual Immersion	All Programs
	Proportion of ELs of each ethnicity initially in each program (Column proportions sum to one)				Proportion of total ELs of each Ethnicity
Latino	0.214	0.369	0.504	0.716	0.331
Chinese	0.468	0.562	0.434	0.139	0.454
Japanese	0.015	0.000	0.000	0.002	0.009
Korean	0.008	0.000	0.000	0.023	0.007
Filipino	0.052	0.002	0.017	0.005	0.033
Other Ethnicity	0.242	0.066	0.045	0.114	0.166
All Ethnicities	1.000	1.000	1.000	1.000	1.000
Proportion of total ELs, by program	0.187	0.165	0.081	0.567	1.000
	Additional pre-treatment covariates, by program				
Average Initial English Proficiency	0.129	-0.203	-0.147	-0.136	0.000
Female	0.475	0.508	0.506	0.509	0.489
Ever classified as Special Ed	0.117	0.109	0.139	0.152	0.122
N (ELs, full sample)	7,793	2,573	2,271	1,113	13,750
	Average ELA and math test scores, by program				
2nd grade ELA	0.136	0.168	-0.153	-0.456	0.047
7th grade ELA	0.279	0.205	0.059	-0.133	0.200
2nd grade math	0.263	0.408	0.073	-0.234	0.219
6th grade math	0.346	0.276	0.073	-0.157	0.252
	Proportion of ELs whose first choice is each program, by ethnicity (Row Proportions sum to one)				Proportion of ELs with no preference
Latino	0.290	0.124	0.113	0.227	0.243
Chinese	0.563	0.165	0.136	0.063	0.072
Proportion of total ELs	0.477	0.126	0.104	0.127	0.165
N (ELs by program of attendance, preferences sample)	4,469	1,411	1,046	803	--
	Proportion of ELs eligible for free/reduced-price lunch in each program, by ethnicity				
Latino	0.76	0.80	0.80	0.79	0.79
Chinese	0.72	0.85	0.88	0.51	0.76
All ELs	0.67	0.83	0.83	0.71	0.83

Note: Initial English proficiency is standardized around the sample average.

Table 3. Estimated parameters of average English language arts (ELA) and Math 2nd grade scores and growth trajectories, by initial (or predicted initial) program attended.

	ELA					Math				
	Model 1: Descriptive	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences	Model 1: Descriptive	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
					Intercepts					
Intercept (Average for English Immersion)	-0.018	-0.02	0.031*	0.135	0.018	0.095+	0.115***	0.160***	0.138***	0.151***
	(0.049)	(0.028)	(0.016)	(0.017)	(0.015)	(0.056)	(0.030)	(0.018)	(0.017)	(0.016)
Transitional Bilingual (TB)	0.034	0.133*	0.061*	0.071+	0.076*	0.184+	0.270***	0.209***	0.219***	0.209***
	(0.091)	(0.055)	(0.032)	(0.038)	(0.036)	(0.105)	(0.059)	(0.036)	(0.038)	(0.039)
Developmental Bilingual (DB)	-0.230*	-0.068	-0.062+	-0.038	-0.017	-0.148	0.047	0.091*	0.145**	0.116*
	(0.093)	(0.056)	(0.034)	(0.045)	(0.044)	(0.107)	(0.060)	(0.038)	(0.045)	(0.047)
Dual Immersion (DI)	-0.393***	-0.144*	-0.098*	-0.122**	-0.191**	-0.258+	0.039	0.043	0.107+	0.032
	(0.117)	(0.072)	(0.050)	(0.059)	(0.059)	(0.134)	(0.077)	(0.056)	(0.060)	(0.064)
					Slopes					
Grade (Average for English Immersion)	0.003	0.002	-0.004	-0.023*	-0.023***	-0.008	-0.013	-0.015	-0.039***	-0.039***
	(0.006)	(0.006)	(0.004)	(0.005)	(0.004)	(0.010)	(0.010)	(0.007)	(0.007)	(0.006)
Transitional Bilingual (TB) X Grade	-0.016	-0.017+	0.001	0.018	0.023*	-0.044*	-0.041*	-0.027*	-0.029+	-0.020
	(0.011)	(0.011)	(0.007)	(0.012)	(0.010)	(0.019)	(0.019)	(0.014)	(0.015)	(0.013)
Developmental Bilingual (DB) X Grade	0.007	0.01	0.015+	0.004	-0.022+	-0.024	-0.014	-0.023	-0.029	-0.042*
	(0.011)	(0.011)	(0.008)	(0.014)	(0.013)	(0.019)	(0.019)	(0.014)	(0.018)	(0.016)
Dual Immersion (DI) X Grade	0.051***	0.054***	0.043***	0.046**	0.064***	0.008	0.013	-0.011	-0.018	-0.010
	(0.015)	(0.015)	(0.012)	(0.019)	(0.018)	(0.026)	(0.025)	(0.021)	(0.024)	(0.023)
Student random intercepts & slopes	X	X	X	X	X	X	X	X	X	X
L2 Stable Student Controls		X	X	X	X		X	X	X	X
L2 School Fixed Effects			X	X	X			X	X	X
L2 School-Program Preference Controls					X					X
L3 School * EL Instructional Program RE	X	X	X	X	X	X	X	X	X	X
Joint test of program intercepts (p-value)	0.000	0.002	0.006	0.030	0.001	0.011	0.000	0.000	0.000	0.000
Joint test of program slopes (p-value)	0.001	0.000	0.004	0.043	0.000	0.083	0.112	0.150	0.134	0.049
N (Observations - Level 1)	65,912	65,912	65,912	28,428	28,428	55,499	55,499	55,499	27,386	27,386
N (Students - Level 2)	13,750	13,750	13,750	7,729	7,729	13,750	13,750	13,750	7,729	7,729
N (School * EL Program - Level 3)	191	191	191	150	150	191	191	191	150	150

Notes: Stable student controls include gender, ethnicity, special education status, and initial English proficiency score. All models allow students' individual intercepts and slopes to vary. The reference category is English Immersion, and as such the intercept and grade terms represent the average starting point and trend for those initially attending this program. Grade slopes for ELA represent an effect from grades 2-8 for Models 1 & 2 and grades 2-7 for Models 2 restricted and 3. School-program random effects represent the initial program (e.g. Dual Immersion program in school A) that students were enrolled in.

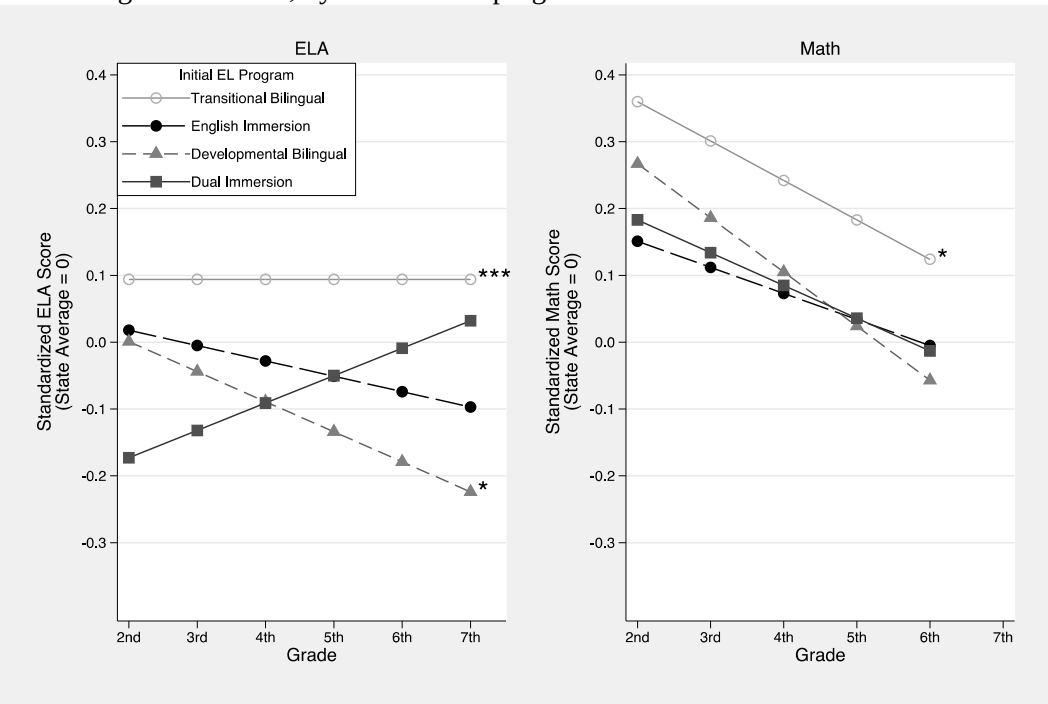
Table 4. Estimated parameters of average English language arts (ELA) and math growth trajectories, by initial program attended and ethnicity (left panel 1) and initial English proficiency (right panel 2)

	(1) Separate models by ethnicity				(2) Models by Initial English Proficiency (side by side columns are one model)			
	Latino		Chinese		Main Effects (e.g. TB x Grade)	Program X Initial English Proficiency Effects	Main Effects (e.g. TB x Grade)	Program X Initial English Proficiency Effects
	(1) ELA	(2) Math	(3) ELA	(4) Math	(1) ELA		(2) Math	
	Intercepts							
Intercept (Average for English Immersion) (initial EP)	-0.451***	-0.452***	0.354***	0.586***	0.020	0.191***	0.152***	0.160***
	(0.026)	(0.027)	(0.032)	(0.032)	(0.015)	(0.015)	(0.016)	(0.015)
Transitional Bilingual (TB) (x initial EP)	-0.041	0.070	0.222**	0.365***	0.072+	0.014	0.208***	0.010
	(0.057)	(0.059)	(0.076)	(0.076)	(0.037)	(0.028)	(0.039)	(0.028)
Developmental Bilingual (DB) (x initial EP)	-0.156**	0.130*	0.072	0.227*	-0.012	0.006	0.119*	0.004
	(0.061)	(0.063)	(0.101)	(0.101)	(0.044)	(0.033)	(0.047)	(0.032)
Dual Immersion (DI) (x initial EP)	-0.366***	-0.077	-0.199	0.035	-0.194****	0.053	0.032	0.027
	(0.058)	(0.060)	(0.124)	(0.124)	(0.060)	(0.036)	(0.064)	(0.036)
	Slopes							
Grade (Average for English Immersion) (x initial EP)	-0.043***	-0.081***	-0.024**	-0.023*	-0.022***	-0.013***	-0.038***	-0.014**
	(0.009)	(0.010)	(0.008)	(0.010)	(0.005)	(0.004)	(0.006)	(0.005)
Transitional Bilingual (TB) X Grade (x initial EP)	0.065**	0.042+	-0.009	-0.046+	0.021*	-0.001	-0.021	-0.002
	(0.020)	(0.023)	(0.018)	(0.024)	(0.010)	(0.006)	(0.013)	(0.008)
Developmental Bilingual (DB) X Grade (x initial EP)	0.056**	0.026	-0.068**	-0.148***	-0.021	0.009	-0.039*	0.004
	(0.021)	(0.023)	(0.026)	(0.035)	(0.013)	(0.007)	(0.016)	(0.009)
Dual Immersion (DI) X Grade (x initial EP)	0.113***	0.061**	0.049	0.005	0.061***	0.017*	-0.010	0.001
	(0.021)	(0.022)	(0.032)	(0.044)	(0.018)	(0.009)	(0.023)	(0.011)
Student random intercepts & slopes	X	X	X	X	X		X	
L2 Stable Student Controls	X	X	X	X	X		X	
L2 School Fixed Effects	X	X	X	X	X		X	
L2 School-Program Preference Controls	X	X	X	X	X		X	
L3 School * EL Instructional Program RE	X	X	X	X	X		X	
Joint test of program intercepts (p-value) (x initial EP)	0.000	0.045	0.010	0.000	>0.50		>0.50	
Joint test of program slopes (p-value) (x initial EP)	0.000	0.013	0.028	0.001	0.136		>0.50	
N (observations - Level 1)	9,335	9,043	12,918	12,382	28,428		27,386	
N (students - Level 2)	2,646	2,646	3,362	3,362	7,729		7,729	
N (School * EL Program - Level 3)	127	127	92	92	150		150	

Notes: All coefficients estimated from Model 4 (controls, school and preference fixed effects). Stable student controls include gender, ethnicity, special education status, initial English proficiency score, and initial program preferences. All covariates, including the fixed effects, are group-mean centered within the sample used in each model (i.e. in the Latino models, initial English proficiency is centered around the mean initial English proficiency for Latinos, while in the Chinese models it is centered around the mean initial English proficiency for Chinese ELs). All models allow students' individual intercepts and slopes to vary. The reference category is English Immersion, and as such the intercept and grade terms represent the average starting point and trend for those initially attending this program. Grade slopes for ELA represent an effect from grades 2-7 and in math grades 2-6. School-program random effects represent the initial program (e.g. Dual Immersion program in school A) that students were enrolled in.

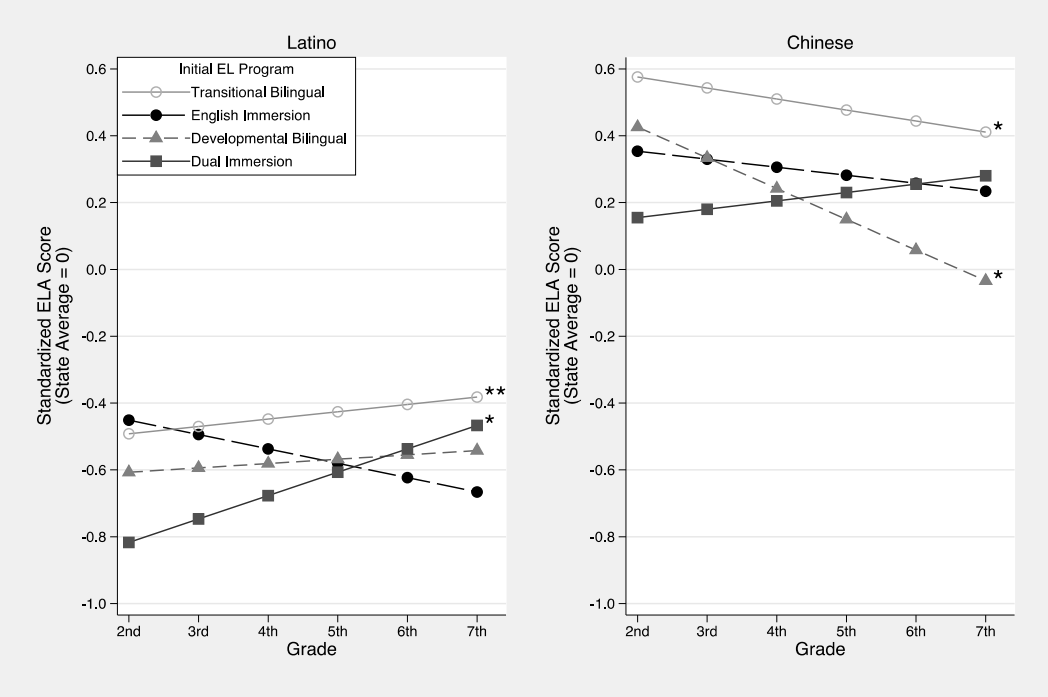
Figures

Figure 1. Estimated average ELA and math achievement trajectories, relative to state average: EL kindergarten entrants, by instructional program



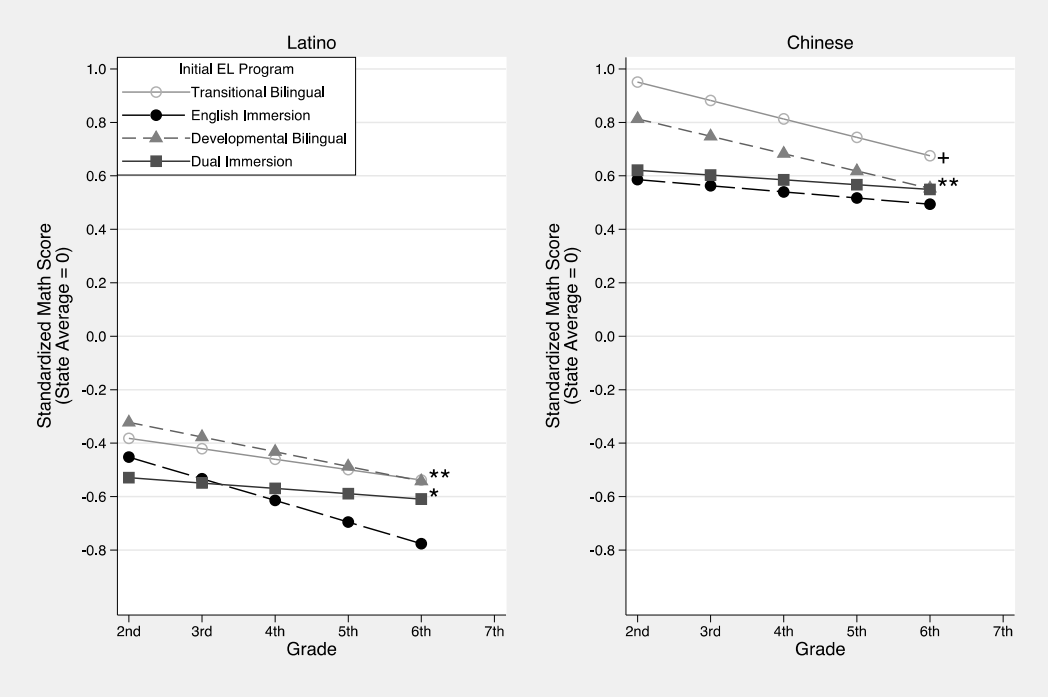
Note: Figure 1 is based on the estimates from Model 4 in Table 3. We did tests of significant differences across programs in the final grade of evaluation. Stars indicate that the average 6th (math) or 7th (ELA) grade outcome is significantly different from that among those whose initial EL program was English immersion.

Figure 2. Estimated average ELA achievement trajectory relative to the state average: EL kindergarten entrants, by instructional program and ethnicity



Note: Figure 2 is based on the estimates from the ELA models in the left panel of Table 4. We did tests of significant differences across programs in the final grade of evaluation. Stars indicate that the average 6th (math) or 7th (ELA) grade outcome is significantly different from that among those whose initial EL program was English immersion.

Figure 3. Estimated average math achievement trajectory relative to the state average: EL kindergarten entrants, by instructional program and ethnicity



Note: Figure 3 is based on the estimates from the math models in the left panel of Table 4. We did tests of significant differences across programs in the final grade of evaluation. Stars indicate that the average 6th (math) or 7th (ELA) grade outcome is significantly different from that among those whose initial EL program was English immersion.

Online Appendix

Appendix A: Early Childhood Development Inventory Analysis

Although our set of control variables might account for much of the selection bias one might worry about, they may not fully capture any differences among programs in EL students' initial academic skill. If this initial academic skill were correlated with program enrollment, net of the other variables in our models, our estimates may be biased. Although pre-kindergarten or kindergarten measures of ELA and math skill are not available (because state tests are first administered in 2nd grade, not kindergarten), the school district did administer a general early childhood developmental inventory (ECDI) in the fall of kindergarten in several recent years. This inventory is an assessment of phonological awareness, literacy, math and science, and—importantly—is administered in the child's home language if necessary. Because this measure was only administered in the last few years of the study, we have it only for the most recent cohorts in the study, meaning that we cannot use it as a control in the growth models. However, we are able to use it to assess whether its inclusion would alter our estimates.

In Table 1a we present two sets of results. The left panel shows estimates from models that predict initial ECDI scores as a function of initial EL program and other control variables. The estimates indicate that average ECDI scores in the fall of kindergarten do not differ significantly among the EL programs (as noted by the joint F-tests reported at the bottom of the table). On the right panel of Table 1a we present estimates of program differences in 2nd grade ELA and math scores from models that do not and do include the ECDI score as a covariate. The coefficients across the two models do not change significantly with the inclusion of the ECDI. Taken together, these results suggest that our results do not suffer from omitted variable bias due to the omission of an unobserved measure of pre-kindergarten academic skill.

Table 1a. Models predicting initial early childhood development inventory (ECDI) score in kindergarten.

	Models predicting initial ECDI in Kindergarten*				Models with and without initial ECDI predicting 2nd grade state test scores			
	Covariates	Covariates + School FE	Covariates + Pref FE	Covariates + School FE + Pref FE	ELA (without fall K ECDI)	ELA (with fall K ECDI)	Math (without fall K ECDI)	Math (with fall K ECDI)
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Initial ECDI	--	--	--	--	--	0.018***	--	0.020***
						(0.001)		(0.001)
Transitional Bilingual	1.247	0.822	2.666	1.607	0.103+	0.074	0.248**	0.215**
	(1.594)	(1.048)	(2.091)	(1.449)	(0.059)	(0.050)	(0.085)	(0.080)
Developmental Bilingual	-0.131	0.869	0.406	1.742	0.067	0.035	0.108	0.072
	(1.770)	(1.859)	(2.067)	(2.208)	(0.084)	(0.077)	(0.108)	(0.101)
Dual Immersion	-0.686	2.534+	-1.818	0.793	-0.097	-0.111	0.054	0.038
	(1.940)	(1.400)	(1.440)	(1.296)	(0.069)	(0.069)	(0.087)	(0.089)
Basic Controls	X	X	X	X	X	X	X	X
School FE		X		X	X	X	X	X
Preference FE			X	X	X	X	X	X
Joint F test of programs	0.42	0.56	1.98	0.16	2.61	2.38	1.39	1.17
p-value of joint F	0.66	0.57	0.14	0.85	0.08	0.1	0.25	0.31
N	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184

Note: Mean(sd) of initial ECDI is 66.83(19.67). Standard errors for all models are clustered at initial program (ie. School-program)

Appendix B. Additional tables with complete set of models

Table 3a expanded to include all models. Estimated parameters of average English language arts (ELA) and math growth trajectories, by initial program attended and ethnicity.

	Latino							
	ELA				Math			
	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
	Intercepts							
Intercept (Average for English Immersion)	-0.426***	-0.408***	-0.468***	-0.451***	-0.408***	-0.400***	-0.465***	-0.452***
	(0.026)	(0.021)	(0.025)	(0.026)	(0.027)	(0.021)	(0.025)	(0.027)
Transitional Bilingual (TB)	-0.034	-0.103*	-0.072	-0.041	0.07	0.011	0.051	0.070
	(0.053)	(0.044)	(0.053)	(0.057)	(0.055)	(0.045)	(0.054)	(0.059)
Developmental Bilingual (DB)	-0.233***	-0.211***	-0.111+	-0.156**	-0.091+	-0.028	0.159**	0.130*
	(0.050)	(0.040)	(0.057)	(0.061)	(0.052)	(0.040)	(0.057)	(0.063)
Dual Immersion (DI)	-0.263***	-0.266***	-0.301***	-0.366***	-0.102	-0.113*	-0.028	-0.077
	(0.060)	(0.045)	(0.052)	(0.058)	(0.062)	(0.044)	(0.052)	(0.060)
	Slopes							
Grade (Average for English Immersion)	-0.025***	-0.034***	-0.043***	-0.043***	-0.050***	-0.064***	-0.080***	-0.081***
	(0.007)	(0.007)	(0.010)	(0.009)	(0.011)	(0.009)	(0.012)	(0.010)
Transitional Bilingual (TB) X Grade	0.028*	0.056***	0.074***	0.065**	0.012	0.037*	0.058*	0.042+
	(0.014)	(0.014)	(0.021)	(0.020)	(0.022)	(0.018)	(0.025)	(0.023)
Developmental Bilingual (DB) X Grade	0.053***	0.061***	0.050*	0.056**	0.038+	0.045**	0.012	0.026
	(0.013)	(0.012)	(0.023)	(0.021)	(0.020)	(0.016)	(0.027)	(0.023)
Dual Immersion (DI) X Grade	0.092***	0.090***	0.112***	0.113***	0.063*	0.068***	0.058*	0.061**
	(0.016)	(0.015)	(0.022)	(0.021)	(0.026)	(0.020)	(0.026)	(0.022)
Joint test of program intercepts (p-value)	0.000	0.000	0.000	0.000	0.031	0.079	0.026	0.045
Joint test of program slopes (p-value)	0.000	0.000	0.000	0.000	0.047	0.001	0.019	0.013
N (observations - Level 1)	20,304	20,304	9,335	9,335	17,555	17,555	9,043	9,043
N (students - Level 2)	4,554	4,554	2,646	2,646	4,554	4,554	2,646	2,646
N (School * EL Program - Level 3)	156	156	127	127	156	156	127	127

Table 3a continued.

	Chinese							
	ELA				Math			
	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
	Intercepts							
Intercept (Average for English Immersion)	0.299***	0.355***	0.354***	0.354***	0.569***	0.611***	0.585***	0.586***
	(0.033)	(0.025)	(0.031)	(0.032)	(0.037)	(0.032)	(0.032)	(0.032)
Transitional Bilingual (TB)	0.234***	0.137**	0.229**	0.222**	0.366***	0.263***	0.383***	0.365***
	(0.067)	(0.053)	(0.070)	(0.076)	(0.076)	(0.066)	(0.072)	(0.076)
Developmental Bilingual (DB)	0.089	0.08	0.020	0.072	0.183*	0.173*	0.218*	0.227*
	(0.080)	(0.066)	(0.098)	(0.101)	(0.090)	(0.083)	(0.101)	(0.101)
Dual Immersion (DI)	-0.088	-0.119	-0.057	-0.199	0.106	0.161	0.124	0.035
	(0.141)	(0.140)	(0.116)	(0.124)	(0.157)	(0.166)	(0.118)	(0.124)
	Slopes							
Grade (Average for English Immersion)	0.015*	0.003	-0.020**	-0.024**	0.000	-0.004	-0.028*	-0.023*
	(0.006)	(0.005)	(0.008)	(0.008)	(0.011)	(0.009)	(0.012)	(0.010)
Transitional Bilingual (TB) X Grade	-0.052***	-0.026**	-0.022	-0.009	-0.071**	-0.051**	-0.055*	-0.046+
	(0.012)	(0.010)	(0.017)	(0.018)	(0.023)	(0.019)	(0.026)	(0.024)
Developmental Bilingual (DB) X Grade	-0.027+	-0.015	-0.061*	-0.068**	-0.056*	-0.069**	-0.139***	-0.148***
	(0.014)	(0.013)	(0.025)	(0.026)	(0.028)	(0.024)	(0.040)	(0.035)
Dual Immersion (DI) X Grade	0.026	0.020	0.011	0.049	-0.025	-0.052	0.006	0.005
	(0.026)	(0.028)	(0.030)	(0.032)	(0.050)	(0.050)	(0.045)	(0.044)
Student random intercepts & slopes	X	X	X	X	X	X	X	X
L2 Stable Student Controls	X	X	X	X	X	X	X	X
L2 School Fixed Effects		X	X	X		X	X	X
L2 School-Program Preference Controls				X				X
L3 School * EL Instructional Program RE	X	X	X	X	X	X	X	X
Joint test of program intercepts (p-value)	0.004	0.51	0.011	0.010	0.000	0.001	0.000	0.000
Joint test of program slopes (p-value)	0.000	0.045	0.077	0.028	0.010	0.003	0.002	0.001
N (observations - Level 1)	31,858	31,858	12,918	12,918	26,254	26,254	12,382	12,382
N (students - Level 2)	6,237	6,237	3,362	3,362	6,237	6,237	3,362	3,362
N (School * EL Program - Level 3)	122	122	92	92	122	122	92	92

Table 3b expanded to include all models. Estimated parameters of average English language arts (ELA) and math 2nd grade scores and growth trajectories, by initial program attended & initial English Proficiency (EP).

	ELA				Math			
	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
	Intercepts							
Intercept (Average for English Immersion)	-0.018	0.033*	0.013	0.020	0.118***	0.159***	0.142***	0.152***
	(0.028)	(0.016)	(0.017)	(0.015)	(0.030)	(0.018)	(0.017)	(0.016)
Transitional Bilingual (TB)	0.127*	0.052	0.069+	0.072+	0.268***	0.206***	0.218***	0.208***
	(0.055)	(0.032)	(0.038)	(0.037)	(0.058)	(0.036)	(0.038)	(0.039)
Developmental Bilingual (DB)	-0.072	-0.063+	-0.039	-0.012	0.043	0.086*	0.147***	0.119*
	(0.056)	(0.035)	(0.045)	(0.044)	(0.060)	(0.039)	(0.045)	(0.047)
Dual Immersion (DI)	-0.137+	-0.093+	-0.138*	-0.194****	0.045	0.037	0.108+	0.032
	(0.072)	(0.051)	(0.059)	(0.060)	(0.077)	(0.057)	(0.059)	(0.064)
Initial English Proficiency	0.158***	0.163***	0.192***	0.191***	0.118***	0.123***	0.157***	0.160***
	(0.012)	(0.012)	(0.016)	(0.015)	(0.013)	(0.013)	(0.016)	(0.015)
TB X Initial English Proficiency (EP)	-0.003	0.001	0.019	0.014	0.012	0.008	0.023	0.010
	(0.021)	(0.021)	(0.029)	(0.028)	(0.024)	(0.024)	(0.029)	(0.028)
DB X Initial EP	0.026	0.018	0.000	0.006	0.014	-0.000	-0.001	0.004
	(0.023)	(0.024)	(0.034)	(0.033)	(0.026)	(0.026)	(0.033)	(0.032)
DI X Initial EP	0.053+	0.042	0.070+	0.053	0.030	0.017	0.046	0.027
	(0.030)	(0.030)	(0.037)	(0.036)	(0.034)	(0.034)	(0.037)	(0.036)

Table 3b continued.

	ELA				Math			
	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences	Model 2: Student Controls	Model 3: Student Controls + School FE	Model 3: Restricted Sample	Model 4: Controls + School FE + Preferences
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
				Slopes				
Grade (Average for English Immersion)	0.001	-0.004	-0.021***	-0.022***	-0.016	-0.014*	-0.040***	-0.038***
	(0.006)	(0.005)	(0.006)	(0.005)	(0.010)	(0.007)	(0.007)	(0.006)
Transitional Bilingual (TB) X Grade	-0.015	0.002	0.014	0.021*	-0.038*	-0.024+	-0.029+	-0.021
	(0.011)	(0.016)	(0.012)	(0.010)	(0.019)	(0.014)	(0.015)	(0.013)
Developmental Bilingual (DB) X Grade	0.01	0.016+	0.005	-0.021	-0.012	-0.018	-0.028	-0.039*
	(0.011)	(0.009)	(0.015)	(0.013)	(0.019)	(0.015)	(0.019)	(0.016)
Dual Immersion (DI) X Grade	0.054***	0.041**	0.043*	0.061***	0.014	-0.007	-0.016	-0.010
	(0.015)	(0.014)	(0.019)	(0.018)	(0.026)	(0.022)	(0.024)	(0.023)
Grade X Initial EP	0.002	0.002	-0.014***	-0.013***	0.011**	0.011**	-0.013**	-0.014**
	(0.002)	(0.003)	(0.004)	(0.004)	(0.004)	(0.004)	(0.005)	(0.005)
TB X Grade X initial EP	-0.007+	-0.007	-0.002	-0.001	-0.015*	-0.015*	-0.005	-0.002
	(0.004)	(0.005)	(0.007)	(0.006)	(0.006)	(0.006)	(0.008)	(0.008)
DB X Grade X initial EP	-0.004	-0.005	0.007	0.009	-0.011	-0.010	0.000	0.004
	(0.005)	(0.005)	(0.007)	(0.007)	(0.007)	(0.007)	(0.010)	(0.009)
DI X Grade X initial EP	-0.004	-0.005	0.018*	0.017*	-0.018+	-0.021*	-0.003	0.001
	(0.007)	(0.007)	(0.009)	(0.009)	(0.010)	(0.010)	(0.011)	(0.011)
Student random intercepts & slopes	X	X	X	X	X	X	X	X
L2 Stable Student Controls	X	X	X	X	X	X	X	X
L2 School Fixed Effects		X	X	X		X	X	X
L2 School-Program Preference Controls				X				X
L3 School * EL Instructional Program RE	X	X	X	X	X	X	X	X
Joint test of program x EP intercepts (p-value)	0.243	>0.50	0.293	>0.50	>0.50	>0.50	>0.50	>0.50
Joint test of program x EP slopes (p-value)	>0.50	>0.50	0.144	0.136	0.040	0.040	>0.50	>0.50
N (observations - Level 1)	65,912	65,912	28,428	28,428	55,499	55,499	27,386	27,386
N (students - Level 2)	13,750	13,750	7,729	7,729	13,750	13,750	7,729	7,729
N (School * EL Program - Level 3)	191	191	150	150	191	191	150	150

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Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms

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Schools are under increasing pressure to reclassify their English learner (EL) students to "fluent English proficient" status as quickly as possible. This article examines timing to reclassification among Latino ELs in four distinct linguistic instructional environments: English immersion, transitional bilingual, maintenance bilingual, and dual immersion. Using hazard analysis and 12 years of data from a large school district, the study investigates whether reclassification timing, patterns, or barriers differ by linguistic program. We find that Latino EL students enrolled in two-language programs are reclassified at a slower pace in elementary school but have higher overall reclassification, English proficiency, and academic threshold passage by the end of high school. We discuss the implications of these findings for accountability policies and educational opportunities in EL programs.

KEYWORDS: reclassification, English learners, event history analysis, bilingual education, Latino students

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For many students learning English, one of the most important milestones in their educational lives is when they are reclassified from the status of an "English learner" to that of "fluent English proficient." This change in official status marks a student as proficient in English and able to enter the educational mainstream. Although merely an administrative checking of a box, reclassification carries with it profound implications for students. English learner status is designed to support students learning English with specially prepared teachers, content instruction taught with modifications to increase English learner accessibility, English language development classes, and regular monitoring and English language proficiency assessments. Once reclassified, students lose access to these specialized services but gain access to mainstream classes including the full breadth of courses, teachers, and peers.

Many accountability mechanisms, educational services, and policies are organized to promote and incentivize rapid and universal English learner reclassification. Federal Title III reporting requires that schools and districts report the proportion of their English learners (ELs) who attain district benchmarks for English proficiency each year (Ramsey & O'Day, 2010). Some state laws also promote rapid reclassification, as exemplified by a 2006 Arizona law that requires that English learners receive four hours of daily English language development in order to promote reclassification after one year (Gándara & Orfield, 2010).

A growing body of literature suggests that the road to reclassification is a long one, taking many students 4 to 10 years or more (Conger, 2009; Grissom, 2004; Hakuta, Butler, & Witt, 2000; Parrish et al., 2006; Salazar, 2007; Thompson, 2012). These studies also show that reclassification rates are slower among Spanish-speaking students, poor students, and students with lower English proficiency levels (August & Shanahan, 2006; Conger, 2009; Grissom, 2004; Thompson, 2012). Aside from this, we know relatively little about what factors are related to faster or slower reclassification and higher or lower reclassification. In particular, we know almost nothing about how reclassification rates relate to instructional practices and other factors that are under the control of schools and districts. This is important given that schools have the potential to alter reclassification patterns through programmatic changes yet next to no influence over the poverty, ethnicity, or other background factors of incoming students. This article addresses that gap in the literature by examining how reclassification patterns differ between different instructional models—specifically different models of bilingual versus monolingual instruction.

Prior research suggests that students in bilingual classrooms do slightly to moderately better than equivalent students in monolingual English classrooms on English literacy outcomes (August & Shanahan, 2006; Cheung & Slavin, 2012). Several studies suggest that this bilingual advantage, however, may manifest in the medium term; in the short term, English immersion

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students may outperform students in bilingual classrooms on English literacy outcomes (Genesee, 2006).

While linguistic instructional program is a factor that is under the direct control of school districts, it is not immediately clear what kind of linguistic environment should result in higher reclassification rates. English immersion classrooms may have higher reclassification rates due to their concentrated focus on English acquisition. Two-language environments (including both bilingual and dual immersion programs)[1] may result in higher reclassification rates due to students' more facile access to content that is provided in their home language or because these students are able to acquire English more effectively due to linguistic transfer from the home language (Cummins, 1991).

We examine Latino English learners in one large urban school district. We focus on Latino English learners because they constitute 90% of English learners nationally and are a diverse and growing segment of public schools (Hugo Lopez, Gonzalez-Barrera, & Cuddington, 2013; Ramsey & O'Day, 2010). Furthermore, Latino ELs face large and enduring achievement and attainment gaps as compared with other students (Gándara & Contreras, 2009; Kao & Thompson, 2003; D. Lee, Perreira, & Harris, 2006; Reardon & Galindo, 2009).

Using discrete-time survival analysis and following nine cohorts of students for up to 12 years (2000–2012) we ask how reclassification patterns differ in English immersion, transitional bilingual, maintenance bilingual, and dual immersion instructional settings. We also examine barriers to reclassification, examining how students in the four programs progress toward linguistic and academic requirements for reclassification. Implications of the findings for policy and practice are discussed.

Prior Literature

Timing and Prevalence of Reclassification and Attainment of English Proficiency

Reclassification marks a student's official change in status from an English learner to a fluent English proficient student. In order to be reclassified, a student must clear one or more established thresholds. One of the complications in understanding reclassification timing and prevalence is that districts and states set their own reclassification criteria. In all states, districts use an English proficiency assessment as a criterion for reclassification, but many states and districts use additional criteria as well, including standardized academic test scores in math or English language arts, grades, and/or teacher and parent approval (Abedi, 2008; Linquanti, 2001; Ragan & Lesaux, 2006). In addition, states use different English proficiency and academic assessments and districts within a state may set different thresholds on those assessments.

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Despite these complications, there is a small but growing literature on the timing and prevalence of reclassification among English learners. Due to the paucity of available longitudinal data, many of the studies of reclassification use cross-sectional data. When longitudinal, most studies rely on relatively few years of data, limiting their ability to discern longer term reclassification patterns, especially cumulative reclassification rates. Limitations aside, these studies have established general notions of the rates and timing of reclassification and English proficiency. Studies of timing to reclassification typically find that roughly half of ELs who enter school in kindergarten are reclassified by the end of elementary school, with another 25% to 30% reclassified by the end of middle school (Grissom, 2004; Salazar, 2007; Thompson, 2012; Warren, 2004).

By federal law, all districts must assess English learner proficiency in four domains of the English language: reading, writing, speaking, and listening. While there are no agreed upon definitions of English proficiency or how to measure these domains (Abedi, 2004; Linquanti, 2001), research suggests that oral (speaking and listening) English proficiency typically develops more quickly than English literacy (reading and writing) or academic English (the English skills necessary to be successful in an all-English academic environment) (Conger, 2009; Hakuta et al., 2000; Thompson, 2012). Estimates vary, but oral proficiency may develop after 2 to 5 years while academic proficiency may take 4 to 10 years or longer (Collier & Thomas, 1989; Hakuta et al., 2000).

Student and school background characteristics predict some of the variation in students' timing to reclassification (Conger, 2009; Grissom, 2004; Hakuta et al., 2000; Jepsen & De Alth, 2005). A considerable amount of variation remains unexplained, however, and is probably due to unobservable or unobserved unique individual, school, or district characteristics (August & Shanahan, 2006; Bialystok, 2001).

Latino EL students typically are reclassified at a slower pace than students of other ethnic and linguistic backgrounds (Conger, 2009; Grissom, 2004; Jepsen & De Alth, 2005; Warren, 2004). For example, Grissom (2004) finds that the proportion of Spanish-speaking students reclassified by fourth grade in California is roughly two-thirds that of non–Spanish-speaking students. Much of this disadvantage may be due to greater poverty and social disadvantage faced by Latino immigrant families (Grissom, 2004).

Language of Instruction and Timing and Prevalence of Reclassification

U.S. public schools typically offer one or more of four main instructional models for English learners: English immersion, transitional bilingual instruction (typically K–2 or K–3), maintenance bilingual instruction (typically K–5 or longer), and dual immersion. In English immersion classrooms EL students are instructed solely in English with the goal of promoting English

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proficiency and providing academic content that is accessible to ELs. Transitional and maintenance bilingual classrooms are designed specifically for English learners and provide instruction in English and in a target home language. Transitional bilingual programs focus on using the home language to support English acquisition and access to curricular content while maintenance bilingual programs prioritize full bilingualism in English and the home language. Dual immersion classrooms, like bilingual classrooms, offer instruction in English and a target language but student composition includes both English learners and English-only speakers (EOs) with the goal that both groups develop proficiency in both languages. Within each of these four broad models there is extensive heterogeneity including program goals, class composition, instructional techniques, program structure, fidelity to program design, and program quality (August & Shanahan, 2006).

Many studies and meta-analyses, albeit of varying quality, have investigated the relative effects of two-language versus English immersion programs. Taken together, these studies find that there is a significant small to moderate benefit of two-language instruction for English learners on English literacy outcomes (August & Shanahan, 2006; Cheung & Slavin, 2012; Genesee, 2006; Greene, 1997; Slavin, Madden, Calderón, Chamberlain, & Hennessy, 2011; Thomas & Collier, 2002; Willig, 1985).

Several studies examine the question of whether this effect varies based on length of exposure to two-language instruction (Gersten & Woodward, 1995; Saldate, Mishra, & Medina, 1985; Slavin et al., 2011). Typically, these studies suggest that the two-language advantage emerges only after several years of two-language instruction (Genesee, 2006). This finding makes intuitive sense given that many bilingual programs are conducted almost exclusively in the target language in the early years, with the intent of providing a foundation in home language literacy before teaching English literacy.

The dominant theories explaining the benefit of instruction in primary/home language literacy on English literacy outcomes are transfer theory and underlying proficiency theory. Closely related, these two theories suggest that when an individual acquires literacy skills in one language he or she applies those skills to a second language. Furthermore, students learn new literacy concepts more easily and successfully in their primary language than in a new language, and armed with the knowledge in their primary language (or in an underlying linguistic knowledge that transcends any one particular language), they readily transfer what they learn into their new language, English (Cummins, 1991; Goldenberg & Coleman, 2010).

Two studies have compared reclassification between English immersion students and bilingual students. Both find that students in bilingual classrooms are less likely to be reclassified by the end of seventh grade than are students in English immersion programs (Conger, 2010; Thompson, 2012). Thompson (2012), however, finds that this difference disappears by the end of eighth grade, at which time slightly (and insignificantly) more

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students from bilingual classrooms have been reclassified than have students from English immersion classrooms. Because neither study had access to students' reclassification patterns beyond eighth grade, it is not clear whether the higher rates of reclassification in English immersion programs persist or are reversed as students progress through high school.

In addition, both studies compare English immersion to bilingual instruction without differentiating between two-language programs. The studies are conducted in two districts, both of which offer transitional bilingual as the predominant two-language program. The results of their studies may reflect patterns unique to transitional bilingual instruction. Finally, differential student sorting into program makes it difficult to disentangle the effect of bilingual instruction on reclassification. Conger (2010) investigates this in her study and concludes that her findings are unlikely to capture the unbiased impact of bilingual instruction on reclassification.

In summary, there is evidence that reclassification may be higher initially in English immersion, compared with two-language programs. Nonetheless, several important questions remain. First, it is unclear whether this pattern changes in middle or high school. Second, it is unclear how different types of two-language programs affect reclassification timing. Finally, the existing studies may not adequately control for differences in the characteristics of students who enroll in different EL instructional programs.

Barriers to Reclassification

The most common requirements for reclassification, as detailed previously, are meeting thresholds for English proficiency and academic achievement (Wolf et al., 2008). The English proficiency requirement for a status of "fluent English proficient" is the most basic and universal criterion for reclassification and is typically assessed by measuring students' English reading, writing, speaking, and listening skills.

The academic requirement is included to ensure that students are academically prepared to succeed in mainstream classes without English language support (Linquanti, 2001). Policymakers and scholars have debated the appropriateness of an academic criterion for reclassification since it introduces a requirement for entry that native English speakers are not held to and because academic performance may, in part, be the result of educational opportunities or lack thereof experienced as an EL (Linquanti, 2001; Linquanti & Cook, 2013).

Recent research suggests that students at the elementary level are most frequently held back from reclassification by English proficiency, rather than academic criteria, while the reverse is true at the secondary level (Robinson, 2011; Thompson, 2012). Among the English proficiency domains, students are most commonly held back by the English reading subtest, though it is worth noting that this last finding may be an artifact of the California

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English proficiency test, given that all the studies examining this issue are from California (Hill, Betts, Chavez, Zau, & Volz Bachofer, 2014; Parrish et al., 2006; Robinson, 2011).

Conceptual Framework

The review of the literature suggests several competing hypotheses regarding how reclassification patterns may differ in different linguistic instructional settings. A first hypothesis is that reclassification rates will be higher in English immersion programs because of this program's focused attention on English acquisition. Furthermore, students are exposed to academic instruction in English, which in theory maps closely onto academic assessments since those assessments are also given in English. Finally, if native English speakers comprise part of the composition of English immersion classrooms—as is the case in the district examined here—EL students in English immersion should have ample access to English-speaking peers and the opportunities this affords for meaningful, contextualized interactions in English.

A competing hypothesis is that instructional features of two-language instruction may lead to more successful reclassification patterns. As reviewed previously, experimental and quasi-experimental research suggests that there is a benefit of two-language instruction on English literacy outcomes. Applying this to reclassification we might expect that students in two-language classrooms will have higher reclassification rates compared to students in monolingual instructional environments due to a transfer of literacy skills from Spanish to English. Given existing research that shows that the two-language English literacy advantage may only emerge after several years of two-language instruction, it may be that reclassification rates are initially lower in two-language classrooms but higher by the time students reach middle or high school.

Two other mechanisms may lead to higher reclassification rates in two-language versus monolingual English environments. First, students in two-language classrooms may have more access to academic content because much of that content is offered in a language that they know. This may lead to better academic outcomes and higher pass rates of the academic criterion for reclassification. Second, two-language classrooms may be more likely to create a social and academic environment that is beneficial for ELs. For instance, they may be more likely than monolingual English classrooms to value cultural and linguistic diversity, and teachers and peers may have higher and more favorable expectations of ELs in a two-language environment (Gándara & Orfield, 2010; Harklau, 1994).

There may also be important differences in reclassification patterns between different types of two-language instruction. Maintenance bilingual and dual immersion programs are typically longer term programs than

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transitional bilingual. Reclassification rates may be higher in the longer term programs due to greater home language literacy and therefore greater transfer into English. On the other hand there may be little incentive to reclassify students in the longer term programs, which would result in higher reclassification in the transitional bilingual program. Finally, the inclusion of native English-speaking students in the dual immersion program might speed reclassification for ELs due to increased access to contextualized English, or it may slow reclassification if English speaker inclusion shifts the social dynamic toward greater discrimination against English learners.

School District Background Information

The school district examined in this study is a large, diverse, urban school district in California with an enrollment of over 50,000 students. In the 2011–2012 school year 50% of the student population was EL or reclassified as fluent English proficient (RFEP). Unlike many districts whose EL population is predominantly from one language background, this district has a very diverse EL population. Latinos make up a quarter of the student population and just under half of the EL population.

This school district offers a unique opportunity to examine reclassification outcomes by EL instructional program because unlike many districts, it has had in place robust versions of the four main instructional programs for Latino ELs for at least the past 15 years. These four programs include (1) a traditional English immersion program, (2) a Spanish transitional bilingual program, (3) a Spanish maintenance bilingual program, and (4) a Spanish dual immersion program.

Parents of students who speak a language other than English at home can list their preferred programs on the district's enrollment form. The district then uses an algorithm to assign students to programs based on these preferences. In oversubscribed programs, the district relies in part on a randomized lottery system. Program enrollment can be thought of as partially random and partially based on family preferences, neighborhood of residence, and other factors.

Due to a unique set of historical, legal, and social factors, this school district has a strong commitment to providing equitable and high-quality services and opportunities for ELs in all instructional programs. It has actively sought to provide multiple linguistic instructional programs and to give parents choice regarding program enrollment for their children. Over time, the district has increasingly attended to fidelity of program design. The district's EL services are influenced as well by active parent and community organizations, which advocate for strong and effective services for ELs and opportunities for ELs to receive culturally inclusive instruction in their home languages. Nonetheless, ELs, and Latino ELs in particular, perform far below their English-speaking peers, a pattern seen across the United States.

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While the district is relatively unique in having four linguistic instructional programs in place, the program models are quite typical of English immersion, transitional bilingual, maintenance bilingual, and dual immersion programs across the country. The English immersion program in this district is designed to teach EL students English as well as provide academic instruction that is accessible to English learners. English immersion classrooms are typically general education classrooms in which ELs share their classroom with mainstream, non-EL students, and instruction is solely in English. Teachers in English immersion need to hold special certification to work with ELs and are expected to use teaching strategies that increase content accessibility to non–English proficient students. English immersion is the largest and most widely available EL program being offered at all school sites.

The goal of the Spanish transitional bilingual program is to develop English proficiency with the use of primary language support and full access to core content through primary language instruction. Only students with Spanish as their home language can enroll in the Spanish transitional bilingual program. Instruction is predominantly given in Spanish in kindergarten (80%–90%) with increasing proportions of English in each subsequent grade. The program ends after the third grade at which point students transfer to an all-English environment.

The objective of the Spanish maintenance bilingual program is for students to develop fluency in both Spanish and English. All students in the maintenance program are Spanish-speaking language minority students, and instruction is 80% to 90% Spanish in kindergarten, transitioning to 50% to 65% English by the fifth grade. Unlike the transitional bilingual program, the maintenance bilingual program continues throughout elementary school. Some middle and high schools have bilingual programs in which students can continue to take core content area classes in Spanish.

The Spanish dual immersion program is designed to serve both EL students and English-speaking students together in the same classroom. The goal of the program is for both groups of students to become bilingual in Spanish and English. As in the maintenance program, elementary school instruction shifts from predominantly in Spanish in kindergarten to half Spanish and half English by the end of elementary. Also similar to maintenance bilingual, some dual immersion students continue with Spanish core content classes in middle and high school.

Teachers in all three of the two-language programs are required to hold certification to teach in two languages, and classrooms use textbooks and other educational materials in Spanish for the subject areas that are taught in Spanish. The district determines which content area classes are taught in which language in every grade.

We did not observe classrooms in this study to assess the fidelity with which the different instructional programs were implemented. However, we did conduct 22 in-depth interviews with teachers and administrators

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regarding the district's four linguistic instructional programs. Some of the EL teachers and district administrators suggested that the programs have not always been implemented with perfect fidelity, both because of practical constraints and resource constraints. Some of these constraints may have led to weaknesses in ELD provision, access to learning materials, and availability of effective teachers. We have no means of assessing the accuracy of these descriptions of classroom implementation. The constraints that some teachers and administrators described to us are, unfortunately, typical of large urban school districts. In this study, we cannot determine how they affected EL students or whether they are responsible for any of the differences we observed in the outcomes of students in different EL pathways.

The district is representative of other school districts across the country in its reclassification criteria (Wolf et al., 2008). Beginning in the second grade, students are assessed annually for reclassification. In order to be reclassified, a student must have: (a) an overall California English Language Development Test (CELDT) score of 4 (early advanced) or 5 (advanced) and no subscore (reading, writing, speaking, or listening) below 3 (intermediate) and (b) a California Standards Test in English language arts (CST-ELA) score of 325 or higher (mid-basic).[2] The district has two additional criteria for reclassification, teacher approval and in middle and high school a grade point average (GPA) threshold, but we do not examine those criteria in the article. We do not have data to adequately analyze either GPA or teacher approval, although our interview data suggest that only rarely does either criterion prevent students from being reclassified.

The CELDT is taken annually in the fall, beginning in kindergarten, and the CST-ELA is taken annually in the spring, beginning in second grade. Hence, students are eligible for reclassification twice yearly, first, when CELDT scores come in and again when CST scores come in. The first point at which a student is eligible for reclassification is in the fall of third grade, when the spring of second-grade CST results become available. Students need to pass all criteria in adjacent sittings in order to be reclassified. For instance, if a student passes the CELDT in fall of fifth grade he or she must pass the CST in either spring of fourth grade or spring of fifth grade in order to be eligible for reclassification.

Both the CELDT and the CST change across grades. There is a separate CST test in every grade, meaning the academic proficiency criteria for reclassification increases in each grade. There are separate versions of the CELDT for Grades K–2, 3–5, 6–8, and 9–12.

Data and Methods

Data

For this study we use school district administrative data for a 12-year period spanning from fall 2000 to spring 2012. We include in the sample

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nine cohorts of Latino EL students who entered the district in kindergarten between fall 2000 and spring 2009 and who were enrolled in one of the district's four EL programs. We include only kindergarten entrants because these students are much more likely to get a robust dosage of their language program. We do not include incoming kindergartners entering the district after the 2008–2009 cohort because these students do not reach third grade, the first point at which they can be reclassified, by spring 2012 when our data end. In total, 5,423 students meet these criteria. The first cohort, the 2000–2001 cohort, completed 11th grade at the end of our data while the last cohort, the 2008–2009 cohort, completed the 3rd grade.

Table 1 shows descriptive statistics on the analytic sample for the full group and by initial EL program. There are significant differences in the background characteristics of students in the different programs. In particular, students who enroll in the bilingual programs are more likely to be first-generation students who speak Spanish at home, have lower levels of English proficiency, and come from economically disadvantaged families (as measured by eligibility for free or reduced price lunch). Many of these factors are linked to slower reclassification in prior literature, suggesting that there are important selection issues that we will need to take into account in our analysis.

Table 2 shows the proportion of students entering each of the linguistic instructional programs by academic entry year. The English immersion program has the highest initial entry among Latino EL kindergarten enrollees with 38% of the sample. Over time enrollment in dual immersion and English immersion has grown, enrollment in transitional bilingual has remained relatively constant, and enrollment in maintenance bilingual has declined sharply.

The outcome variables in the analysis are, in the first order, reclassification, and secondarily, each criterion for reclassification including CELDT overall and component scores and CST-ELA score. Using these, we can analyze how instructional program predicts both reclassification patterns as well as criteria passage patterns.

Methods

We model the association between instructional programs and the timing of reclassification (and the timing of meeting the various individual criteria for reclassification) using discrete-time event history analysis (Reardon, Brennan, & Buka, 2002; Singer & Willett, 2003). We denote the hazard of reclassification for student i in semester t (the probability that student i is reclassified in semester t, conditional on his or her not having yet been reclassified) as h_{it}. The discrete-time hazard model expresses the logit of h_{it} as a function of semester (indicated by the dummy variables S_{it}^1 to S_{it}^K) and additional variables, including program type (denoted by a vector $\mathbf{P}_i$

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Table 1
Descriptive Statistics, Analytic Sample

	Total Sample	Initial Instructional Program: Dual Immersion	English Immersion	Transitional Bilingual	Maintenance Bilingual	*F* Test Comparing Means
Number of students	5,423	927	2,061	1,106	1,329	
Student-level variables						
Initial California English Language Development Test (CELDT) proficiency level (1-5)	2.10	2.04	2.26	1.90	1.90	***
Speaks Spanish at home (%)	94	93	89	97	99	***
Female (%)	49	49	46	51	51	*
Born in USA (%)	81	83	84	77	77	***
Born in Mexico (%)	8	6	7	11	11	***
Born in El Salvador (%)	2	2	1	4	2	***
Born in Guatemala (%)	1	1	1	2	1	**
Born in Nicaragua (%)	0	0	0	0	0	
No birth country given (%)	6	6	5	5	8	**
Other birth country (%)	1	1	1	1	1	
Gifted-classified student (%)	13	13	12	12	16	**
Special education-classified student (%)	22	21	23	20	23	
Number of years in district	6.9	6.5	6.6	7.0	7.7	***
Entry age	5.6	5.6	5.6	5.5	5.5	*
Highest grade reached	6.0	5.6	5.8	6.0	6.8	***
Entry year	2004	2005	2004	2004	2003	***
Eligible for free/reduced lunch (%)	97	95	96	99	99	***
School-level variables (for students' first elementary school)						
School size	374	375	363	369	394	***
Latino (%)	46	57	36	43	54	***
Chinese (%)	16	6	19	21	15	***
African American (%)	12	9	15	9	13	***
English learner (%)	48	44	43	52	54	***
Special education (%)	11	11	11	9	12	***
Free/reduced lunch (%)	49	51	51	54	41	***

~$p < .10$; *$p < .05$; **$p < .01$; ***$p < .001$.

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Table 2
Proportion of Kindergarten Students Entering Each Instructional Program, by Academic Year

	Initial Instructional Program			
Entry Year	Dual Immersion	English Immersion	Transitional Bilingual	Maintenance Bilingual
2000–2001	7.0	33.2	20.5	39.3
2001–2002	10.0	27.4	19.5	43.1
2002–2003	14.9	35.7	18.4	31.0
2003–2004	15.6	40.9	22.9	20.6
2004–2005	18.5	44.4	18.8	18.3
2005–2006	21.3	33.5	23.8	21.5
2006–2007	20.2	39.2	20.9	19.7
2007–2008	21.3	41.9	19.8	17.0
2008–2009	21.9	42.8	19.3	16.1
Total	17.1	38.0	20.4	24.5

of dummy variables) and student and school covariates measured in the year a student entered kindergarten (the vectors $\mathbf{X}_i$ and $\mathbf{W}_{is}$, respectively):

$$\text{logit}(h_{it}) = \sum_{k=1}^{K} \alpha_k S_{it}^k + \mathbf{P}_i \mathbf{B}_P + \mathbf{X}_i \mathbf{B}_X + \mathbf{W}_{is} \mathbf{B}_W + (\mathbf{P}_i \cdot T_{it}) \mathbf{\Gamma} + \Delta_y + \Lambda_s \quad (1)$$

where T_{it} is a continuous time measure (measuring the number of semesters elapsed from fall of third grade), Δ_y is a set of kindergarten entry year fixed effects, and Λ_s is a set of school fixed effects. In this model, the α_k's indicate the baseline hazard rate—the log odds of reclassification in semester k for a student with values of 0 on the other variables in the model. The coefficients of interest are the vectors $\mathbf{B}_P$ and $\mathbf{\Gamma}$, which describe the differences in hazard rates between the programs, as a function of time. We include terms interacting EL program type with time $(\mathbf{P}_i \cdot T_{it})$ in order to test the hypothesis that hazard of reclassification grows or narrows differently across time in each program.

A concern with this method of modeling EL program is that it characterizes students by the EL program they enroll in upon entry into the school district rather than using all the information we have about what program each student is in each year. In supplementary analyses (available on request), we found that the overwhelming majority of students remain in their initial EL program until that program ends by design or they are reclassified.

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One of the main issues we want to account for is selection into instructional program. We do this by including a range of student and school background characteristics in the model, as well as cohort and (in our preferred model) school fixed effects. The school fixed effects allow us to examine differences in reclassification patterns within rather than between schools. This allows us to control for one of the main selection issues: selection into different schools based on neighborhood of residence, parent information, and so on. However, the results of the model with school fixed effects only apply to schools where there is more than one linguistic instructional program. The cohort fixed effects control for changes in reclassification patterns over time.

The additional control variables attempt to account for remaining selection issues between programs within schools. Student background controls include various measures of student English proficiency upon entry into kindergarten, student free/reduced price lunch eligibility, home language, country of origin, and other factors. School-level controls include the demographic composition of the school and the proportion of the school that is EL. In addition, we conduct a sensitivity analysis in which we control for parents' listed choices for school and linguistic instructional program.

Although we attempt to control for as much variation in student selection into pathways as we can, our results should not be interpreted as robust causal estimates. Instead, they should be interpreted as a first attempt at establishing different patterns in reclassification by language of instruction in the school district examined. Future research using other quasi-experimental or experimental designs is necessary, as is research looking at other geographic areas and student populations.

Results

Reclassification

As other studies have shown, it takes students many years to be reclassified as a mainstream fluent English student. Figure 1A describes the unconditional probability that a not yet reclassified Latino EL student will be reclassified in each grade level; Figure 1B shows the cumulative proportion of Latino EL students reclassified by grade level. These are based on unconditional descriptive models that include no covariates; they reflect the average observed patterns in the district among the cohorts we include in the models.

Figure 1A illustrates that Latino ELs are most likely to be reclassified at or toward the end of each schooling cycle: 5th grade, 8th grade, and 11th grade. The 5th grade peak is the highest. The 11th grade peak should be interpreted with caution given that only one cohort of students in our sample is present in 11th grade. Cumulatively, 38% of Latino EL kindergarten entrants are reclassified by the end of elementary school, 6 years after

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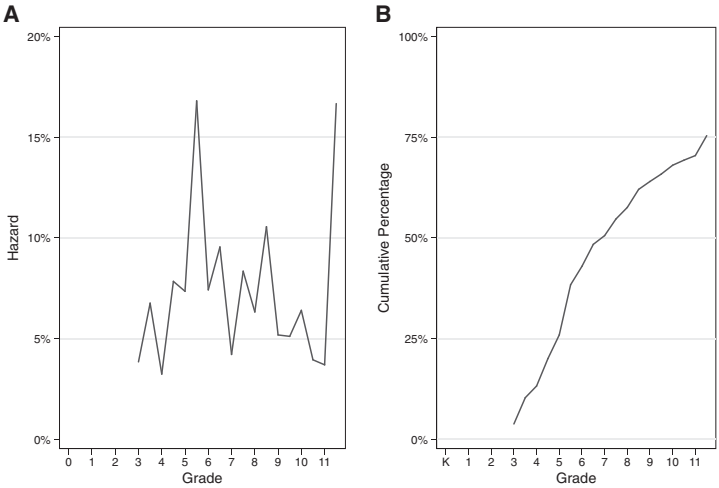

Figure 1. **Unconditional likelihood of reclassification (A) and cumulative reclassification (B), by grade.**

entering the school district. A common definition of a long-term English learner—a variant of which is used as the official definition in the state of California—is a student who is classified as an EL for over six years (Lara, 2011). Over 60% of Latino English learners in this school district become long-term English learners.

Once in middle school, reclassification slows but does not stop. In this district, 62% of Latino ELs have been reclassified by the end of middle school (8th grade), and 75% of Latino ELs have been reclassified by the end of 11th grade.

We estimate that the median time to reclassification for Latino kindergarten entrant EL students is 8 years (meaning that 50% are reclassified by seventh grade). This is somewhat longer than Warren's (2004) estimate of 6.4 years, and Thompson's (2012) estimate of between 5 and 6 years, both of which are based on samples comprised of predominantly, but not exclusively, Spanish-speaking students.

Two other points are worth noting regarding these baseline analyses. First, one in four Latino ELs is not reclassified by the end of 11th grade. While our longitudinal data do not allow us to examine the 12th grade, these patterns suggest that close to 25% of Latino ELs who remain in school through the 12th grade are never reclassified. This is in addition to students who drop out prior to reclassification. Second, our analysis shows very

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Table 3
Coefficient Estimates, Reclassification Discrete Time Hazard Models

	Model 1	Model 2	Model 3	Model 4
Dual immersion	–0.53**	–0.50**	–0.58***	–0.46***
	(0.17)	(0.17)	(0.17)	(0.14)
Transitional bilingual	–0.31~	–0.10	–0.16	–0.19~
	(0.17)	(0.17)	(0.16)	(0.12)
Maintenance bilingual	–0.64***	–0.32*	–0.37**	–0.30**
	(0.14)	(0.15)	(0.13)	(0.11)
Dual Immersion × Time	0.08***	0.08***	0.08***	0.08***
	(0.02)	(0.02)	(0.02)	(0.02)
Transitional Bilingual × Time	0.05~	0.04	0.04	0.03
	(0.03)	(0.03)	(0.03)	(0.02)
Maintenance Bilingual × Time	0.08***	0.07***	0.07***	0.05**
	(0.02)	(0.02)	(0.02)	(0.02)
Student and cohort controls		X	X	X
Initial school controls			X	X
Initial school fixed effects				X
Log likelihood	–7,839	–7,625	–7,593	–7,497
N (students)	5,423	5,423	5,423	5,423
N (student-semester observations)	32,103	32,103	32,103	32,103

~$p < .10$; *$p < .05$; **$p < .01$; ***$p < .001$.

uneven reclassification rates across grade. The reclassification rate in 5th grade is double that of the 3rd or 4th grades, for example.

Table 3 presents the estimates from the hazard models that analyze reclassification rates by linguistic instructional program. In each model, the reference category is English immersion. The point estimates for the program dummy variables indicate the difference in the estimated log odds of reclassification in a given program, compared to English immersion, in the first semester of third grade (the first time a student can be eligible for reclassification). The interaction terms of each program with the continuous variable time can be interpreted as the average change in the likelihood of reclassification each semester in a given program compared to English immersion. Throughout the table we see a pattern in which two-language programs have lower log odds of reclassification compared to English immersion initially (negative point estimates on the dummy variables) but higher log odds of reclassification over time (positive point estimates on the interaction terms). Model 4 is our preferred model; it includes cohort and school fixed effects and controls for student and school characteristics. Although the sample in that model is restricted to schools with more than one linguistic program, regression results are very consistent with the other three models.

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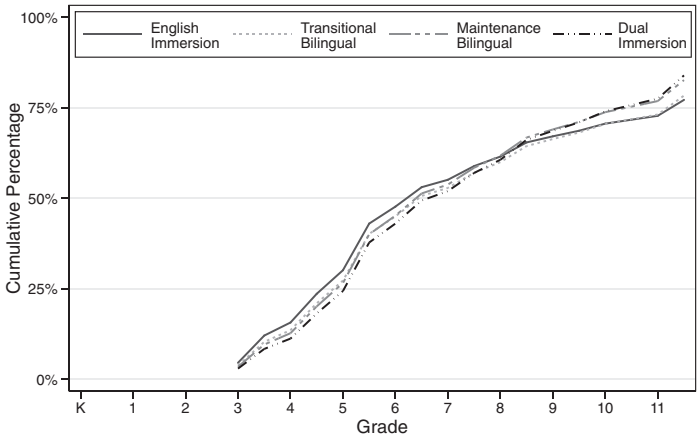

Figure 2. **Adjusted cumulative percentage of students reclassified, by grade and initial linguistic instructional program.**

Because the point estimates from a logit hazard model are log odds they do not lend themselves to easy interpretation without visual accompaniment. Figure 2 shows Model 4 results, reporting the estimated cumulative proportion of reclassified students by grade and initial instructional program. More students are reclassified in the early years in English immersion, but as students reach middle school, reclassification in the two-language programs catches up with and (in maintenance bilingual and dual immersion) surpasses that of English immersion. The differences are relatively modest in magnitude; cumulative reclassification rates are about 7 percentage points higher in maintenance bilingual and dual immersion than in English immersion in the 11th grade.

As noted in the previous data section, English immersion students have characteristics that are linked to higher reclassification rates in our analysis and prior literature. Because of this we would expect the direction of any bias in our results to favor students in the English immersion program. This suggests that the higher cumulative reclassification that we observe in the medium to long term in two-language programs may, if anything, underestimate the differences between the programs.

Barriers to Reclassification

As described earlier, there are six main criteria for reclassification. Five of the criteria come from the CELDT test: the four subtests for reading, writing, speaking, and listening and the overall CELDT score. The sixth criterion is

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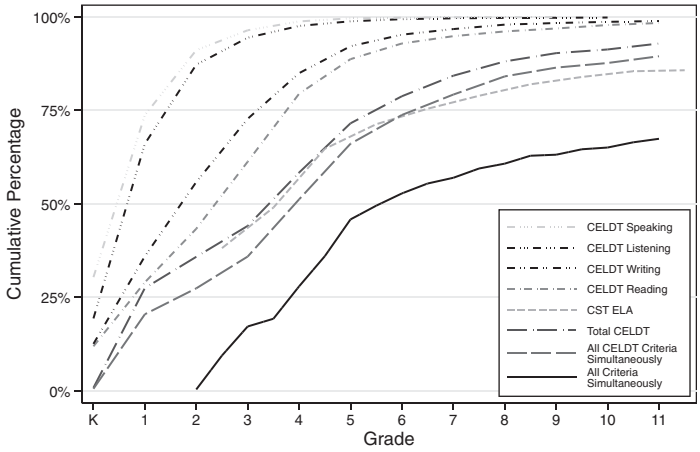

Figure 3. **Unconditional cumulative percentage of students meeting each reclassification criterion.**

the academic measure of English language arts ability (the CST-ELA test). Figure 3 plots the cumulative proportion of students meeting each of the criteria by grade level, based on a baseline hazard model with no controls; that is, it simply reflects the estimated proportions of students who have met each criterion at least once by the end of each semester. Some lines represent more than one criterion, for example, the "All CELDT Criteria Simultaneously" line. The "All Criteria Simultaneously" line in the figure represents the proportion of students who have met all six main reclassification criteria in adjacent sittings by a given semester and are therefore eligible for reclassification.

Prior research suggests that listening and speaking skills advance more quickly than reading and writing skills (Collier & Thomas, 1989; Hakuta et al., 2000). Our results support these findings. We find that roughly 90% of Latino EL students reach proficiency in English speaking and listening by the end of second grade, while it takes until the fifth or sixth grade for the same to be true of English reading and writing.

Recall that the reclassification criterion for each subscale on the CELDT is to reach Level 3 (intermediate) while the overall CELDT score criterion is to reach at least Level 4 (early advanced). This explains why the "Total CELDT" passage line in the graph is much lower than the individual subtests. Fewer than 70% of Latino ELs have reached all CELDT criteria simultaneously

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by the end of fifth grade, at which point the pace at which new students reach the threshold slows.

Comparing the CELDT English proficiency criteria with the CST-ELA academic criterion for reclassification, we find that at every grade level through the fifth grade English proficiency is a larger barrier for students than is the academic English language arts academic criterion. Beginning in the sixth grade, the academic criterion becomes a larger barrier to reclassification than English proficiency, although by a relatively small margin. This pattern is also found in other studies (Parrish et al., 2002; Robinson, 2011; Thompson, 2012).

The largest hurdle is passing all criteria in adjacent sittings. A student may pass the reading test in one year but not the writing test or may pass all the English proficiency criteria but not pass the academic criterion. Furthermore, if a student passes all criteria but is not reclassified due to administrative reasons (e.g., not getting all the required signatures on a reclassification form), that student must pass all the criteria again in the next sittings in order to be eligible for reclassification again. Figure 3 shows that just under 50% of Latino ELs meet all criteria in adjacent sittings at least once by the end of fifth grade and that after fifth grade, the likelihood of new students meeting this benchmark declines.

Before moving on to look at barriers to reclassification by linguistic program, we first compare reclassification eligibility to the likelihood of being reclassified. In this analysis, we consider a student to be eligible for reclassification the semester after he or she has cleared all reclassification hurdles in adjacent sittings. This represents the first semester in which we would expect to observe that student reclassified in our data. Figure 4A displays the likelihood of being reclassified and the likelihood of becoming eligible for reclassification in each semester. Figure 4B displays these data cumulatively. One feature stands out. In the early grades more students are eligible for reclassification than are reclassified. But this trend reverses over time. In middle and high school students are more likely to be reclassified than to be reclassification eligible. So while we find that 38% of students are reclassified by the end of 5th grade, nearly half have been eligible. In 11th grade, by contrast, fewer than 70% of students have been reclassification eligible, but three quarters of students have been reclassified.

As previously described, we determined that reclassification patterns are meaningfully different between English immersion and two-language instructional programs. Analyzing patterns in how students in each program progress toward each criterion for reclassification can shed light on those differences in reclassification outcomes.

Table 4 reports results from our preferred model using reclassification criteria as outcome variables. The first column reports results for the five combined English proficiency criteria, and Figure 5 uses these results to plot the cumulative proportion of students we estimate reach the five English proficiency reclassification criteria by grade and instructional program.

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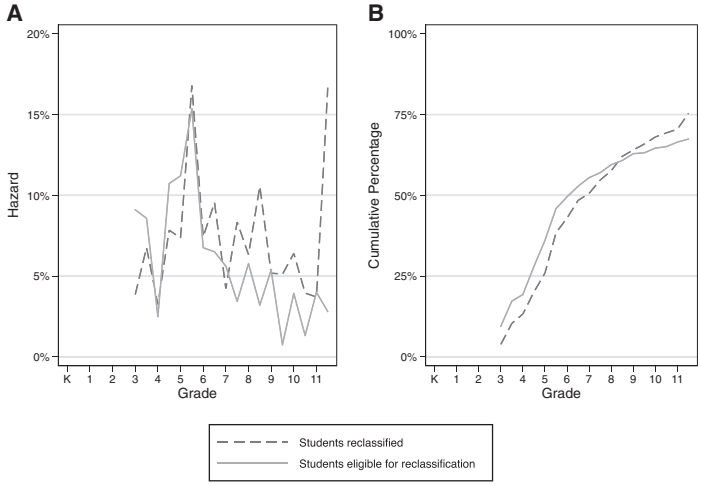

Figure 4. **Comparing reclassification and reclassification eligibility likelihood (A) and cumulative percentage (B), by semester.**

In elementary school, larger proportions of English immersion students reach English proficiency compared to two-language program students. The English immersion advantage is large and relatively persistent across elementary grades. But, as with reclassification rates, that early advantage disappears over time. Both bilingual programs surpass English immersion in cumulative proportion of English proficient students toward the end of middle school. Dual immersion students catch up to English immersion students in high school. The same overall pattern is true when separately examining the speaking, listening, reading, and writing components of the CELDT (results available on request).

The second column of Table 4 and Figure 6 present the same analysis for the academic English language arts (CST-ELA) criterion for reclassification. The findings here are generally the same, albeit with a more modest English immersion advantage in elementary school and with a larger two-language advantage in middle and high school (with the exception of the transitional bilingual program). The crossover also happens earlier for this academic outcome, with dual immersion students outperforming English immersion students by the fifth grade and maintenance bilingual students outperforming English immersion students in the sixth grade. Dual

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Table 4
Coefficient Estimates, Reclassification Criteria Passage Discrete Time Hazard Models

	CELDT Criteria[a]	CST Criterion[b]	All Criteria[b]
Dual immersion	–0.70***	–0.46***	–0.87***
	(0.12)	(0.11)	(0.15)
Transitional bilingual	–0.79***	–0.14	–0.45***
	(0.12)	(0.09)	(0.12)
Maintenance bilingual	–1.07***	–0.43***	–1.08***
	(0.11)	(0.08)	(0.13)
Dual Immersion × Time	0.07***	0.18***	0.17***
	(0.02)	(0.02)	(0.03)
Transitional Bilingual × Time	0.09***	0.04~	0.08***
	(0.01)	(0.02)	(0.02)
Maintenance Bilingual × Time	0.12***	0.13***	0.17***
	(0.01)	(0.02)	(0.02)
Student and cohort controls	X	X	X
Initial school controls	X	X	X
Initial school fixed effects	X	X	X
Log likelihood	–8,376	–7,113	–7,044
N (students)	7,870	6,366	6,325
N (student-period observations)	25,544	13,536	35,317

Note. CELDT = California English Language Development Test; CST = California Standards Test.
[a]Point estimates for the program dummy variables for the CELDT analysis indicate the difference in log odds of reclassification for each program, compared to English immersion, in the fall of kindergarten, the first time students take the CELDT.
[b]Point estimates for the program dummy variables for the CST and 'All Criteria' analyses indicate the difference in log odds of reclassification for each program, compared to English immersion, in the spring of 2nd grade, the first time students take the CST and can become eligible for reclassification.
~$p < .10$; *$p < .05$; **$p < .01$; ***$p < .001$.

immersion students, in particular, show a clear and large advantage over English immersion students throughout middle and high school.

Figure 7 and the last column of Table 4 show the cumulative proportion of students meeting all reclassification criteria by grade and instructional program. This represents full eligibility for reclassification. Here, again, we see the consistent pattern of gaps between programs reversing in direction over time. What accounts for the gap reversal is that English immersion students reach a virtual plateau as they enter middle school, while students in the two-language programs—especially the dual immersion and maintenance programs—continue progressing once they enter middle school. The dual immersion program, in particular, has thirteen percentage points more

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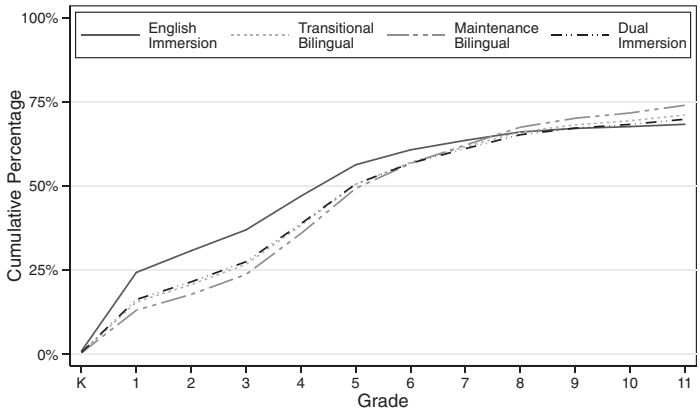

Figure 5. **Adjusted cumulative percentage of students meeting all California English Language Development Test (CELDT) subtest criteria simultaneously, by grade and initial linguistic instructional program.**

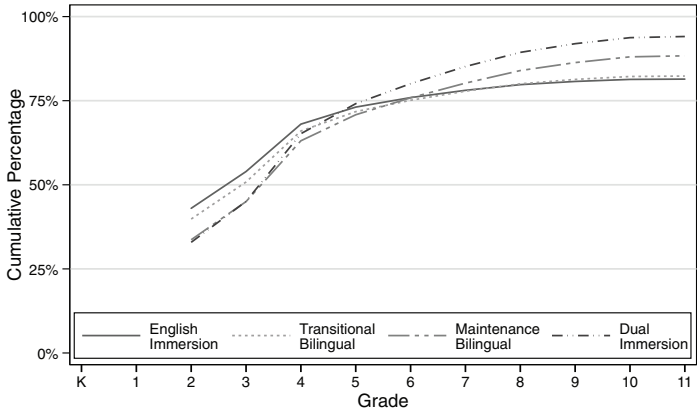

Figure 6. **Adjusted cumulative percentage of students meeting English language arts California Standards Test (CST) criterion, by grade and initial linguistic instructional program.**

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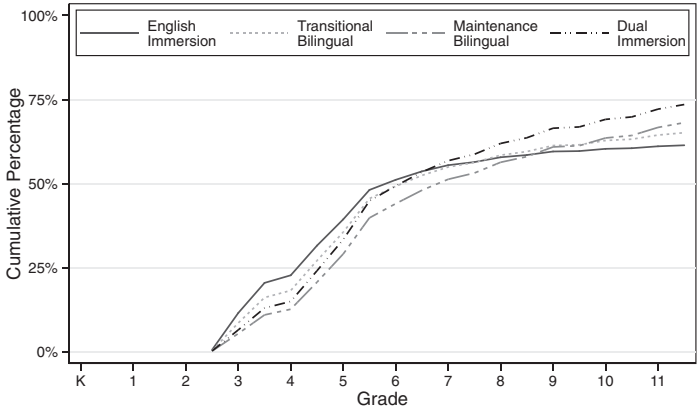

Figure 7. **Adjusted cumulative percentage of students meeting all reclassification criteria simultaneously, by grade and initial linguistic instructional program.**

students reaching reclassification eligibility by the end of high school, compared to English immersion students.

Sensitivity Analysis

As discussed earlier, one concern in a study like this is differential selection into the various instructional programs. In the main analysis we attempt to limit or remove selection bias through student and school controls and school and cohort fixed effects. As a check on our main results we conduct a sensitivity analysis using data on parents' choices for school and program for their children (recall that in this district parents can rank order their school and program choices).

In this model we include fixed effects for parents' first choice for school and linguistic instructional program. In doing so, we compare outcomes among students whose parents selected the same school and program but who, due to the student assignment and the lottery system, were assigned to different programs. We do not include these fixed effects in our main analysis because we have parental choice data for only five of our nine cohorts of ELs.

The results (available on request) support the findings in our main analysis: English immersion students show an early advantage in all outcomes while students in two-language programs catch up and in some instances surpass their peers in all English environments in later grades. The results differ from results in our main analysis in two notable ways. First, results

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controlling for parental preferences tend to show a two-language advantage earlier than in our main analysis. For example, controlling for parental preference, Latino EL students in transitional bilingual reach their English immersion peers' cumulative reclassification rates in 4th grade, as compared to around 10th grade in the main analysis.

Second, while the results of our main analysis show that long-term reclassification rates are highest in the dual immersion and maintenance bilingual programs, the estimates from the models including parental choices indicate that reclassification rates are highest among students enrolled in the transitional bilingual program. Students in the maintenance bilingual program have the highest cumulative rates of CST and CELDT criteria passage. These differences across analyses in relative program outcomes are not large, but they do suggest that our primary results do not fully control for differences among students who enroll in the four programs. Nonetheless, all of the models indicate that EL students in the two-language programs generally catch up, or surpass, their peers in the English immersion program by middle school.

Discussion

The conclusions of this article build on those of prior work on reclassification (Conger, 2009; Hakuta et al., 2000; Parrish et al., 2006; Thompson, 2012; Warren, 2004), language of instruction (August & Shanahan, 2006; Genesee, 2006; Goldenberg & Coleman, 2010), and the educational experiences of Latino students (Gándara & Contreras, 2009; C. Lee, 2006). Our results reflect Latino ELs in one large urban district and we caution that results may differ for other populations and in other districts or states.

Timing and Rates of Reclassification

Our study confirms prior research findings that it takes most EL students many years to become proficient in English and to be reclassified into mainstream status in school. Specifically, we find that in this district it takes eight years in school for 50% of Latino ELs to be reclassified into mainstream status. A full 60% of Latino ELs become long-term ELs and roughly a quarter are never reclassified.

Expectations that students can be appropriately reclassified after a year or two of EL services, such as Arizona's model of one year of intensive ELD, appear to be extremely unrealistic (Gándara & Orfield, 2010). Even in an all-English environment, in a program designed to promote rapid acquisition of English, we find that only about 40% of students are reclassified by the end of fifth grade and 45% have not been reclassified as they enter high school.

For students in all instructional programs, English or two-language, reclassification slows in middle school. This is likely for a number of reasons. Chief among them are that students with the highest levels of English

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proficiency and academic skills are most likely to be reclassified in the early grades, leaving a population of EL students with lower levels of English proficiency and academic skills over time (Hopkins, Thompson, Linquanti, Hakuta, & August, 2013; Saunders & Marcelletti, 2012). Another reason that reclassification rates may slow beginning in middle school is increased EL tracking practices. Recent studies suggest that EL students are disproportionately placed into low-level academic classes once they reach middle and high school (Callahan, 2005; Callahan, Wilkinson, & Muller, 2008, 2010; Kanno & Kangas, 2014). If students are not exposed to academic rigor they may fail to meet the academic reclassification criterion. Indeed, we see that the academic criterion becomes the largest barrier to reclassification once students enter middle school. Likewise, if ELs are isolated in classes with few native English speakers and low-level academic English they may fail to meet English proficiency reclassification criteria.

Our findings also suggest that reclassification tends to happen in predictable moments—namely, the end of each schooling cycle (5th, 8th, and 11th grades) and that reclassification patterns often do not parallel reclassification eligibility patterns. Higher reclassification in 5th grade corresponds to higher reclassification eligibility in that grade, but the same is not true in 8th or 11th grade. Because we do not see parallel "peaks" in the likelihood of students becoming reclassification eligible and the likelihood of being reclassified, it suggests that factors other than reclassification criteria may come into play in reclassification decisions. For example, the reclassification peak in 8th grade may reflect a push on the part of teachers or administrators to reclassify students prior to entering high school. Another factor may be program design. In the dual immersion and maintenance bilingual programs teachers may have little incentive to reclassify EL students prior to the 5th grade given that students remain in the program through 5th grade regardless of their reclassification status.

Reclassification and Linguistic Instructional Program

Many factors impacting timing to reclassification and English proficiency are not under the control of schools and teachers. Other factors, however, are. One of those factors is the type of linguistic instructional environment EL students are exposed to. We find that reclassification patterns differ meaningfully between English immersion and two-language programs with the pattern that English immersion students have more favorable outcomes in elementary grades while students in two-language programs catch up and surpass their English immersion peers in middle school. This pattern holds not only when looking at reclassification as an outcome, but also when examining academic ELA achievement and English reading, writing, speaking, and listening proficiency. Indeed, the apparent benefits of the two-language programs on academic ELA achievement and English proficiency are larger than on reclassification.

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These findings of a medium- to long-term academic and linguistic advantage for students in two-language programs potentially contribute to a large body of research on the broad benefits of bilingualism, ranging from neurological to economic advantages (Bialystok, 2011; Callahan & Gándara, 2014; Craik, Bialystok, & Freedman, 2010; de Abreu, Cruz-Santos, Tourinho, Martin, & Bialystok, 2012; Kovács & Mehler, 2009). Our study was unable to measure bilingualism due to a lack of data on student Spanish ability. For this reason we do not know if our results are due to bilingualism per se or are due to another factor or factors including increased accessibility to core content, more welcoming and engaged learning environments, or some other benefit of the two-language programs in this district.

Our results are consistent with prior reclassification literature that finds an English immersion advantage in the early grades (Conger, 2010; Thompson, 2012). This study adds to existing knowledge by showing that the English immersion advantage for this population disappears and reverses by the time students are in high school. Moreover, the results from our sensitivity analysis using parental preference data suggest that the two-language advantage may appear even earlier—in late elementary or middle school. We also show that important differences exist between different types of two-language instruction in this population, differences that can be hidden when grouping all two-language programs together and when looking only at reclassification as an outcome rather than also examining progress toward reclassification requirements.

Importantly, our analysis suggests that at least in this district, Latino EL students sort into instructional programs in ways that bias simple estimates of the programs' differential effects. Descriptive statistics on students in the four programs show that students in the two-language programs have characteristics that are associated with lower reclassification and related outcomes. While we are able to control for some of these differences, the results from our sensitivity analysis using parental choice data suggest that meaningful differences in student sorting remain in our initial models.

Across both the main analysis and the sensitivity analysis, however, we consistently find that students in the maintenance bilingual program are the most likely to reach English proficiency thresholds. These students are also among the most likely to be reclassified, to reach the academic ELA threshold, and to become eligible for reclassification.

Our findings support theory and research on second language acquisition and bilingual instruction. Transfer theory and underlying proficiency theory both suggest that acquiring a solid foundation in one's native language supports one's ability to acquire proficiency in a second language (Cummins, 1991; Goldenberg & Coleman, 2010). Studies have found a transfer effect of home language to English in areas including phonological awareness (López & Greenfield, 2004), vocabulary (Ordóñez, Carlo, Snow,

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& McLaughlin, 2002), and reading (Paez & Rinaldi, 2006); research also suggests that linguistic transfer may be particularly high between Spanish and English due to their similar alphabet systems (Bialystok, Luk, & Kwan, 2005).

These theories may explain why we see sustained linguistic and academic growth among students in two-language programs and superior outcomes in middle and high school compared to English immersion students. They may also explain the inferior outcomes in two-language programs in elementary grades. These programs focus on home-language instruction in the early grades, perhaps delaying students' English acquisition in those years.

Furthermore, the fact that we observe less of an academic disadvantage than a linguistic disadvantage among two-language students in elementary may suggest that students in two-language programs benefit academically from content instruction in the home language. Language arts content, as well as other academic content, is likely to be more accessible to students when provided in their native language.

Unlike two-language program students, Latino EL students in English immersion in this district reach a virtual plateau when they enter middle school. Two hypotheses may explain this phenomenon. First, English immersion students may face difficulties in acquiring full English proficiency and advancing academically without a strong base in their home language. A second, and possibly complementary, hypothesis is that English immersion ELs in middle and high school face more isolation, stigma, and detrimental tracking than ELs in two-language programs. This may particularly apply to Latino ELs in English immersion settings, as research has found that Latino immigrants often face more acute stigma and hostile societal reception than some other linguistic and ethnic immigrant groups (Portes & Rumbaut, 2006).

Barriers to Reclassification

Across linguistic programs, we find that the largest barrier to reclassification in elementary school is English proficiency, as measured by the CELDT. By middle school, however, the academic (CST) requirement for reclassification becomes the biggest hurdle. This pattern has been found elsewhere (Abedi, 2008; Robinson, 2011). Comparatively low CELDT threshold passage in elementary school may reflect the difficult nature of acquiring a second language and the amount of time it takes to master that language. On the other hand, it may also reflect potential problems with the CELDT such as overly high reclassification cut-points or a lack of correspondence between what the test measures and what it should measure in order to predict student readiness to exit EL status (Department of Education, 2011; García Bedolla & Rodriguez, 2011).

There are two likely explanations for why passage of the CST criterion appears to get more difficult with grade level. First, students take a different

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CST test in every grade, and the tests become increasingly advanced with each test. Second, the CST may become comparatively more difficult over time because EL students fall behind academically as they progress through school either due to extensive time devoted to language instruction (Valdés, 1998; Valenzuela, 1999) or a lack of access to rigorous content instruction (Callahan, 2005; Dabach, 2009; Kanno & Kangas, 2014).

A related finding is that there is a sizable discrepancy between the cumulative proportion of Latino EL students who are eligible for reclassification and those that are actually reclassified. Comparing these two figures over time we find that more students are eligible than are reclassified in the elementary years and more students are reclassified than are eligible in the high school years. This pattern has been noted before and deserves future research (Abedi, 2008). In our sample, 50% of Latino EL students have reached the CST and CELDT reclassification criteria in adjacent sittings by the end of fifth grade; only 38% of Latino EL students have been reclassified by then, however. Eligible students may not be reclassified because (a) teachers decide to hold them back because they don't think they are ready for general education classes, (b) there is a monetary incentive to not reclassify students since EL students receive additional funds, (c) there is administrative slippage in which the appropriate steps are not completed for student reclassification, and/or (d) there is little motivation to reclassify students in elementary school because only rarely does it result in changes in classroom or instructional placement.

This finding has potentially serious policy implications given prior research suggesting that carrying the EL classification, particularly among students with relatively high English language and academic skills, can be detrimental to students' access to courses and academic outcomes (Callahan et al., 2008; Callahan, Wilkinson, Muller, & Frisco, 2009; Umansky, 2014).

Conclusion

While timing to reclassification is certainly a reflection of the quality of an EL student's educational experience, we find that it also likely stems from the type of instructional program a student is exposed to. Two-language programs, particularly those that focus on home language acquisition in the early grades, may result in longer durations of EL status prior to reclassification. But this study further shows that remaining an EL longer is not associated with inferior outcomes in the long term. We find that EL students in two-language programs—transitional bilingual, maintenance bilingual, and dual immersion—have a higher long-term likelihood of becoming proficient in English, meeting an academic ELA threshold, and being reclassified. In fact, reclassification outcomes between programs understates the long-term two-language program advantage. EL students in two-language programs have a larger advantage both in terms of academic outcomes and

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reclassification eligibility than is evident when looking only at the proportion of students reclassified in each program.

This finding has significant implications. First, it underscores the importance of examining the efficacy of two-language instruction using longitudinal methods. Many important educational outcomes—both linguistic and academic—may show very different patterns when looking at the short versus the long term. Current federal accountability systems including Annual Measureable Achievement Objectives (AMAOs) under Title III regulations may bias toward more favorable results in English immersion over two-language instructional programs despite evidence that two-language classrooms produce more beneficial results for more students in the longer term.

Furthermore, rather than one set of goals for all instructional models, it may make sense to have differentiated benchmarks based on language of instruction and theories of development. For example, goals for English immersion programs might be stable annual growth in English proficiency and academic outcomes across grades while goals for bilingual and dual immersion programs would have slower English proficiency growth levels in early grades and more rapid acceleration in later grades. Measures of home language proficiency and academic outcome measures in the home language would also be ideal, especially in the early grades and depending on the unique theories behind different two-language instructional models.

A second important implication of this study relates to English learners' academic opportunity to learn. Rather than prioritizing reclassification so that students learning English can enter mainstream classes, EL status should be designed such that it does not inhibit full access to rigorous content and interaction with English-speaking peers. In practice, this would mean ensuring that ELD classes do not prevent enrollment in other classes, that teachers are properly prepared to teach ELs within mainstream classes, that English language instruction is embedded in content area classes, that less concern is placed on ELs solely based on how long they have been classified as such, and that ELs can and do enroll in any and all classes (Bunch, 2013; Bunch, Kibler, & Pimentel, 2012; Lara, 2011; Moschkovich, 2012; Olsen, 2010).

This study has significant limitations that we hope will be addressed in future research. First, the study presents something of a "black box" view of instructional programs. We do not know the specific pedagogical details or mechanisms in the two-language instructional models that result in higher eventual reclassification rates. Bilingual and two-language instruction can vary widely in implementation (August & Shanahan, 2006), and future research should disentangle what characteristics of two-language programs are responsible for the patterns we observed. Second, although we controlled for important student and school covariates and included cohort and school fixed effects in order to tackle selection issues into different instructional programs, this study does not provide as strong a causal warrant as would a randomized experiment or rigorous quasi-experimental design. Third, questions

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remain regarding barriers to reclassification. In particular, future research should examine the role of teacher approval as a criterion for reclassification and the relationship between reclassification eligibility and reclassification. Finally, this study does not examine how reclassification impacts students.

In research and practice there is an implicit assumption that the more quickly students are reclassified, the better the academic and linguistic outcome. Faster reclassification, according to this underlying belief, implies more effective instruction and better-served English learners. This study shows that the speed with which students are reclassified is not necessarily a good indicator of how well students progress linguistically or academically. The median amount of time a student in dual immersion takes to be reclassified, for example, is a full semester more than that of an English immersion student. But by the time a dual immersion student reaches the ninth grade, he or she is over 10 percentage points more likely to meet grade-level academic requirements than is the student in English immersion. Moreover, his or her English proficiency level is higher as well.

Rather than focusing on rapid reclassification, the findings of this study point policymakers and practitioners in an alternate direction: ensuring high-quality instruction and full, rigorous access to the curriculum regardless of language status. If exiting EL status is a de facto requirement for quality instruction and access to content, then EL students will continue to struggle in school with large achievement gaps between themselves and their non-EL counterparts (Callahan, 2005; Fry, 2007; Gándara & Contreras, 2009; Kanno & Kangas, 2014; Reardon & Galindo, 2009; Valdés, 1998). If, instead, EL students are ensured quality instruction and full access to content, longer periods spent in the EL classification could actually result in higher linguistic and academic outcomes by the end of high school.

Notes

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[1]In this article we use the term *two-language* to refer to bilingual programs that teach English learners (ELs) in both their home language and in English and dual immersion programs that teach both native English speakers and English learners in the same classrooms using instruction in English and the EL student's home language.

[2]The California English Language Development Test (CELDT) measures California's English language development standards, which are organized around the concepts of (a) interacting in meaningful ways, (b) learning about how English works, and (c) using

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foundational literacy skills. The California Standards Test in English language arts (CST-ELA), by contrast, is a test of California's English language arts standards, including aspects such as literary response and analysis, reading comprehension, writing strategies, and genres.

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Description of the Gomez and Gomez Dual Language Enrichment Model of Instruction

Gómez & Gómez Dual Language Enrichment Model – PK - 5th

These are the key elements of the Gómez & Gómez DLE Model PK-5th grade for both One-Way & Two-Way DLE Classrooms. A commitment to enriched education for all requires ***fidelity of implementation*** that includes ***challenging, interactive and authentic*** instruction for all participating students. To support short and long-term academic success of ***all*** students, the goal is to achieve grade-level bilingualism & biliteracy by the end of 5th grade.

1. Language of Instruction (LOI):

	PK-1	2nd - 5th	Time*
Reading/Language Arts	**Native Language** (only time students are separated by L1)	**Spanish and English*** *equal instructional time daily	90-120 minutes
Science	**Spanish**	**Spanish**	45 minutes
Social Studies	**Spanish**	**Spanish**	45 minutes
Math	**English**	**English**	90 minutes

*recommended minutes; minutes will vary by district but must result in no less than 50% instruction in Spanish

2. Key Components of DLE Model for Language Development, Content Learning and Enrichment:

PK-2		3rd-5th
★	**Language of the Day (LOD):** **Monday, Wednesday, and Friday: Spanish // Tuesday and Thursday: English** Validates both languages; followed throughout campus during specials, lunch, recess, etc.; Consistent review of vocabulary in LOD from classroom labels, student-generated alphabets, & WW's Morning activities, Read-Alouds; Expressive Journal Writing; DEAR conducted **daily** in LOD	★
★	**Bilingual Pairs or Bilingual Groups (2-3 pairs):** Students are paired up all day based on language and content ability (hi-med; med-low) to support each other's language and content learning (pairs change throughout the day). Bilingual Pairs should engage with **one** assignment together to maximize language and content talk…leading to independent learning	★
★	**Bilingual Learning Centers (BLC):** Min. 4 core areas: Reading, Math, Science, Social Studies; Academic activities in **English** and **Spanish**; students travel in bilingual pairs **30 minutes per day** throughout the week; pairs engage in **one** activity	
★	**Conceptual Refinement (CR):** 10-15 minutes **at end of each lesson** for *math, science & social studies* for *concept refinement* of L2 content learners (time inclusive of content block; conducted in the LOI); also ensures high academic rigor	★
★	**Student-Generated Alphabets (SGA):** Student created alphabets with grade appropriate vocabulary in both **English** and **Spanish** SGA vocabulary reviewed in Language of the Day (LOD)	★
★	**Interactive Word Walls (WW):** Teacher and student initiated Word Walls in **English** and **Spanish** in **each** DLE classroom Vocabulary comes from various activities conducted in LOI & LOD WW vocabulary reviewed in Language of the Day (LOD)	★
★	**Project Based Learning (PBL):** Inquiry-based approach for learning content through discovery, projects and research (in the language of instruction during content time)	★
	Bilingual Research Centers (BRC): Provides a focus on research, inquiry, project-based learning and utilized **during instruction** as students' complete projects/assignments; also supports content biliteracy development	★
	Specialized Content-Area Vocabulary Enrichment Activities (SVE): 15-20 minutes **per week** to develop key academic vocabulary in the ***opposite*** LOI (ex: Science in **English**)	★

3. Student assessment (PK-5th) will follow the language of instruction per content area.
Reading/Language Arts: In L1 PK-4 since it's the language of initial literacy…in L2 in 5th grade:

PK - 2nd Grade Level Benchmarks/Annual Language Assessments (Logramos, Aprenda, ITBS, etc.)	Reading/Lang. Arts: **Native Language** Math: **English** Science: **Spanish** Social Studies: **Spanish**
3rd - 4th Grade TAKS (STAAR)	Reading/Writing/Lang. Arts: **Native Language** Math: **English*** *3rd grade may elect Spanish based on English reading ability of Spanish students…recommend pre-assessment to determine
5th Grade TAKS (STAAR)	Reading/Lang. Arts: **English** or **Spanish** Math: **English** or **Spanish** Science: **English** or **Spanish**

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Achieving Equity and Academic Excellence through Dual Language Enrichment for All

Dr. Leo Gómez
Dr. José Agustín Ruiz-Escalante
Dual Language Training Institute

NABE 2015
Achieving Global Competence: Biliteracy for All
March 4-7, 2015

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#gomezand gomez
gomezandgomezDLE

Gómez & Gómez DLE Model
Dual Language Training Institute

NC0496

Agenda

- Dual Language Enrichment (DLE) Enhances Cognition
- DLE is Enrichment Learning (DLE is GT practices!)
- Two-Way & One-Way DLE
- Gómez & Gómez DLE Model
  - PK-1st Grade DLE Program Benchmarks
  - DLE Functional Classroom Environment
    - Labels, Student Generated Alphabets, Interactive Word Walls
  - Language of the Day
  - Bilingual Pairs
- Question and Answer

DLE Enhances Cognition

- DLE instruction is clearly supported in Brain Research:
  - Balanced Bilinguals or Biliterates = Enhanced Cognitive Gains (brain plasticity) in:
    - Concept Formation; Multi-tasking
    - Classification Skills
    - Analogical Reasoning
    - Visual & Spatial Skills
    - Recall skills
    - Creativity
    - Focus (executive function)

Ellen Bialystok (2010)

Dual Language Leading Educational Reform for All Students

- **Dual Language is an *enriched* education (GT):**
  - **Academic learning in <u>two</u> languages (Biliteracy)**
  - **Academic Rigor; High expectations**
  - **Cognitive Advantages to Biliteracy**
  - **Engaged Learning; No Ability Grouping**
  - **Project-based & Inquiry-Based Learning**
  - **No Intervention, but <u>Acceleration</u>!**
  - **Long-Term Achievement; College Ready!**

Dual Language Enrichment

IS Best Practice for All Students!!

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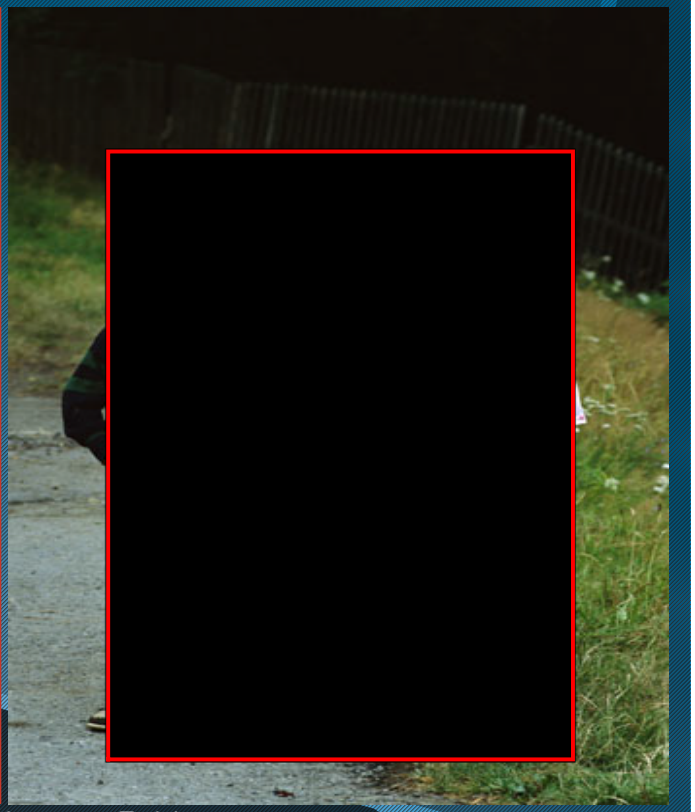
NC0499

DLE is for All Students

- **Two-Way DLE**
  - Students from **two** language groups learn in **two** languages (native Spanish and native English speakers)
  - Opportunity for Native English Speakers
- **One-Way DLE**
  - Students from **one** language group learn in **two** languages (only native Spanish or native English speakers)
  - **One-Way DLE can easily be adopted as THE bilingual program serving Dual Language Learners (DLLs)**



NC0500

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One-Way & Two-Way DLE Programs

- One-Way DLE does NOT require both English & Spanish speakers in classroom
- There is NO transition (5th grade biliteracy goal)
- There is NO ESL block (students learn L2 through content)
- There is NO Exiting (5th grade biliteracy goal)
- THERE IS STRONGER LONG-TERM ACHIEVEMENT

NC0501

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Grade Level	*Heterogeneous Instructional Grouping*	*Separation of Languages for Content-Area Instruction*	*Computer/Science Lab Instructional Support*	*Vocabulary Enrichment*	*Conceptual Refinement & Academic Rigor*
PK	*Content-Area Instruction & Bilingual Learning Centers conducted in Bilingual Pairs/Groups*	Language Arts in Student's **Native Language** Mathematics (English) Social Studies/Science (Spanish) (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Learning Center activities conducted in LOD*	Instructional Software in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics
K	*Content-Area Instruction & Bilingual Learning Centers conducted in Bilingual Pairs/Groups*	Language Arts in Student's **Native Language** Mathematics (English) Social Studies/Science (Spanish) (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Learning Center activities conducted in LOD*	Instructional Software in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics
1st	*Content-Area Instruction & Bilingual Learning Centers conducted in Bilingual Pairs/Groups*	Language Arts in Student's **Native Language** Mathematics (English) Social Studies/Science (Spanish) (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Learning Center activities conducted in LOD*	Instructional Software in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics
2nd	*Content-Area Instruction & Bilingual Learning Centers conducted in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Learning Center activities conducted in LOD*	Instructional Software in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics
3rd	*Content-Area Instruction, SVE Activities & Bilingual Research Centers conducted in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Research Center Materials in Both Languages*	Instructional Software and Science Labs in ***Opposite*** LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics ***Specialized Voc. Enrichment (SVE)*** ○ *English:* SS & Science ○ *Spanish:* Mathematics
4th	*Content-Area Instruction, SVE Activities & Bilingual Research Centers conducted in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Research Center Materials in Both Languages*	Instructional Software and Science Labs in ***Opposite*** LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics ***Specialized Voc. Enrichment (SVE)*** ○ *English:* SS & Science ○ *Spanish:* Mathematics
5th	*Content-Area Instruction, SVE Activities & Bilingual Research Centers conducted in Bilingual Pairs/Groups*	Language Arts/Mathematics *(English)* Language Arts/Social Studies/Science *(Spanish)* (*Language of the Day: MWF=Spanish / TTh=English*) Morning Activities, P. E., Library, Music, Computers, RR Breaks *LOD Activities: Journal, Read-Alouds, DEAR, Read Room* *Bilingual Research Center Materials in Both Languages*	Instructional Software and Science Labs in ***Opposite*** LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	**CR at end of each lesson cycle:** ○ *Spanish*: SLA, SS, Science ○ *English*: ELA, Mathematics ***Specialized Voc. Enrichment (SVE)*** ○ *English:* SS & Science ○ *Spanish:* Mathematics

NC0502

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Dual Language Enrichment and Texas GT Services

Gómez & Gómez DLE

- Heterogeneous instructional grouping using bilingual pairs & bilingual groups mixed by language and content ability; DLE Lesson cycle
- Project-based and Inquiry-based learning through Bilingual Research Centers
- Academic Rigor; Challenging Interactive and Authentic (CIA); Teach to top 25%; Writing across the curriculum; 2-Year Benchmarks
- Challenging Activities in Bilingual Pairs; Accountable Talk (content)

Texas - §89.3 GT Services

- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently
- Independent investigations employed in four (4) foundation curricular areas
- A continuum of learning experiences that leads to the development of advanced-level products and performances
- Opportunities to accelerate in areas of strength

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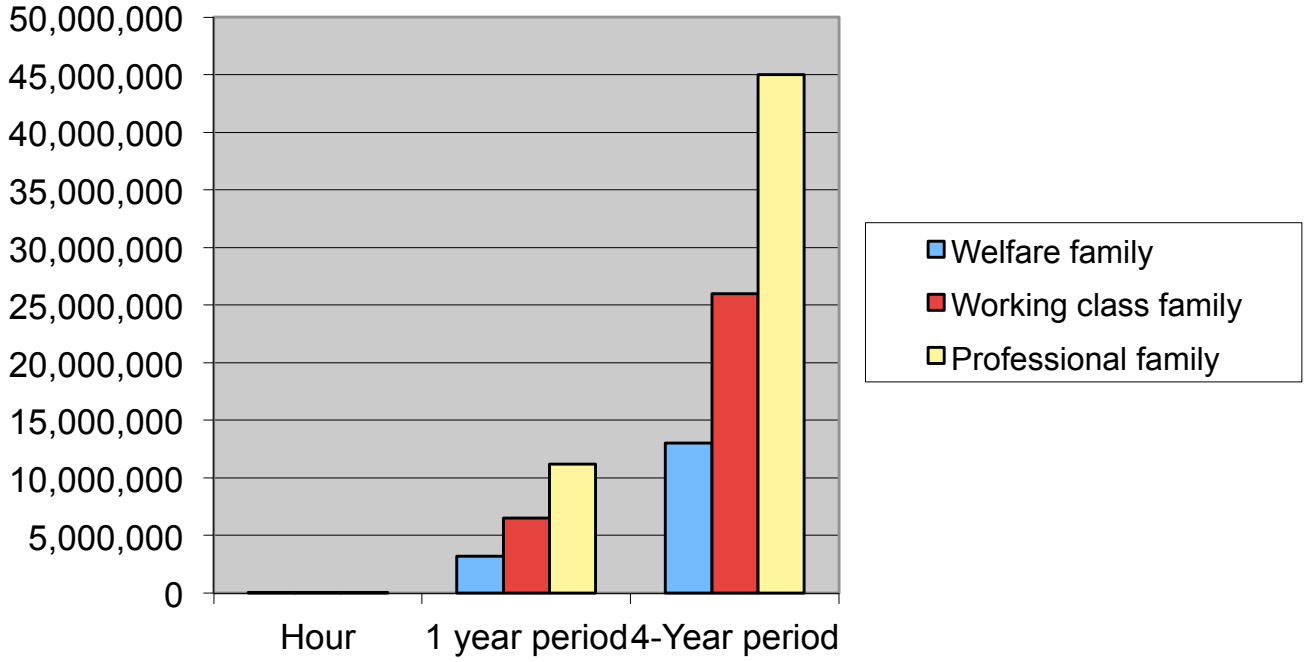
NC0503

Number of Words a Child Hears



Hart & Risley (2003)

NC0504

End of PK DLE Benchmarks

- By end of 1st year in DLE, 100% of DLE participants will:

✓ Be able to read a complete sentence in their native language (L1)

✓ be able to write (create) one complete sentence in their native language (L1)

NC0505

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Guess my age?

Administrator Tip:
Don't wait until 3rd grade to determine if there is a problem in your DLE classes. You will know by the end of the 1st year (PK or K) if your DLE program is on track to success.

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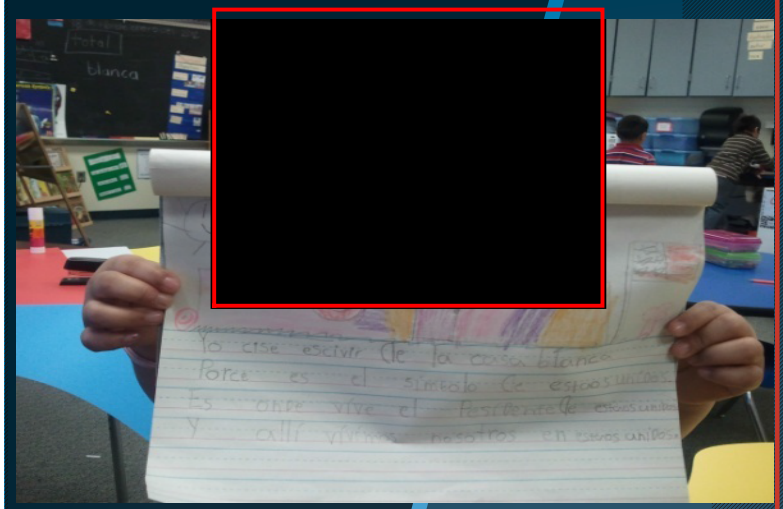
Two-Year PK-K or K-1st DLE Benchmarks



Journal Writing & Student Work in Spanish and English!

- By end of 2nd year in DLE, 100% of DLE participants will:

✓ be reading on grade level in their native language (L1)

✓ be able to write 1 Full Page in their native language (L1) and Half-Page in their second language (L2)

NC0507

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Writing Across the Curriculum!!

Journals:
Math; Science; Social Studies;
LOD; Dialogue; Diaries, etc.

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Elements of Gómez & Gómez Dual Language Enrichment Classroom **Classroom Labels**

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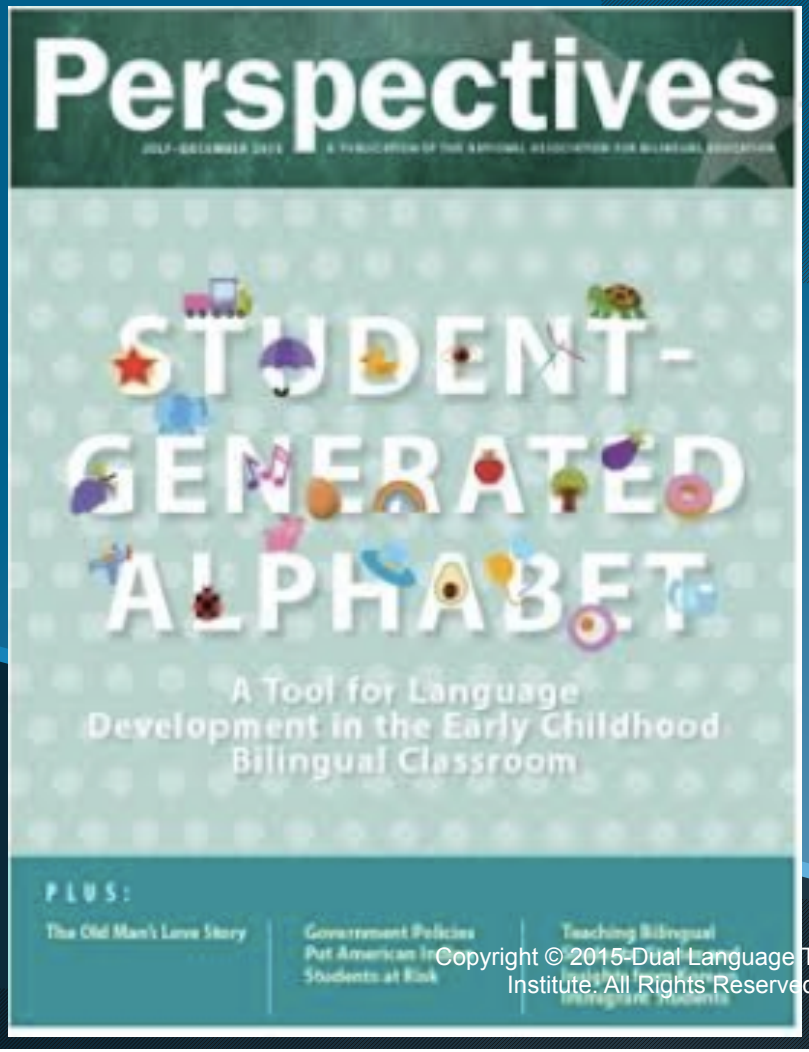

Student Generated Alphabets!

Gómez and Gómez Instructional Components are…

Research-Based!

A strong research foundation is the bedrock for G&G DLE model Second Language Acquisition and 28 "Best Practices" of instructional strategies

NC0510

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Elements of Gómez & Gómez
Dual Language Enrichment Classroom
Student Generated Alphabet

Kindergarten Level (One Each Semester) 2nd Grade Level

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Elements of Gómez & Gómez DLE Classroom
Interactive Word Walls

- **Robust "Word Walls" Support Instruction (R / W)**
  - Words come from all activities with students *(capture words students share)*
  - High Frequency words PLUS grade level vocabulary
  - Do not repeat words in both languages on WWs
  - Words can come from <u>all areas and activities</u> in either language
  - Add 3 words per day to each WW (90 words by end of the 1st 6 weeks)
  - Continue to add words and "bank" learned words to make space for new words: ring & hang or place in jar by WW *(WWs stay full all year!)*
  - Create <u>Interactive</u> WWs (words are removable)
- **Review Vocabulary from <u>all</u> Word Walls in LOD**
- **<u>Content Bulletin Boards</u>: (for Math, Science & Social Studies)**
- Current Week's Content Vocabulary List (not ABC order)
- Highlight Student Work (especially writing)
- Keep vocabulary words separate from WWs except for few exceptions

NC0512

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Language of the Day (LOD)

- Language of the Day [MWF: Spanish / TTH: English]
  - Develops extensive vocabulary in both languages, particularly in the L2
  - Validates both languages across the campus
- All School Staff Use the LOD Across Campus:
  - To the extent possible, all school staff & participating DLE students should follow the LOD (Specials: library, music, labs, PE, computer)
- Establish the LOD Helper of the Week!
- Five Vocabulary Development Activities in the LOD:
  1. Routines in LOD (greetings, calendar, daily news, pledge, clean-up, line-up, hallway, lunch)
  2. Journal Writing in LOD
  3. Read-Alouds in LOD (when conducted outside of LA)
  4. D. E. A. R. Time in LOD
  5. Read the Room in LOD: (Classroom Labels, Student Generated Alphabets, Word Walls)

NC0513

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Use of Bilingual Pairs for Instruction

Bilingual Pair #1

High → Medium

Medium → Low

Bilingual Pair #2

[Bilingual Pair #1 is "Paired Up" with Bilingual Pair #2]

No More Worksheets!

Teacher Does Not Answer Questions During Bilingual Pairs Learning

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NC0514

Article from the Long Beach Press Telegram about Lack of Accessibility of LBUSD Dual-Language Immersion Programs

http://www.presstelegram.com/social-affairs/20150217/long-beach-unified-to-move-middle-school-dual-language-immersion-program-away-from-patrick-

Long Beach Unified to move middle school dual-language immersion program away from Patrick Henry K-8 School

By Nadra Nittle , Long Beach Press Telegram

PressTelegram.com

LONG BEACH >> The Long Beach Unified school board voted unanimously Tuesday to expand a popular middle school dual-language immersion program by moving it from Patrick Henry K-8 School to the former Keller Elementary School site at 7020 E. Brittain St.

The decision means that Henry will now become a K-5 school and will expand its immersion program at the elementary level while allowing the district to accommodate more middle school students who want to pursue Spanish and English education at Keller, which is a mile away from Henry and can accommodate up to 750 students, according to LBUSD spokesman Chris Eftychiou.

Four elementary schools — Henry, Willard, Lafayette and Webster — now offer dual-language immersion programs. And Wilson Classical High offers such a program to high school students. But Henry, which goes up to grade 8, has been the only district school to offer the program to middle school students. Henry's dual-language immersion program, launched by former principal Billie Beeler nearly four decades ago, gives native English and Spanish speakers the chance to become bilingual by receiving instruction in both languages. Henry's dual immersion program and teaching staff have earned state and national honors, including California Association for Bilingual Education Teacher of the Year honors and a Champions of Change award from the White House, Eftychiou said.

Attending Henry as an elementary school student, however, never guaranteed that a child would be able to attend the middle school program there.

"A lot of parents came into the school applying for kindergarten thinking once their child was in, they would be in through eighth grade," said Olivia Mather, parent of a Henry third- grader and a PTA board member. "But once the kids reach middle school, they're not guaranteed a spot. The middle school currently doesn't have enough spots for them."

The school has even held middle school lotteries for students interested in attending the middle school immersion program, Mather said.

The dearth of slots for middle school students concerned Jackie Apuzzo, also a mother of a Henry third-grader. Because more than 100 third-graders attend the school, she said, chances were high that many would be turned away from Henry's sixth-grade class, which has a 70-student cap.

"I was worried," said Apuzzo. "One middle school language program is not enough."

So Apuzzo spearheaded a campaign to persuade the district to expand the dual-language immersion program. She collected more than 300 signatures from concerned parents in late 2013 and presented them to Superintendent Chris Steinhauser, Apuzzo said. Since then, Apuzzo and other parents have been in consistent contact with district officials about the issue.

Advertisement

Steinhauser said at the board meeting that the district has had to turn away 15 to 18 students each year who wanted to pursue middle school dual immersion, but the move to Keller will change that.

Apuzzo said she's pleased that the school board has decided to shift the program to the Keller site. Keller

closed in 2012 and has served as a temporary site for students of Newcomb K-8 School while that school undergoes construction. With construction wrapping up at Newcomb, those students will return to their home campus at 3351 Val Verde Ave. in the fall, making Keller available to host LBUSD's middle school immersion program. The Keller site will likely be renamed before the start of classes in the fall, Eftychiou said. Students there will have the same amenities their counterparts at other middle school students have, according to Steinhauser, who noted that the school will have an artificial soccer field but no gym. That may happen in the future.

Raudel Avila, parent of a kindergartener and a seventh-grader at Henry and a PTA board member, said he has mixed feelings about the switch of the immersion program to Keller. He understands that parents were concerned that Henry's program wasn't large enough to accept all of the middle school students interested in dual immersion, but he also liked that his seventh- grade daughter wasn't attending an oversized middle school.

"My personal opinion is that I kind of like the small school feel," he said. "My daughter prefers a small school."

But Avila said that attending a larger school would have benefits, such as giving his middle school daughter the chance to take more electives.

A few parents from other elementary schools with dual-language immersion programs, such as Webster, wondered why the district didn't choose a more central location to host the middle school program, given that Keller is on Long Beach's far east side. One asked why the program couldn't be moved to an existing middle school.

Steinhauser said there was simply no room to accommodate the program at any existing middle school in the district, and Keller has facilities large enough to include all of the LBUSD elementary school students interested in pursuing immersion in the middle grades. He said more than half of those students come from Henry.

Eftychiou said that parents have expressed more interest in the district's dual immersion programs because students can use their bilingual abilities in the career world. Apuzzo agreed with this assessment.

"Living in California, you have to have something extra," Apuzzo said, "whether it's English and Spanish, English and French or English and Mandarin. It's kind of a way to have our district connect with the international world."

Contact Nadra Nittle at 562-499-1291.

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- Full bio and more articles by Nadra Nittle
- Back to top

Minutes of LBUSD Governing Board Meeting Evidencing Approval to Expand Dual-Language Program at LBUSD Elementary School (2/17/15)

MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
OF THE
LONG BEACH UNIFIED SCHOOL DISTRICT

February 17, 2015

A regular meeting of the Board of Education of the Long Beach Unified School District, County of Los Angeles, California, was held in the Community Room of the Administration Building at 1515 Hughes Way, Long Beach, California, on February 17, 2015.

Present: Members Craighead, Kerr, McGinnis, Meyer, and Williams
Student Member Kevin Lorenson, Wilson HS

Absent: None.

Call to Order

President Craighead called the meeting to order at 2:30 p.m. in Room 464.

Closed Session

President Craighead announced that the Board would be considering Items 4, 6, 7 and 10 as listed on the Closed Session agenda.

Call to Order

Having completed the Closed Session, President Craighead called the Open Session meeting to order in the Community Room at 5:00 p.m. with the Pledge of Allegiance, led by Student Member Lorenson.

Report of Closed Session

President Craighead reported that the Governing Board had been meeting in Closed Session regarding matters listed on today's Closed Session agenda and wished to announce that no reportable actions were taken in Closed Session.

Public Hearing

Res. 021715-A, Dedication of Easements

President Craighead announced that this was the time set aside for a Public Hearing regarding the Adoption of Resolution 021715-A, Dedication of Easements to the City of Long Beach at the Browning Site for Public Right of Way Purposes.

She asked if there was anyone present who wished to speak to this item.

There was no reply and the hearing was declared closed.

Call for Agenda Items/ Adopt Agenda

President Craighead asked if Board Members had any items listed on the agenda for separate action.

Christopher Steinhauser, Superintendent of Schools, asked that the Administrative Assignment(s), listed under Item #23, be pulled from the agenda.

It was moved by Member Williams that the agenda be adopted with the noted change.

The motion carried. The vote was unanimous with all five members participating in the vote.

Approval of Minutes

None.

Communications

Measure K Bond COC Annual Report

President Craighead called on Dede Rossi, Chair of the Measure K Bond Citizens' Oversight Committee. Ms. Rossi noted that this is the 6th Annual Report, and she highlighted information from the written report, which covered activities in the 2013 calendar year.

Ms. Rossi acknowledged the COC members who were not able to attend and thanked them for their commitment.

Member Meyer thanked Ms. Rossi and stated that she is a great ambassador for the district.

Hearing of Public Testimony

President Craighead asked if there was anyone present who wished to address the Board on matters of school district business listed on the agenda.

Melissa Sims, parent, spoke regarding the location of the Dual Immersion middle school.
Teresa Carey, parent, spoke regarding the Dual Immersion program.

Staff Report

None.

Hearing of Public Testimony

President Craighead asked if there was anyone present who wished to address the Board on matters of school district business not listed on the agenda.

Susan McRoberts, LB School Librarians Association, shared information from the CSLA Centennial Conference.

Personnel

Member Kerr presented the Certificated and Classified Recommendations, prepared by the Deputy Superintendent of Education Services, Human Resource Services, and approved and recommended by the Superintendent.

It was moved by Member Kerr that the Certificated and Classified Recommendations of the Deputy Superintendent of Education Services, Human Resource Services, be approved and authorized.

The motion carried. The vote was unanimous with all five members participating in the vote.

Instruction Report

Member Meyer moved approval of the Instruction Report.

The motion carried. The vote was unanimous with all five members participating in the vote.

Textbook Adoption

Pamela Seki, Assistant Superintendent, Office of Curriculum, Instruction & Professional Development, shared information about the process that the district engaged in, for the past 6-8 months. The State Board of Education develops curriculum frameworks to assist districts in adopting common core standards-aligned instructional materials for grades K-8. The review process at the state level is very comprehensive.

Last year, teacher teams were created to evaluate the materials. Many hours

were spent reviewing sample materials, prior to coming to a consensus as to which ones to present tonight. A 30-day public display was held, allowing school and community stakeholders the opportunity to provide feedback, followed by an administrative committee review. The overall response has been overwhelmingly positive.

Ms. Seki thanked those involved with this long process for all their hard work.

Member Williams acknowledged the number of teachers who volunteered their time, as it is very impressive.

Member Meyer recognized the work of the curriculum leaders.

Finance Report

Member Meyer moved approval of the Finance Report.

The motion carried. The vote was unanimous with all five members participating in the vote.

Business Report

Member McGinnis moved approval of the Business Report.

The motion carried. The vote was unanimous with all five members participating in the vote.

Purchasing & Contract Report

Member Kerr moved approval of the Purchasing & Contract Report.

The motion carried. The vote was unanimous with all five members participating in the vote.

Superin-tendent's Items

Student Expulsions

The Superintendent of Schools, presented the following recommendations:

1. That the Board of Education approve the expulsion for the following student:

   Student # 200050256

It was moved by Member McGinnis that Recommendation No. 1 of the Superintendent of Schools be approved and authorized.

The motion carried. The vote was unanimous with all five members participating in the vote.

2. That the Board of Education approve the expulsion for the following student:

   Student # 200509514

It was moved by Member Meyer that Recommendation No. 2 be approved and authorized.

The motion carried. The vote was unanimous with all five members participating in the vote.

Unfinished Business

None.

New Business

Res. 021715-A, Dedication of Easements at Browning HS

Member McGinnis moved approval of Resolution 021715-A, Authorizing the Dedication of Easements to the City of Long Beach at the Browning High School Site, for Public Right of Way Purposes.

The motion carried. The vote was unanimous with all five members participating in the vote.

Res. 021715-B, Non-Reelection of Temporary Certificated Employees

Member Williams moved approval of Resolution 021715-B, Non-Reelection of temporary Certificated Employees.

The motion carried. The vote was unanimous with all five members participating in the vote.

Henry K-8 Dual Immersion Program

Paul Evans, parent, spoke regarding the middle school Dual Immersion program.

Superintendent Steinhauser stated that the discussion on the space for the Dual Immersion (DI) program began approximately one year ago. It was stressed that only feasible options would be brought forward. Further discussion was held during a Board Workshop in November of 2014.

Mr. Steinhauser shared that currently there are approximately 1000 students in the DI program, and about 60% of them are at the Henry site. Over the last two years, students have had to be turned away due to the lack of space. None of the current middle schools have any space, so moving to an existing site is not feasible. The Keller site is the most cost-effective and beneficial site available. Keller is currently housing 1000 Newcomb students while their school is being remodeled. The middle school component has about 210 students. The current trend is that more and more students want to continue into the middle school path, so we need to plan for this need.

Staff recommends that for the 2015-16 school year, the current 6th and 7th grade students be moved to the Keller site. The incoming 6th graders would start there as well. The number of classes per grade will depend on the student's that apply. Data shows that approximately 700 students could be enrolled in this program within 5-6 years. Keller can easily handle this number of students. Meetings with the teachers have taken place and planning committees have been set up. Transportation will not be provided, but all the same amenities that other middle schools have will be available, and an artificial soccer turf is being planned.

Member McGinnis moved approval of the Henry K-8 Dual Immersion Program.

Member Williams can understand the concerns raised by some parents, but it certainly falls under the Choice program criteria.

Member McGinnis asked that in the future, geographically diverse sites are explored if the program's success continues.

Member Kerr inquired why the Butler site is not being considered. Mr. Steinhauser replied that the Butler site is slated to become a small high school. Once the Roosevelt students move back to their new school in the fall, the Butler campus will house the Renaissance students while that school is being remodeled.

The motion carried. The vote was unanimous with all five members participating in the vote.

Board Meeting Schedule

Member Kerr moved approval of the Board Meeting Schedule.

The motion carried. The vote was unanimous with all five members participating in the vote.

Report of Board Members

Student Member Lorenson shared that he is the ASB president and it has been a very busy winter. They are piloting an online registration system for next year's schedule of classes. Wilson has had a tremendous growth in enrollment for Advanced Placement classes.

Mr. Lorenson shared that he plans to teach English in Colombia next year.

Member McGinnis thanked Ms. McRoberts for her kind words.

Member Williams shared his attendance at the Long Beach Virtual Trade Show, the LB Ministerial Alliance Meeting and the LB PTA Founders Day.

Member Meyer also attended the PTA breakfast. Mr. Meyer shared that more students than anticipated applied to attend the Sato Academy, with 15% of them being from outside of the district.

Member Kerr shared her attendance at the Ministerial breakfast and the PTA breakfast as well.

President Craighead stated that she still sits on the PTA Board. Ms. Craighead also attended the State of the LBCC Address and the Virtual Trade Show.

Superintendent's Report

Superintendent Steinhauser shared that the online Advanced Placement (AP) test registration is open until February 27. He noted that the parents will only have a cost of $5.00 per exam.

Mr. Steinhauser stated that the registration is open for attendance at the Students of Color Town Hall meeting taking place on February 28 at Cabrillo HS.

Announcements

President Craighead congratulated the six special education teachers recently honored at the 2015 Council for Exceptional Children Chapter 108 Star Awards.

She also congratulated Owen Edwards, Burcham 2nd grader, who won a bicycle for placing first place in the healthy recipe contest.

Member Williams commended former Poly HS student, Reggie Butler. Mr. Butler has been named president of the NBA Association of the Kelly School of Business at Indiana University.

ADJOURNMENT

President Craighead adjourned the meeting at 6:00 p.m. The next regular meeting of the Board of Education will be held on Tuesday, March 10, 2015 in the Administration Building, 1515 Hughes Way, at 5:00 p.m.

Leticia Rodriguez
Assistant Secretary

Agenda Item #03 of Advisory Commission on Charter Schools Meeting and Included State Superintendent Report and Recommendations (2/7/14)

California Department of Education
Charter Schools Division
REV. 11/2011
accs-feb14item01

ITEM # 03

ADVISORY COMMISSION ON CHARTER SCHOOLS

AN ADVISORY BODY TO THE STATE BOARD OF EDUCATION

FEBRUARY 2014 AGENDA

SUBJECT	
Recommendations Regarding Revocation of Charter Schools Identified Pursuant to California *Code of Regulations*, Title 5, Section 11968.5.	☒ Action ☒ Information

SUMMARY OF THE ISSUE

California Code of Regulations, Title 5 (Title *5 CCR*), Section 11968.5, enacted in 2011, requires the California Department of Education (CDE) to review charter schools that are identified pursuant to the criteria specified in the regulations. These regulations also require the State Superintendent of Public Instruction (SSPI) to make a recommendation to the State Board of Education (SBE) regarding possible revocation of these schools. The regulations require the SBE to hold a public hearing and consider the SSPI's recommendation no later than March 31, 2014.

PROPOSED RECOMMENDATION

The CDE proposes to recommend that the SBE hold a public hearing to approve the recommended actions as provided in Attachment 1.

BRIEF ANALYSIS OF THE ISSUE

California *Education Code* (*EC*) Section 47604.5 authorizes the SBE, whether or not it is the authorizer, upon recommendation of the SSPI, to take appropriate action if it makes specific findings, including the revocation of a charter school. Section 11968.5 of Title 5 *CCR* requires the CDE to identify charter schools that have a substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the school's pupils and to make a recommendation about appropriate action, consistent with *EC* Section 47604.5(c). (Relevant laws and regulations are provided in Attachment 5.)

Pursuant to these regulations, 18 charter schools were identified using the most recent academic performance data available in the fall of 2013. School Summary Information is provided in Attachment 2. Links to the Academic Performance Index (API) and Percent At or Above Proficiency in English Language Arts and Mathematics data for each of these 18 schools is provided in Attachment 3. Additionally, links to the 2012–13 School Quality Snapshot Web sites are provided in Attachment 4.

On November 1, 2013, the CDE notified the Executive Director of the SBE, each of the schools, and their authorizers in writing that they had been identified pursuant to 5 *CCR* Section 11968.5, and provided the schools with an opportunity to submit information to the CDE for why the school should not be revoked, including but not limited to the process for collaborating with the authorizer in establishing future criteria to be measured for accountability, areas of success that are not indicated through API, information regarding a Student Improvement Plan, and/or corrective action plans.

Pursuant to the regulations, the SSPI delivered a recommendation regarding the identified schools to the Executive Director of the SBE on January 15, 2014. Also, pursuant to the regulations, the SBE must hold a public hearing to consider the recommendations no later than March 31, 2014. Attachment 1, *State Superintendent of Public Instruction Recommendations Pursuant to California Code of Regulations, Title 5, Section 11968.5*, includes the following recommendation for each school:

> The CDE will continue to work with the authorizers as the authorizers continue to monitor the progress of the charter schools and take appropriate action as deemed necessary.

The schools identified by the current regulations are locally authorized charter schools. Therefore, the local educational agencies that authorized these charter schools are in the best position to evaluate the academic progress made by each school, and should be provided the opportunity to recommend appropriate courses of action.

The CDE recognizes that each of these schools proposes to meet a need in its community and that many of these schools serve pupil populations at risk of not graduating from high school. The CDE will continue to work with the authorizer of each school identified so that additional information, as needed, is collected regarding reported action plans and progress made in achieving the goals identified in such plans.

ATTACHMENT(S)

Attachment 1: State Superintendent of Public Instruction Recommendations Pursuant to *California Code of Regulations*, Title 5, Section 11968.5 (2 Pages)

Attachment 2: School Summary Information and Academic Index Data (17 Pages)

Attachment 3: Annual Academic Data Summary Links (2 Pages)

Attachment 4: 2012–13 School Quality Snapshot Web site Links (4 Pages)

Attachment 5: Relevant Laws and Regulations (3 Pages)

State Superintendent of Public Instruction Recommendations
Pursuant to *California Code of Regulations*, Title 5, Section 11968.5. Current Year 2013–14

Charter #	Current Term Ends	Charter School	Authorizer	Recommendation
0677	6/30/13	ASA Charter[1]	San Bernardino City Unified School District	The California Department of Education (CDE) will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0654	6/30/14	Bert Corona Charter	Los Angeles Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0867	6/30/17	Butterfield Charter High	Porterville Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0662	6/30/17	Casa Ramona Academy for Technology, Community and Education	San Bernardino City Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0357	6/30/15	Denair Charter Academy[2]	Denair Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0502	6/30/17	Escuela Popular Accelerated Family Learning[1]	East Side Union High School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0071	6/30/15	Kern Workforce 2000 Academy[1]	Kern Union High School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0341	6/30/15	La Sierra High	Tulare County Office of Education	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0362	6/30/16	Learning for Life Charter School[1]	Monterey Peninsula Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.

0832	Closed	Lou Dantzler Preparatory Charter High School[1]	Los Angeles Unified School District	Closed effective 6/30/2013
0291	6/30/15	New City[2]	Long Beach Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0412	6/30/16	Oasis Charter Public	Alisal Union School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0737	6/30/14	Opportunities Unlimited Charter High	Los Angeles County Office of Education	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0218	6/30/14	Reems Academy of Technology[1]	Oakland Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0831	6/30/16	Sequoia Charter[1]	William Hart Union High School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0724	6/30/15	South Sutter Charter	Marcum-Illinois Union Elementary School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0792	6/30/16	Valley Arts and Science Academy[1]	Fresno Union School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.
0907	6/30/17	West Sacramento Early College Prep Charter[1]	Washington Unified School District	The CDE will work with the authorizer as they continue to monitor the progress of the school and take appropriate action as deemed necessary.

Name of School: New City Public Schools #0291 **CDS Code:** 19-64725-6118269

Grade Levels Served: K–8 **Type of School:** Site Based **Enrollment:** 433

Target Population as Proposed in the Charter Petition: Students represent the ethnic and socio-economic diversity of the central Long Beach Unified School District (LBUSD) boundaries

Length in Operation: 13 years

Measurable Student Outcomes as Identified in the Memorandum of Understanding Dated September 4, 2012:

Measurable Outcome	Progress Indicated in Report
Administer LBUSD Quarterly Exams in Reading, Language Arts, and Math	The school and district reported updated plans for measuring student progress to be used as renewal criteria
Continue Monthly Academic Oversight Protocol with LBUSD	The school and district reported updated plans for measuring student progress to be used as renewal criteria
Quarterly review of professional development programs and supervision reports	The school and district reported updated plans for measuring student progress to be used as renewal criteria
Contract with an outside expert to complete an on-site Academic Audit	The school and district reported updated plans for measuring student progress to be used as renewal criteria
Submit summary visitation reports from Gomez y Gomez and other curriculum advisors	The school and district reported updated plans for measuring student progress to be used as renewal criteria
Adopt an English Language Arts Program	The school and district reported updated plans for measuring student progress to be used as renewal criteria

CDE Summary Analysis:

Upon review of documents submitted by the school and the district, New City Public Schools (NCPS) appears to have taken steps to make improvements to their school and should continue to be closely monitored by the authorizer, Long Beach Unified School District (LBUSD). NCPS is in the third year of implementation of the Common Core State Standards. NCPS has focused on professional development for teachers, aligning curriculum, and setting student achievement goals.

Relevant Laws and Regulations

California *Education Code* Section 47604.5
State Board of Education; revocation of charter

The State Board of Education, whether or not it is the authority that granted the charter, may, based upon the recommendation of the Superintendent of Public Instruction, take appropriate action, including, but not limited to, revocation of the school's charter, when the State Board of Education finds any of the following:

(a) Gross financial mismanagement that jeopardizes the financial stability of the charter school.

(b) Illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.

(c) Substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the school's pupils.

(Added by Stats.1998, c. 34 (A.B.544), § 5.)

***California Code of Regulations*, Title 5, Section 11968.5**
Revocation of, or Other Action Related to, a Charter by the State Board of Education upon Recommendation by the State Superintendent of Public Instruction (SSPI) Pursuant to California *Education Code* Section 47604.5(c).

(a) The California Department of Education (CDE) on or before November 1 of each year shall identify and notify the State Board of Education (SBE) of each charter school that meets the conditions specified in subdivision (e) and any other charter school that the SSPI determines warrants action pursuant to Education Code section 47604.5(c).

(b) On or before November 1 of each year, the CDE shall notify the charter schools identified pursuant to subdivision (e) of these regulations and each school's authorizer in writing that:

> (1) the SSPI may recommend, among other actions, revocation of the school's charter; and
>
> (2) the SBE will consider the SSPI's recommendation and take appropriate action, including, but not limited to, revocation of the school's charter.

(c) The notice provided pursuant to subdivision (b) of these regulations shall provide that the charter school and the authorizer shall be given an opportunity to provide information in writing to the SSPI and the SBE as to why the school's charter should not be revoked. Such information may include, but is not limited to, action by the school or the local authorizer to

address the departures such as the initiation of a plan of corrective action or other local authorizer board action.

(d) Any action to revoke a charter school shall be effective at the end of the fiscal year in which the action is taken, to allow sufficient time for transition in accordance with school closure regulations in section 11962 of these regulations, unless the SBE identifies cause for immediate revocation and closure and makes a public finding that the departures at the school are so significant as to require the immediate revocation and closure of the charter school. At the beginning of the revocation review, the CDE shall require any school being reviewed to immediately provide, at their own expense, written notification to every parent, guardian, or caregiver that fully describes the revocation process, all options including specific schools available to students to transfer if it is needed or desired, and any administrative assistance required for a timely transfer.

(e) Substantial and sustained departure from measurably successful practices that jeopardize the educational development of a school's pupils within the meaning of subdivision (c) of Education Code section 47604.5 occurs when a charter school:

(1) is in operation five years or more, and

(2) the charter school has not qualified for the Alternative School Accountability Model pursuant to subdivision (h) of Education Code section 52052, and

(3) The charter school has met each of the following:

(A) a statewide rank of 1 on API base data for the last two years, and

(B) did not achieve a cumulative API growth of at least 50 points over the last three API cycles (i.e., an API cycle represents the difference between a current year growth API and the prior year's base API).

(4) These criteria do not limit the discretion of the SSPI and SBE to recommend or take action relating to a charter school that does not meet these criteria, but which otherwise demonstrates a substantial and sustained departure from measurably successful practices that jeopardize the educational development of a school's pupils within the meaning of subdivision (c) of Education Code section 47604.5.

(f) Nothing in this section shall be interpreted to relieve the chartering authority of its duties as a charter authorizer.

(g) After the CDE determines the conditions in subdivision (e) exist for any charter school, and makes notifications in accordance with subdivisions (b) and (c), the following shall occur:

(1) If the charter school or the authorizer choose to submit any supporting materials, the materials shall be received by the CDE by 5:00 p.m. on December 1.

(2) The SSPI shall deliver his/her recommendation to the executive director of the SBE no later than January 15.

(3) No later than February 1, the CDE shall send notification to the charter school and its authorizer of the SSPI's recommendation and the date of the SBE meeting when the recommendation is scheduled to be heard.

(4) The SBE shall hold a public hearing and consider action in accordance with Education Code section 47604.5 no later than March 31.

(h) The authority of the SBE pursuant to Education Code section 47604.5 is not limited to revocation. Based on additional information provided by the charter school, the school's authorizer, or teachers and parents of pupils at the school, which may include data on more recent academic gains, similar schools rankings and other analysis of similar student populations, and school safety, the SBE may offer the charter school an opportunity to take specific corrective actions in lieu of revocation for the remaining term of the charter. The specific corrective actions shall address the sustained low academic achievement and may include, but is not limited to, a plan to address any subgroups failing to make academic progress. Corrective actions may include, but are not limited to, restructuring of the school's staffing or governance to ensure that the school and all numerically significant subgroups have substantial promise of increasing academic performance in subsequent years.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 47604.5 and 47607, Education Code.

December 8, 2014

Diana Craighead, Board President
Long Beach Unified School District
1515 Hughes Way, 4th Floor
Long Beach, CA 90810
(via hand delivery)

Dear Board President Craighead:

For the reasons explained below, I am writing to support the renewal of the charter for New City Charter School and to share our understanding of the current state of California's charter school renewal laws.

Current Law Governing Charter Renewal
As you may know, California's charter school laws *generally* require that charter schools meet one or more of several specified targets base on the state's Academic Performance Index (API).[1] These include meeting one or more of the following:

- Scoring 800 points or higher on the API, or meeting the API growth target in the prior year, or in 2 of the 3 prior years, and/or
- Ranking "4" or higher on either the state or similar schools rank in the prior year or 2 of the 3 prior years, and/or
- Determining that the academic performance of the charter school is at least equal to the performance of the schools the charter pupils would have attended, taking into account the population served.

Currently, however, the API is suspended and there is only very limited recent statewide testing data available. In the absence of current API data, the law provides that one may use one of the following in lieu of current API data:

- The most recent API calculation, and/or
- An average of the three most recent API calculations, and/or

[1] Education Code section 47607(b)

- Alternative measures that show increases in pupil academic achievement schoolwide and among significant subgroups.[2]

In addition, charter school law provides that "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."[3]

New City Meets State-Mandated Renewal Threshold

I am quite aware that New City has historically posted low Academic Performance Index (API) and Standardized Testing and Reporting (STAR) scores. The school's heavy emphasis on constructivist pedagogy, dual-language instruction, as well as arts and music does not align well with the API, which focused nearly exclusively on atomized math and English/language arts concepts.

I have also visited the school on several occasions, including spending many hours observing instruction in classrooms and generally have been impressed with the quality of instruction. The school offers a sound and strong program, low standardized test scores notwithstanding.

More important from a legal perspective, a review of relevant data posted on the California Department of Education's web site shows that New City Charter School meets state charter renewal requirements.

More specifically, New City's API data show that the school has increased student achievement both schoolwide and for all numerically significant subgroups. Between 2011 and 2013, per data posted on the California Department of Education's web site, *New City's API score grew from 621 to 659 points.*[4]

In addition, New City's API scores grew between 2011 and 2013 for all numerically-significant subgroups, including the following API scale scores by subgroup:

- African American students grew from 571 to 660 points
- Latino students grew from 583 to 624 points
- White students grew from 757 to 826 points
- Socioeconomically-disadvantaged students grew from 590 to 642 points
- English learner students grew from 557 to 563 points

[2] Education Code section 52052(e)(4)
[3] Education Code section 47607(a)
[4] See: http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcds=19647256118269

CHARTER SCHOOLS
DEVELOPMENT CENTER

As such, it is clear that New City is eligible for renewal and your district is on solid ground to renew the school's charter.

Unfortunately, the California Charter Schools Association (CCSA) has indicated that it will recommend against renewal of the New City Charter. In recent years, the association has developed its own, extra-legal charter performance standards. Having failed in its attempts to persuade the California Legislature to impose their standards, the association is now using their considerable financial and staffing resources to attempt to persuade districts to non-renew charters for schools that fail to meet their extra-legal standards. We urge you to reject CCSA's recommendations. The association's privately-established renewal standards have no basis in law, incorporate flawed methodology, and are based on outdated and stale testing data.

We encourage your district to renew the New City Charter as it has met all relevant charter renewal requirements and is meeting parent demand for educational options. I would be happy to discuss these matters in more detail if you wish.

Sincerely,

Eric Premack
Executive Director

cc: New City Charter School

Charter Schools Development Center
817 14th Street, Suite 300, Sacramento, CA 95814

Clearinghouse CDFI

Community Development Financial Institution

December 4, 2014

Mr. Richard Hollowell
Funding The Gap, LLC,
Director - California
400 Washington Blvd, 6th Floor
El Segundo, CA 90245

RE: Letter of Interest to Refinance Commercial Real Estate located 1621-1647 Long Beach Boulevard, Long Beach, CA 90813 (New City Public Schools)

Dear Mr. Hollowell:

Clearinghouse CDFI has received your request for a loan of $5,780,000 on behalf of your client, New City Public Schools to refinance commercial real estate in connection with the subject referenced above. Clearinghouse CDFI is anxious to receive the due diligence items requested to begin official underwriting of your loan request.

Before proceeding further with our consideration of your loan request, we want to provide you with an overview of several material terms and conditions that may relate to your loan in the event that you select Clearinghouse CDFI as your lender and submit an application for approval. Attached to this letter is a proposed summary of terms and conditions that might form the basis for our review as to the feasibility of the project.

Of course, this letter and the attached proposed summary of terms and conditions are provided in response to your request for consideration and **constitute an expression of interest only**. These materials are not intended to obligate either party to take further action with respect to the project or any other matter. The terms and conditions set forth in the attached proposed summary of terms may be modified during this review process and/or Clearinghouse CDFI may decide to decline your loan request in its sole and absolute discretion. This letter is confidential and shall not be shown, or its existence or its contents disclosed by you to any third party without the prior written consent from Clearinghouse CDFI.

Upon your review of the terms and conditions, we may commence our due diligence and credit analysis with your submittal of the appropriate items noted in the "Needs List", which has been emailed prior.

We look forward to working with you to design a product that best suits your financing needs and provide you with more specific terms and conditions that would govern our loan. Please call me at (510) 557-5077 if you would like to discuss this project further.

Sincerely,

Fathia Macauley
Director

MAIN OFFICE
23861 El Toro Road
Suite 401
Lake Forest, CA 92630
(949) 859-3600

LOS ANGELES
5670 Wilshire Boulevard
18th Floor
Los Angeles, CA 90036
(323) 533-0119

OAKLAND
505 14th Steet
Suite 900
Oakland, CA 94612
(510) 557-5077

NEVADA
2300 W. Sahara Avenue
Suite 1100
Las Vegas, NV 89102
(702) 522-2283

www.clearinghousecdfi.com

Clearinghouse CDFI

Proposed Statement of Financing Terms
1621-1647 Long Beach Blvd, Long Beach, CA 90813

Borrower:	**New City Public Schools**
Property:	(specs on CRE). Subject is located in Long Beach, California ("Property").
Security:	First Deed of Trust on land and improvements, assignment of rents, leases, contracts, and management agreements, etc.
Loan Amount:	$5,780,000, but not to exceed 70% Loan-to-Value
Contingencies:	1) Charter renewal approval received from Long Beach Unified School District – December 2014 2) The School seeks the support of the California Charter School Association. 3) The School has an articulated plan to raise the academic performance of all students.
Loan-to-Value	Maximum of 70% loan to value based upon the appraised value and the CDFI's sole and absolute sole discretion.
Debt Service:	Minimum 1.10 to 1 at the CDFI's absolute and sole discretion.
Guarantees:	Completion and Repayment guarantees
Guarantor(s):	Guarantor(s) acceptable to Clearinghouse CDFI
Environmental Review:	Receipt of Phase I acceptable to Clearinghouse CDFI.
Third Party Reports & Fees:	Third party appraisal, title and escrow fees, and legal costs to be borne by Borrower.
Term:	**Fixed** –For a term up to 5 years
Loan Amortization:	**Fully amortizing,**
Origination Fee:	1.5% of loan amount
Loan Interest:	Fixed Rate – Rate range of 6.5% to 7%
Repayment:	Fully amortizing loan with principal and interest payment from operating cash flow.
Recourse:	**No**
Prepayment Fee:	We don't have a lock outs. Our prepayment penalty is 5% in the first year, 4% in the 2nd year and 3% in the 3rd year, 2% in the 4th year and 1% in the 5th year.. No prepayment penalty after that.

Deposit Fees:	Cost of appraisal to be paid up front prior to CDFI ordering an appraisal.
Application Fee:	$800 paid with loan application.
Processing Expenses:	All costs will be reasonable and appropriate, and can be further estimated upon request
Insurance:	Borrower's general liability insurance $1MM - $2MM with a BEST Rating of A or better and Excess liability 5.0MM. All insurances should name Clearinghouse CDFI as a loss payee.
Processing Time:	Before February 28, 2015.

These terms are an expression of interest only. The terms are subject to additional underwriting and formal loan approval. For more information call:

Fathia Macauley at (510) 557-5077

NEW CITY PUBLIC SCHOOLS

Operating:

New City School

Independent Auditor's Report
and Consolidated Financial Statements
For the Year Ended
June 30, 2014

NEW CITY PUBLIC SCHOOLS

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VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
New City Public Schools
Long Beach, CA

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of New City Public Schools (the Organization), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2014, and the related consolidated statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2210 E. Route 66, Suite 100, Glendora, CA 91740
Tel 626.857.7300 | Fax 626.857.7302 | E-Mail INFO@VLSLLP.COM | Web WWW.VLSLLP.COM

Board of Directors
New City Public Schools

Opinion

In our opinion, the consolidated financial statements referred to on page one present fairly, in all material respects, the consolidated financial position of the Organization as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Organization's financial statements as a whole. The accompanying supplementary schedules on pages 18-20 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 10, 2014 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

NEW CITY PUBLIC SCHOOLS

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2014

ASSETS	The New City School	New City Public Schools 1, LLC	Eliminations	Total
CURRENT ASSETS:				
Cash and cash equivalents	$ 386,882	$ -	$ -	$ 386,882
Accounts receivable	824,674	-	-	824,674
Intracompany receivables	176,177	-	(176,177)	-
Prepaid expenses and other assets	27,022	-	-	27,022
Total current assets	1,414,755	-	(176,177)	1,238,578
LONG-TERM ASSETS:				
Property, plant and equipment, net	1,235,822	5,590,090	-	6,825,912
Deposits	35,661	58,034	-	93,695
Total long-term assets	1,271,483	5,648,124	-	6,919,607
Total assets	$ 2,686,238	$ 5,648,124	$ (176,177)	$ 8,158,185
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES:				
Accounts payable and accrued liabilities	$ 252,749	$ -	$ -	$ 252,749
Intracompany payables	-	176,177	(176,177)	-
Notes payable, current portion	118,854	416,148	-	535,002
Total current liabilities	371,603	592,325	(176,177)	787,751
LONG-TERM LIABILITIES:				
Accrued interest	124,097	953,584	-	1,077,681
Notes payable, less current portion	798,725	4,468,534	-	5,267,259
Total long-term liabilities	922,822	5,422,118	-	6,344,940
NET ASSETS:				
Unrestricted	1,194,372	(366,319)	-	828,053
Temporarily restricted	197,441	-	-	197,441
Total net assets	1,391,813	(366,319)	-	1,025,494
Total liabilities and net assets	$ 2,686,238	$ 5,648,124	$ (176,177)	$ 8,158,185

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS

CONSOLIDATED STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2014

	The New City School	New City Public Schools 1, LLC	Eliminations	Total
UNRESTRICTED NET ASSETS				
REVENUES:				
State revenue:				
State aid	$ 2,482,540	$ -	$ -	$ 2,482,540
Other state revenue	568,690	-	-	568,690
Federal revenue:				
Grants and entitlements	335,779	-	-	335,779
Local revenue:				
In-lieu property tax revenue	393,868	-	-	393,868
Other revenue	64,839	412,890	(412,860)	64,869
Total revenues	3,845,716	412,890	(412,860)	3,845,746
EXPENSES:				
Program services	3,179,786	432,329	(412,860)	3,199,255
Management and general	509,912	-	-	509,912
Fundraising	1,770	-	-	1,770
Total expenses	3,691,468	432,329	(412,860)	3,710,937
Change in unrestricted net assets	154,248	(19,439)	-	134,809
TEMPORARILY RESTRICTED NET ASSETS				
Other state revenue	197,441	-	-	197,441
Change in temporarily restricted net assets	197,441	-	-	197,441
Change in total net assets	351,689	(19,439)	-	332,250
Beginning net assets	1,040,124	(346,880)	-	693,244
Ending net assets	$ 1,391,813	$ (366,319)	$ -	$ 1,025,494

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2014

	The New City School	New City Public Schools 1, LLC	Total
CASH FLOWS from OPERATING ACTIVITIES:			
Change in net assets	$ 351,689	$ (19,439)	$ 332,250
Adjustments to reconcile change in net assets to net cash from operating activities:			
Depreciation	108,963	164,087	273,050
Change in operating assets:			
Accounts receivable	360,448	-	360,448
Prepaid expenses and other assets	(21,034)	-	(21,034)
Deposits	-	(30)	(30)
Change in operating liabilities:			
Accounts payable and accrued liabilities	(444,105)	-	(444,105)
Accrued interest	38,805	268,242	307,047
Net cash from operating activities	394,766	412,860	807,626
CASH FLOWS from INVESTING ACTIVITIES:			
Purchases of property, plant and equipment	(39,971)	-	(39,971)
Net cash from investing activities	(39,971)	-	(39,971)
CASH FLOWS from FINANCING ACTIVITIES:			
Repayments of debt	(130,216)	(412,860)	(543,076)
Net cash from financing activities	(130,216)	(412,860)	(543,076)
Net change in cash and cash equivalents	224,579	-	224,579
Cash and cash equivalents at the beginning of the year	162,303	-	162,303
Cash and cash equivalents at the end of the year	$ 386,882	$ -	$ 386,882
Cash paid for interest during the year	$ 39,080	$ 268,242	$ 307,322

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS

CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2014

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and wages	$ 1,659,229	$ -	$ -	$ 1,659,229
Pension expense	144,014	-	-	144,014
Other employee benefits	148,549	-	-	148,549
Payroll taxes	58,076	-	-	58,076
Management fees	27,390	-	-	27,390
Legal expenses	1,352	2,177	-	3,529
Accounting expenses	-	10,665	-	10,665
Other fees for services	286,097	-	-	286,097
Advertising and promotion expenses	20,313	-	-	20,313
Office expenses	2,637	127,998	-	130,635
Occupancy expenses	243,513	-	-	243,513
Travel expenses	3,601	-	-	3,601
Conference and meeting expenses	19,960	-	-	19,960
Interest expense	-	307,322	-	307,322
Depreciation expense	273,050	-	-	273,050
Insurance expense	-	61,750	-	61,750
Instructional materials	291,539	-	-	291,539
Other expenses	19,935	-	1,770	21,705
	$ 3,199,255	$ 509,912	$ 1,770	$ 3,710,937

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – New City Public Schools (the Organization) manages the operations of the New City School (the School) and the charter is sponsored by Long Beach Unified School District (the District).

The Organization is funded principally through the State of California public education monies received through the California Department of Education.

The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Organization is comprised of:

The New City School

The New City School (the School), opened in 2000, currently serves approximately 425 students in grades K-8. The School was organized for the purpose of helping children (through curriculum enriched by the arts, technology and natural environment) develop into thinkers who are experts in reasoning, creative expression, and proficient in English and Spanish. The District renewed the School's charter agreement for a third five-year term, beginning July 1, 2010 and ending June 30, 2015.

New City Public Schools 1, LLC

During 2010, the New City Public Schools (nonprofit being sole member), formed the New City Public Schools 1, LLC (the LLC) (exclusively for charitable purpose solely related to property and assets of the New City Public Schools), for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service code. The School makes lease payments to the LLC in accordance with mortgage obligations.

Cash and Cash Equivalents – The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Functional Allocation of Expenses – Costs of providing the Organization's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Organization are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the Organization.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. As of June 30, 2014, the Organization had $87,017 of Common Core Implementation funds and $110,424 of California Clean Energy Jobs Act funding, totaling $197,441 of temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Organization. The Organization does not currently have any permanently restricted net assets.

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2014. Management believes that all receivables are fully collectible; therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Compensated Absences – Accumulated unpaid employee vacation benefits are recognized for eligible employees as a liability of the Organization. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Sick leave with pay is provided when employees are absent for health reasons and is not permitted to be carried over from year to year.

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

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted contributions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The Organization is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Principles of Consolidation – The accompanying financial statements include the accounts of the School and the Organization's wholly-owned LLC. All significant intercompany accounts and transactions between the School and the LLC have been eliminated.

Evaluation of Subsequent Events – The Organization has evaluated subsequent events through December 10, 2014, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The Organization maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At June 30, 2014, there were no deposits in excess of the FDIC limit.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements are presented net of accumulated depreciation. The Organization capitalizes all expenditures for land, buildings and equipment in excess of $1,000. Depreciation expense was $273,050 as of June 30, 2014.

The components of property, plant and equipment as of June 30, 2014 are as follows:

	The New City School	New City Public Schools 1, LLC	Total
Land	$ 22,468	$ 1,000,000	$ 1,022,468
Site improvements	2,361,926	2,279,828	4,641,754
Leasehold improvements	68,664	3,007,455	3,076,119
Computers and equipment	402,691	13,803	416,494
Subtotal	2,855,749	6,301,086	9,156,835
Less: accumulated depreciation	(1,619,927)	(710,996)	(2,330,923)
Total	$ 1,235,822	$ 5,590,090	$ 6,825,912

NOTE 4: LONG-TERM DEBT

Raza Development

On April 16, 2008, the Organization was provided a loan for a total available amount of $750,000 through the Raza Development Fund. The loan requires interest and principal payments at a monthly interest rate of 7.75 percent and secured by certain receivables. The Organization extended their standstill agreement on June 29, 2013 under which they would pay a total of $50,200 each year during 2013-14 and 2014-15. Future maturities on the loan are as follows:

Year Ended June 30,	
2015	$ 50,200
Thereafter	381,502
Total	$ 431,702

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 4: LONG-TERM DEBT

Charter School Growth Fund

On April 23, 2007, the Organization was provided an unsecured loan for a total available amount of $170,000 through the Charter School Growth Fund. At June 30, 2014, the Organization had a balance of $110,000 drawn on the loan. The loan requires interest only payments at a monthly adjustable rate tied to the Three Year U.S. Treasury Rate plus 2.25 percent. The loan was renegotiated and forbearance was granted until June 2015.

Will J. Reid Foundation

On October 17, 2007, the Organization was provided an unsecured short-term loan for a total available amount of $300,000 through the Will J. Reid Foundation. The loan requires interest only payments at a monthly rate of fiver percent interest. At June 30, 2014, the organization had a balance of $8,654. The loan was renegotiated for three years maturing October 1, 2012, with interest and principal payments at five percent amortized over three years. The Will J. Reid Foundation and the Organization entered into a standstill agreement in September 2012 under which the Organization would pay a total of $10,000 during 2013-14. Standstill agreement was extended on June 29, 2013. Estimated total loan payments for the 2014-15 fiscal year are $8,654.

Westbrook Loan

On June 11, 2007, the Organization obtained a loan from a private party that is not considered a related party to the Organization. The terns of the loan require repayment of the loan balance, as well as accrued interest at a rate of nine percent per annum on October 31, 2007. Subsequent to June 30, 2007, the loan was renegotiated to a term of five years under the same interest rate and based on payment terms to mature at the end of the five year period. The Organization extended their standstill agreement on June 29, 2013 with the private party under which they will pay a total of $50,000 in 2014-15.

Future maturities on the loan are as follows:

Year Ended June 30,		
2015		$ 50,000
Thereafter		295,833
	Total	$ 345,833

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 4: LONG-TERM DEBT

Loan from Related Party

In 2009 a $100,000 loan from a relative of one of the co-directors (principal no longer with the School), was extended and converted into a long-term liability. This loan was renegotiated so the terms of the loan require repayment of the principal and interest, as well as accrued interest at a rate of 5.5 percent per annum, payable monthly, and matures in October 2014. The Organization entered into a standstill agreement extension on June 29, 2013 under which the Organization will pay a total of $10,000 during 2014-15.

Future maturities on the loan are as follows:

Year Ended June 30,		
2015		$ 10,000
Thereafter		11,390
	Total	$ 21,390

Green Opportunity Fund Loan

In July 2010, the LLC received funding from a loan with Low Income Investment Fund (LIIF), a California nonprofit corporation, in the amount of $250,000 with an interest rate of 5.00 percent. The loan has been issued for the installation of certain Green Element within the Phase 2 rehabilitation of the property located at the Long Beach Campus. Monthly payments will commence beginning September 1, 2010, with a maturity date of June 30, 2020. The LLC has entered into a forbearance agreement that requires no payments until 2015-16.

Low Income Investment Fund (LIIF) Bridge Loan

On May 24, 2010, the LLC, entered into a mortgage note agreement for the amount of $5,428,000 with the Low Income Investment Fund (LIIF). The purpose is for acquisition, construction, and mini-perm financing up to 24 months with a construction period of up to 6 months. The note bears an interest rate of 7.50 percent and will be repaid monthly. In 2012-13 the LLC defaulted on the note and subsequently entered into a forbearance agreement with LIIF. The interest rate was reduced to 5% per the forbearance agreement. The balance at June 30, 2014, was $4,659,656. The forbearance agreement extended the term of the note to June 30, 2015. The LLC entered into a standstill agreement under which they will pay a total of $416,814 during 2014-15.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 4: LONG-TERM DEBT

Loans Payable Principal Repayment Summary Schedule

	Current Portion	Long Term	Total
New City Public Schools:			
Raza Development	$ 50,200	$ 381,502	$ 431,702
Charter School Growth Fund	-	110,000	110,000
Will J. Reid Foundation	8,654	-	8,654
Loan from Other Related Party	10,000	11,390	21,390
Westbrook Loan	50,000	295,833	345,833
Subtotal	118,854	798,725	917,579
New City Public Schools 1, LLC:			
Green Opportunity Fund	-	225,026	225,026
Low Income Investment Fund Bridge Loan	416,148	4,243,508	4,659,656
Subtotal	416,148	4,468,534	4,884,682
Total	$ 535,002	$ 5,267,259	$ 5,802,261

NOTE 5: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The Organization contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 5: EMPLOYEE RETIREMENT

According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2013, total plan net assets are $166.3 billion, the total actuarial present value of accumulated plan benefits is $277 billion, contributions from all employers totaled $2.3 billion, and the plan is 66.9% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2014 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The Organization's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2012	$ 152,110	100%
2013	$ 93,613	100%
2014	$ 98,842	100%

Public Employees' Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2013, the Schools Pool total plan assets are $49 billion, the total actuarial present value of accumulated plan benefits is $72 billion, contributions from all employers totaled $1.8 billion, and the plan is 80.5% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 5: EMPLOYEE RETIREMENT

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2014 was 11.442%. The contribution requirements of the plan members are established and may be amended by State statute

Contributions to PERS

The Organization's contributions to PERS for each of the last three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2012	$ 32,775	100%
2013	$ 29,216	100%
2014	$ 45,172	100%

NOTE 6: OPERATING LEASES

1707 Long Beach Boulevard

The Organization entered into a lease agreement in September 2011 for the use of the playground and park located at 1701 Long Beach Blvd., Long Beach CA. The term of the lease has been extended for an additional three years starting September 2011. Monthly payments in the amount of $4,560 are due on the first day of every month. Estimated payments for the 2014-2015 fiscal year are $9,120.

1228 Pine Avenue, 1204 Pine Avenue and 111 E. 12th Street

The Organization entered into a lease agreement for the use of property located at 1228 Pine Avenue, 1204 Pine Avenue, and 111 E. 12th Street, Long Beach CA. The lease term is five years ending in June 2015. Monthly payments in the amount of $9,127 are due on the first day of every month. Management reports that the Organization is actively negotiating with the lessor to terminate the lease as early as October 2014. Estimated payments for the 2014-2015 fiscal year were $112,813.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 6: OPERATING LEASES

1621-47 Long Beach Blvd

The School entered into a lease agreement with the LLC for the use of property located at 1621-47 Long Beach B1vd., Long Beach, CA. The term of the lease is ten years from the commencement date of May 2010. Monthly payments are equal to the debt service on the LIIF loan, as described in Note 6. Currently the LIIF loan is in default. LIIF and the LLC have entered into a forbearance agreement under which the future debt service payment associated with the debt will be $416,148 of principal only payments for the fiscal year 2014-15. Fiscal periods beyond June 30, 2015 are not known.

NOTE 7: MANAGEMENT PLANS

Effective July 1, 2012, New City decreased operating and administrative expense through the consolidation of the Long Beach Blvd. and Pine Avenue campuses and the closure of Colegio New City. This expense reduction is in addition to cost savings realized through significant reductions in employee benefits, co-curricular programs and staffing levels made organization-wide during the 2011-12 year. Cost savings generated from the consolidation of Long Beach Blvd. and Pine Avenue campuses continued in the 2012-13 year. Furthermore, the school's Local Control Accountability Plan (LCAP), adopted in June 2013, will help guide the school's budget through the 2014-15 year.

Effective July 1, 2013 was the appointment of three new members to the Board of Directors. The third-party program evaluation conducted in December 2011 recommended changes to the Organization's governance structure, and the appointment of three new non-interested members is consistent with those recommendations. Also, effective July 1, 2014 was a change in the Executive Director from Sabrina Bow to John Vargas.

In 2013-14, the school changed back-office service providers from CSMC to CharterWorks (now known as EdTec). This change has allowed the school to monitor its expenses more effectively.

The Organization entered into forbearance agreements with LIIF and Charter School Growth Fund for the period July 1, 2012 to June 30, 2015. These agreements together allow the Organization to make pre determined debt service payments to each of its lenders, and project positive cash flow and operating income for the year ending June 30, 2015.

NOTE 8: CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

NEW CITY PUBLIC SCHOOLS

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2014

The New City School Charter No. 0291 was granted on August 21, 2000 by Long Beach Unified School District. New City Public Schools operated one school site during 2013-14, 1637 Long Beach Blvd., Long Beach, CA 90813.

The Board of Directors and the Administrators for the fiscal year ended June 30, 2014 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Thomas Kim	Board Chair	June 30, 2016
Madeline Holler	Board Member	June 30, 2014
Juan Carlos Bojorquez	Board Member	June 30, 2015
Shirley Huling	Board Member	June 30, 2015
Giselle Martinez	Board Member	June 30, 2014
Dana Van Sinden	Board Member	June 30, 2015

ADMINISTRATORS

Sabrina Bow	Executive Director
Stephanie Lee	Director of Education Programs
Claudia Sachs	Assistant Director of Education Programs

NEW CITY PUBLIC SCHOOLS

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2014

	Instructional Minutes			Instructional	
	Requirement	Reduced	Actual	Days	Status
Kindergarten	36,000	34,971	54,660	171	In compliance
Grade 1	50,400	48,960	54,660	171	In compliance
Grade 2	50,400	48,960	54,660	171	In compliance
Grade 3	50,400	48,960	61,185	171	In compliance
Grade 4	54,000	52,457	61,185	171	In compliance
Grade 5	54,000	52,457	61,185	171	In compliance
Grade 6	54,000	52,457	62,040	171	In compliance
Grade 7	54,000	52,457	62,040	171	In compliance
Grade 8	54,000	52,457	62,040	171	In compliance

See auditor's report and the notes to the supplementary information.

NEW CITY PUBLIC SCHOOLS

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2014

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3	239.47	239.47	239.19	239.19
Grades 4-6	113.37	113.37	112.73	112.73
Grades 7-8	48.98	48.98	48.67	48.67
ADA Totals	401.82	401.82	400.59	400.59

See auditor's report and the notes to the supplementary information.

NEW CITY PUBLIC SCHOOLS

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

June 30, 2014 Annual Financial Report	
Fund Balances (Net Assets)	$ 1,422,488
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Accounts receivable	(30,912)
Property, plant and equipment, net	32,503
Accounts payable and accrued liabilities	(32,266)
Net Adjustments and Reclassifications	(30,675)
June 30, 2014 Audited Financial Statement	
Fund Balances (Net Assets)	$ 1,391,813

See auditor's report and the notes to the supplementary information.

NEW CITY PUBLIC SCHOOLS

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2014

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

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

Schedule of Average Daily Attendance

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

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

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BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
New City Public Schools
Long Beach, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New City Public Schools (the Organization), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2014, and the related consolidated statements of activities, cash flows and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 10, 2014.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

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

Purpose of this Report

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

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
New City Public Schools
Long Beach, CA

We have audited New City Public Schools's (the Organization) compliance with the types of compliance requirements described in the *2013-2014 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel for the year ended June 30, 2014. The Organization's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2013-2014 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on State compliance. Our audit does not provide a legal determination of the Organization's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

Description	Procedures in Audit Guide	Procedures Performed
Attendance accounting:		
Attendance reporting	6	Not applicable
Teacher Certification and Misassignments	3	Not applicable
Kindergarten continuance	3	Not applicable
Independent study	23	Not applicable
Continuation education	10	Not applicable

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures in Audit Guide	Procedures Performed
Instructional time for School Districts	10	Not applicable
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Juvenile Court Schools	8	Not applicable
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	No[1]
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	5	Not applicable
Before school	6	Not applicable
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	No[1]
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Charter Schools:		
Contemporaneous records of attendance	8	Yes
Mode of Instruction	1	Yes
Nonclassroom-based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	4	Yes
Charter School Facility Grant Program	1	Yes

[1]The School had no expenditures from this funding during the year ended June 30, 2014.

Opinion on State Compliance

In our opinion, the Organization complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2014.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2013-2014 Standards and Procedures for Audits of California K-12 Local Education Agencies*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

NEW CITY PUBLIC SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2014

All audit findings must be identified as one or more of the following eleven categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2014.

NEW CITY PUBLIC SCHOOLS

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2014

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

Operating:

New City School

Audited Financial Statements
for the Year Ended
June 30, 2013

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

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VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
New City Public Schools
Long Beach, CA

Report on the Financial Statements

We have audited the accompanying financial statements of New City Public Schools (the Organization), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Board of Directors
New City Public Schools

Opinion

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

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary schedules on pages 20-22 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2013 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2013

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
June 30, 2013

	The New City School	New City Public Schools 1, LLC	Eliminations	Total
ASSETS				
CURRENT ASSETS:				
Cash and cash equivalents	$ 162,303	$ -	$ -	$ 162,303
Accounts receivable	1,185,122			1,185,122
Intracompany and other receivables	176,177		(176,177)	-
Prepaid expenses	41,650	58,004		99,654
Total current assets	1,565,252	58,004	(176,177)	1,447,079
PROPERTY, PLANT AND EQUIPMENT:				
Property, plant and equipment	2,815,778	6,301,086		9,116,864
Less: accumulated depreciation	(1,510,964)	(546,909)		(2,057,873)
Property, plant and equipment, net	1,304,814	5,754,177	-	7,058,991
Total assets	$ 2,870,066	$ 5,812,181	$ (176,177)	$ 8,506,070
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES:				
Accounts payable	$ 696,855	$ -	$ -	$ 696,855
Intracompany and other payables		176,177	(176,177)	-
Notes payable, current portion	120,200	412,860		533,060
Total current liabilities	817,055	589,037	(176,177)	1,229,915
LONG-TERM LIABILITIES:				
Accrued interest	85,292	685,342		770,634
Notes payable, less current portion	927,595	4,884,682		5,812,277
Total long-term liabilities	1,012,887	5,570,024	-	6,582,911
Total liabilities	1,829,942	6,159,061	(176,177)	7,812,826
NET ASSETS:				
Unrestricted	1,040,124	(346,880)	-	693,244
Total net assets	1,040,124	(346,880)	-	693,244
Total liabilities and net assets	$ 2,870,066	$ 5,812,181	$ (176,177)	$ 8,506,070

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2013

	The New City School	New City Public Schools 1, LLC	Eliminations	Total
REVENUES AND GRANTS:				
State apportionment revenue - general	$ 1,809,078	$ -	$ -	$ 1,809,078
State apportionment revenue - categorical	375,436			375,436
In-lieu property tax revenue	359,143			359,143
State revenue	824,524			824,524
Federal revenue	323,054			323,054
Other revenue	55,635	279,279	(278,058)	56,856
Total unrestricted revenues	3,746,870	279,279	(278,058)	3,748,091
EXPENSES:				
Program services				
Teacher salaries and benefits	1,954,802			1,954,802
Educational program expenses	467,699			467,699
Occupancy	444,921		(278,058)	166,863
Depreciation	118,868	179,004		297,872
Total program services	2,986,290	179,004	(278,058)	2,887,236
Support services				
Support salaries and benefits	121,810			121,810
Operating expenses	561,235	122	-	561,357
Interest and financing expenses	65,712	284,030		349,742
Total support services	748,757	284,152	-	1,032,909
Total expenses	3,735,047	463,156	(278,058)	3,920,145
Increase (decrease) in unrestricted net assets	11,823	(183,877)	-	(172,054)
Net assets at beginning of year	1,028,301	(163,003)	-	865,298
Net assets at end of year	$ 1,040,124	$ (346,880)	$ -	$ 693,244

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2013

	The New City School	New City Public Schools 1, LLC	Eliminations	Total
CASH FLOWS from OPERATING ACTIVITIES:				
Change in net assets	$ 11,823	$ (183,877)	$ -	$ (172,054)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:				
Depreciation	118,868	179,004		297,872
Change in operating assets:				
Accounts receivable	(576,370)			(576,370)
Prepaid expenses	(5,989)	(51,220)		(57,209)
Intracompany and other receivables	416,632		(416,632)	-
Change in operating liabilities:				
Accounts payable	335,132	(12)		335,120
Accrued interest	85,292	284,030		369,322
Intracompany and other payables	(466,766)	50,134	416,632	-
Net cash provided (used) by operating activities	(81,378)	278,059	-	196,681
CASH FLOWS from FINANCING ACTIVITIES:				
Repayment of long-term debt	(113,670)	(278,059)		(391,729)
Net cash used by financing activities	(113,670)	(278,059)	-	(391,729)
Net decrease in cash and cash equivalents	(195,048)	-	-	(195,048)
Cash and cash equivalents at the beginning of the year	357,351	-	-	357,351
Cash and cash equivalents at the end of the year	**$ 162,303**	**$ -**	**$ -**	**$ 162,303**
Cash paid for interest during the year	$ 23,924	$ -	$ -	$ 23,924

The accompanying notes are an integral part of these financial statements.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 1 – ORGANIZATION AND MISSION:

The New City Schools

New City Public Schools (the Organization) manages the operations of The New City School (the School).

The New City School

The New City School (the School), opened in 2000, currently serves approximately 425 students in grades K-8. The School was organized for the purpose of helping children (through a curriculum enriched by the arts, technology and natural environment) develop into thinkers who are experts in reasoning, creative expression, and proficient in English and Spanish. The Long Beach Unified School District renewed the School's charter agreement for a third five-year term beginning July 1, 2010, and ending June 30, 2015.

New City Public Schools 1, LLC

During 2010, the New City Public Schools (nonprofit being sole member), formed the New City Public Schools 1, LLC (the LLC) (exclusively for charitable purpose solely related to property and assets of the New City Public Schools), for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The School makes lease payments to the LLC in accordance with mortgage obligations.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Net Asset Classes – The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the Organization consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the Organization.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Organization does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Organization. The Organization does not currently have any permanently restricted net assets.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

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

Cash and Cash Equivalents – The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting.

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supportive services benefited.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure. Contributions for which the restriction is met in the same period as the contribution is received are reported as increases in unrestricted net assets.

Income Taxes – The Organization is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Management has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to the Organization's continued qualification as a tax-exempt organization and whether there is unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization files informational returns in the U.S. federal jurisdiction and the State of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of building improvements and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The Organization capitalizes all expenditures for land, buildings and equipment in excess of $1,000.

Principles of Consolidation – The accompanying financial statements include the accounts of the School and the Organization's wholly-owned LLC. All significant intercompany accounts and transactions between the School and the LLC have been eliminated.

Evaluation of Subsequent Events – The Organization has evaluated subsequent events through November 19, 2013, the date these financial statements were available to be issued.

NOTE 3 – CONCENTRATION OF CREDIT RISK:

The Organization maintains its cash in bank deposit accounts at a financial institution. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At June 30, 2013, there were no deposits in excess of the FDIC limit.

NOTE 4 – ACCOUNTS RECEIVABLE:

Accounts receivable primarily consists of funds due from state and federal governments. All amounts are considered collectible; therefore no provisions for uncollectible accounts were recorded.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 5 – PROPERTY AND EQUIPMENT:

Property, plant and equipment consist of the following at June 30, 2013:

	The New City School	New City Public Schools 1, LLC	Total
Land	$ 22,468	$1,000,000	$1,022,468
Site improvements	2,323,811	2,279,828	4,603,639
Leasehold improvements	68,664	3,007,455	3,076,119
Computers and equipment	400,835	13,803	414,638
Total	2,815,778	6,301,086	9,116,864
Less: accumulated depreciation	(1,510,964)	(546,909)	(2,057,873)
Total	$1,304,814	$5,754,177	$7,058,991

Depreciation expense for the year ended June 30, 2013 was $297,872.

NOTE 6 – LONG TERM OBLIGATIONS:

Raza Development

On April 16, 2008, the Organization was provided a loan for a total available amount of $750,000 through the Raza Development Fund. The loan requires interest and principal payments at a monthly interest rate of 7.75 percent and secured by certain receivables. The Organization extended their standstill agreement on June 29, 2013 under which they will pay a total of $50,200 each year during 2013-14 and 2014-15. Future maturities on the loan are as follows:

Year Ended June 30,	Loan Payment
2014	$ 50,200
2015	50,200
Thereafter	385,685
Total	$486,085

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 6 – LONG TERM OBLIGATIONS: (continued)

Charter School Growth Fund

On April 23, 2007, the Organization was provided an unsecured loan for a total available amount of $170,000 through the Charter School Growth Fund. At June 30, 2013, the Organization had a balance of $110,000 drawn on the loan. The loan requires interest only payments at a monthly adjustable rate tied to the Three Year U.S. Treasury Rate plus 2.25 percent. The loan was renegotiated and forbearance was granted until June 2015.

Will J. Reid Foundation

On October 17, 2007, the Organization was provided an unsecured short-term loan for a total available amount of $300,000 through the Will J. Reid Foundation. The loan requires interest only payments at a monthly rate of five percent interest. At June 30, 2013, the Organization had a balance of $19,487. The loan was renegotiated for three years maturing October 1, 2012, with interest principal payments at five percent amortized over three years. The Will J. Reid Foundation and the Organization entered into a standstill agreement in September 2012 under which the Organization will pay a total of $10,000 during 2013-14. Standstill agreement was extended on June 29, 2013. Future maturities on the loan are as follows:

Year Ended June 30.		Loan Payment
2014		$ 10,000
2015		9,487
	Total	$ 19,487

Westbrook Loan

On June 11, 2007, the Organization obtained a loan from a private party that is not considered a related party to the Organization. The terms of the loan require repayment of the loan balance, as well as accrued interest at a rate of nine percent per annum on October 31, 2007. Subsequent to June 30, 2007, the loan was renegotiated to a term of five years under the same interest rate and based on payments terms to mature at the end of the five year period. The Organization extended their standstill agreement on June 29, 2013 with the private party under which they will pay a total of $50,000 each year during 2013-14 and 2014-15.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 6 – LONG TERM OBLIGATIONS: (continued)

Westbrook Loan (continued)

Future maturities on the loan are as follows:

Year Ended June 30,		Loan Payment
2014		$ 50,000
2015		50,000
Thereafter		300,000
	Total	$400,000

Loan from Related Party

In 2009 a loan from a relative of one of the co-directors (principal no longer with the School), was extended to $100,000 and converted into a long-term liability. This loan was renegotiated so the terms of the loan require repayment of the principal and interest, as well as accrued interest at a rate of 5.5 percent per annum, payable monthly, and matures in October 2014. The Organization entered into a standstill agreement extension on June 29, 2013 under which the Organization will pay a total of $10,000 per year, during 2013-14 and 2014-15. Future maturities on the loan are as follows:

Year Ended June 30,		Loan Payment
2014		$ 10,000
2015		10,000
Thereafter		12,223
	Total	$ 32,223

Green Opportunity Fund Loan

In July 2010, the LLC received funding from a loan with Low Income Investment Fund (LIIF), a California nonprofit corporation, in the amount of $250,000 with an interest rate of 5.00 percent. The loan has been issued for the installation of certain Green Element within the Phase 2 rehabilitation of the property located at the Long Beach Campus. Monthly payments will commence beginning September 1, 2010, with a maturity date of June 30, 2020. The LLC has entered into a forbearance agreement that requires no payments until 2015-16.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 6 – LONG TERM OBLIGATIONS: (continued)

Low Income Investment Fund (LIIF) Bridge Loan

On May 24, 2010, the LLC, entered into a mortgage note agreement for the amount of $5,428,000 with the Low Income Investment Fund (LIIF). The purpose is for acquisition, construction, and mini-perm financing up to 24 months with a construction period of up to 6 months. The note bears an interest rate of 7.50 percent and will be repaid monthly. During the year the LLC defaulted on the note and subsequently entered into a forbearance agreement with LIIF. The interest rate was reduced to 5% per the forbearance agreement. The balance at June 30, 2013, was $5,072,516. The forbearance agreement extended the term of the note to June 30, 2015. The LLC entered into a standstill agreement under which they will pay a total of $412,860 during 2013-14.

Loans Payable Principal Repayment Summary Schedule

	Current Portion	Long Term	Total
New City Public Schools:			
Raza Development	$ 50,200	$ 435,885	$ 486,085
Charter School Growth Fund	-	110,000	110,000
Will J. Reid Foundation	10,000	9,487	19,487
Loan from Other Related Party	10,000	22,223	32,223
Westbrook Loan	50,000	350,000	400,000
Subtotal	120,200	927,595	1,047,795
New City Public Schools 1, LLC:			
Green Opportunity Fund	-	225,026	225,026
Low Income Investment Fund Bridge Loan	412,860	4,659,656	5,072,516
Subtotal	412,860	4,884,682	5,297,542
Total	$ 533,060	$5,812,277	$6,345,337

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 7 – EMPLOYEE RETIREMENT PLANS:

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

The risks of participating in these multiemployer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law and the Public Employees' Retirement Law, and (c) if the Organization chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plan to withdraw from these multiemployer plans.

State Teachers' Retirement System (STRS)

Plan Description

The Organization contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2012, total plan net assets are $151 billion, the total actuarial present value of accumulated plan benefits is $270 billion, contributions from all employers totaled $2.1 billion, and the plan is 67% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 7 – EMPLOYEE RETIREMENT PLANS: (continued)

State Teachers' Retirement System (STRS) (continued)

Funding Policy

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

Public Employees' Retirement System (PERS)

Plan Description

The Organization contributes to the Organization Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2013, the Organizations Pool total plan assets are $45 billion, the total actuarial present value of accumulated plan benefits is $69 billion, contributions from all employers totaled $1.2 billion, and the plan is 78.7% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2012-13 was 11.417%. The contribution requirements of the plan members are established and may be amended by State statute.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 7 – EMPLOYEE RETIREMENT PLANS: (continued)

Contributions to STRS and PERS

The Organization's contributions to STRS and PERS for each of the last three fiscal years are as follows:

Year Ended	STRS Required Contribution	STRS Percent Contributed	PERS Required Contribution	PERS Percent Contributed
2011	$196,120	100%	$34,589	100%
2012	$152,110	100%	$32,775	100%
2013	$ 93,613	100%	$29,216	100%

Other Retirement Plan

The Organization also provides a classified and certificated employee 403(b) Tax Deferred Annuity Plan (TDA), which is a defined contribution pension plan. A defined contribution pension plan provides pension benefits in return for services rendered, provides an individual account for each participant, and specifies how contributions to the individual's account are to be determined instead of specifying the amount of benefits the individual is to receive. Under a defined contribution pension plan, the benefits a participant will receive depend solely on the amount contributed to the participant's account, the returns earned on investments of those contributions, and forfeitures of other participants' benefits that may be allocated to such participant's account. Currently, only full-time employees are eligible to participate in this voluntary plan. The Organization does not contribute to individual accounts at this time.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 8 – OPERATING LEASES:

1701 Long Beach Boulevard

The Organization entered into a lease agreement in September 2011 for the use of the playground and park located at 1701 Long Beach Blvd., Long Beach CA. The term of the lease has been extended for an additional three years starting September 2011. Monthly payments in the amount of $4,560 are due on the first day of every month. Future minimum payments under this lease agreement are as follows:

Year Ended June 30,		Operating Lease Payment
2014		54,720
2015		9,600
	Total	$ 64,320

1228 Pine Avenue, 1204 Pine Avenue and 111 E. 12th Street

The Organization entered into a lease agreement for the use of property located at 1228 Pine Avenue, 1204 Pine Avenue, and 111 E. 12th Street, Long Beach CA. The term of the lease is five years ending June 2015. Monthly payments in the amount of $8,603 are due on the first day of every month. Management reports that the Organization is actively negotiating with the lessor to terminate the lease as early as October 2014. Future minimum payments under this lease agreement are as follows:

Year Ended June 30,		Operating Lease Payment
2014		109,527
2015		112,813
	Total	$222,340

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 8 – OPERATING LEASES: (continued)

1621-47 Long Beach Blvd

The School entered into a lease agreement with the LLC for the use of property located at 1621-47 Long Beach B1vd., Long Beach CA. The term of the lease is ten years from the commencement date of May 2010. Monthly payments are equal to the debt service on the LIIF loan, as described in Note 6. Currently the LIIF loan is in default. LIIF and LLC have entered into a forbearance agreement under which the future debt service payment associated with the debt will be $278,058 principal only payments for the year ended June 30, 2013. Fiscal periods beyond June 30, 2015 are not known.

NOTE 9 – MANAGEMENT PLANS:

Effective July 1, 2012, New City decreased operating and administrative expense through the consolidation of the Long Beach Blvd. and Pine Avenue campuses and the closure of Colegio New City. This expense reduction is in addition to cost savings realized through significant reductions in employee benefits, co-curricular programs and staffing levels made organization-wide during the 2011-12 year. Staffing levels for the 2012-13 are aligned to actual enrollment.

Also effective July 1, was the appointment of three new members to the Board of Directors. The third-party program evaluation conducted in December 2011 recommended changes to the Organization's governance structure, and the appointment of three new non-interested members is consistent with those recommendations.

The Organization entered into forbearance agreements with LIIF and Charter School Growth Fund for the period July 1, 2012 to June 30, 2015. These agreements together allow the Organization to make pre-determined debt service payments to each of its lenders, and project positive cash flow and operating income for the year ending June 30, 2015.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2013

NOTE 10 – CONTINGENCIES:

The Organization has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

SUPPLEMENTARY INFORMATION

NEW CITY PUBLIC SCHOOLS

(A California Non-Profit Public Benefit Corporation)

HISTORY AND ORGANIZATION
June 30, 2013

The New City School Charter No. 0291 was granted on August 21, 2000 by Long Beach Unified School District. New City Public Schools operated one school site during 2012-13, 1637 Long Beach Blvd., Long Beach, CA 90813.

The Board of Directors and the Administrators for the fiscal year ended June 30, 2013 were as follows:

Board of Directors

Member	Office	Term Expires
Richard Koffler	Board Chair	June 30, 2013
Juan Carlos Bojorquez	Board Member	June 30, 2014
Madeline Holler	Board Member	June 30, 2015
Giselle Martinez	Board Member	October 31, 2013
Tara Sievers	Board Secretary	June 30, 2013
Dana Van Sinden	Board Member	June 30, 2015

Administrators

Sabrina Bow	Executive Director
Stephanie Lee	Director of Education Programs
Claudia Sachs	Assistant Director of Education Programs

NEW CITY PUBLIC SCHOOLS

(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL MINUTES

For the Year Ended June 30, 2013

	2012-13 Minutes			
	Requirement	Reduced	Actual	Status
The New City School:				
Kindergarten	36,000	34,971	54,850	In compliance
Grade 1	50,400	48,960	54,850	In compliance
Grade 2	50,400	48,960	54,850	In compliance
Grade 3	50,400	48,960	62,470	In compliance
Grade 4	54,000	52,457	62,470	In compliance
Grade 5	54,000	52,457	62,470	In compliance
Grade 6	54,000	52,457	62,470	In compliance
Grade 7	54,000	52,457	62,470	In compliance
Grade 8	54,000	52,457	62,470	In compliance

See the notes to the supplementary information.

NEW CITY PUBLIC SCHOOLS

(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)

For the Year Ended June 30, 2013

	Second Period Report		Annual Report	
	Classroom Based	**Total**	**Classroom Based**	**Total**
The New City School:				
Kindergarden	69.97	69.97	70.58	70.58
Grades 1-3	186.63	186.63	185.50	185.50
Grades 4-6	105.70	105.70	105.45	105.45
Grades 7-8	39.13	39.13	38.86	38.86
Total	401.43	401.43	400.39	400.39

See the notes to the supplementary information

NEW CITY PUBLIC SCHOOLS

(A California Non-Profit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2013

	The New City School
June 30, 2013 Annual Financial Report	
Fund Balances (Net Assets)	$ 1,083,490
Adjustments and Reclassifications:	
Increasing the Fund Balance (Net Assets):	
Cash	3,131
Accounts receivable	(47,113)
Prepaid expenses	(20,703)
Fixed assets	32,503
Accounts payable	(439,575)
Long term debt	428,391
Net Adjustments and Reclassifications	(43,366)
June 30, 2013 Audited Financial Statement	
Fund Balances (Net Assets)	$ 1,040,124

See the notes to the supplementary information

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2013

NOTE 1 - PURPOSE OF SCHEDULES

A. Schedule of Expenditures by State Categories

This schedule presents expenses by object codes according to state categories for analysis purposes.

B. Schedule of Instructional Minutes

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

C. Schedule of Average Daily Attendance (ADA)

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

D. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of each charter school, as reported on the Annual Financial Report forms to the audited financial statements.

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
New City Public Schools
Long Beach, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New City Public Schools (the Organization), a California non-profit public benefit corporation, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the Organization's financial statements, and have issued our report thereon dated November 19, 2013.

Internal Control Over Financial Reporting

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

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

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

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

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

Purpose of this Report

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

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2013

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
New City Public Schools
Long Beach, CA

We have audited the compliance of New City Public Schools' (the Organization) with the types of compliance requirements described in the *2012-13 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel for the year ended June 30, 2013. The Organization's State compliance requirements are identified in the table below.

Management's Responsibility

Compliance with the State laws and regulations as identified below is the responsibility of the Organizations' management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2012-13 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on State compliance. However, our audit does not provide a legal determination of the Organization's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

Description	Procedures in Audit Guide	Procedures Performed
Attendance accounting:		
Attendance reporting	6	Not applicable
Teacher certification and misassignments	3	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures in Audit Guide	Procedures Performed
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Class size reduction program (including charter schools):		
General requirements	7	Yes
Option 1	3	Yes
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Juvenile Court Schools	8	Not applicable
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	5	Not applicable
Before school	6	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom-based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	4	Yes

Opinion on State Compliance

In our opinion, the Organization complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2013.

Purpose of Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2012-13 Standards and Procedures for Audits of California K-12 Local Education Agencies*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2013

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF FINDINGS AND RESPONSES
For the Year Ended June 30, 2013

All audit findings must be identified as one or more of the following eleven categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Teacher Classroom Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings for the year ended June 30, 2013.

NEW CITY PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS AND RESPONSES
June 30, 2013

STATE AWARD FINDING:

FINDING 2012-1 – Class Size Reduction (CSR) Program – The New City School **40000**

Criteria: Education Code 52122(A)(ii) states that the Class Size Reduction program shall be maintained with an annual average class size of not more than 20 pupils except as provided in subdivision (h).

Condition: The numbers reported on the Class Size Reduction Form J7 were based on enrollment numbers at April 15, 2012 instead average enrollment from the first day of school until April 15, 2012.

Cause: A staff member of the then-current business services provider prepared the CSR report. The business services provider was unable to provide support for the figures used to calculate the J7 report.

Effect: The numbers of students reported on the J7 are misstated.

Questioned Costs: $253,827

Recommendation: We recommend that the Organization perform CSR calculations based on the average enrollment and revise the J7 accordingly.

Status: Implemented

John Carlos Vargas

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Hawthorne, CA 90250
Phone: (310) 938-7976
Email: johncvargas@gmail.com

Community leader, volunteer, education advocate and business professional with over 8 years experience in the education sector (private, public school district, charter) seeking to join a high quality educational organization to continue working towards improving the quality of education for all children.

KEY SKILLS

- Proficient in all aspects of non-profit business operations (budgets, accounting, finance, human resources, site operations, grant writing/reporting, etc.)
- Ability to effectively interact, collaborate, and develop relationships with a variety of stakeholder groups (parents, community members, businesses, elected officials/representatives)
- Strong interpersonal communication and public speaking skills
- Self-starter and able to adapt to various work environments
- Strong organizational and community leadership experience
- Ability to handle complex situations (politically and socially)
- Successful grassroots community organizing through local neighborhood associations

RELEVANT PROFESSIONAL EXPERIENCE

July 2014~ Present

Executive Director – The New City School – Long Beach, CA

- Provide leadership and executive direction to the personnel, programs, activities, and operations of the school
- Promote the mission and vision of the school and Board of Directors
- Oversee the school's strategic and operational plans
- Oversee the annual and operating budget
- Support the academic success of scholars by maximizing resource allocation and staff abilities and talents
- Serve as primary liaison with LBUSD, ensuring compliance with all applicable laws and regulations
- Manage all school operations and academic programs
- Collaborate with families, community partners, and elected officials to maximize resources available to the school

Dec 2013 ~ Present

Member, Board of Trustees – El Camino Community College District – Torrance, CA

- Elected to the El Camino College Board of Trustees in November 2013
- Establish policies to govern district activities in a manner that is in the best interest of all students, staff, and community.
- Review and approve annual operating budget
- Work with staff to increase graduation and retention rates

- Work with various stakeholders to ensure college is providing equal access to courses and services to all students
- Serve as representative of District to outside organizations, government agencies, and to surrounding community
- Evaluate annually President of the college

July 2012 ~ June 2014

Business and Operations Manager – Crown Prep Academy– Los Angeles, CA

- Oversee compliance with all federal and state school reporting requirements (financial and attendance reporting)
- Review annual/working budget and monthly financial statements
- Manage payroll and human resources (employer compliance, benefits & retirement, retirement, records maintenance, etc)
- Oversee Prop. 39 co-location and serve as point person for all inquiries
- Direct the maintenance of all student records, including attendance reporting
- Recruit school vendors and administer the bidding and contracting process, including E-rate
- Manage on site internal controls, school lunch program, recruitment and outreach efforts, and all school communications
- Oversee school grant applications and reporting requirements
- Supervise and evaluate office and support staff

Dec 2009 ~ Dec 2013

Member, Board of Trustees – Hawthorne School District – Hawthorne, CA

- Elected to the Hawthorne School District, Board of Trustees in November 2009
- Establishing policies to govern district activities in a manner that is in the best interest of all students, families, staff, and community.
- Provide guidance to staff and employee associations during negotiations
- Serve as representative of District to outside organizations, government agencies, and to surrounding community
- Worked with board, staff, and community to select current superintendent
- Collaborated with community stakeholders to develop District's 5-year Strategic Plan

June 2010 ~ June 2011

Executive Director – Full Circle Learning Academy – Los Angeles, CA

- Managed school operations for two school sites (grades K-5 and grades 6-8)
- Balanced school budget in face of Federal/State funding cuts
- Monitored all cash flow, financing, accounts payable, accounts receivable, payroll, procurement, and compliance reporting
- Supervised and evaluated school site academic deans in collaboration with the Board of Directors
- Implemented school's Prop. 39 agreement(s) with LAUSD
- Worked with Board of Directors to find solutions to long-term facilities needs
- Served as principal 'problem-solver' for the organization, as needed
- Led school sites through administrative transition, serving as both Site Administrator and Executive Director
- Served as primary spokesperson and advocate for the school with District and surrounding community

Aug 2008 ~ Dec 2009

Vice-President, School Finance – Excellent Education Development (ExED) – Los Angeles, CA

- Served as main client contact for up to six client schools (various grade levels)

- Developed deep understanding of client's goals, operations, personnel, fundraising ability, growth plans and school culture
- Created and presented annual budgets, all required financial statements (monthly, interim, annual), and short/long-term financial/cash projections
- Provided detailed analysis of client financial position, year-to-date revenue & expense variances and updated fiscal year-end forecast
- Implemented proper internal controls and 'best practices' at all client sites
- Advised clients on major school decisions, including but not limited to: insurance policies, board matters, personnel issues, legal procedures, job positions, benefits, lunch programs, vendor selection, major purchases, etc.
- Supervised and evaluated accounting team responsible for accounting, payroll, compliance reporting and general ledger maintenance for client schools
- Oversaw clients' year-end financial audits conducted by independent auditors

Fall 2005 ~ Spring 2008

Co-Founder/Development Director – Global Education Academy (GEA) – Los Angeles, CA

- Oversaw all financial aspects of GEA and managed school site spending
- Maintained and prepared all accounts payable, accounts receivable, payroll timesheets, lunch counts, date for compliance reports, etc., for processing by back-office service provider (ExED)
- Wrote and obtained Walton Family Foundation Start-Up Grant ($250k) and Public Charter School Start Up (PCSGP) Grant ($450k)
- Managed writing of Global Education Academy (GEA) Charter School petition
- Worked with LAUSD to receive approval of GEA Charter School petition
- Found potential school site and negotiated long-term commercial lease
- Collaborated with City of LA and various consultants to obtain proper Certificate of Occupancy prior to school opening
- Completed all necessary tasks to prepare GEA for opening in September 2007, including but not limited to: hiring of school principal, teachers and staff, purchase of all materials/equipment, student recruitment, community outreach, fundraising, etc.

Spring 2003 ~ Fall 2006

Editor/Writer – EEC International – Playa Del Rey, CA

- Developed and edited numerous multi-level English as a Foreign Language (EFL) books and materials for implementation in the Korean market
- Created numerous standards based Language Arts lessons and adapted them for use in the Korean EFL books and materials
- Taught English to students in Korea using developed EFL materials
- Communicated effectively with Korean staff during the development process
- Presented publicly to staff and customers in Korea on numerous occasions
- Trained Korean teachers on proper usage of EFL materials

EDUCATION

Bachelor of Arts Degree in Political Science, 2003
University of California Los Angeles (UCLA), Los Angeles, CA

Master of Arts in Linguistics *option in* **Teaching English as a Second Language**
California State University Long Beach (CSULB), Long Beach, CA *(In Progress)*

VOLUNTEER POSITIONS

- Member, Education Task Force, NALEO Education Leadership Initiative (NELI)
- Director, Executive Board, Los Angeles County School Trustees Association (LACSTA) *(current)*
- Director, Board of Directors, El Camino College Foundation *(current)*
- Mentor, PUENTE Program, El Camino College *(current)*
- Member, Bond Oversight Committee, Centinela Valley Union High School District (Appointed Position) *(current)*
- Treasurer/Founding Member, North Hawthorne Community Association (NHCA) *(current)*
- Grand Knight/Founding Member, Knights of Columbus Service Organization *(current)*
- Member, Hawthorne Economic Development Council *(current)*
- Member, Pastoral Council, St. Joseph Church *(current)*
- Member, Board of Directors, St. Joseph School *(current)*
- Treasurer/Founding Member, South Bay Soccer Foundation *(past)*

TRAINING/INSTITUTES

- NALEO Newly Elected Officials Institute
- NELI *California Statewide Policy Institute on Higher Education Success and College Completion*
- NELI Institute on School Governance; *Budgeting Strategies for Student Success*
- NALEO National Policy Institute on Building Healthy Communities
- Leadership for Healthy Communities – *Childhood Obesity Prevention Summit*

PROFESSIONAL AFFILIATIONS

- National Association of Latino Elected and Appointed Officials (NALEO)
- Los Angeles County School Trustees and Administrators (LACSTA)
- Community College League of California (CCLC)
- California School Board Association (CSBA)
- California Latino School Board Association (CLSBA)

COMPUTER SKILLS

- Computer literate and proficient in Microsoft Office, Sage MIP Accounting
- Hands-on experience in building, upgrading, troubleshooting PC systems

ADDITIONAL LANGUAGES

Spanish Fluent

Stephanie Nicole Lee
stephanie.teach.learn@gmail.com
2524 East Esther Street
Long Beach, CA 90804
562. 599. 6404 work
562. 307. 1601 mobile

PROFESSIONAL AFFILIATIONS

- **North Dakota Study Group on Evaluation**
  Conference Co-Chair 2011 – 2013; Member since 2002
- **Dr. Constance Kamii,** Author, Speaker, Professor of Education at the University of Alabama
  Since attending Dr. Kamii's 1996 summer course in Piaget's Constructivism at UAB, she has served as my professional mentor and has trained NCS teachers yearly since 2000
- **Gómez and Gómez Dual Language Enrichment Model**
  Preliminary certification as DLE Trainer in Nov. 2011, completion of Level II certification in 2012; since participating in the training I have worked closely with Dr. Richard Gómez on the implementation and strengthening of NCS model to meet national standards
- **Charter Schools Development Center**
  Completed Charter Leadership Boot Camp in June 2000, 2001; Member 2000-2010

RELATED EXPERIENCE

Leadership

Founder and Director of K-8 Public Charter, The New City School
Long Beach, CA, July 2000 - present

- Authored the NCS charter adopted in 2000 by Long Beach Unified, renewed in 2005, 2010
- Designed and led 3-week summer Professional Development [PD] Institute every August from 2000 – 2011, including week one Induction for new teachers [1-2 years with NCS]
- Designed year-long Professional Development syllabus and taught weekly PD sessions
- Coordinated and administered teacher observations and evaluations for annual review, goal-setting meetings; wrote and supervised Improvement Plans with struggling teachers
- Supported teachers, students and parents as lead for Communication & Guidance [problem-solving and conflict resolution, discipline, suspension meetings]; worked with Social Service agencies to arrange for support as needed outside of school setting
- Served as Administrator in 12 years of planning and officiating SST, IEP, and 504 meetings in accordance with IDEA for students with special needs
- Worked with LBUSD administration to negotiate terms of various MOUs for SPED, Funding
- Opened 2 NCS campuses Pine Ave. in 2000 & NCS Long Beach Blvd. in 2007
- Worked with administration, parents, and City if Long Beach to open the *New City Farm*, 2010
- Served as community liaison for fundraising, public relations & media, monthly tours, annual recruitment & orientation of new families

Instructional Transformation Team, Loreto Street School
Los Angeles Unified School District, 1994 - 1997

- As part of a large LAUSD/UCLA/Annenberg grant for instructional change, worked as a member of a of teacher/administrator team to identify Professional Development goals for our K-5 teachers and design weekly and annual PD training to improve quality and meet our goals

Corps Member Advisor, Teach for America
Summer Institute, 1992

- Led a group of novice teachers in a summer-long training and practice teaching program

RELATED EXPERIENCE, *continued*

Teaching

Dual Language Classroom Teacher, Multi-age, The New City School
Long Beach, CA, 2000 – 2006, 2008 – 2009, February 2012 - present

- Taught all grades K-8, all subjects [*focus: Constructivist Math for grades 3-5, 6-8 including Algebra*]
- Served as a Master Teacher for 15 student teachers in the CSULB Bilingual Credential Program
- Guest taught for 8 semesters in CSULB course EDEL 453S *[Methodology for Spanish and English Language Instruction in a Bilingual Setting]*
- Served as Lead Teacher/Counselor on four annual 8th grade trips to Washington, D.C. and numerous overnight camping trips for groups of 80 or more campers in grades 3-5 and 6-8
- Led series of Parent Education Workshops on Family Literacy, Logical Reasoning, Health

Bilingual Classroom Teacher, All Subjects, Loreto Street School
Los Angeles Unified School District, 1993 - 1997

- Taught grades 4, 5, 6; core subjects in Spanish for English Learners
- Served as Master Teacher to multiple students teachers in the UCLA Center X Masters Program
- Led two years of weekly parent classes *[focus areas: school involvement, bilingual education laws, family communication with adolescents]*

Classroom Teacher, All Subjects
Compton Unified School District 1990 - 1993

- Taught grades 2, 3, 5; All subjects in English
- Started a Girl Scout troop for grade 5 at Rosecrans Elementary, served as leader

OTHER EXPERIENCE

Certified Childbirth Educator and Doula
Bradley Method of Natural Childbirth, 1998 - 2000

- Taught series of 12-week classes for expectant couples
- Served as a Professional Labor Assistant [Doula] to help women during birth

School Site Council, Bilingual Advisory Council, Parent Member, Henry Elementary School
Long Beach Unified, 1997 - 1999

- Served as elected parent representative during council meetings
- Advocated for EL parents during Proposition 227 process

LANGUAGE and COMPUTER SKILLS

Literary and oral fluency in Spanish and French
Daily use of programs such as Word, Excel, Google Docs, Powerpoint, iPhoto, iMovie

EDUCATION

Bachelor of Arts, French Language and Literature July 1990
University of Colorado, Boulder, CO

CERTIFICATIONS and CREDENTIALS

- California Clear Multiple Subject Teaching Credential
- Clear Bilingual, Cross-cultural, Language and Academic Development Certificate, 1994
- Supplementary Authorized Subjects: French

INTERESTS

- *Photography* ~ I shoot and edit thousands of photos per year for personal and professional events, and I serve as the photographic historian for the North Dakota Study Group
- *Vegan cooking and recipe creation*
- *Travel* ~ I have visited 44 states and 13 countries

WestEd

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

JUAN CARLOS BOJORQUEZ

SUMMARY OF RELATED EXPERIENCE

Juan Carlos Bojorquez, Senior Research Associate with Evaluation Research at WestEd, is the co-project director of the evaluation of *Michigan's School Improvement Grants* (SIGs). This three-year evaluation examines the implementation and impact of Michigan's SIGs on student achievement outcomes. He is also the co-project director for an Investing in Innovation (i3) grant evaluation being implemented by Clark County School District. The project, *Pathways to STEM*, provides student access to rigorous STEM coursework using cutting edge technology and equipment, opportunities for students to work alongside STEM professionals, and prepares educators to deliver new coursework. Bojorquez is a site team leader for the national Charter School Program monitoring project. As a team leader he is responsible for monitoring the application fidelity, project quality and management, and fiscal and administrative responsibilities of charter school grant recipients. Previously, Bojorquez coordinated the evaluation of the *Southwest Comprehensive Center*, a part of a federal network of 16 regional centers that provide technical assistance in order to build capacity of state education agencies to implement No Child Left Behind. This center served the states of Arizona, Colorado, Nevada, New Mexico, and Utah. He also conducted a needs assessment for Chabot College's English as a second language program. The Oakland-based community college was interested in identifying whether the community had a need for ESL instruction that Chabot was not currently offering, and if so, what type of program would be valuable to the community. Bojorquez also directs an arts-based program evaluation within San Francisco Unified School, *Partnership for Arts and Literacy*, an arts integration program and teacher development program. Previously, he directed other arts-based program evaluation, including *The Teachers' Edge Project,* a project that prepared teachers to use digital storytelling to teach language arts, social studies, and visual and media arts. Previously, Bojorquez also evaluated the *National Endowment for the Arts* Summer Schools in the Arts program, *California Arts Council* Arts in Education Demonstration Project, a national beginning reading program for English Language Learners (*NEARStar*), the Public Broadcasting Service Initiative *Ready to Learn*, and implementation of the America's Choice school reform model in New Mexico. Bojorquez also directed a longitudinal evaluation of an multi-district inquiry-based, hands-on science program, *Beckman@Science* and conducted a community needs assessment of English language learners for Chabot College

EDUCATION

2005 M.A., Experimental Psychology, California State University, Fullerton

1997 B.A., Psychology, California State University, Fullerton

1997 B.A., Criminal Justice, California State University, Fullerton

PROFESSIONAL EXPERIENCE

2002–Present *Senior Research Associate,* Evaluation Research
WestEd, Los Alamitos, CA

Coordinates and directs evaluation activities, including data collection, analysis, and report writing. Currently working on a local evaluation of a science program, a local evaluation of community based programs, a statewide evaluation of arts programs, and a national evaluation of a beginning reading program for English language learners.

2001–2002 *Research Assistant,* Evaluation Research
WestEd, Los Alamitos, CA

Conducted evaluation activities for evaluation projects including data collection, analyses, and report writing for evaluation projects.

SELECTED PUBLICATIONS AND PRESENTATIONS

Nakamotoa, J., & Bojorquez, J.C., (2014). *Pathways to STEM Initiative (PSI). Year 1 Interim Evaluation Report for the Investing in Innovation (i3) Grant*. Los Alamitos, CA.

Bojorquez, J.C., Rice, J., Diaz, M., Rodriguez, F., Wednt, S. & Washington, A. (2013). *Evaluation of Michigan's 1003(g) school improvement grants: Student Achievement Outcomes from Year Two and Implementation Findings from Year Three*. Los Alamitos, CA: WestEd.

Bojorquez, J.C., Rice, J., Hipps, J., & Li, J. (2012). *Evaluation of Michigan's 1003(g) school improvement grants: Implementation trends in the first year*. Los Alamitos, CA: WestEd.

Bojorquez, J.C., Salaam, K., Pedroza, V. & Bosma, J. (2011). *Southwest Comprehensive Center year four evaluation report.* Los Alamitos, CA: WestEd.

Bojorquez, J.C., & Herpin, S.A. (2011) *Nevada Department of Education School Improvement Grant Year One Aggregate Report*. Los Alamitos, CA: WestEd.

Bojorquez, J.C., Washington, A.Q., Pedroza, V. & Bosma, J. (2010). *Southwest Comprehensive Center year five evaluation report.* Los Alamitos, CA: WestEd.

Bojorquez, J.C., Montemayor, I., Winston, D., Li, J. and McCormick, T. (2010). *Literate Learners: Arts in education dissemination and development final evaluation report.* Los Alamitos, CA: WestEd.

Bojorquez, J.C., Ochoa, I., and McCormick, T. (2009). *Evaluation of the Digital Teachers Project: A professional development for Arts Educators (PDAE) program*. Los Alamitos, CA: WestEd.

Herpin, S.A., McCormick, T., Bojorquez, J.C., Washington, A.Q., Ramos, R., & Asgarian, M. (2008). *National Endowment for the Arts' Summer Schools in the Arts final evaluation report.* Los Alamitos, CA: WestEd.

Bojorquez, J.C., McCormick, T., & Herpin, S.A. (2006). *Evaluation of the STAR! Project: Arts in education model development and dissemination.* Los Alamitos, CA: WestEd.

Horowitz, J.E., Davis Sosenko, L., Hoffman, J., Bojorquez, J.C., Dailey, K., Holmes, E., Tafoya, A., Wingren, G., & Ziobrowski, J. (2005). *Evaluation of the PBS Ready to Learn comprehensive treatment study*. Los Alamitos, CA: WestEd.

McCormick, T., Peterson, J., Ramsden, S.A., Tushnet, N., Bojorquez, J.C., Dailey, W., & Bailey, J. (2003). *Evaluation of the California Arts Council's Arts in Education Demonstration projects.* Los Alamitos, CA: WestEd.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Evaluation Association

Madeline E. Holler

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CURRENT POSITION

Editor, Mom.me, Whalerock Industries, Santa Monica, Calif.

EDITING/WRITING

Copy editor, freelance, 2009 to present.
Clients include Disney Interactive, BillMoyers.com, Babble.com, Intellectual Virtues Academy of Long Beach, various non-profit organizations.

Senior writer/blogger, Disney Interactive's Strollerderby blog at Babble.com, September 2007 to 2013.

Contributor to Mom.me, Whalerock Industries, Santa Monica, Calif., 2012 to 2014.

Frequent contributor to Salon.com|Salon Media, 2010 to present. Contributor to the New York Times parenting blog, Motherlode.

Frequent contributor, Babble.com. Personal essays and reported features on birth, parenting, celebrity, politics, products and trends, politics of parenting, December 2006 to present.

Blogger for Forbes.com (True/Slant), covering news and opinion, 2009.

Frequent contributor, *Sauce*, St. Louis, Mo., monthly food and entertainment magazine, 2003 to 2005.

Front page editor, copy editor and reporter for daily newspapers around the Midwest, including the Topeka Capital-Journal and the Dodge City Daily Globe.

Anthologized in *Dirt is Good For You,* Chronicle Books, 2009, and *Pissed Off: On Women and* Anger, Seal Press, 2006.

EDUCATION

Graduate fellow, Rutgers University Department of Linguistics, New Brunswick, N.J.

B.A. in linguistics, University of Kansas, Lawrence, Kan.
B.A. in journalism/communication, Fort Hays State University, Hays, Kan.

TECH + SKILLS

WordPress, Joomla!, Distillery and other CMS, HTML, all social media platforms, SEO, Microsoft Word, Excel, PhotoShop, some InDesign, computer troubleshooting.

OTHER INTERESTS

Education, poverty, finance, food and food politics, family issues, books and writing, world culture.

LINKS

http://parenting.blogs.nytimes.com/author/madeline-holler/
http://mom.me/back-to-school/13715-7-things-know-about-new-common-core/
http://www.salon.com/2012/04/29/freedom_from_cloth_diapers/

SHIRLEY A HULING
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shirleyhuling@yahoo.com

Summary

My career incorporates government, corporate & creative experiences with travel here & abroad enlightening my passion for working with people.

Experience

partner/sales

the cooper store — los angeles

partner in retail womens boutique...built a downtown clientale...created a garden movement on the street...promoted Art Walk...and exciuted all daily duties of the store...cleaned; obtained new merchandise...and partnered with several charities with donations from the cooper store

sales

Nordstrom — long beach, CA

Sold clothing in the women's department and then gained experience selling children's clothes and handbag's and accessories'. Merchandised and cleaned store daily. Backed up customer service on computerized registers. Followed both closing and opening procedures in departments and worked inventory twice a year.

sales

La Bella Boutique — long beach, CA

Established relationship's with customer's who shopped in this beautiful expensive store. Developed my own cliental selling "head to toe look's". Communicated and did troubleshooting with manufactures and other venders working with the store. Merchandised and cleaned store daily and followed closing and opening procedures on register.

proprietor

Studio West — los angeles, CA

ran business and managed employees; served as liaison between contemporary clothing makers and over 200 retail stores nationwide and internationally; highwater $1.5 million in total sales

Education

Issuing Institution	Location	Qualification	Course of Study
CSU Sacramento	Sacramento, CA	Bachelor's Degree	government

CSU Sacramento, Phi Sigma Alpha, Bachelor of Arts, Certificate of , Accomplishment Dun & Bradstreet, Future Nordstrom Leader's, published in , Women's Wear Daily, Forbes Small Business,

Skills

LANGUAGES,MAC,PHONES

Additional Comments

Have a passion for life...gardening, walks on the beach, music, travel other cultures and the environment.

David L. Morris, ARM, CSRM

♦♦♦

413 Gold Finch Ln **cell:** **714.225.1557**
Fountain Valley, CA 92708 **eMail:** **dave.morris@juno.com**

BACKGROUND: ARM, CSRM, with "hands-on" management experience in public and private industry sectors.

- Risk management, safety and loss control responsibilities.
- Evaluating quality and effectiveness of contractual risk transfer, retention, subrogation, safety, ergonomics, insurance coverage ADA and employee supervision.
- Roles have included administering general and auto liability claims programs, builders risk and construction defect programs (including claims), WC classification audits, property, surety bonds, marine, and self-insured workers compensation programs.
- Proven ability to learn quickly and work well with team members.

POSITION EXPERIENCE

Donor Relations Host – Segerstrom Center for the Arts (SCFTA) – Costa Mesa, CA
Over 12 years of part-time experience at SCFTA. Current responsibilities include managing both the Center Room and the Donor Lounge with leadership level Center supporters, the Board of Directors, major underwriters, building fund supporters, vendors and our Resident Company partners.

- Ability to work evenings and weekends; team player with the ability to develop and maintain positive, goal-oriented relationships across departments and able to handle a multitude of details simultaneously in a timely and professional manner.
- Demonstrate initiative and good judgment in the handling of internal and external customers.
- A passion for the performing arts and the ability to articulate their value and importance to prospective donors.
- Excellent interpersonal skills and comfort with high-level donors, patrons and staff.
- Strong organizational, problem-solving, and project management skills.
- (05/2002-present)

Risk & Safety Manager -- Barrett Business Services, Inc. (BBSI) -- Santa Ana, CA
Business-services outsourcing and consulting to small and mid-market companies. Evaluate and facilitate risk management solutions, work with client safety contacts and ownership to provide solutions creating safer work environments.

- Qualifying, underwriting and supporting new and existing clients with safety training, workers compensation classification audits, loss control audits and related risk and safety activities.
- Analyze loss history, safety culture, and future loss potential, high-risk businesses exposure and establish conditions for marginal prospects.
- Underwriting pre-approval surveys and site risk assessments, payroll audits, safety training, accident investigations, workers compensation classification code audits.
- Assure hazard abatement and cost minimization.
- (07/2011-06/2012)

Senior Regional Risk Manager - California Charter School Association JPA - Los Angeles, CA

- Conduct risk assessments, identifying exposures to students, staff, parents and property. Review strategies relating to workers compensation, ADA, general liability, property exposures, special events, student accident coverage.
- Facilitate development of safety committees and culture within charter schools.
- Implement and oversee safety programs.
- Conduct and assist in accident investigations, prepare and lead workshop training and in-service training programs.
- Act as resource for member entities providing technical information, high level of customer service and perform professional work relative to occupational safety and tort liability exposures.
- Develop best practices and model programs to help member entities comply with federal, state, environmental health regulations.

- Formulate and recommend CalOSHA general safety and health policies, procedures.
- Improved utilization of the on-line safety training service over 400%.
- (07/2006-01/2011)

Risk Consultant -- Gevity, Inc (TriNet Inc.) -- Irvine, CA

- Support new and existing (PEO) insured's with safety training, workers compensation classification code audits and loss control audits.
- Conduct underwriting pre-approval surveys and site risk assessment, accident investigations, workers compensation classification code audits, safety training.
- Effectively utilize interpersonal skills with clients, prospects and internal team members. Complete comprehensive monthly and quarterly reports.
- (04/2004-07/2006)

EDUCATION

- B.S. Business - **Indiana University** – Bloomington, IN
- Associate in Risk Management **(ARM)** – Malvern, PA
- Orange County Risk Insurance Management Society **(RIMS)** – Past Secretary
- Certified School Risk Manager **(CSRM**) – Austin, TX

Dana Van Sinden, MA
Long Beach City College- Pacific Coast Campus
1305 E. Pacific Coast HWY.
Long Beach, CA 90806
dvansinden@lbcc.edu

EDUCATION

1999	California State University, Long Beach Master of Arts, Education Specialization; Early Childhood Education
1992-1994	University of California, Los Angeles, Extension Completed twelve units in Early Childhood Education
1988	California State University, Long Beach Bachelor of Arts, Liberal Studies Emphasis: English Literature

RELATED EXPERIENCE

Long Beach City College, Long Beach CA
9/01-Present-Tenure granted May 2004
Professor, Child and Adult Development

Job Description:
Prepare and teach courses as assigned, participate in college wide shared governance committees and activities, provide service and support to the community as related to the field of child development, support and carry out college wide processes such as SLO assessment and program review, maintain all required paperwork, maintain assigned office hours, support college and departmental activities.

Courses
CDECE1: The Developing Professional
CDECE 34: Literature for Young Children
CDECE 45: Child and Adolescent Development
CDECE 47: Human Development
CDECE 48: The Young Child in the Family and Community
CDECE 50: Curriculum for Young Children
CDECE 53: Principles and Practices in Early Childhood Education
CDECE 54: Art and Creative Development for Young Children
CDECE 58: Language and Literacy in Early Childhood
CDECE 59: Guiding Young Children
CDECE 66: Observation and Assessment
CDECE 68: Practicum
CDLL 51, A-B: Fieldwork-infants and Toddlers
CDLL 52, A-B: Fieldwork-preschool
CDLL 52- 3 unit Fieldwork-preschool

Recent College Activities:
Coordinator, California Early Childhood Mentor Program 2003-Present
Academic Senate: President (2013-2014)
Co-Chair: College Planning Council, Academic Council
Academic Senate: Assistant President (2012-2013)
Academic Senate: Senate Executive Representative from the Pacific Coast Campus (2011-2012)
Academic Senate: Senator Representative from the Pacific Coast Campus (2008-2015)
Chair, Senate Appointment Committee (2010-2013)

Child Development Inc, Tustin CA
9/00-8/01

Director

Supervised the daily operations of ten child development centers in Orange County in conjunction with a more senior Director. Provided Training and support for site supervisors, managed budgets, staff hiring/evaluation and purchasing for 5 centers.

Fullerton College, Fullerton, CA
Fall 2000

Adjunct Professor, Child and Family life department

Teaching Human Development 120, an entry-level human development survey course. Duties include: twice weekly lecture, selection of discussion topics, Monitoring of student progress and involvement in department functions.

Isabel Patterson Child Development Center, California State University Long Beach, Long Beach, CA
8/95 –7/00

Program Teacher

Supervised children aged 2.5-8 years of age. Planned, implemented and developed curriculum for open ended and teacher guided activities. Upheld developmentally appropriate practice standards in regards to curriculum and interaction. Assessed children's social and cognitive development. Provided supervision and mentorship for student assistant teachers. Assisted with the planning and implementation of staff training and weekly staff meetings, provided input on student assistant teacher's job performance, and communicated with parents. Participated in all Center fundraising and community events. Worked to maintain a strong relationship with other program staff through communication and team building.

Sand Tots Parent Participation Nursery School, Manhattan Beach, CA
6/93 – 8/95

Teacher

Supervised children and parent aides, planned curriculum, assessed kindergarten readiness as per Manhattan Beach Unified School District guidelines, and created and developed materials for use in classroom such as stories, songs, dramatic play kits, puppets, and interactive bulletin boards. Conducted monthly parent meetings and coordinated parent volunteers, evaluated children's needs, considered and addressed parent concerns and issues, and assisted in planning of parent orientations, educational seminars, and fundraising activities. Attended and engaged in all school and fundraising events and educational seminars.

Saint Mary's Hospital Child Care Center, Long Beach, CA
3/92 – 6/93

Teacher

Supervised children, planned curriculum, developed and implemented in-house food program, provided teacher training materials and organized and implemented original training program for teachers. Evaluated children's needs and development, and addressed parent issues and concerns.

Turtle Rock Private School, Irvine, CA
3/89 – 8/89

Afterschool Program Coordinator/Day Camp Coordinator

Supervised children and staff in daily on-site and off-site activities, evaluated program staff and children's needs, planned curriculum, and created activity calendars.

Isabel Patterson Child Development Center, California State University Long Beach,

Long Beach, CA
1/87 – 3/89

Student Assistant Teacher – Level III

Assisted in coordination and implementation of staff training program, coordinated daily program in head teacher's absence, supervised children, provided and maintained environment, evaluated children's and staff needs, assisted with fundraising activities and special events.

1/85 – 1/87

Student Assistant Teacher – Level II

Supervised children, created and developed materials to meet individual and group needs, facilitated conflict resolution, evaluated and assessed children's needs.

Summers 1987 and 1988

Day Camp Counselor

Provided a wide range of activities in various program areas, guided and supported children during activities, provided a safe environment and close supervision during field trips, maintained close communication with co-workers in order to plan events and uphold quality of program.

Recommendations furnished upon request

VI. 2

A0696581

ENDORSED - FILED
in the office of the Secretary of State
of the State of California
OCT - 9 2009

1230 pine avenue
long beach, ca
90813
562.436.0689
562.436.7475 fax

1637 long beach
blvd.
long beach, ca
90813
562.599.7405
562.599.7400 fax

September 25, 2009

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the **president** and the **secretary**, respectively, of The New City School, a California corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

Name:

The name of the corporation is NEW CITY PUBLIC SCHOOLS

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.
5. We further declare under penalty of perjury under the laws of the State of California, that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: October 9, 2009

Alan Burks
President

E. Thomas Brewer
Secretary

Secretary of State
AMDT-NONPROFIT (REV 03/2005)

A0696581

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

_____

DEBRA BOWEN
Secretary of State

Sec/State Form CE-107 (REV 1/2007)

ARTICLES OF INCORPORATION OF

THE NEW CITY SCHOOL

A California Nonprofit Public Benefit Corporation

2152079

ENDORSED-FILED
In the Office of the Secretary of State
of the State of California

DEC 2 0 1999

BILL JONES, Secretary of State

I. NAME

The name of the corporation is THE NEW CITY SCHOOL.

II. PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The public purposes of the corporation are to organize, develop and support charter schools as defined by the California Charter Schools Act of 1992. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax section 501(c)(3) Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

III. INITIAL AGENT OF SERVICE OF PROCESS

The name and address in California of the corporation's initial agent for service of process are:

Shelley M. Liberto
3 Hutton Centre, Suite 900
Santa Ana, CA

IV. LIMITATIONS ON ACTIVITIES

(a) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in or intervene in (including publishing or distributing statements) any political campaign on behalf of any candidate for public office.

(b) All corporate property is irrevocably dedicated to the purposes set forth in Article II, above. No part of the net earnings of this corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to individuals.

(c) On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to an organization organized and operated exclusively for charitable or public purposes, and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

(d) The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(e) The corporation will not engage in any action of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(f) The corporation will not retain any excess business holdings as defined in section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(g) The corporation will not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(h) The corporation will not make any taxable expenditures as defined in section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

Dated: 12/3/99

Incorporator

Shelley M. Liberto

I hereby declare that I am the person who executed the foregoing Article of Incorporation, which execution is my act and deed.

Shelley M. Liberto

LEASE AGREEMENT

by and between

NCPS I LLC,
a California limited liability company

and

New City Public Schools,
a California nonprofit public benefit corporation

dated as of May 20, 2010

LEASE AGREEMENT

1. **Basic Provisions.**

1.1 **Parties.** This Lease Agreement ("**Lease**"), dated for reference purposes only May 20, 2010, is made by and between **NCPS I LLC**, a California limited liability company ("**Lessor**") and **New City Public Schools**, a California nonprofit public benefit corporation ("**Lessee**," together with Lessor, collectively the "**Parties**," or individually a "**Party**").

1.2 **Premises.**

That certain real property, including all improvements therein or to be provided by Lessor under the terms of this Lease, including but not limited to all Leasehold Improvements to be constructed and/or developed thereon, commonly known as 1621-47 Long Beach Blvd., Long Beach, CA 90813, located in the County of Los Angeles, State of California. The Premises shall initially, prior to construction, if any, include one building currently totaling approximately 29,638 square feet, as more particularly described in Exhibit A attached hereto (collectively, "**Premises**").

1.3 **Term.**

The lease term (the "**Term**") shall commence on May 20, 2010 ("**Commencement Date**") and shall end on the Expiration Date. The "**Expiration Date**" of the Term shall be the date that is ten (10) years following the date upon which the "Conversion Date" occurs under the LIIF Loan (as defined in Section 1.6 below).

1.4 **Early Possession Date.**

Date of execution of this Lease ("**Early Possession Date**"). (See also Sections 3.2 and 3.3.)

1.5 **Reserved.**

1.6 **Base Rent.**

The "**Base Rent**" shall mean an amount equal to the Debt Service (as defined below), which Base Rent is a part of the Rent payable by Lessee pursuant to Section 4.1 below. Commencing on the Commencement Date, Base Rent shall be due and payable monthly in advance on the first day of each and every month during for the Term. If the first or last period for which Base Rent is due is not a full month, then such Base Rent will be prorated based on the number of days in that period over the number of days in that month. "**Debt Service**" means an amount equal to the sum of (a) all monthly interest and/or principal payment obligations due and owing under any outstanding Loans (as defined below), and (b) the amount of all "Replacement Reserve Payments" required by the terms of the LIIF Loan (as defined below) and any other reserve payments or other payments required under the LIIF Loan (as defined below) and/or any other Loans, and (c) any other costs, fees, expenses, or payments charged by any Lender (as defined below) pursuant to the terms of any Loan. Debt Service shall include any late charges and default interest charged to Lessor under the LIIF Loan and/or any other Loan, which late charges and interest become due by reason of Lessee's failure to pay the full amount of any Base Rent when due and payable hereunder.

For the purposes of this Lease, the following definitions shall apply:

"**Loans**" or "**Loan**" shall mean the LIIF Loan, any Subsequent Loan, and any Other Loan.

"**Lender**" shall mean LIIF and any lender of a Subsequent Loan or any other Loan.

"**LIIF Loan**" shall mean that certain Construction Loan Converting to Term Loan in the amount of $5,428,000.00 made by the LOW INCOME INVESTMENT FUND ("**LIIF**") on or about the date hereof, and "**LIIF Loan Documents**" shall mean all documents and instruments evidencing and securing the LIIF Loan.

"**Other Loan**" shall mean any loan (other than the LIIF Loan or any Subsequent Loan) that is secured by a deed of trust or mortgage on Lessor's fee interest in the Property, which other loan is approved by LIIF or the lender of any Subsequent Loan. Other Loans shall not include any existing loans or future loans obtained by Lessee and/or The New City School that are not secured by Lessor's fee interests in the Premises, including, without limitation, that certain existing loan made by Raza Development Fund to The New City School.

"**Subsequent Loan**" shall mean any Loan that is subsequent to (and/or a refinancing of) the LIIF Loan.

"**Lender**" shall mean LIIF and any lender of a Subsequent Loan or any other Loan.

1.7 **Security Deposit**. $3,750 (See also Section 4.3).

1.8 **Amounts Due Upon Execution of this Lease**. Lessee shall pay to Lessor the Security Deposit upon the execution hereof.

1.9 **Agreed Use**. The Premises shall be used only as office and classroom space and for other uses necessary to operate a charter school (the "**School**"). The charter or charter pursuant to which Lessee will operate the aforesaid charter school is/are referred to as the "**School Charter**." The use of the Premises to operate the School is referred to as the "**Agreed Use**." (See also Section 6.)

1.10 **Real Estate Brokers**. None.

2. **Premises**.

2.1 **Letting**. Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the Term, at the Rent, and upon all of the terms, covenants and conditions set forth in this Lease. Unless otherwise provided herein, any statement of size set forth in this Lease, or that may have been used in calculating Rent, is an approximation which the Parties agree is reasonable.

2.2 **Condition of Premises**. Lessor shall deliver the Premises to Lessee broom-clean and free of debris on the Commencement Date.

2.3 **Compliance**. If the applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances ("**Applicable Requirements**") require during the Term the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises and/or the Buildings ("**Capital Expenditure**"), Lessor and Lessee shall allocate the cost of such work as follows:

(a) Subject to Section 2.3(c) below, if such Capital Expenditures are required as a result of the use of the Premises by Lessee, Lessee shall be fully responsible for the cost thereof.

(b) If such Capital Expenditure is not the result of the use of the Premises by Lessee (such as, governmentally mandated seismic modifications), then Lessor shall pay for such costs.

(c) Notwithstanding the above, the provisions concerning Capital Expenditures are intended to apply only to non-voluntary and new Applicable Requirements. If the Capital Expenditures are instead triggered by Lessee as a result of an actual or proposed change in use, change in intensity of use, or Lessee-initiated modification to the Premises then, and in that event, Lessee shall either: (i) immediately cease such changed use or intensity of use and/or take such other steps as may be necessary to eliminate the requirement for such Capital Expenditure, or (ii) complete such Capital Expenditure at its own expense.

2.4 **Acknowledgements**. Lessee acknowledges that its acceptance of the Premises on the Commencement Date shall be conclusive evidence that it has made all investigations and inspections as it deems necessary with respect to the suitability of the Premises as it relates to Lessee's occupancy thereof and has satisfied itself as to such matters on the Commencement Date.

2.5 **Hazardous Materials and ADA Compliances**. Any costs associated with (i) the abatement of any asbestos containing materials or any other hazardous materials or (ii) the compliance of all requirements under the Americans with Disabilities Act shall be borne by Lessor as part of the renovation of the Premises approved by the Los Angeles County Building and Safety Department prior to Lessee's occupancy of the Premises. Lessor shall conduct all testing by a licensed hygienist or abatement contractor.

3. **Term**.

3.1 **Term**. The Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.3.

3.2 **Delivery of Premises**. Subject to Section 3.3 below, Lessor shall deliver possession of the Premises to Lessee on the Early Possession Date. Lessee's obligation to pay Base Rent shall commence on the Commencement Date.

3.3 **Lessee Compliance**. Lessor shall not be required to deliver possession of the Premises to Lessee until Lessee has provided evidence of insurance (Sections 8.1(a) and 8.3).

4. **Rent and Security Deposit**.

4.1 **Rent Defined**. Base Rent, together with all other monetary obligations of Lessee to Lessor under the terms of this Lease, are deemed to be rent ("**Rent**").

4.2 **Payment**. Lessee shall cause payment of Rent to be received by Lessor in lawful money of the United States on or before the day on which it is due, without offset or deduction. Rent for any

period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Acceptance of a payment which is less than the amount then due shall not be a waiver of Lessor's rights to the balance of such Rent, regardless of Lessor's endorsement of any check so stating. In the event that any check, draft, or other instrument of payment given by Lessee to Lessor is dishonored for any reason, Lessee agrees to pay to Lessor the sum of $25 in addition to any Late Charge. Payments will be applied first to accrued late charges and attorney's fees, second to accrued interest, then to Base Rent, and any remaining amount to any other outstanding charges or costs.

4.3 **Security Deposit**. Lessee shall deposit with Lessor upon execution hereof the Security Deposit as security for Lessee's faithful performance of its obligations under this Lease. If Lessee fails to pay Rent, or otherwise Defaults under this Lease, Lessor may use, apply or retain all or any portion of said Security Deposit for the payment of any amount due Lessor or to reimburse or compensate Lessor for any liability, expense, loss or damage which Lessor may suffer or incur by reason thereof. If Lessor uses or applies all or any portion of the Security Deposit, Lessee shall within 10 days after written request therefor deposit monies with Lessor sufficient to restore said Security Deposit to the full amount required by this Lease. Lessor shall not be required to keep the Security Deposit separate from its general accounts. Within 14 days after the expiration or termination of this Lease, if Lessor elects to apply the Security Deposit to unpaid Rent, and otherwise within 30 days after the Premises have been vacated pursuant to Section 7.4(b) below, Lessor shall return that portion of the Security Deposit not used or applied by Lessor. No part of the Security Deposit shall be considered to be held in trust, to bear interest or to be prepayment for any monies to be paid by Lessee under this Lease.

Lessor and Lessee hereby agree and acknowledge (a) that Lessor has, or will, grant to the Lender a security interest in the Security Deposit (as defined in the Base Lease), (b) that Lessor has, or will, take such actions as may be required by Lender to attach and perfect such security interest, which actions may include, without limitation, depositing the Security Interest into a separate Lessor account that is controlled by the Lender, and (c) that the funds held in any such controlled account shall be subject to the rights and remedies of the Lender under the LIIF Loan Documents.

5. **Lease Collateral.**

5.1 **Pledge.** The Lessee's performance of its obligations under this Lease shall be secured by a lien and collateral assignment in the Lease Collateral (as defined below), which Lessee hereby grants and pledges to the Lessor. It is Lessee's and Lessor's intent that this Lease shall also serve as a security agreement with respect to the Lease Collateral. Lessee shall execute and deliver (and, if applicable, cause The New City School to also execute and deliver) to Lessor such other security agreements, financing statements, authorizations, and other documents and instruments relating to the creation, attachment, and perfection of Lessor's security interest in the Lease Collateral as Lessor and/or LIIF may request, in form provided by Lessor and/or LIIF, which execution and delivery shall occur no later than five (5) days following Lessee's receipt of any such request. "**Lease Collateral**" shall mean all rights and interests of Lessee and The New City School (a) in all State of California payments (general grants and categorical grants) and in-lieu property tax revenues ("**State Operating Payments**"), and other grants and funds, both from private and public sources, that Lessee and/or The New City school receives or is entitled to receive in connection with the schools operated and/or located at the Premises from time to time (collectively, the "**School Revenues**") and (b) in the fixtures, furnishings, equipment, and other personal property utilized in connection with the maintenance and ownership of the Premises and the operation of the such schools (collectively, the "**School FF&E**"). Lessee hereby authorizes the filing of any UCC-1 financing statements with respect to the Lease Collateral.

5.2 **Assignment to LIIF and Subsequent Lenders.** Lessee hereby acknowledges that Lessor is assigning to LIIF Lessor's rights and interests in (a) the Lease Collateral, (b) the Security Deposit, (c) all Rents, (e) this Lease, and (f) other property and interests relating to the Premises as additional security for the LIIF Loan. Lessee hereby agrees and consents to such assignment to LIIF (collectively, the "**Loan Collateral**"). In addition, Lessee hereby consents to any further or future assignments by Lessor, or its successors and assigns, of Lessor's rights and interests in the Lease Collateral, the Security Deposit, and/or any of the other Loan Collateral.

5.3 **No Further Encumbrance.** Lessee will not sell, assign, lease, sublease, encumber, transfer, or otherwise dispose of all or any part of the Lease Collateral without Lessor's and LIIF's prior written consent, which consent shall be within Lessor's and LIIF's sole and absolute discretion. Notwithstanding the preceding sentence, LIIF will not unreasonably withhold its consent to any assignment by Lessee of its rights to portions of School Revenues in any customary charter school "factoring" or receivable sale arrangement involving Charter School Capital, Inc. (or any other reputable financing entity) where LIIF has reasonably determined that the proceeds of such factoring assignment will not adversely effect the Lessee's ability to meet the Lease Coverage Ratio (as set forth in as set forth in Section 29.1(i) below) and to otherwise pay the full amount of Rent becoming due hereunder and all School operating costs. In addition, Lessee may maintain that certain existing collateral assignment made in favor of Raza Development Fund pursuant to that certain Loan and Security Agreement dated_____ (the "**Raza Lien**"). Lessee hereby acknowledges that the Raza Lien, together with certain rights of Raza Development Fund to receive payments in connection therewith, have been subordinated to LIIF's security interest in the Lease Collateral, to LIIF's right to receive payments of Debt Service, and to the Lessor's right to receive payments of Rent under this Lease.

6. **Use.**

6.1 **Use.** Lessee shall use and occupy the Premises only for the Agreed Use, or any other legal use which is reasonably comparable thereto, and for no other purpose. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs occupants of or causes damage to neighboring premises or properties. Lessor shall not unreasonably withhold, condition or delay its consent to any written request for a modification of the Agreed Use, so long as the same will not impair the structural integrity of the improvements on the Premises or the mechanical or electrical systems therein, and/or is not significantly more burdensome to the Premises and/or does not cause Lessee to lose its license or charter to operate as a school. If Lessor elects to withhold consent, Lessor shall within 7 days after such request give written notification of same, which notice shall include an explanation of Lessor's objections to the change in the Agreed Use.

6.2 **Hazardous Substances.**

(a) **Reportable Uses Require Consent.** The term "**Hazardous Substance**" as used in this Lease shall mean any product, substance, or waste whose presence, use, manufacture, disposal, transportation, or release, either by itself or in combination with other materials expected to be on the Premises, is either: (i) in the reasonable discretion of Lessor, injurious to the public health, safety or welfare, the environment or the Premises, (ii) regulated or monitored by any governmental authority, or (iii) a basis for potential liability of Lessor, Lender or Lessee to any governmental agency or third party under any applicable statute or common law theory. Hazardous Substances shall include, but not be limited to, hydrocarbons, petroleum, gasoline, and/or crude oil or any products, by-products or fractions thereof. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee's expense) with all Applicable Requirements. "**Reportable Use**" shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use,

transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing or anything herein to the contrary, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use, ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor, Lender or Lessee to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements).

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the Term of this Lease, by or for Lessee, or any third party.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor, its agents, employees, lenders and ground lessor, if any, harmless from and against any and all loss of rents and/or-damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessee). Lessee's obligations shall include, but not be limited to, the effects of any contamination or injury to person, property or the environment created or suffered by Lessee, and the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease. No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement.

(e) **Hazardous Substance Condition Remediation.** If a Hazardous Substance Condition (see Section 9.1(d)) occurs during the Term of this Lease, then Lessee shall make the investigation and remediation thereof required by the Applicable Requirements and this Lease shall continue in full force and effect, but subject to Lessor's rights under Section 6.2(d) and Section 13; provided, however, that if a Hazardous Substance Condition occurs as a result of Hazardous Materials that are brought on the Premises (by a party other than Lessee or who is acting on behalf of or affiliated with Lessee) during the period after the date on which this Lease is executed and prior to the Commencement Date, then Lessor shall be solely responsible for making the investigation and

remediation thereof at is sole cost and expense, and this Lease shall continue in full force and effect. If, after a reasonable period of time, Lessor fails to effect such investigation and remediation, Lessee may do so at Lessor's expense.

6.3 **Lessee's Compliance with Applicable Requirements.** Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the such Applicable Requirements, without regard to whether such Applicable Requirements are now in effect or become effective after the Commencement Date. Lessee shall, within 10 days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements.

7. **Maintenance; Repairs.**

7.1 **Lessee's Obligations.**

(a) **In General.** Subject to the provisions of Section 2.2 (Condition), 2.3 (Compliance), 6.3 (Lessee's Compliance with Applicable Requirements), 7.2 (Lessor's Obligations), 9 (Damage or Destruction), and 14 (Condemnation), Lessee shall, at Lessee's sole expense, keep the Premises, Utility Installations and Alterations in good order, condition and repair (whether or not the portion of the Premises requiring repairs, or the means of repairing the same, are reasonably or readily accessible to Lessee, and whether or not the need for such repairs occurs as a result of Lessee's use, any prior use, the elements or the age of such portion of the Premises), including, but not limited to, all equipment or facilities, such as plumbing, HVAC equipment, electrical, lighting facilities, boilers, pressure vessels, fire protection system, fixtures, walls (interior and exterior), ceilings, floors, windows, doors, plate glass, skylights, landscaping, driveways, parking lots, fences, retaining walls, signs, sidewalks and parkways located in, on, or adjacent to the Premises. Lessee is also responsible for keeping the roof and roof drainage clean and free of debris. Lessee, in keeping the Premises in good order, condition and repair, shall exercise and perform good maintenance practices, specifically including the procurement and maintenance of the service contracts required by Section 7.1(b) below. Lessee's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair. Lessee shall, during the Term, keep the exterior appearance of the improvements on the Premises in a first class condition (including, e.g. graffiti removal) consistent with the exterior appearance of other similar facilities of comparable age and size in the vicinity.

(b) **Service Contracts.** Lessee shall, at Lessee's sole expense, procure and maintain contracts, with copies to Lessor, in customary form and substance for, and with contractors specializing and experienced in the maintenance of the following equipment and improvements, if any, if and when installed on the Premises: (i) HVAC equipment, (ii) boiler, and pressure vessels, (iii) fire extinguishing systems, including fire alarm and/or smoke detection, (iv) landscaping and irrigation systems, (v) clarifiers, (vi) basic utility feed to the perimeter of the buildings on the Premises, and (viii) any other equipment, if reasonably required by Lessor. Lessor shall provide Lessee with the scope required for maintenance of equipment outlined in this subsection (b). Lessor shall provide Lessee with copies of warranties relating to all equipment installed on the Premises. Lessee will budget preventative maintenance contract expenses within its annual operating budget.

(c) **Replacement**. Subject to Lessee's indemnification of Lessor as set forth in Section 8.6 below, and without relieving Lessee of liability resulting from Lessee's failure to exercise and perform good maintenance practices, if an item described in Section 7.1(b) cannot be repaired other than at a cost which is in excess of 50% of the cost of replacing such item, then such item shall be replaced by Lessor.

7.2 **Lessor's Obligations**. Subject to the provisions of Sections 2.2 (Condition), 2.3 (Compliance), 9 (Damage or Destruction) and 14 (Condemnation), it is intended by the Parties hereto that Lessor have no obligation, in any manner whatsoever, to repair and maintain the Premises, or the equipment therein, all of which obligations are intended to be those of the Lessee. It is the intention of the Parties that the terms of this Lease govern the respective obligations of the Parties as to maintenance and repair of the Premises, and they expressly waive the benefit of any statute now or hereafter in effect to the extent it is inconsistent with the terms of this Lease.

7.3 **Utility Installations; Trade Fixtures; Alterations.**

(a) **Definitions**. The term "**Utility Installations**" refers to all floor and window coverings, air and/or vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, plumbing, and fencing in or on the Premises. The term "**Trade Fixtures**" shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term "**Alterations**" shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. "**Lessee Owned Alterations and/or Utility Installations**" are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Section 7.4(a).

(b) **Consent**. Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent. Lessee may, however, make non-structural Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof or any existing walls, will not affect the electrical, plumbing, HVAC, and/or life safety systems, and the cumulative cost thereof during this Lease as extended does not exceed a sum equal to 3 month's Base Rent in the aggregate or a sum equal to one month's Base Rent in any one year. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of the Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications.

(c) **Liens; Bonds**. Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than 10 days notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 **Ownership; Removal; Surrender; and Restoration.**

(a) **Ownership**. All Alterations and Utility Installations made by Lessee shall be the property of Lessee. All Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Surrender and Restoration**. Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof broom clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall completely remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises), even if such removal would require Lessee to perform or pay for work that exceeds statutory requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Section 7.4(b) without the express written consent of Lessor shall constitute a holdover under the provisions of Section 25 below.

8. **Insurance; Indemnity.**

8.1 **Liability Insurance.**

(a) **Carried by Lessee**. Lessee shall obtain and keep in force a Commercial General Liability policy of insurance protecting Lessor and any Lender, and successors and assigns, as additional insureds, against claims for bodily injury, personal injury and property damage based upon or arising out of the ownership, use, occupancy or maintenance of the Premises and all areas appurtenant thereto. Such insurance shall be on an "occurrence basis" providing single limit coverage in an amount not less than $1,000,000 per occurrence with an annual aggregate of not less than $2,000,000, and an "Additional Insured-Managers or Lessors of Premises Endorsement." The policy shall not contain any intrainsured exclusions as between insured persons or organizations, but shall include coverage for liability assumed under this Lease as an "insured contract" for the performance of Lessee's indemnity obligations under this Lease. All insurance carried by Lessee shall be primary to and not contributory with any similar insurance carried by Lessor, whose insurance shall be considered excess insurance only. Lessee shall provide Lessor and any Lender with written evidence that such insurance is in force no later than thee (3) business days prior to the Commencement Date. In addition, Lessee shall carry:

(i) Student Accident Insurance in an amount of not less than $10,000 per occurrence;

(ii) Professional Liability Insurance in an amount of not less than $1,000,000 per incident naming the Lender and Lessor as additional insureds;

(iii) Worker's Compensation Insurance in accordance with California Law;

(iv) Comprehensive Vehicle Liability Insurance in an amount of not less than $1,000,000 per occurrence for each vehicle owned by Lessee and used in connection with Lessee's activities conducted on the Premises;

(v) Directors' and Officers' Insurance in an amount of not less than $1,000,000 per occurrence.

(b) **Carried by Lessor**. Lessor may, at its option, maintain liability insurance as described in Section 8.1(a), in addition to, and not in lieu of, the insurance required to be maintained by Lessee. Lessee shall not be named as an additional insured therein.

8.2 **Property Insurance - Building, Improvements and Rental Value.** The Lessee shall obtain and keep in force a policy or policies of property insurance in the name of Lessor, with loss payable to Lessor and to any Lender insuring loss or damage to the Premises. The amount of such insurance shall be equal to the full replacement cost of the Premises, as the same shall exist from time to time, or the amount required by any Lender, but in no event more than the commercially reasonable and available insurable value thereof. If the coverage is available and commercially appropriate, such policy or policies shall insure against all risks of direct physical loss or damage (except the perils of flood and/or earthquake unless required by a Lender or included in the Base Premium), including coverage for debris removal and the enforcement of any Applicable Requirements requiring the upgrading, demolition, reconstruction or replacement of any portion of the Premises as the result of a covered loss. Said policy or policies shall also contain an agreed valuation provision in lieu of any coinsurance clause, waiver of subrogation, and inflation guard protection causing an increase in the annual property insurance coverage amount by a factor of not less than the adjusted U.S. Department of Labor Consumer Price Index for All Urban Consumers for the city nearest to where the Premises are located. If such insurance coverage has a deductible clause, the deductible amount shall not exceed $1,000 per occurrence.

8.3 **Lessee's Property; Rental Interruption Insurance**. Lessee shall obtain and maintain insurance coverage on all of Lessee's personal property, Trade Fixtures, and Lessee-Owned Alterations and Utility Installations. Such insurance shall be full replacement cost coverage with a deductible of not to exceed $1,000 per occurrence. The proceeds from any such insurance shall be used by Lessee for the replacement of personal property, Trade Fixtures and Lessee Owned Alterations and Utility Installations. Lessee shall provide Lessor with written evidence that such insurance is in force no later than three (3) business days prior to the Commencement Date. Lessee shall also obtain and maintain in the name of and for the benefit of Lessor, rental interruption insurance for the school year, insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent otherwise payable by Lessee.

8.4 **Insurance Policies**. Insurance required herein shall be by companies duly licensed or admitted to transact business in the state where the Premises are located, and maintaining during the policy term a "General Policyholders Rating" of at least A-, V, as set forth in the most current issue of "Best's Insurance Guide", or such other rating as may be required by a Lender. Lessee shall not do or permit to be done anything, which invalidates the required insurance policies. No such policy shall be cancelable or subject to modification except after 30 days prior written notice to Lessor. Lessee shall, at least 30 days prior to the expiration of such policies, furnish Lessor with evidence of renewals or

"insurance binders" evidencing renewal thereof, or Lessor may after 5 business days notice to Lessee (and Lessee's failures to provide evidence of such renewal) order such insurance and charge the cost thereof to Lessee, which amount shall be payable by Lessee to Lessor upon demand. Such policies shall be for a term of at least one year, or the length of the remaining Term of this Lease, whichever is less. If Lessee shall fail to procure and maintain the insurance required to be carried by it, the Lessor may, but shall not be required to, procure and maintain the same.

8.5 **Waiver of Subrogation**. Without affecting any other rights or remedies, Lessee and Lessor each hereby release and relieve the other, and waive their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.6 **Indemnity**. Except for Lessor's negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, officers and Lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified.

8.7 **Exemption of Lessor from Liability**. Except as arising from Lessor's negligence or willful misconduct, Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

9. **Damage or Destruction.**

9.1 **Definitions.**

(a) "**Damage**" shall mean damage or destruction to the improvements on the Premises.

(b) "**Insured Loss**" shall mean Damage which was caused by an event required to be covered by the insurance described in Section 8.2, irrespective of any deductible amounts or coverage limits involved.

(c) "**Replacement Cost**" shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

(d) **"Hazardous Substance Condition"** shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance as defined in Section 6.2(a), in, on, or under the Premises which requires repair, remediation, or restoration.

9.2 **Damage - Insured Loss.** If Damage that is an Insured Loss occurs, then Lessee shall repair such damage as soon as reasonably possible and this Lease shall continue in full force and effect. Lessee shall be entitled to any and all insurance proceeds that are available as a result of the Damage. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to effect such repair, Lessee shall promptly contribute the shortage in proceeds as and when required to complete said repairs.

9.3 **Damage - Uninsured Loss.** If Damage that is not an Insured Loss occurs, Lessee may either: (i) repair such damage as soon as reasonably possible at Lessee's expense, in which event this Lease shall continue in full force and effect, or (ii) terminate this Lease by providing written notice to Lessor within 30 days after receipt by Lessee of knowledge of the occurrence of such Damage. In the event Lessee provides notice of its desire to terminate this Lease, Lessor shall have the right, in Lessor's sole and absolute discretion within 30 days after receipt of such notice to either (a) agree to terminate this Lease by written notice to Lessee, in which event, this Lease shall terminate on the date on which Lessee receives Lessor's written notice, or (b) have this Lease continue in full force and effect, in which event, Lessor shall proceed to make such repairs as soon as reasonably possible at Lessor's sole cost and expense.

9.4 **Abatement of Rent.** In the event of Damage, the Rent payable by Lessee for the period required for the repair, remediation or restoration of such Damage shall be abated in proportion to the degree to which Lessee's use of the Premises is impaired. All other obligations of Lessee hereunder shall be performed by Lessee, and Lessor shall have no liability for any such damage, destruction, remediation, repair or restoration except as provided herein.

9.5 **Waive Statutes.** Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith.

10. **Real Property Taxes.**

10.1 **Definition.** As used herein, the term **"Real Property Taxes"** shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises are located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 **Payment of Taxes.** Lessee shall timely file for exemption against any Real Property Taxes and shall maintain such exemption during the Term. In any event, as additional Rent, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed or imposed.

10.3 **Personal Property Taxes.** Lessee shall timely file for exemption against any taxes on Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed or imposed after an exemption for such taxes is filed as required hereunder. When possible, Lessee shall cause the taxes on Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all other personal property to be assessed and billed separately from the real property of Lessor. If any of Lessee's said property shall be assessed with Lessor's real property, Lessee shall pay Lessor the taxes attributable to Lessee's property within 10 days after receipt of a written statement setting forth the taxes applicable to Lessee's property.

11. **Utilities and Services.** Lessee shall pay for all water, gas, heat, light, power, telephone, trash disposal and other utilities and services supplied to the Premises, together with any taxes thereon. If any such services are not separately metered or billed to Lessee, Lessee shall pay to Lessor, within 10 days after receipt of a written request for payment from Lessor. There shall be no abatement of rent and Lessor shall not be liable in any respect whatsoever for the inadequacy, stoppage, interruption or discontinuance of any utility or service due to riot, strike, labor dispute, breakdown, accident, repair or other cause beyond Lessor's reasonable control or in cooperation with governmental request or directions.

12. **Assignment and Subletting.**

12.1 **By Lessee.** Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor and any Lender. Any sublease, assignment, mortgage, pledge, hypothecation or encumbrance by Lessee in violation of this section shall be null and void.

12.2 **By Lessor.** Lessee acknowledges that this is or shall become subject to the terms and conditions of the Loan and that the Premises is or may become subject to a deed of trust in favor of a Lender and that this Lease is or may be assigned to the Lender as security for a Loan.

13. **Default; Breach; Remedies.**

13.1 **Default; Breach.** An "**Event of Default**" is defined as the occurrence of one or more of the following defaults, breaches, or other occurrences (a "**Default**"), and, where a grace period is provided below, the continuation of such Default beyond the applicable grace period:

(a) The abandonment of the Premises; or the vacating of the Premises without providing a commercially reasonable level of security, or where the coverage of the property insurance described in Section 8.2 is jeopardized as a result thereof, or without providing reasonable assurances to minimize potential vandalism.

(b) The failure of Lessee to make any payment of Rent or any Security Deposit required to be made by Lessee hereunder, whether to Lessor or to a third party when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days following written notice to Lessee.

(c) The failure by Lessee to provide (i) reasonable written evidence of compliance with Applicable Requirements with which Lessee is obligated to comply pursuant to Section 6.3 of this Lease, (ii) the service contracts, (iii) the rescission of an unauthorized assignment or subletting, (iv) an Estoppel Certificate; (v) a requested subordination in accordance with the terms of this Lease, (vi)

material safety data sheets (MSDS), or (vii) any other documentation or information which Lessor may reasonably require of Lessee under the terms of this Lease, where any such failure continues for a period of 10 days following written notice to Lessee.

(d) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subsections 13.1(a), (b) or (c), above, where such Default continues for a period of 30 days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Event of Default if Lessee commences such cure within said 30 day period and thereafter diligently prosecutes such cure to completion.

(e) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a "**debtor**" as defined in 11 U.S.C. §101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within 60 days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within 60 days; provided, however, in the event that any provision of this subsection (e) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(f) The discovery that any financial statement of Lessee given to Lessor was materially false.

13.2 **Remedies.** If Lessee fails to perform any of its affirmative duties or obligations (other than the covenants and reports to be performed and supplied pursuant to Section 29), within 15 days after written notice (or, in the case of those duties and obligations that cannot reasonably be performed within 15 days after notice, to commence and diligently prosecute such duties and obligations to completion), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Event of Default including Lessee's failure to comply with the covenants or to deliver the reports set forth in Section 29, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Event of Default:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that the Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that the Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by the Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii)

of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Event of Default of this Lease shall not waive Lessor's right to recover damages under Section 13. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 13.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 13.1. In such case, the applicable grace period required by Section 13.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Event of Default of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect the Lessor's interests, shall not constitute a termination of the Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

13.3 **Late Charges.** Lessee hereby acknowledges that late payment by Lessee of Base Rent or any portion thereof will cause Lessor to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges, and late charges which maybe imposed upon Lessor by any Lender. Accordingly, if any Rent shall not be received by Lessor within 5 business days after such amount is past due, then without any requirement for notice to Lessee, Lessee shall immediately pay to Lessor a one-time late charge equal to $100. The Parties hereby agree that such late charge represents a fair and reasonable estimate of the costs Lessor will incur by reason of such late payment. Acceptance of such late charge by Lessor shall in no event constitute a waiver of Lessee's Default or Event of Default with respect to such overdue amount, nor prevent the exercise of any of the other rights and remedies granted hereunder. In the event that a late charge is payable hereunder, whether or not collected; for 3 consecutive installments of Base Rent, then notwithstanding any provision of this Lease to the contrary, Base Rent shall, at Lessor's option, become due and payable quarterly in advance.

13.4 **Interest.** Any monetary payment due Lessor hereunder, other than late charges, not received by Lessor when due as to scheduled payments (such as Base Rent) or within 30 days following the date on which it was due for non-scheduled payments, shall bear interest from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. The interest ("**Interest**") charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to the potential late charge provided for in Section 13.3.

13.5 **Breach by Lessor.** Lessor shall not be deemed in breach of this Lease unless Lessor fails within a reasonable time to perform an obligation required to be performed by Lessor. For purposes of this Section, a reasonable time shall in no event be less than 30 business days after receipt by Lessor, and any Lender whose name and address shall have been furnished Lessee in writing for such purpose, of written notice specifying wherein such obligation of Lessor has not been performed; provided, however,

that if the nature of Lessor's obligation is such that more than 30 days are reasonably required for its performance, then Lessor shall not be in breach if performance is commenced within such 10 day period and thereafter diligently pursued to completion.

14. **Condemnation**. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "**Condemnation**"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and the Base Rent shall be reduced in proportion to the reduction in utility of the Premises caused by such Condemnation if such portion of the Premises taken does not include any portion of the buildings on the Premises. If any portion of the buildings on the Premises are taken, the Base Rent shall be reduced in proportion to the portion of the buildings taken. In the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any Loan in proportion to the portion taken or sold, and third, to reduce Lessor's equity and capital contribution to the Premises in proportion to the portion taken or sold, and fourth, to reduce any Lessee's equity remaining on the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. If the entirety of the Premises are taken, then the Condemnation awards and/or payments shall be used first, to repay any Loan, second, to Lessor's equity and capital contribution to the Premises, and the balance shall be the property of Lessor.

15. **Estoppel Certificates.**

(a) Each Party (as "**Responding Party**") shall within 10 days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

(b) If the Responding Party shall fail to execute or deliver the Estoppel Certificate within such 10 day period, the Requesting Party may execute an Estoppel Certificate stating that: (i) the Lease is in full force and effect without modification except as may be represented by the Requesting Party, (ii) there are no uncured defaults in the Requesting Party's performance, and (iii) if Lessor is the Requesting Party, not more than one month's rent has been paid in advance. Prospective purchasers and encumbrancers may rely upon the Requesting Party's Estoppel Certificate, and the Responding Party shall be estopped from denying the truth of the facts contained in said Certificate.

(c) If Lessor desires to finance, refinance, or sell the Premises, or any part thereof, Lessee shall deliver to any potential lender or purchaser designated by Lessor such financial statements as may be reasonably required by such lender or purchaser. All such financial statements shall be received by Lessor and such lender or purchaser in confidence and shall be used only for the purposes herein set forth.

16. **Definition of Lessor**. The term "**Lessor**" as used herein shall mean the owner or owners at the time in question of the fee title to the Premises. Upon any transfer of fee title to the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by the Lessor shall be binding only upon the Lessor as hereinabove defined.

17. **Severability**. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

18. **Days**. Unless otherwise specifically indicated to the contrary, the word "days" as used in this Lease shall mean and refer to calendar days.

19. **Limitation on Liability**. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease.

20. **Time of Essence**. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

21. **No Prior or Other Agreements**. This Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective.

22. **Notices**.

22.1 **Notice Requirements**. All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, and shall be deemed sufficiently given if served in a manner specified in this Section 21. The addresses for the Parties are set forth below and shall constitute the respective addressed for delivery or mailing of notices. Each Party may, by written notice to the others, specify a different address for notice. Upon Lessee's taking possession of the Premises, the Premises shall constitute Lessee's address for notice unless Lessee notifies Lessor otherwise. A copy of all notices to Lessor or Lessee shall be concurrently transmitted to such party or parties at such addresses as Lessor or Lessee, respectively, may from time to time hereafter designate in writing.

22.2 **Addresses**.

Lessor:

NCPS I LLC
c/o New City Public Schools
1230 Pine Avenue
Long Beach, CA 90813
Attn: Lisa Kalem

Lessee:

New City Public Schools
1230 Pine Avenue
Long Beach, CA 90813
Attn: Lisa Kalem

With a copy to:

LIIF:

c/o Low Income Investment Fund
100 Pine Street, Suite 1800
San Francisco, CA 94111
Attn: Deborah Clarett
Fax No.: (415) 772-9095

22.3 **Date of Notice**. Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown; the postmark thereon. If sent by regular mail the notice shall be deemed given 48 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantee next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices transmitted by facsimile transmission or similar means shall be deemed delivered upon telephone confirmation of receipt (confirmation report from fax machine is sufficient), provided a copy is also delivered via delivery or mail. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

23. **Waivers**. No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof.

24. **No Right To Holdover**. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

25. **Cumulative Remedies**. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

26. **Covenants and Conditions; Construction of Agreement**. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

27. **Binding Effect; Choice of Law**. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Los Angeles.

28. **Subordination; Attornment; Non-Disturbance**.

28.1 **Subordination**. This Lease shall be subject and subordinate to any ground lease, mortgage, deed of trust, or other hypothecation or security device securing Lessor's obligations under any Loan in favor of a Lender (collectively, "**Security Device**"), whether such Security Device is now or hereafter placed upon the Premises, to any and all advances made on the security thereof, and to all renewals, modifications, and extensions thereof. Lessee agrees that a Lender shall have no liability or obligation to perform any of the obligations of Lessor under this Lease. Any Lender may elect to have this Lease granted hereby superior to the lien of its Security Device by giving written notice thereof to Lessee, whereupon this Lease shall be deemed prior to such Security Device, notwithstanding the relative dates of the documentation or recordation thereof.

28.2 **Attornment**. In the event that Lessor transfers title to the Premises, or the Premises are acquired by another upon the foreclosure or termination of a Security Device to which this Lease is subordinated (i) Lessee shall, subject to the non-disturbance provisions of Section 28.3, attorn to such new owner, and upon request, enter into a new lease, containing all of the terms and provisions of this Lease, with such new owner for the remainder of the term hereof, or, at the election of such new owner, this Lease shall automatically become a new Lease between Lessee and such new owner, upon all of the terms and conditions hereof, for the remainder of the term hereof, and (ii) Lessor shall thereafter be relieved of any further obligations hereunder (but not obligations that accrued prior to such transfer) and such new owner shall assume all of Lessor's obligations hereunder, except that such new owner shall not: (a) be liable for any act or omission of any prior lessor or with respect to events occurring prior to acquisition of ownership; (b) be subject to any offsets or defenses which Lessee might have against any prior lessor, (c) be bound by prepayment of more than one month's rent, or (d) be liable for the return of any security deposit paid to any prior lessor.

28.3 **Non-Disturbance**.

(a) Lessee hereby agrees that it will execute, acknowledge, and deliver to the Lessor and LIIF a Subordination Nondisturbance and Attornment (the "**LIIF SNDA**"), in form provided by LIIF and reasonably acceptable to Lessee, within five (5) days following Lessee's receipt thereof. Upon the execution and delivery of the LIIF SNDA to LIIF, Lessee agrees and acknowledges that Lessee's rights and interests under the Lease and with respect to the Premises shall be subordinate to the LIIF Loan and otherwise subject to the terms and provisions of the SNDA.

(b) With respect to any Subsequent Loans or Other Loans obtained by Lessor, Lessee shall enter into a commercially reasonable non-disturbance and attornment agreement upon terms and provisions similar to the LIIF SNDA. .

28.4 **Self-Executing**. The agreements contained in this Section 28 shall be effective without the execution of any further documents; provided, however, that, upon written request from Lessor or a Lender in connection with a sale, financing or refinancing of the Premises, Lessee and Lessor shall execute such further writings as may be reasonably required to separately document any subordination, attornment and/or Non-Disturbance Agreement provided for, herein.

29. **Mandatory Covenants.**

29.1 **Covenants.** For the benefit of the Lessor and LIIF, Lessee hereby covenants and agrees as follows:

(a) Lessee shall cause all use permits and licenses necessary for the operation of Lessee's school (including, without limitation, the School Charter) on the Premises to be kept in full force and effect at all times.

(b) Lessee shall not cause or permit the School Charter to be modified without the prior written consent of Lessor and LIIF.

(c) Lessee shall not cause or permit Lessee's school operated on the Premises to be expanded or modified without the prior written consent of Lessor and LIIF, which consent shall not be unreasonably withheld or delayed.

(d) Lessee shall not incur secured or unsecured debt of any kind other than (i) unsecured working capital or cash flow financing or (ii) zero interest or low interest debt from the County of

Los Angeles, Los Angeles Unified School District, or the State of California without the prior written consent of Lessor, as Borrower, and LIIF, which consent shall not be unreasonably withheld or delayed.

(e) Lessee will maintain adequate records evidencing compliance with all conditions established for its school charter and its operation of Lessee's school on the Premises

(f) Lessee shall conduct any and all activities (including, without limitation, all enrollment and attendance reporting and other requirements) as may be necessary for Lessee's school to continue to receive during the entire Term of the Lease all State Operating Payments to which the School may be entitled.

(g) Lessee shall not waive, forfeit, or otherwise release its right to receive the State Operating Payments unless Lessee first demonstrates to the Lessor's and LIIF's satisfaction that Lessee has obtained grant and/or other revenue sources sufficient to meet all of Lessee's obligations under the Lease (including, without limitation), Lessee's obligation to maintain the Lease Coverage Ratio as set forth in Section 29.1(i) below). Lessee shall notify the Lessor and LIIF in writing thirty (30) days in advance of any termination, cancellation, material amendment, or material modification of the State Operating Payments.

(h) Lessee shall promptly enforce its rights to receive State Operating Payments from the State and shall promptly comply with all conditions to such payments.

(i) Lessee shall maintain a lease coverage ratio of not less than 1.20 to 1.00. "Lease Coverage Ratio" means, for each fiscal year, (A) (1) total School Revenues, including grant funds actually received by Lessee for Lessee's school, minus (2) expenses relating to the operation of the School, excluding any all lease payments (including Base Rent), divided by (B) the lease payments (including Base Rent).

(j) Lessee shall pay all costs of operating, maintaining, insuring, and managing the Property and the School.

29.2 **Reports.** Lessee will submit to Lessor and LIIF the following reports with respect to Lessee and the operation of Lessee's school on the Premises, as applicable:

(a) Within forty-five (45) days of the end of each of Lessee's fiscal quarters a "**Quarterly School Statement**" consisting of (i) internally prepared quarterly financial statements for Lessee, including a balance sheet, income statement and comparison of Lessee's actual performance to the Annual School Budget for the period, and (ii) a narrative progress report from Lessee, in form acceptable to LIIF, reporting on the management and operation of the School.

(b) Internally prepared annual financial statements for Lessee within sixty (60) days of its fiscal year end;

(c) Audited annual financial statements for Lessee within one hundred eighty (180) days of its fiscal year end;

(d) Upon request of Lessor and/or LIIF, within forty-five (45) days after the end of each fiscal quarter, a certification from Lessee as to the School's student enrollment, waiting list size, and attendance percentages for the previous fiscal quarter;

(e) Annual budget for the School for the subsequent fiscal year (an "**Annual School Budget**"), not later than thirty (30) days prior to the start of each School fiscal year, which Annual School Budget sets forth Net Operating Income on a quarterly basis, sets forth, on a quarterly basis, the level of enrollment on which such budget is based, and indicates the School's ability to maintain an annual Lease Coverage Ratio (as defined below) of not less than 1.10 to 1.00;

(f) Within forty five (45) days after the end of the fiscal quarter ending December 31, and within one hundred eighty (180) days after Lessee's fiscal year end, a Charter School Covenants Compliance certificate (in form prepared by LIIF), from the Lessee; and (ii) within one hundred eighty (180) days after Lessee's fiscal year end, a project impact report (in form prepared by LIIF) from Lessee;

(g) Copies of (A) all on-site assessments of the School conducted by the State (including without limitation the annual review), (B) all evaluation, progress or other reports for the School prepared by the Los Angeles Unified School District, and (C) any adverse evaluations, reports, and other written communications, whether periodic or nonperiodic, from any governmental authority regarding Lessee's operation of the School. Lessee shall deliver such items promptly to Lessor and LIIF, but in no event later than ten (10) days after Lessee's receipt thereof;

(h) From time to time upon the request of Lessor or LIIF, such reports, evidence, and/or other information as the requesting party may require (including, without limitation, information as necessary or appropriate to confirm Lessee's compliance with the applicable NMTC Requirements);

(i) Such notices, in writing, as necessary to advise Lessor and Lessee of the occurrence of any of the following: (i) Lessee has received a notice or other communication from State that Lessee is not in compliance with any of the Charter School Requirements, (ii) there has been a termination, non renewal, or cancellation of Lessee's School Charter, (iii) there has been reduction, interruption, delay of more than thirty (30) days, or elimination of the State Operating Payments to Lessee, or (iv) Lessee has become aware of any information that would materially and adversely effect the Lessee's school. Lessee shall deliver the notices described herein promptly upon Lessee's becoming aware of the events described, but no event later than ten (10) days thereafter; and

(j) From time to time, Lessee shall deliver to Lessor and LIIF any of the following documents as may be requested by Lessor and/or LIIF in their sole and absolute discretion, which delivery shall be made no later than five (5) days following written request from the Lessor or LIIF:

(i) True and correct copies of Lessee's organizational documents, including without limitation (A) articles of incorporation, including copies of all amendments to the original articles of incorporation, (B) a current Certificate of Status or equivalent issued by the State of incorporation for Lessee in form and substance satisfactory to the Lessor and LIIF and, if Lessee is incorporated or organized in any State other than California, a certificate of status of foreign corporation from the California Secretary of State, and (C) Lessee's then-current by-laws, certified by the Secretary of Lessee, which certification is in form and substance acceptable to the Lessor and LIIF;

(ii) An estoppel certificate, in form and substance acceptable to Lessor and LIIF, confirming such matters as LIIF may request; and

(iii) A listing of the names of the current members of Lessee's Board of Directors.

29.3 **No Termination; Assignment or Sublease without LIIF Consent**. Without prior written consent of LIIF (a) Lessor and Lessee shall not agree to terminate, amend, modify, or waive

any provision of the Lease or to effect a surrender of the Lease and/or the Premises, and (b) Lessee, with or without the consent of Lessor, shall not assign, sublease, pledge, leasehold mortgage or otherwise encumber, or otherwise transfer or dispose of Lessee's rights under the Lease or with respect to the Premises or the Lease Collateral.

29.5 **Lessee's Approval of LIIF Loan and LIIF.** Lessee hereby approves of (a) LIIF as the lender of the LIIF Loan and (b) the terms and provisions of the LIIF Loan.

29.6 **Application of Base Rent Payments.** If for any reason Base Rent payments received from Lessee are less than the full amount of Base Rent, such lesser amounts shall be applied by Lessor in the following order: first, towards that portion of all Debt Service representing principal and/or interest then due and payable under the Loan, second, towards that portion of Debt Service representing all outstanding Replacement Reserve Payments (as defined in Section 3.21.1 of the Loan Agreement) and other reserve payments, if any, payable pursuant to the Loan Documents.

29.7 **Attorneys' Fees.** If any Party brings an action or proceeding involving the Premises whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term, "**Prevailing Party**" shall include, without limitation, a Party who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other Party of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse all attorneys' fees reasonably incurred.

30. **Lessor's Access; Showing Premises; Repairs.** Lessor, Lessor's agents and any Lender shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after twenty-four hours' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease, showing the Premises to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises as long as there is no material adverse effect to Lessee's use of the Premises. Lessor shall take all commercially reasonable efforts to ensure that entry onto the Premises by Lessor or Lessor's agents is performed in a manner that minimizes any impact on Lessee's use and employment of the Premises. All such activities shall be without abatement of Rent; provided, however, that Lessor shall indemnify, defend and hold Lessee, its agents and employees harmless from and against any and all damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving Lessor's gross negligence or willful misconduct in performing such activities.

31. **Consents.** Except as otherwise provided herein, wherever in this Lease the consent of a Party is required to an act by or for the other Party, such consent shall not be unreasonably withheld or delayed. Lessor's actual reasonable costs and expenses (including but not limited to architects', attorneys', engineers' and other consultants' fees) incurred in the consideration of, or response to, a request by Lessee for any Lessor consent, including but not limited to consents to an assignment, a subletting or the presence or use of a Hazardous Substance, shall be paid by Lessee upon receipt of an invoice and supporting documentation therefor. Lessor's consent to any act, assignment or subletting shall not constitute an acknowledgment that no Default or Breach by Lessee of this Lease exists, nor shall such consent be deemed a waiver of any then existing Default or Breach, except as may be otherwise specifically stated in writing by Lessor at the time of such consent. The failure to specify herein any particular condition to Lessor's consent shall not preclude the imposition by Lessor at the time of consent

of such further or other conditions as are then reasonable with reference to the particular matter for which consent is being given. In the event that either Party disagrees with any determination made by the other hereunder and reasonably requests the reasons for such determination, the determining party shall furnish its reasons in writing and in reasonable detail within 10 business days following such request.

32. **Quiet Possession.** Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

33. **Security Measures.** Lessee hereby acknowledges that the Rent payable to Lessor hereunder does not include the cost of guard service or other security measures, and that Lessor shall have no obligation whatsoever to provide same. Lessee assumes all responsibility for the protection of the Premises, Lessee, its agents and invitees and their property from the acts of third parties.

34. **Performance Under Protest.** If at any time a dispute shall arise as to any amount or sum of money to be paid by one Party to the other under the provisions hereof, the Party against whom the obligation to pay the money is asserted shall have the right to make payment "under protest" and such payment shall not be regarded as a voluntary payment and there shall survive the right on the part of said Party to institute suit for recovery of such sum. If it shall be adjudged that there was no legal obligation on the part of said Party to pay such sum or any part thereof, said Party shall be entitled to recover such sum or so much thereof as it was not legally required to pay,

35. **Authority; Multiple Parties; Execution.**

(a) If either Party hereto is a corporation, trust, limited liability company, partnership, or similar entity, each individual executing this Lease on behalf of such entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on its behalf. Each Party shall, within 30 days after request, deliver to the other Party satisfactory evidence of such authority.

(b) This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

36. **Amendments.** This Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a Lender in connection with the obtaining of normal financing or refinancing of the Premises.

37. **Waiver of Jury Trial.** THE PARTIES HEREBY WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY IN ANY ACTION OR PROCEEDING INVOLVING THE PROPERTY OR ARISING OUT OF THIS AGREEMENT.

38. **Memorandum of Lease.** Concurrently with the execution of this Lease, the Parties shall execute, acknowledge and record in the Official Records of Los Angeles County, California a Memorandum of Lease (in the form of Exhibit B hereto).

The Parties hereto have executed this Lease at the place and on the dates specified above their respective signatures.

Executed at:_____

on:_____

By LESSOR:

NCPS I LLC,
a California limited liability company

By: **New City Public Schools,**
a California nonprofit public benefit corporation
its sole member and manager

By: _____
Ted Hamory
Its Executive Director

Executed at:_____

on:_____

By LESSEE:

NEW CITY PUBLIC SCHOOLS,
a California nonprofit public benefit corporation

By: _____
Ted Hamory
Its Executive Director

- Signature Page -

EXHIBIT A

Description of Premises

EXHIBIT B

Form of Memorandum of Lease

RECORDING REQUESTED BY AND WHEN
RECORDED RETURN TO:

_____
Attention:

---

a) **MEMORANDUM OF LEASE**

This MEMORANDUM OF LEASE (this "**Memorandum**") is dated as of, by and NCPS I LLC a California limited liability company ("**Lessor**") and, a California nonprofit public benefit corporation ("**Lessee**").

1. Grant of Lease. Pursuant to that certain Lease Agreement ("**Lease**") dated of even date herewith for good and valuable consideration received, Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, that certain real property commonly known as _____, located in the County of Los Angeles, State of California as more particularly described on the attached **Exhibit A** which by this reference is incorporated herein ("**Premises**").

2. Term. The term of the Lease commences on _____ and ends on _____.

3. Incorporation by Reference. All of the terms, provisions and covenants of the Lease are incorporated in this Memorandum by reference as though written out at length herein, and the Lease and this Memorandum shall be deemed to constitute a single instrument or document.

4. Purpose of Memorandum. This Memorandum is prepared for recordation purposes only, and it in no way modifies the terms, conditions, provisions and covenants of the Lease. In the event of any inconsistency between the terms, conditions, provisions and covenants of this Memorandum and the Lease, the terms, conditions and covenants of the Lease shall prevail.

The parties hereto have executed this Memorandum on the dates specified immediately below their respective signatures.

By LESSOR:

Date: 5/20/10

By LESSEE:

Date: 5/20/10

Exhibit A to Memorandum of Lease

Legal Description of Premises

1637 Long Beach Blvd.
Long Beach, CA 90813
Tel 562.599.6404
Fax 562.218.5620
www.newcityps.org

LEASE AMENDMENT
1621-47 Long Beach Blvd, Long Beach, CA 90813

This memorandum serves as a technical amendment to the lease dated May 20, 2010 for 1621-47 Long Beach Blvd, Long Beach, CA 90813. The undersigned affirm that NCPS LLC I leases these facilities to New City School (CDS 19-64725-6118269) for its exclusive use as a charter school campus.

The monthly lease payment is $25,278.00 starting October 1, 2012. This lease payment may change subject to any then current agreement with Low Income Investment Fund for Loan #20089.

Lessor:

October 1, 2012

Sabrina Bow
Executive Director
NCPS LLC I

Date

Lessee:

Oct. 1, 2012

Stephanie Lee
Director of Education Programs
New City School

Date

VII.2

Certificate of Occupancy

As Authorized By The Building Official
City of Long Beach

This document certifies that, at the time of issuance, this structure, or portion thereof, was in compliance with the various ordinances of the City of Long Beach regulating building construction or use.

Address: 1633 LONG BEACH BLVD

Occupancy Type: SCHOOL E V-B

Permit No.: 530372

Portion of Building: TI TO (E) BLDG FOR CHARTER SCHOOL(PHASE 2). UPGRADE BLDG WITH SW.

Max. Occupant Load:

Building Official

Date: August 31, 2010

Certificate of Occupancy

As Authorized By The Building Official
City of Long Beach

This document certifies that, at the time of issuance, this structure, or portion thereof, was in compliance with the various ordinances of the City of Long Beach regulating building construction or use.

Address: 1637 LONG BEACH BLVD

Occupancy Type: SCHOOL E1/A3 V-1HR

Permit No.: 493075

Portion of Building: CHANGE USE OF (E) BLDG TO CHARTER SCHOOL (K-8). SPRINKLERS THRUOU

Max. Occupant Load:

Building Official

Date: January 29, 2008

Achievement Growth Access

Report on student performance at New City School

1637 Long Beach Boulevard
Long Beach, CA 90813

New City Public Schools

A Charter School serving the greater Long Beach area since 2000

Endorsed by National Leaders

Dr. Diane Ravitch

"… On occasion, I learn of a charter school that is trying to do what *charter schools were originally supposed to do*. They accept all children who apply, within the limits of their space; they do not exclude English language learners and children with disabilities. They take children who are unmotivated and see new ways to motivate them. They experiment with new models of education without regard to the god of testing … the New City school is one such charter. It emphasizes learning, not test-taking. It tries new methods. It does not live for testing but for teaching and learning. **I urge you to renew its charter.**"

Dr. Carl Cohn

"I'm writing in support of New City School of Long Beach's request for charter renewal … I believe that they have successfully delivered on the original mission and philosophy of the founders—to create a school that embraces a constructivist approach to teaching and learning.

I have never seen a school so enthusiastically supported by parents, guardians and grandparents. It's hard for me to believe that these caregivers don't know what's best for their children.

As someone who in 1999 co-chaired the state's advisory committee that created the API, we knew that some schools, both charter and traditional, should never be measured solely by test scores because they were designed as genuine alternatives to the conventional wisdom of what constitutes a good school. **New City, with its embrace of the languages, cultures, service and diversity that is central to the urban core of Long Beach, is that type of school.**"

New City School thanks its staff of dedicated teachers for assisting in the preparation of this report. In addition, valuable support came from Key Data Systems, J. Mathis Design, and Public Works.

Summary of Key Findings

This report outlines why New City School should be granted a 5-year renewal of its charter. New City School met every legal requirement for renewal. Moreover, it provides access to education in Spanish and English in an area of Long Beach with no other such options.

- ☑ Legal Criteria for Charter Renewal: **MET**
- ☑ ALL Terms of New City School-Long Beach Unified MOU: **MET**
- ☑ Implement Proven Dual Language Model for English Learners' Success: **MET**
- ☑ Growth — Measured by Common Core Assessments: **MET**
- ☑ API Analysis Shows Student Growth Over Time
- ☑ Achievement – Students Reach Common Core Performance Targets: **MET**
- ☑ New City School Outperforms LBUSD in Science
- ☑ New City School Students Accepted into College Prep High School Programs
- ☑ Outcomes — New City School Graduates Outperform Their Peers
- ☑ Zero Barriers to Enrollment in New City School's Dual-Immersion Program: **MET**

☑ Legal Criteria for Charter Renewal: **MET**

New City School students show 3-year net gains in API school-wide and for all subgroups

California's charter school laws generally require that charter schools meet, minimally, one of several Academic Performance targets, including:

- **Education Code 47607(b)(4) — Determining that the academic performance of the charter school is at least equal to the performance of the schools the charter pupils would have attended, taking into account the population served.**

CSTs were eliminated in 2013-14 in favor of Common Core and new assessments; the API ranking system was also suspended. The law provides that schools may use the following in lieu of *current* API data:

- **Alternative measures that show increases in pupil academic achievement school-wide and among significant subgroups. Charter school law also provides that "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter."**

An analysis of publicly available API data for the last 3 years for which these data are available show an overall increase in student performance in English Language Arts and Math, both school-wide and for all numerically significant sub-groups.

Chart 1: New City School achieved school-wide 3-year net gain of 38 points on API

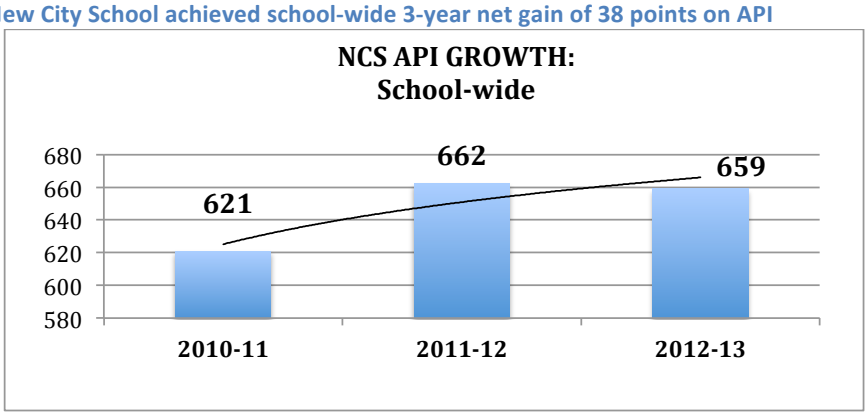


Table 1: All New City School Student subgroups achieved API growth

	2010-11	2011-12	2012-13	3-year Net Gain (10/11 – 12/13)
Whole School	621	662	659	+ 38
African American	571	540	660	+ 89
Hispanic	583	627	624	+ 41
White	757	828	826	+ 69
Socioeconomically Dis.	590	637	642	+ 52
English Learners	557	585	563	+ 6

☑ ALL Terms of New City School-Long Beach Unified MOU: **MET**

New City School fulfilled all requirements, including a heavy focus on Common Core, of an MOU with LBUSD. In the 2012 MOU, New City School agreed to:

- ☑ **Full implementation of Common Core in Language Arts and Math**
- ☑ **Adoption of the Gómez and Gómez Dual Language Enrichment (DLE) model**
- ☑ **Administer District CST-aligned benchmark tests, designed to follow LBUSD course outlines (not the Common Core)**
- ☑ **Common Core aligned assessments**

NCS's pedagogy, dual-language instruction, and emphasis on visual and performing arts did not align well with the API/CST, which focused nearly exclusively on atomized Math computation and English/Language Arts skills.

The New City School education program is naturally aligned to Common Core, where rigor, depth over breadth, logical reasoning, literacy in meaningful contexts, and scientific experimentation are prioritized. Full focus on Common Core standards, coupled with the Gómez and Gómez Dual Language Enrichment (DLE) model – which aims instruction at the top 25 percent of the class – prepares New City School students more authentically for the coming Smarter Balanced assessments and future success in high school, college, and career.

☑ Implement Proven Dual Language Model for English Learners' Success: **MET**

Gómez and Gómez Dual Language Enrichment model is designed for schools with high populations of English Learners

The research-based Gómez and Gómez Dual Language Enrichment Model, which New City School implemented for compliance with a 2012 MOU signed with LBUSD, was designed to better serve school populations with a high percent of English Learners. Central to the model is that students learn to read in their home language first, thereby gaining access to reading and writing in Kindergarten. They are also more likely to receive academic support at home.

New City School, one of two schools in California following the Gómez and Gómez model, is among hundreds of schools around the nation offering high numbers of underserved students access to rigorous academic content in two languages in this framework.

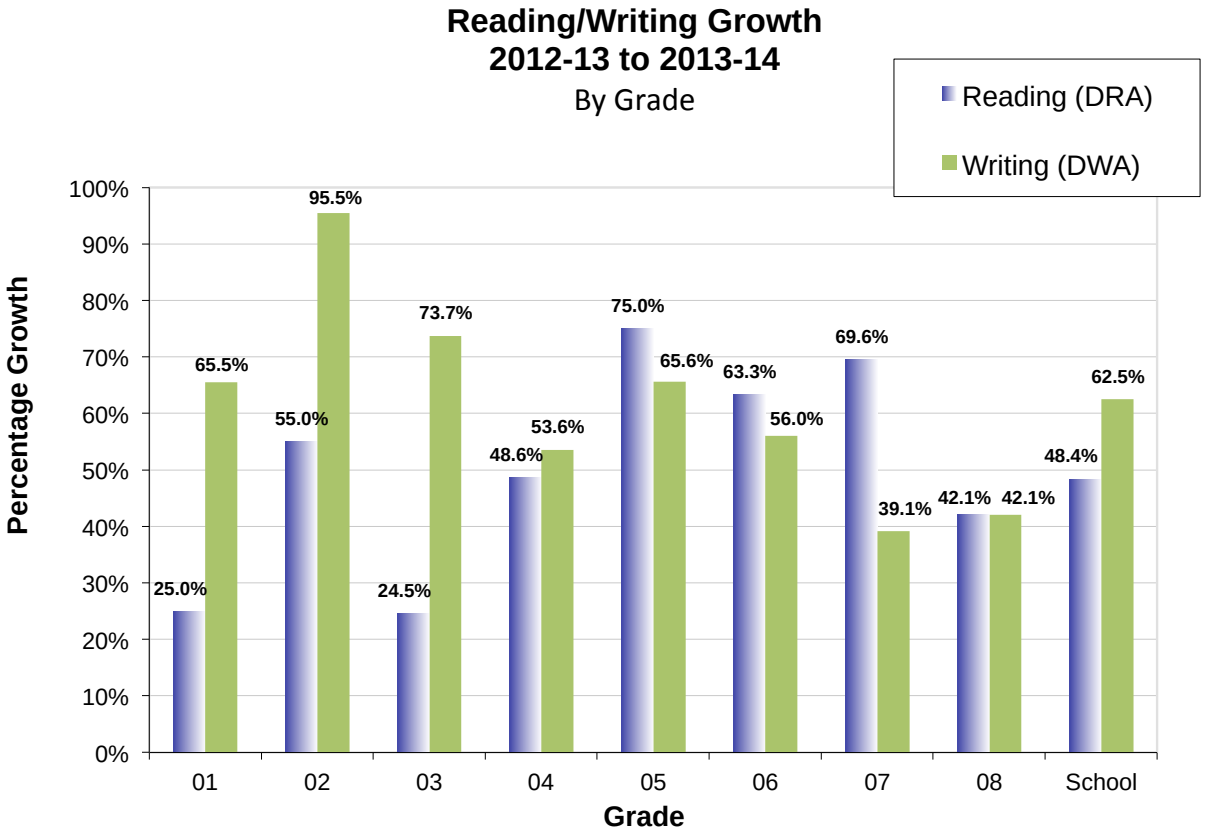
Growth

☑ Growth as Measured by Common Core Assessments: **MET**

New City School students demonstrate literacy growth, both school-wide and in numerically significant subgroups. Gains in **reading and writing** are measured annually by Pearson's Common Core literacy assessments—*the Developmental Reading Assessment (DRA) and Developmental Writing Assessment (DWA)*—for all students in grades TK-8.

Growth here is defined as an increase of >1 "achievement band" (Below-> Approaching, Approaching->Meeting) or Meeting/Exceeding end of grade-level targets in matched cohorts.

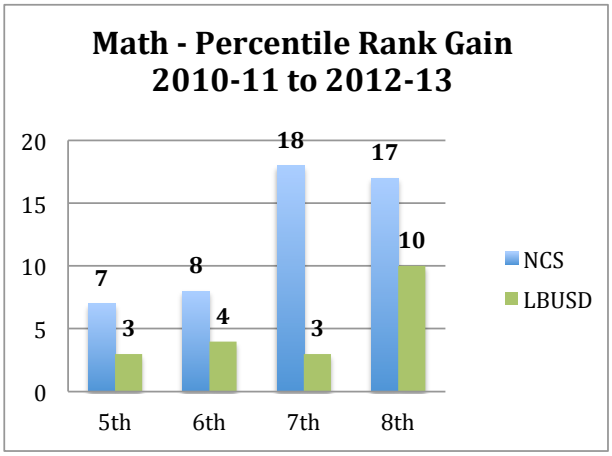
Chart 2: Academic Growth in the Common Core demonstrated by Grade-level

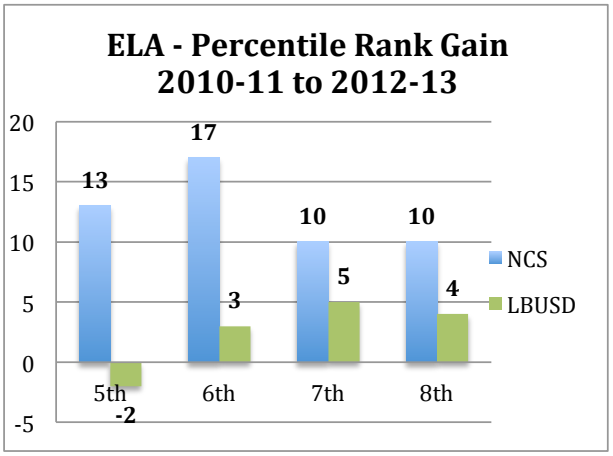


☑ API Analysis Shows Student Growth Over Time

A Public Works study of New City Students who attended the school from 5th to 8th grade found New City Students outperformed their LBUSD peers at similar schools. New City Students showed greater percentile rank gains than the LBUSD matched cohort (shown below).

Charts 3 & 4: New City School cohort outperforms LBUSD matched cohort

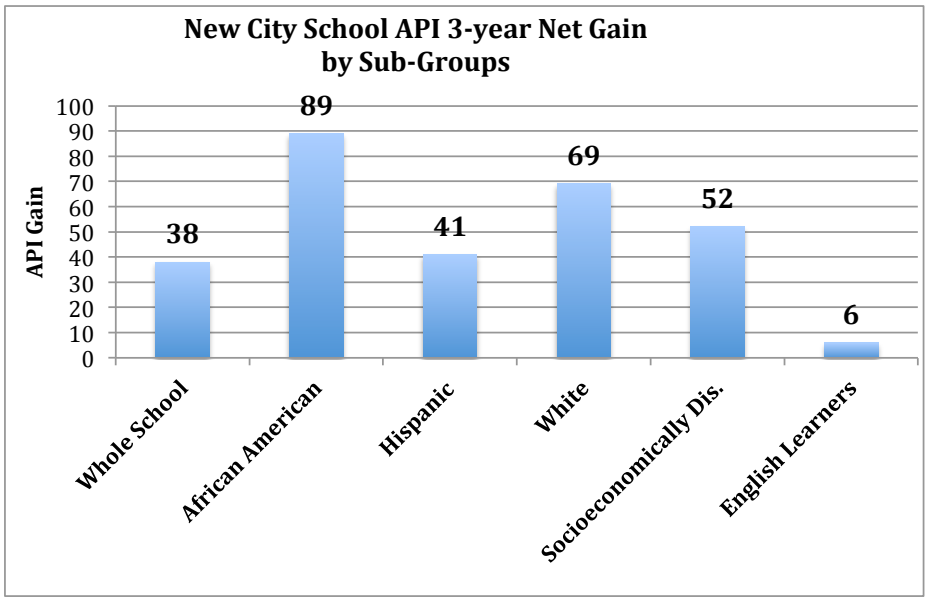




See Full Public Works Report, available for review.

In addition to school-wide growth in API for the last three years that the measure was available, all significant subgroups at New City School also showed gains.

Chart 5: All New City School Student subgroups achieved API growth

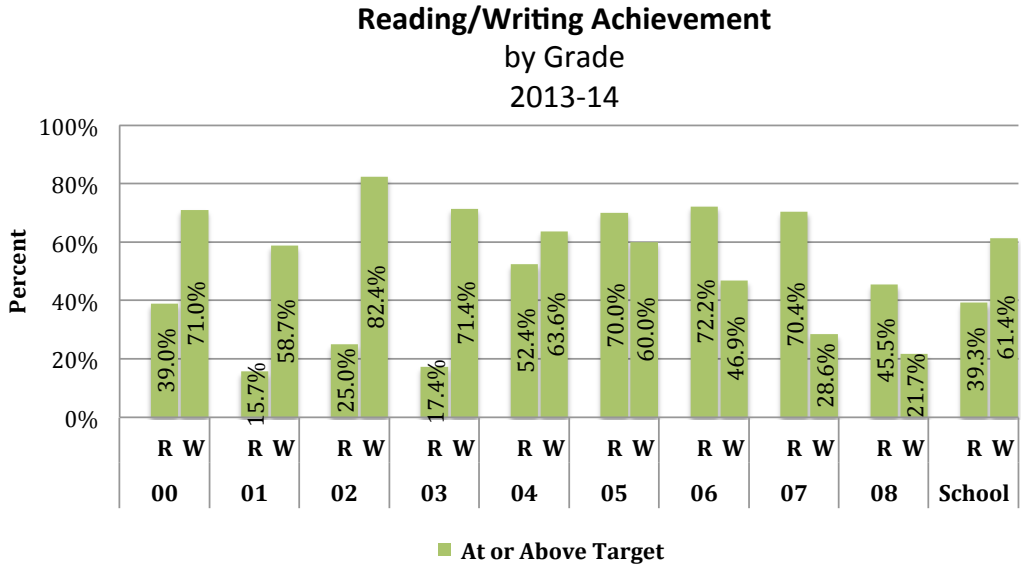


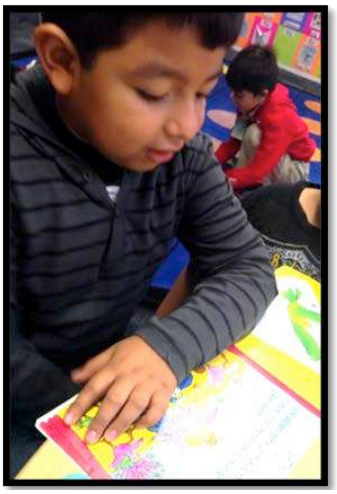
Achievement

☑ Achievement – Students Reach Common Core Performance Targets: **MET**

A significant **majority** of New City students in the upper grades (4-8) achieve grade-level reading scores that meet the rigorous expectations set forth by Pearson's Common Core literacy assessments, the DRA and DWA. Student scores fulfill the charter goal of producing avid and skilled readers and writers.

Chart 6: New City School Students demonstrate strong achievement through Common Core by Grade





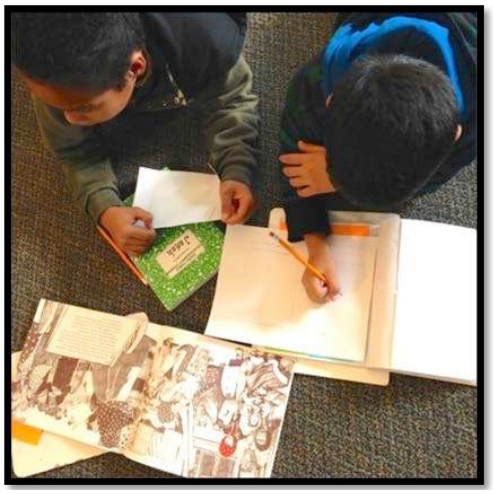
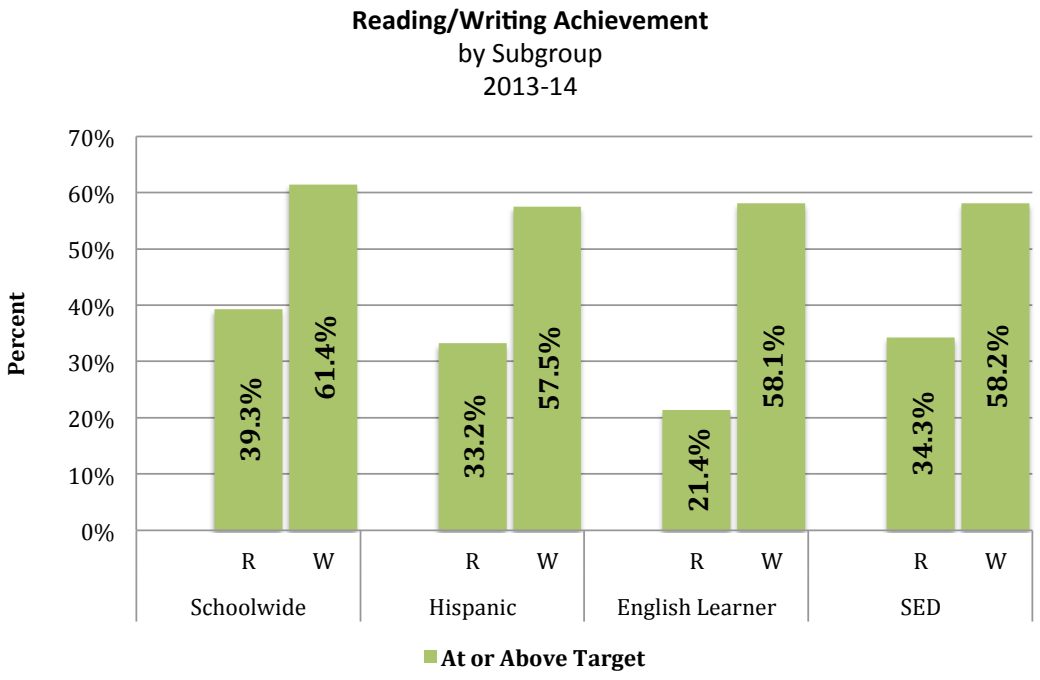


Chart 7: New City School Students demonstrate strong achievement through Common Core by Subgroup

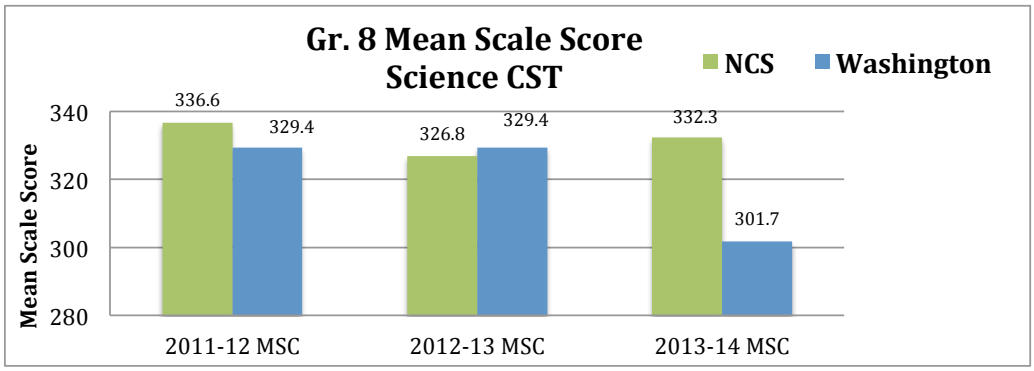


☑ New City School Outperforms LBUSD in Science

New City Students score higher on Science CST than LBUSD's Washington Middle School

In 2 of the last 3 years, New City 8th graders scored higher on the Science CST than 8th graders at Washington Middle School, the LBUSD Middle School closest to New City School. (NCS students study science in K-5 in Spanish, grades 6-8 in English.)

Chart 8: CST 8th Grade Science Scores



**Note: Data obtained from CDE DataQuest*

☑ Strengths for Long-Term New City School Students

Findings from the Public Works data analysis show New City School has a positive long-term impact:

- The 2012-13 5th and 6th grade cohorts (students who attended NCS from 2009-10 through 2012-13, grades 2-5 and 3-6) showed strength in ELA overall when compared to the matched cohorts in LBUSD.
- Cohort data for 7th grade students who stay at New City School over time (i.e. grades 4-5-6-7) demonstrate strengths in Math when compared to a matched cohort of LBUSD 7th graders.

Table 2: New City School cohorts compared to LBUSD matched cohorts in ELA and Math

	5th Gr. Cohort		6th Gr. Cohort		7th Gr. Cohort	
	NCS	LBUSD	NCS	LBUSD	NCS	LBUSD
N	21	140	19	61	12	79
ELA: Proficient or Advanced	52%	51%	47%	41%	33%	38%
Math: Proficient or Advanced	19%	45%	24%	34%	33%	24%

Outcomes: Success of New City School Students

☑ New City School Students Accepted Into College Prep High School Programs

High rates of New City School 8th graders accepted into competitive-entry high school programs

Table 3: New City Students accepted into competitive-entry high schools at higher rates

For the last 3 years, an overwhelming majority of New City School graduates are accepted into LBUSD specialized high school programs, which require A-G college prep coursework—prerequisites for direct access to UC and Cal State education systems. LBUSD considers GPAs, standardized test scores, and sometimes essays, letters of recommendations and interviews, when deciding whom to admit in their programs.

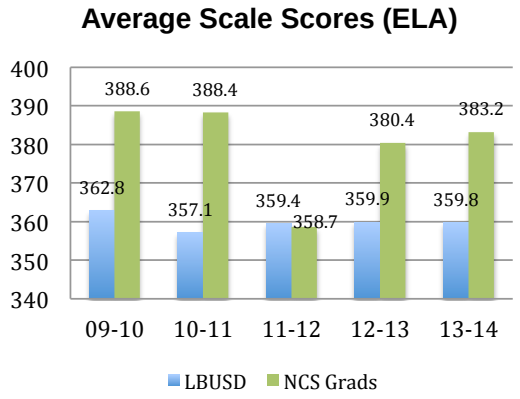
	2012-13 n=19	2013-14 n=23	2014-15 n=23
Students accepted into at least 1 Specialized A-G college prep HS program	57%*	91%	83%

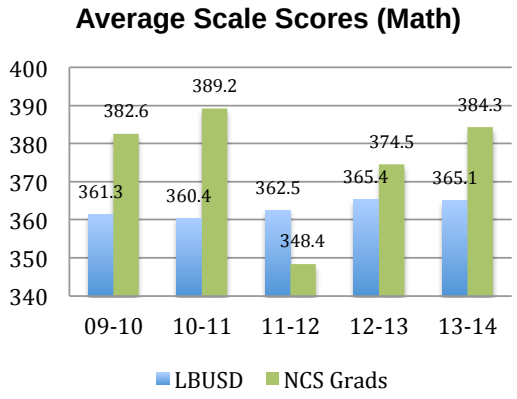
**In the 2012-13 school year our 8th graders had to apply as "private school" students and they were excluded from several programs due to this error on the part of the district.*

☑ New City School Graduates Outperform Their Peers

New City School graduates' high school exit exam (CASHEE) scores and 1st-time pass rates are higher than LBUSD peers, according to data obtained from LBUSD research.

Charts 9 & 10: New City School Grads *Proficient* while LBUSD students score minimum *Passing*





Access

☑ Zero Barriers to Enrollment in New City School's Dual-Immersion Program: **MET**

LBUSD's only all-school dual-immersion program serves a strikingly different population than New City School. The remaining LBUSD dual-immersion offerings are track programs, which operate within an otherwise English-only school. In contrast, New City School has ***zero barriers*** for accessing its research-based Dual Language Enrichment model and innovative education program.

No LBUSD dual-immersion program accepts students after 1st grade unless student is qualified by a discriminatory exam and interview.

Table 4: Segregated schools in LBUSD allow no place for New City Students to enroll in dual-immersion schools

School Name Grade-Span	% Enrolled in Dual Immersion, Total Enrollment	Access: When can a student be enrolled?	Program Design	Subgroups (Whole School) 2013-14
New City School TK-8	100% of 428	**Any grade** subject to space	K-8 Dual Language Enrichment (Gómez & Gómez)	Black: 5% **Latino: 72%** White: 8% Low SES: 85% EL: 36%
Patrick Henry K-8	100% of 798	Kinder-only open, then subject to space	90/10	Black: 6% Latino: 64% **White: 20%** Low SES: 33% EL: 13% [*1 in 8*]
Webster Elem. K-5	17% of 643	Kinder-only open, then subject to space	One class per grade; 50/50 model	**Black: 22%** Latino: 60% White: 3.5% Low SES: 92% EL: 34%
Lafayette Elem. K-5	25% of 961	Kinder-only open, then subject to space	Two classes per grade; 50/50 model	Black: 18% Latino: 70% White: 1.7% Low SES: 80% EL: 44%
Willard Elem. K-5	21% of 763	Kinder-only open, then subject to space	One class per grade; 50/50 model	Black: 13% Latino: 67% White: 4.5% **Low SES: 94%** **EL: 51%**
Source: DataQuest			**BOLD =** highest % among schools listed	

Table 5: Distance between New City School and each LBUSD Dual-Immersion program

	Distance from NCS	Time walking	Time on Bus	Time Driving
Lafayette	**1.4 miles**	25 min	20 min	5 min
Willard	**2.5 miles**	49 min	26 min	7 min
Webster	**3.6 miles**	1hr 9min	27 min	9 min
Patrick Henry	**6.5 miles**	2hrs 10min	48 min	17 min

** In 2015-16, Henry will become a K-5 program and grades 6-8 will be on separate school campus, also over 2 hours walking from NCS*

Due to distance and limited transportation options as well as program entry requirements, LBUSD dual-language programs are not a viable replacement for the majority of New City School Students.

APPENDIX

CONTENT LISTING

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APPENDIX 1

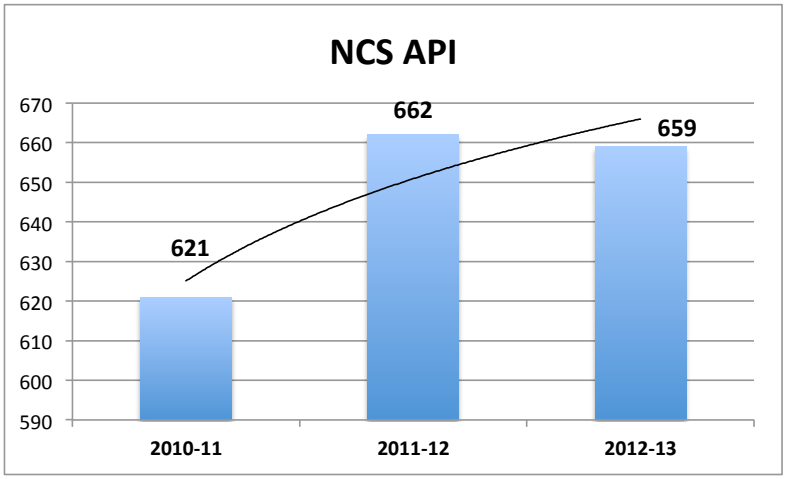
API Analysis

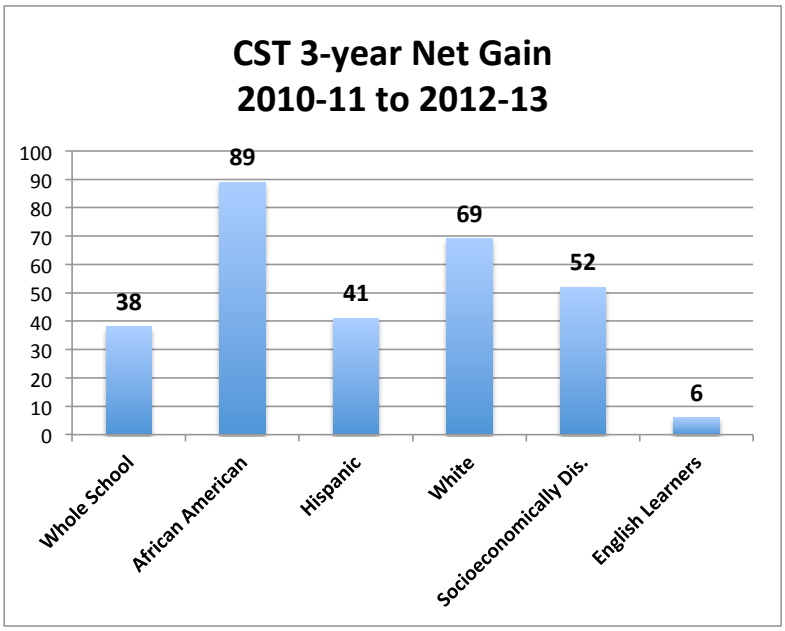
Description
The following API Analysis is taken from the letter written by Eric Premack, Executive Director of the Charter Schools Development Center (CSDC). He takes publicly available API Data and looks at the 2010-11, 2011-12, and 2012-13 years.

The analysis shows that New City School has made substantial gains since 2010-11 and the School's API grew 38 points. We also see that every sub group has a net increase in API from 2010-11 to 2012-13.

NCS California Standards Test (CST) Scores
2010-11 to 2012-13

	2010-11	2011-12	2012-13	3-year Net Gain (10/11 – 12/13)
Whole School	621	662	659	38
African American	571	540	660	89
Hispanic	583	627	624	41
White	757	828	826	69
Socioeconomically Dis.	590	637	642	52
English Learners	557	585	563	6





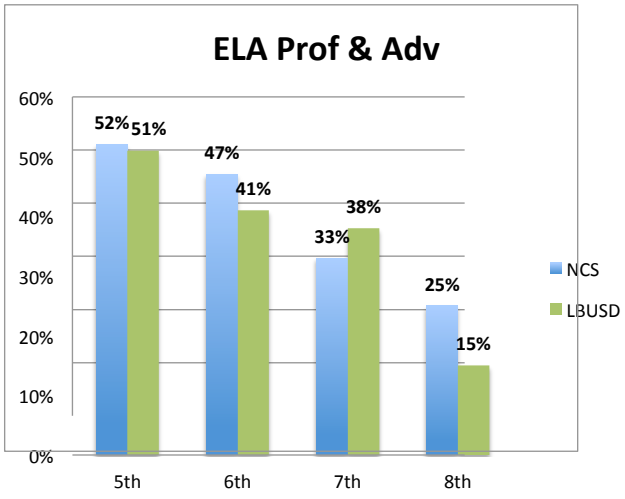
APPENDIX 2

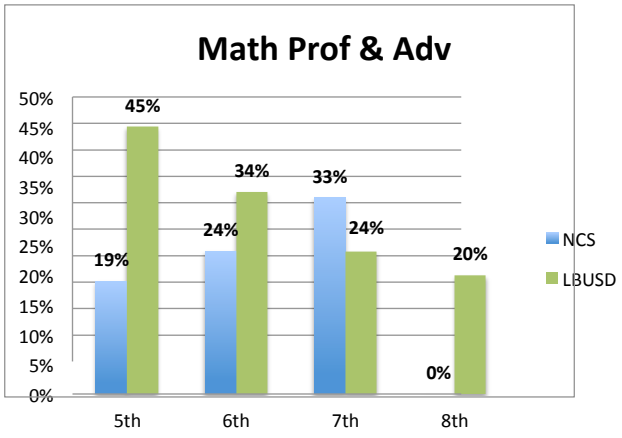
Public Works Cohort Analysis

Description
The following data is taken from the Public Works Cohort Analysis. The originally study included a 5th grade and 7th grade cohort of students that had been with the New City School for 4 or more years. The study was amended to include a 6th and 8th grade cohort to address concerns of LACOE staff.

The results are summarized in the study itself, which is also attached.

Public Works
Cohort Analysis
NCS/LBUSD Matched Cohort Achievement
2012-13 CSTs only





Public Works
Cohort Analysis
NCS/LBUSD Matched Cohort Achievement
2012-13 CSTs only

Proficient and Advanced - ELA & Math

	5th Gr. Cohort		6th Gr. Cohort		7th Gr. Cohort		8h Gr. Cohort	
	NCS	**LBUSD**	**NCS**	**LBUSD**	**NCS**	**LBUSD**	**NCS**	**LBUSD**
N	21	140	19	61	12	79	8	182
ELA- Proficient or Advanced	52%	51%	47%	41%	33%	38%	25%	15%
Math- Proficient or Advanced	19%	45%	24%	34%	33%	24%	0%	20%

Proficient and Advanced - ELA & Math

	5th Gr. Cohort		6th Gr. Cohort		7th Gr. Cohort		8h Gr. Cohort	
N	ELA	Math	ELA	Math	ELA	Math	ELA	Math
NCS	52%	19%	47%	24%	33%	33%	25%	0%
LBUSD	51%	45%	41%	34%	38%	24%	15%	20%

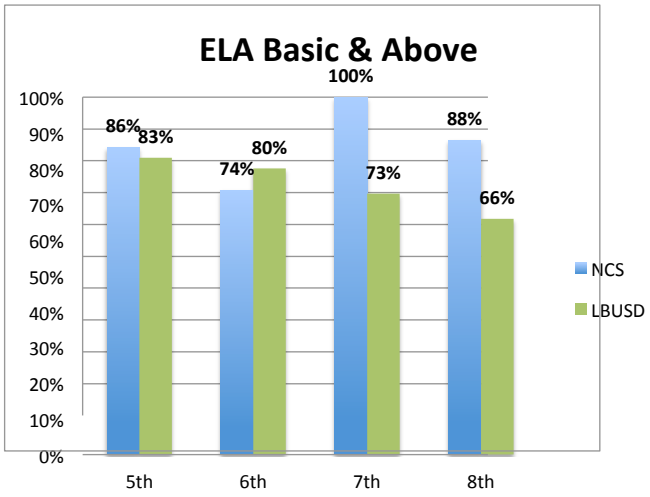
ELA - Prof & Adv

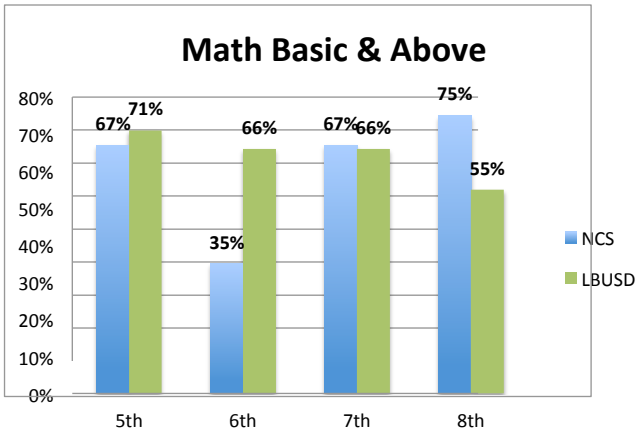
	5th	6th	7th	8th
NCS	52%	47%	33%	25%
LBUSD	51%	41%	38%	15%

Math - Prof & Adv

	5th	6th	7th	8th
NCS	19%	24%	33%	0%
LBUSD	45%	34%	24%	20%

Public Works
Cohort Analysis
NCS/LBUSD Matched Cohort Achievement
2012-13 CSTs only





Public Works
Cohort Analysis
NCS/LBUSD Matched Cohort Achievement
2012-13 CSTs only

Basic and Above - ELA & Math

	5th Gr. Cohort		6th Gr. Cohort		7th Gr. Cohort		8h Gr. Cohort	
	NCS	**LBUSD**	**NCS**	**LBUSD**	**NCS**	**LBUSD**	**NCS**	**LBUSD**
N	21	140	19	61	12	79	8	182
ELA Basic & Above	86%	83%	74%	80%	100%	73%	88%	66%
Math Basic & Above	67%	71%	35%	66%	67%	66%	75%	55%

Basic and Above - ELA & Math

	5th Gr. Cohort		6th Gr. Cohort		7th Gr. Cohort		8h Gr. Cohort	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
NCS	86%	67%	74%	35%	100%	67%	88%	75%
LBUSD	83%	71%	80%	66%	73%	66%	66%	55%

ELA - Basic & Above

	5th	6th	7th	8th
NCS	86%	74%	100%	88%
LBUSD	83%	80%	73%	66%

Math - Basic & Above

	5th	6th	7th	8th
NCS	67%	35%	67%	75%
LBUSD	71%	66%	66%	55%

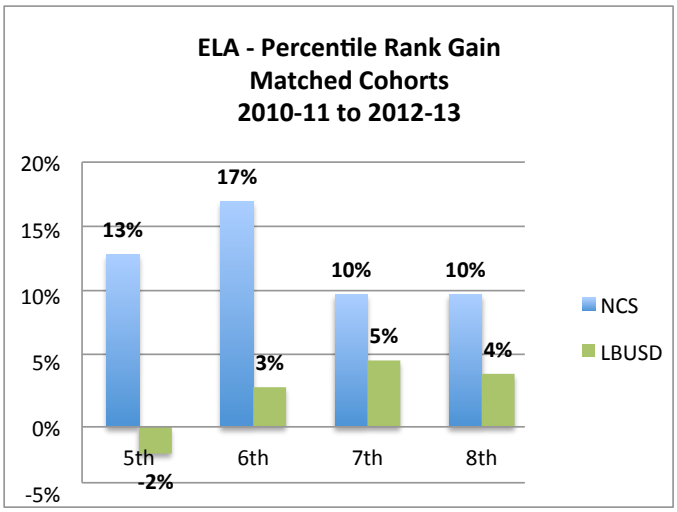
Public Works
Cohort Analysis
NCS/LBUSD Matched Cohort Achievement
Percentile Rank Gains
2010-11 to 2012-13 CSTs

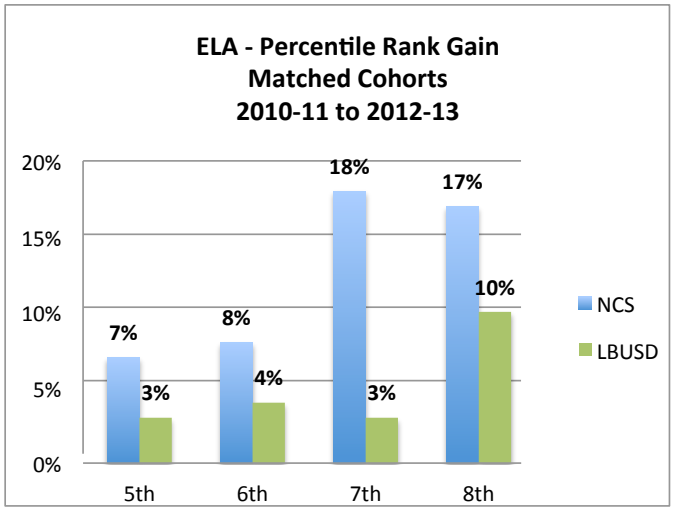
Percentile Rank Gain - ELA

	5th	6th	7th	8th
NCS	13%	17%	10%	10%
LBUSD	-2%	3%	5%	4%

Percentile Rank Gain - Math

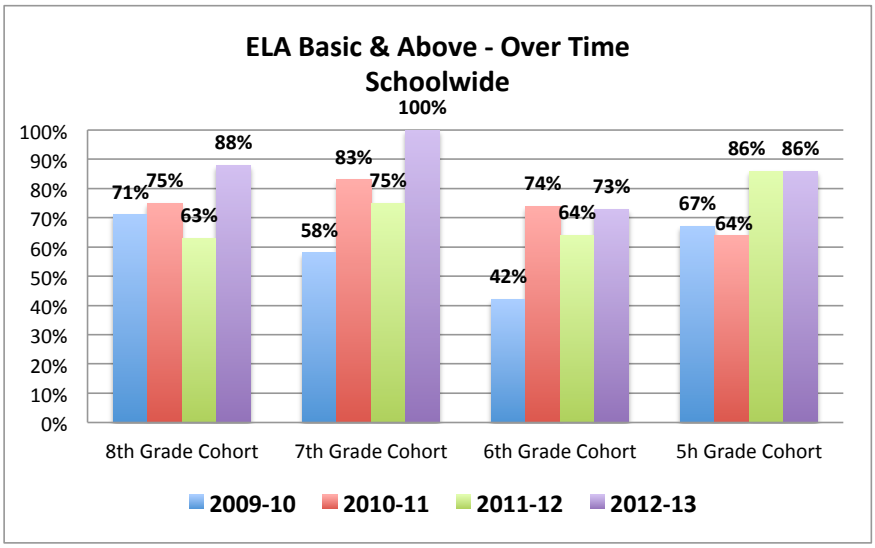
	5th	6th	7th	8th
NCS	7%	8%	18%	17%
LBUSD	3%	4%	3%	10%

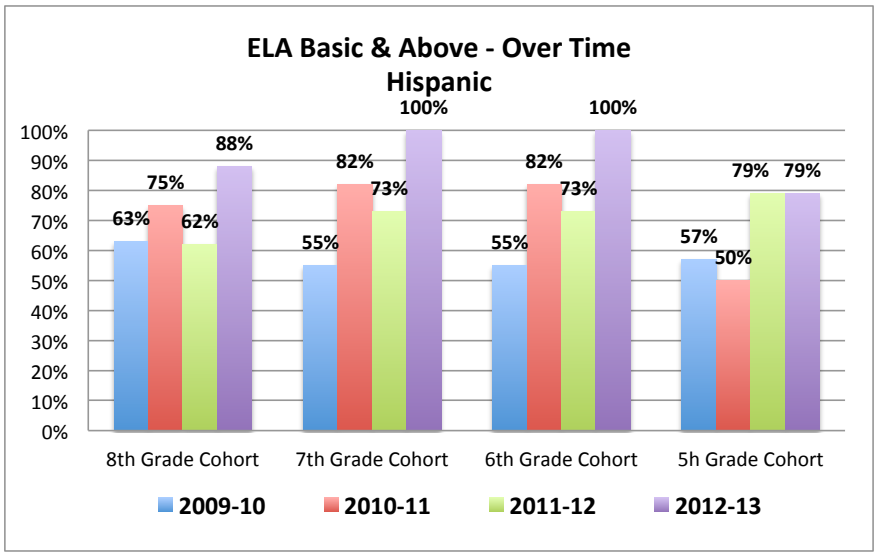




Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

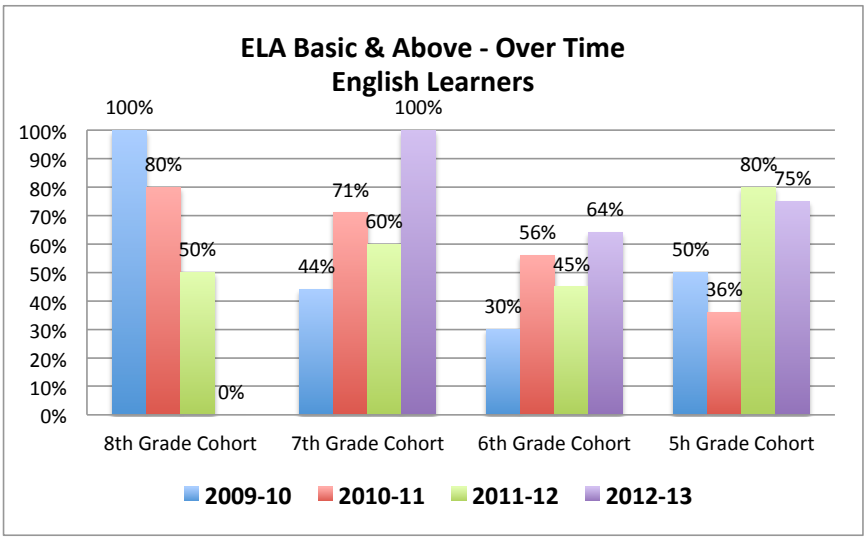
NCS COHORTS

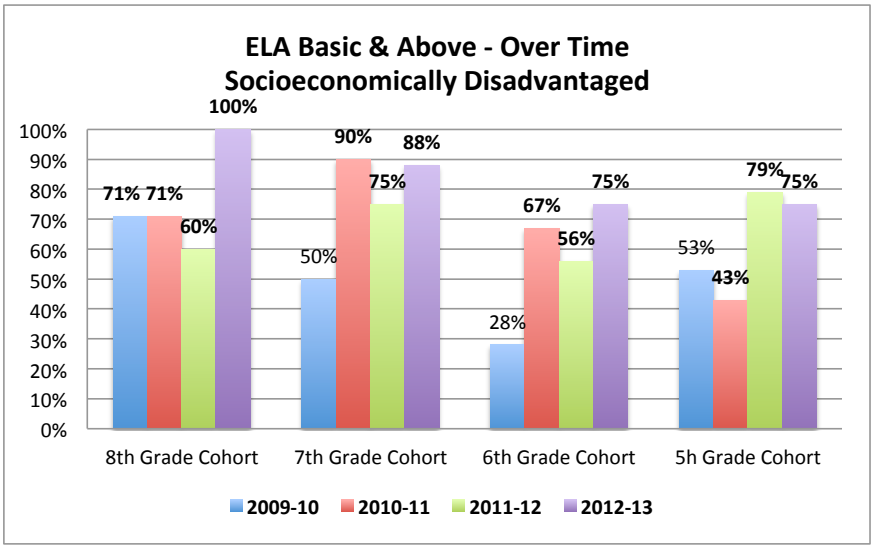




Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

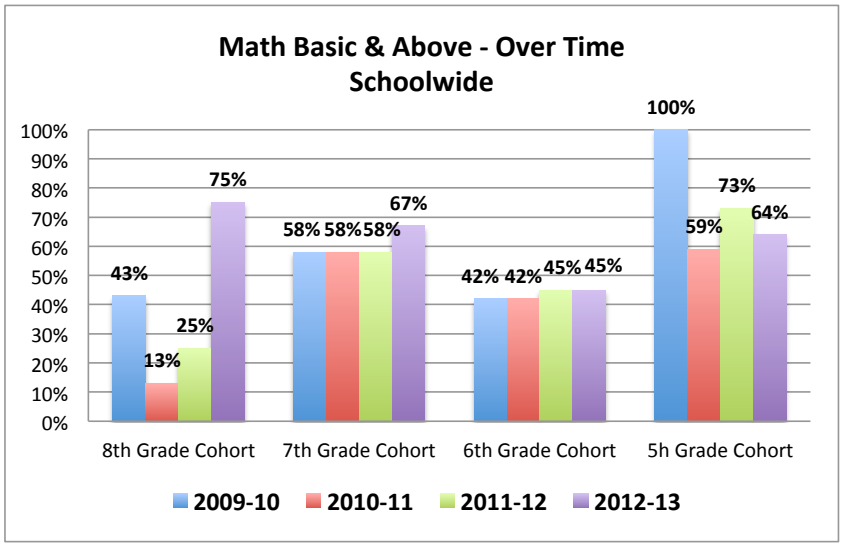
NCS COHORTS

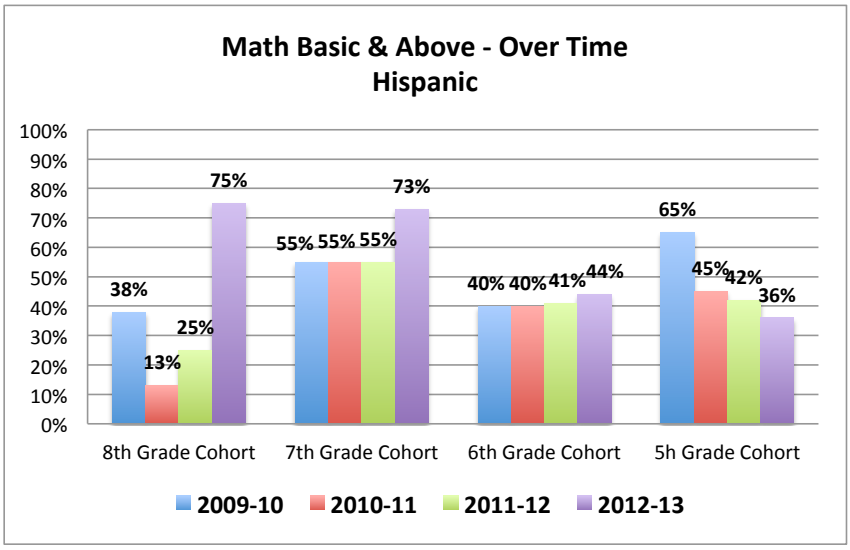




Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

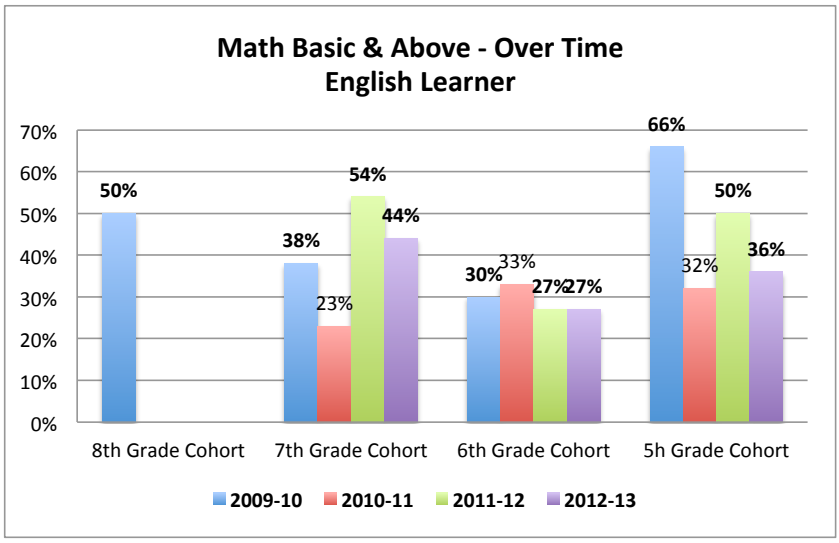
NCS COHORTS

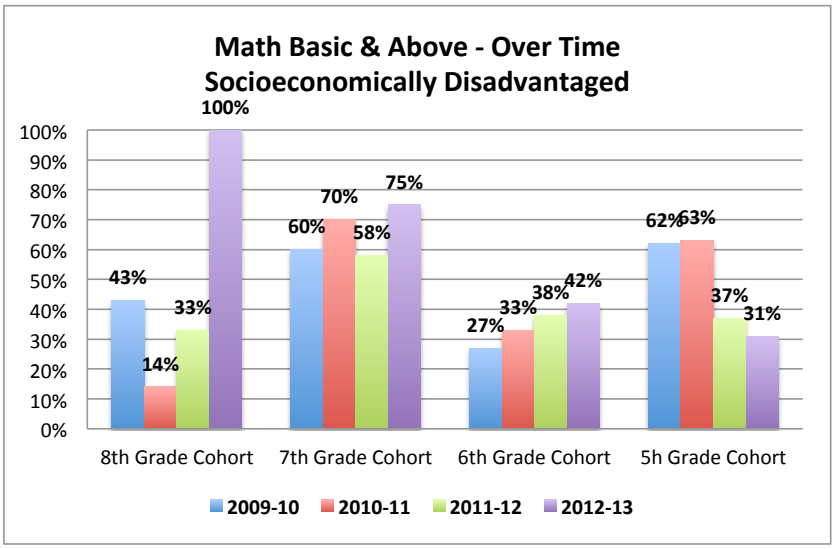




Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

NCS COHORTS





Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

NCS COHORTS
ELA
BASIC AND ABOVE

8th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	8	71%	8	75%	8	63%	8	88%
Hispanic	8	63%	8	75%	8	62%	8	88%
English Learners	4	100%	5	80%	2	50%	1	0%
Free & Reduced Lunch	7	71%	7	71%	6	60%	2	100%

7th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	12	58%	12	83%	12	75%	12	100%
Hispanic	11	55%	11	82%	11	73%	11	100%
English Learners	9	44%	7	71%	5	60%	3	100%
Free & Reduced Lunch	10	50%	10	90%	12	75%	6	100%

6th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	22	42%	22	74%	22	64%	22	73%
Hispanic	18	55%	18	82%	17	73%	18	100%
English Learners	10	30%	9	56%	11	45%	11	64%
Free & Reduced Lunch	14	28%	15	67%	16	56%	12	75%

5th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	22	67%	22	64%	22	86%	22	86%
Hispanic	14	57%	14	50%	14	79%	14	79%
English Learners	12	50%	11	36%	10	80%	8	75%
Free & Reduced Lunch	15	53%	14	43%	14	79%	8	75%

*N = Number of total students in that subgroup cohort in that given year

Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

NCS COHORTS
MATH
BASIC AND ABOVE

8th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	8	43%	8	13%	8	25%	8	75%
Hispanic	8	38%	8	13%	8	25%	8	75%
English Learners	4	50%	5	0%	2	0%	1	0%
Free & Reduced Lunch	7	43%	7	14%	6	33%	2	100%

7th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	12	58%	12	58%	12	58%	12	67%
Hispanic	11	55%	11	55%	11	55%	11	73%
English Learners	9	38%	7	23%	5	54%	3	44%
Free & Reduced Lunch	10	60%	10	70%	12	58%	6	67%

6th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	22	42%	22	42%	22	45%	22	45%
Hispanic	18	40%	18	40%	17	41%	18	44%
English Learners	10	30%	9	33%	11	27%	11	27%
Free & Reduced Lunch	14	27%	15	33%	16	38%	12	42%

5th Grade Cohort

	2009-10		2010-11		2011-12		2012-13	
	N*	%	N*	%	N*	%	N*	%
Overall	22	100%	22	59%	22	73%	22	64%
Hispanic	14	65%	14	45%	14	42%	14	36%
English Learners	12	66%	11	32%	10	50%	8	36%
Free & Reduced Lunch	15	62%	14	63%	14	37%	8	31%

*N = Number of total students in that subgroup cohort in that given year

Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

NCS COHORTS
ELA
BASIC AND ABOVE

OVERALL - ELA - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	71%	75%	63%	88%
7th Grade Cohort	58%	83%	75%	100%
6th Grade Cohort	42%	74%	64%	73%
5h Grade Cohort	67%	64%	86%	86%

Hispanic - ELA - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	63%	75%	62%	88%
7th Grade Cohort	55%	82%	73%	100%
6th Grade Cohort	55%	82%	73%	100%
5h Grade Cohort	57%	50%	79%	79%

English Learner - ELA - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	100%	80%	50%	0%
7th Grade Cohort	44%	71%	60%	100%
6th Grade Cohort	30%	56%	45%	64%
5h Grade Cohort	50%	36%	80%	75%

Free & Reduced Lunch - ELA - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	71%	71%	60%	100%
7th Grade Cohort	50%	90%	75%	88%
6th Grade Cohort	28%	67%	56%	75%
5h Grade Cohort	53%	43%	79%	75%

Public Works
Cohort Analysis
NCS Cohort Growth - Over Time

NCS COHORTS
ELA
BASIC AND ABOVE

OVERALL - MATH - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	43%	13%	25%	75%
7th Grade Cohort	58%	58%	58%	67%
6th Grade Cohort	42%	42%	45%	45%
5h Grade Cohort	100%	59%	73%	64%

Hispanic - Math - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	38%	13%	25%	75%
7th Grade Cohort	55%	55%	55%	73%
6th Grade Cohort	40%	40%	41%	44%
5h Grade Cohort	65%	45%	42%	36%

English Learner - Math - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	50%			
7th Grade Cohort	38%	23%	54%	44%
6th Grade Cohort	30%	33%	27%	27%
5h Grade Cohort	66%	32%	50%	36%

Free & Reduced Lunch - ELA - Basic & Above

	2009-10	2010-11	2011-12	2012-13
8th Grade Cohort	43%	14%	33%	100%
7th Grade Cohort	60%	70%	58%	75%
6th Grade Cohort	27%	33%	38%	42%
5h Grade Cohort	62%	63%	37%	31%

New City School - Data Analysis, 2014

New City School
Data Analysis Report

I. Introduction and Methodology

The report that follows examines student achievement data from New City School (NCS), a charter school of the Long Beach Unified School District (LBUSD). Initially chartered in 2000, NCS is organized around a constructivist model of pedagogy, with academic instruction in both English and Spanish. As such, NCS provides a true dual language option for students and families.

In May of 2014, NCS contracted Public Works (PW), an independent, nonprofit corporation based in Pasadena with a long track record of evaluating public educational initiatives in California, to analyze quantitative student outcomes at NCS. Specifically, PW analyzed STAR data from 2008-09 to 2012-13.

The key research hypothesis at the center of our analysis of NCS was the contention that student achievement would be impacted by multiple years of exposure to the school's instructional model. In other words, the true impact of the school's educational program would be manifest in those students who stayed at the school over multiple years. To analyze this, we conducted both a descriptive and a comparative data analysis.

For descriptive data analyses, the evaluation examined the longitudinal progress of two student cohorts at NCS. One was the group of 7th graders in 2012-13, which was followed backwards to 2009-10 (i.e., following these students from 4th to 7th grade). The second cohort consisted of 5th graders in 2012-13, tracked backward to 2009-10 (i.e., following these students from 2nd to 5th grade).

For the comparative analyses, a sample of LBUSD students was taken from all eight of the Program Improvement Year 5 schools in the district, representing elementary, middle, and K-8 schools (i.e., LBUSD schools that shared the same achievement and demographic characteristics as NCS).[1] The evaluation then employed a matching process (see Section III below) to ensure that NCS and LBUSD groups of students were virtually identical in terms of key student characteristics and then tracked longitudinal progress of both the 7th grade and 5th grade cohorts described above. In this way, the analyses aimed to address the charter school legislation's call for assessing academic performance "…[1] at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as [2] the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

[1] Data were obtained directly from LBUSD and included the following LBUSD schools: Burcham K-8, Chavez Elementary, Franklin Middle School, Hudson K-8, Macarthur Elementary, Mckinley Elementary, Monroe K-8, and Washington Middle School. These schools represented elementary, middle, and K-8 school types. Like NCS, all were Program Improvement (PI) schools in Year 5 or greater in 2012-13.

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In these comparative analyses, we held constant student demographic characteristics (e.g., ethnicity, English language status/proficiency, etc.). Therefore, the analyses took into account how these factors might correlate with achievement trends. In other words, a subgroup analysis was built into the matching process itself. In this way, our analyses addressed the charter legislation's call for considering "…increases in pupil academic achievement for all groups of pupils served by the charter school (e.g. numerically significant student subgroups) as the most important factor in determining whether to grant a charter renewal."

It is important to note that NCS is a relatively small school. As shown in Table 1 below, we analyzed 925 unique values (data records) for New City students. The data suggest that enrollment decreases substantially as grade level increases.

Table 1. Number of students per grade level from 2009 to 2013 (grades 2-8)

	2008-09		2009-10		2010-11		2011-12		2012-13	
Grade	n	%	N	%	N	%	N	%	n	%
2	56	24%	79	27%	88	25%	78	25%	87	30
3	47	20%	50	17%	68	19%	66	22%	48	17
4	30	13%	43	15%	50	14%	49	16%	48	17
5	22	9%	30	10%	48	14%	45	15%	35	12
6	38	16%	30	10%	32	9%	33	11%	29	10
7	30	13%	34	12%	30	9%	21	7%	4	8
8	15	6%	23	8%	33	9%	15	5%	19	7
Total	238	100%	289	100%	349	100%	307	100%	290	100%

Given the small school environment, each student has a bigger "ripple" positive or negative owing simply to small sample size. By choosing to examine those students attending the school over 3-4 years with complete data, the evaluation naturally limited the number of students and data records that could be included. Despite this important caveat, the analysis that follows provides a summary of longitudinal achievement of two NCS student cohorts over the past 3-4 years inclusive of grades 2-7, and for relevant subgroups within these cohorts of NCS students.

Table 2: Student Ethnicity by Cohort

	Hispanic		Other		Total	
	n	%	*n*	%	*N*	%
8th Grade Cohort	8	100%	0	0	8	100%
7th Grade Cohort	11	92%	1	8%	12	100%
6th Grade Cohort	18	82%	4	18%	22	100%
5th Grade Cohort	14	64%	8	36%	22	100%
3rd Grade Cohort	33	75%	11	25%	44	100%

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II. Descriptive Data Analyses

This section of the report presents descriptive data on the two cohorts of 7th and 5th grade students (overall and by subgroup) who attended NCS continuously in the period 2009-10 to 2012-13. By descriptive, we mean that the data are presented "as is" without any statistical controls and pertain only to NCS, not comparisons to LBUSD students.

CST Data Analysis on All Students by Cohort

To examine student achievement patterns, PW computed the percentage of students scoring Basic or higher on the California Standards Tests in English/Language Arts (ELA) and Math.

Table 3a: 2012-13 8th Grade Cohort, ELA Basic and Above (N=8)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	5	71%	6	75%	5	63%	7	88%

Table 3b: 2012-13 8th Grade Cohort, Math Basic and Above (N=8)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	3	43%	1	13%	2	25%	7	75%

As shown in Tables 3a and 3b, students in the 8th grade cohort showed improvement from 5th to 8th grade in both ELA and Math. The percentage of students scoring Basic or higher on the CSTs increased 17% in ELA and 32% in Math among students who were continuously enrolled at New City for four years.

Table 4a: 2012-13 7th Grade Cohort, ELA Basic and Above (N=12)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*n*	%	*N*	%	*N*	%
% Basic and Above	7	58%	10	83%	9	75%	12	100%

Table 4b: 2012-13 7th Grade Cohort, Math Basic and Above (N=12)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	7	58%	7	58%	7	58%	8	67%

As shown in Tables 4a and 4b, students in the 7th grade cohort showed improvement from 4th to 7th grade in both ELA and Math. The percentage of students scoring Basic or higher

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on the CSTs increased 42% in ELA and 9% in Math among students who were continuously enrolled at NCS for four years.

Table 5a: 2012-13 6th Grade Cohort, ELA Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	8	42%	14	74%	14	64%	16	73%

Table 5b: 2012-13 6th Grade Cohort, Math Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	8	42%	8	42%	10	45%	10	45%

As shown in Tables 5a and 5b, students in the 6th grade cohort showed improvement from 3rd to 6th grade in both ELA and Math. The percentage of students scoring Basic or higher on the CSTs increased 31% in ELA and 3% in Math among students who were continuously enrolled at New City for four years.

Table 6a: 2012-13 5th Grade Cohort, ELA Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	14	67%	14	64%	19	86%	19	86%

Table 6b: 2012-13 5th Grade Cohort, Math Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	22	100%	13	59%	16	73%	14	64%

As shown in Tables 6a and 6b, students in the 5th grade cohort showed improvement of 19% in ELA from 2nd to 5th grade. The percentage of students scoring Basic or higher on the CSTs decreased 36% in Math over the same time period for the 5th grade cohort. Looking at progress from 3rd to 5th grade, NCS students improved a modest 5%.

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CST Data Analysis for English Learners by Cohort

Public Works also examined data for English Learners in the aforementioned cohorts. As shown in Tables 10 through and 14, the proportion of English Learned declined rapidly among the 7th (50% decrease) and 5th (19% decrease) grade cohorts, indicating high levels of EL reclassification. Three of the four students in the 8th grade cohort were reclassified over the four years. The 10 students in the 6th grade cohort did not reclassify. Among the 3rd grade cohort (Table 10), there was no change in the two-year period observed.

Table 7a: Percentage of English Learners among 8th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
EL	4	50%	5	63%	2	25%	1	13%

Table 7b: Percentage of English Learners among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
EL	9	75%	7	58%	5	42%	3	25%

Table 7c: Percentage of English Learners among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
EL	10	53%	9	47%	11	50%	11	50%

Table 7d: Percentage of English Learners among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
EL	12	55%	11	50%	10	45%	8	36%

The number of students in the 8th grade cohort who were English language learners was so small that CST score improvement is difficult to measure.

Table 8a. ELA scores, 2012-13 8th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	4	100%	4	80%	1	50%	0	0%
% Below Basic	0	0%	1	20%	1	50%	1	100%

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Table 8b. Math CST scores, 2012-13 8th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	2	50%	0	0%	0	0%	0	0%
Below Basic	2	50%	5	100%	2	100%	1	100%

However, CST scores in both ELA and Math improved among English Learners in the 7th grade cohort (see Table 9a-9b). In ELA CST, all but one of the reclassified students (2 each year) scored Basic after being reclassified. The one exceptional student scored Proficient in 6th grade in 2011-12. In Math in 2010-11, one reclassified EL student scored Basic and the other scored Below Basic. In 2011-12, one reclassified EL student scored Basic and the other scored Proficient. And in 2012-13, both reclassified EL students scored Basic. From this analysis, there is no evidence that students are reclassified prematurely.

Table 9a. ELA scores, 2012-13 7th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	4	44%	5	71%	3	60%	3	100%
% Below Basic	5	56%	2	29%	2	40%	0	0%

Table 9b. Math CST scores, 2012-13 7th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	9	38%	6	23%	7	54%	4	44%
Below Basic	15	63%	20	77%	6	46%	5	56%

In the 6th grade cohort, EL students improved from 2010 to 2013 in terms of percentage scoring proficient or above on the ELA CST. The percentage scoring proficient on the Math CST did not vary substantially from 3rd to 6th grades.

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Table 10a. ELA scores, 2012-13 6th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	3	30%	5	56%	5	45%	7	64%
% Below Basic	7	70%	4	44%	6	55%	4	36%

Table 10b. Math CST scores, 2012-13 6th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	30%	5	33%	3	27%	3	27%
Below Basic	7	70%	6	67%	8	73%	8	73%

CST scores of EL students in the 5th grade cohort improved 25% (Basic or higher) in ELA (Table 11a) but declined 30% in Math (Table 12b)

Table 11a. ELA scores, 2012-13 5th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	50%	4	36%	8	80%	6	75%
Below Basic	6	50%	7	64%	2	20%	2	25%

Table 11b. Math CST scores, 2012-13 5th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	29	66%	11	32%	10	50%	5	36%
Below Basic	15	34%	23	68%	10	50%	9	64%

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CST Data Analysis for Hispanics by Cohort

Public Works also examined data for Hispanics in the aforementioned cohorts. As shown in Tables 12a through 12d and as expected, Hispanic status generally did not change from year to year, indicating that most families continued to self-designate "Hispanic" during this period, with the exception being one student in the 6th grade cohort.

Table 12a: Percentage of Hispanics among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
Hispanic	8	100%	8	100%	8	100%	8	100%

Table 12b: Percentage of Hispanics among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
Hispanic	11	92%	11	92%	11	92%	11	92%

Table 12c: Percentage of Hispanics among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Hispanic	18	82%	18	82%	17	77%	18	82%

Table 12d: Percentage of Hispanics among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Hispanic	14	64%	14	64%	14	64%	14	64%

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CST scores in both ELA and Math improved among Hispanic students in the 8th grade cohort (Tables 13a, 13b).

Table 13a. ELA scores, 2012-13 8th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	63%	6	75%	5	62%	7	88%
% Below Basic	2	25%	2	25%	3	38%	1	13%

Table 13b. Math CST scores, 2012-13 8th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	38%	1	13%	2	25%	6	75%
Below Basic	4	50%	7	87%	6	75%	2	25%

CST scores in both ELA and Math improved among Hispanic students in the 7th grade cohort (Tables 14a, 14b).

Table 14a. ELA scores, 2012-13 7th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	6	55%	9	82%	8	73%	13	100%
% Below Basic	5	45%	2	18%	3	27%	0	0%

Table 14b. Math CST scores, 2012-13 7th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	55%	6	55%	6	55%	8	73%
Below Basic	5	45%	5	45%	5	45%	3	27%

CST scores in both ELA and Math improved among Hispanic students in the 7th grade cohort (Tables 15a, 15b).

Table 15a. ELA scores, 2012-13 6th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	6	55%	11	82%	11	73%	14	100%
% Below Basic	9	60%	4	27%	6	35%	4	22%

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Table 15b. Math CST scores, 2012-13 6th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	40%	6	40%	7	41%	8	44%
Below Basic	9	60%	9	60%	10	59%	10	56%

CST scores of Hispanic students in the 5th grade cohort improved approximately 20% in ELA (Table 16a) but declined 20% in Math (Table 16b)

Table 16a. ELA scores, 2012-13 5th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	8	57%	7	50%	11	79%	11	79%
Below Basic	6	43%	7	50%	3	21%	3	21%

Table 16b. Math CST scores, 2012-13 5th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	37	65%	21	45%	13	42%	9	36%
Below Basic	20	35%	26	55%	18	58%	16	64%

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CST Data Analysis for Low Income Students by Cohort

Public Works also examined data for students who qualify for the national school lunch program (NSLP) in the aforementioned cohorts. As shown in Tables 24 through 28, the number of students who qualified for the national school lunch program decreased in all cohorts between the 2009-10 and the 2012-13 school years. This presumably indicates the improvement of the economic condition for a substantial number of families at NCC during this time period, though the improvements were not uniform from cohort to cohort.

Table 17a: Percentage of low-income students among 8th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	7	88%	7	88%	6	75%	2	25%

Table 17b: Percentage of low-income students among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	10	83%	10	83%	12	100%	6	50%

Table 17c: Percentage of low-income students among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	14	64%	15	68%	16	73%	12	55%

Table 17d: Percentage of low-income students among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
NSLP	15	68%	14	64%	14	64%	8	36%

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CST scores in ELA and math improved among low-income students in the 8th grade cohort, though the sample size is so small, it is difficult to call this improvement a trend (Tables 18a, 18b).

Table 18a. ELA scores, 2012-13 8th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	71%	5	71%	4	60%	2	100%
% Below Basic	2	29%	2	29%	2	33%	0	0%

Table 18b. Math CST scores, 2012-13 8th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	43%	1	14%	2	33%	2	100%
Below Basic	4	57%	6	86%	4	67%	0	0%

CST scores in ELA improved among low-income students in the 7th grade cohort. Math scores fluctuated for students in this cohort, but ended up by 7% in 2012-3 (Tables 19a, 19b).

Table 19a. ELA scores, 2012-13 7th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	50%	9	90%	9	75%	6	100%
% Below Basic	5	40%	1	10%	3	25%	0	0%

Table 19b. Math CST scores, 2012-13 7th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	60%	7	70%	7	58%	4	67%
Below Basic	4	40%	3	30%	5	42%	2	33%

CST scores in ELA improved among low-income students in the 6th grade cohort. Math scores fluctuated for students in this cohort and ended down by one student in 2012-3 (Tables 20a, 20b).

Table 20a. ELA scores, 2012-13 6th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	3	28%	8	67%	9	56%	9	75%
% Below Basic	8	73%	4	33%	7	44%	3	25%

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Table 20b. Math CST scores, 2012-13 6th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	27%	4	33%	6	38%	5	42%
Below Basic	8	73%	8	67%	10	63%	7	58%

CST scores of EL students in the 5th grade cohort improved nearly 25% in ELA (Table 21a) but declined 30% in Math (Table 21b).

Table 21a. ELA scores, 2012-13 5th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	8	53%	6	43%	11	79%	6	75%
Below Basic	6	47%	8	57%	3	21%	2	25%

Table 21b. Math CST scores, 2012-13 5th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	34	62%	17	63%	12	37%	4	31%
Below Basic	21	38%	29	37%	20	63%	9	69%

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III. Comparative Data Analyses

This section of the report provides more detailed statistical analysis of student achievement measures, comparing NCS students in two cohorts to samples of similar, matched students drawn from comparison schools in LBUSD.

For the matched student analyses, PW used a quasi-experimental method to assess academic performance at NCS from 2010-11 to 2012-13. In order to determine whether NCS students performed significantly better or worse than would be expected to had they attended regular public LBUSD schools, PW matched the NCS cohorts to groups of similar students from other elementary and middle schools and compared the two groups.

The matching began with the selection of LBUSD comparison schools: Burcham K-8, Chavez Elementary, Franklin Middle School, Hudson K-8, Macarthur Elementary, Mckinley Elementary, Monroe K-8, and Washington Middle School. These schools represented elementary, middle, and K-8 school types. Like NCS, all were Program Improvement (PI) schools in Year 5 or greater.

Demographic and achievement data was compiled for 8,027 LBUSD and 925 NCS grade 2-8 students who attended these schools during the 2010-11 to 2012-13 school years. After eliminating students with missing CST data, the database contained 116 NCS students and 1,669 students in the school comparison group. Table 15 describes this initial comparison pool for the first analysis.

Table 22. 2012-13 Demographic Profile of New City School and LBUSD Comparison Students *Prior to Matching*

	New City (n=715)	Comparison (n=4,586)
Male	49	50
Female	51	50
Hispanic	67	77*
African American	4	14*
English Only	46	44
Limited English Proficient	43*	26
Special Education	2	13*
Gifted and Talented (GATE)	0	10
National School Lunch Program (NSLP)	50	80*
% Basic or Above ELA CST 2010-11	55	76*
% Basic or Above Math CST 2010-11	45	77*
% Proficient or Advanced ELA CST 2010-11	26	42*
% Proficient or Advanced Math CST 2010-11	15	48*

*$p \leq .05$

Source: LBUSD

As shown in Table 15, the LBUSD comparison group was significantly different from the NCS group in most dimensions including proportion of males and females, Hispanic and African American students, language classification, special education and gifted statuses,

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eligibility for free or reduced price lunches, and prior proficiency on the English/Language Arts (ELA) and Math CSTs. Notably, NCS students were significantly more Limited English Proficient compared to LBUSD students on average.

Matching was conducted separately for ELA and Math for each cohort. Because the number of NCS students was so small, and in order to preserve as many NCS students as possible in the analysis, only a few demographic and prior achievement variables were used in the matching procedure. They were:

- Hispanic
- Proportion English language learner
- Special education designation (SPED)
- Proficiency level on the 2011-12 ELA and Math CSTs.

This process of matching is sometimes referred to as building a "virtual control group," or creating "virtual twins."[2] To prepare for matching, first all students who lacked CST scores in either ELA or Math were removed from the database. Then, cohorts of students were defined as students who had remained in either NCS or a comparison school for at least three consecutive years, beginning in 2010-11. Thus, the 7th grade cohort was composed of students who were in 7th grade in 2012-13, 6th grade in 2011-12, and 5th grade in 2010-11.

In the process of matching for each LBUSD comparison analysis (cohort and subject matter), students were eliminated from the analysis such that the two groups were balanced in terms of the matching variables, as shown in Tables 16-19. Note that in each case, the two groups were not significantly different from each other on most of the matched dimensions, with the exception in several cases of eligibility for school lunch (NSLP), which is a proxy indicator of low income. However, despite the fact that the distributions of students in subgroups were not statistically distinguishable, the proportions and actual numbers of students varied substantially from NCS to LBUSD (e.g. 92% Hispanic at NCS and 75% at LBUSD comparison schools). Also notice that the number of students in the NCS group was so small (less than 10) for many categories and this small sample precluded a meaningful comparison.

[2] Several different procedures can be used to create this control group. The method used here resembles that of the Northwest Evaluation Association (NWEA) and the Center for Research on Education Outcomes (CREDO). See for example Center for Research on Education Outcomes (CREDO). (2009). Multiple Choice: Charter School Performance in 16 States. Retrieved January 10, 2010, from http://credo.stanford.edu

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Table 23. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 8th grade cohort, English Language Arts)

	% Students (*N*=190)	
	New City (*n*=9)	Comparison (*n*=181)
Male	44%	51%
Female	56%	49%
Hispanic	100%	100%
African American	-	-
English Only	11%	6%
Limited English Proficient	67%	80%
Special Education	11%	12%
Gifted and Talented (GATE)	-	-
National School Lunch Program (NSLP)	90%	99%**
% Basic or Above 5th grade ELA CST 2010-11	75%	67%

Source.—Long Beach Unfied School District.

Note.—Cohort 8 students from NCC and LBUSD were matched using 2011 Hispanic, EL, NSLP and percentile rank on 2011 ELA CST.

*$p \leq .05$

Table 24. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 8th grade cohort, Mathematics)

	% Students (*N*=150)	
	New City (*n*=9)	Comparison (*n*=141)
Male	44%	56%
Female	56%	44%
Hispanic	100%	100%
African American	-	-
English Only	11%	15%
Limited English Proficient 2010-11	67%	72%
Special Education	11%	28%
Gifted and Talented (GATE)	0%	1%
National School Lunch Program (NSLP)	89%	99%**
% Basic & Above Mathematics CST 2010-11	13%	24%

Source.—Long Beach Unfied School District.

Note.—Cohort 8 students from NCC and LBUSD were matched using 2011 Hispanic, EL, NSLP and percentile rank on Mathematics CST.

*$p \leq .05$

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Table 25. Demographic Profile of NCS and LBUSD Comparison Students *after Matching* (2012-13 7th grade cohort, English Language Arts)

	% Students (*N*=96)	
	New City (*n*=12)	Comparison (*n*=84)
Male	58%	51%
Female	42%	49%
Hispanic	92%	75%
African American	-	-
English Only	-	39%
Limited English Proficient	-	42%
Special Education	-	18%
Gifted and Talented (GATE)	-	-
National School Lunch Program (NSLP)	-	86%*
% Basic or Above 5th grade ELA CST 2010-11	83%	65%

Source: LBUSD
Note: Cohort 7th grade students from NCS and LBUSD were matched using 2011 Hispanic, EL, NSLP and % Above Basic on ELA CST.
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 26. Demographic Profile of NCS and LBUSD Comparison Students *after Matching* (2012-13 7th grade cohort, Math)

	% Students (*N*=156)	
	New City (*n*=11)	Comparison (*n*=145)
Male	55%	50%
Female	45%	50%
Hispanic	91%	74%
African American	-	5%
English Only	-	39%
Limited English Proficient	-	31%
Special Education	-	12%
Gifted and Talented (GATE)	-	11%
National School Lunch Program (NSLP)	-	97%**
% Basic & Above Math CST 2010-11	83%	-

Source: LBUSD.
Note: Cohort 7th grade students from NCS and LBUSD were matched using 2011 Hispanic, EL, NSLP and % Above Basic on Math CST.
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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Table 27. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 6th grade cohort, English Language Arts)

	% Students (*N*=80)	
	New City (*n*=19)	Comparison (*n*=61)
Male	26%	43%
Female	74%	57%
Hispanic	84%*	59%
African American	5%	7%
English Only	32%	61%
Limited English Proficient	58%	33%
Special Education	-	-
Gifted and Talented (GATE)	-	15%
National School Lunch Program (NSLP)	79%	66%
% Proficient or Advanced 4th grade ELA CST 2010-11	37%	49%

Source.—Long Beach Unfied School District.

Note.—Cohort 5 students from NCC and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and ELA CST Percentile Rank.

*$p \leq .05$

Table 28. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 6th grade cohort, Mathematics)

	% Students (*N*=132)	
	New City (*n*=17)	Comparison (*n*=47)
Male	24%	55%*
Female	76%*	45%
Hispanic	82%	77%
African American	6%	2%
English Only	29%	43%
Limited English Proficient	65%	51%
Special Education	-	-
Gifted and Talented (GATE)	-	9%
National School Lunch Program (NSLP)	88%	78%
% Proficient or Advanced 4th grade ELA CST 2010-11	18%	38%

Source.—Long Beach Unfied School District.

Note.—Cohort 6 students from NCC and LBUSD were matched using 2011 Hispanic, African American, EL, NSLP, Special Education and Mathematics CST Percentile Rank.

*$p \leq .05$

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Table 29. Demographic Profile of New City School and LBUSD Comparison Students *after Matching* (2012-13 5th grade cohort, English Language Arts)

	% Students (*N*=177)	
	New City (*n*=21)	Comparison (*n*=156)
Male	57%	54%
Female	43%	46%
Hispanic	67%	69%
African American	-	-
English Only	52%	50%
Limited English Proficient	48%	36%
Special Education	-	-
Gifted and Talented (GATE)	-	13%
National School Lunch Program (NSLP)	33%	74%*
% Proficient or Advanced 7th grade ELA CST 2010-11	32%	77%

Source: LBUSD

Note: Cohort 5th grade students from NCS and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and ELA CST Percentile Rank.

*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 30. Demographic Profile of New City School and LBUSD Comparison Students *after Matching* (2012-13 5th grade cohort, Math)

	% Students (*N*=132)	
	New City (*n*=21)	Comparison (*n*=111)
Male	57%	45%
Female	43%	55%
Hispanic	67%	80%
African American	-	-
English Only	52%	41%
Limited English Proficient	48%	46%
Special Education	-	-
Gifted and Talented (GATE)	-	7%
National School Lunch Program (NSLP)	33%	77%*
% Proficient or Advanced 7th grade ELA CST 2010-11	38%	55%

Source: LBUSD

Note: Cohort 5th grade students from NCS and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and Math CST Percentile Rank.

*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

With the matched comparison groups selected, the data was examined to determine whether there were any statistically significant differences between the two student groups in terms of summative achievement measures.

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Results of Statistical Analysis Comparing NCS to LBUSD

Table 31: 2013 California Standards Test, 8th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	2	25%	27	15%
ELA Basic or above	7	88%	121	66%
ELA Average Scaled Score	8	327	182	313
Math Proficient and Advanced	0	0%	27	20%
Math Basic or above	6	75%	76	55%
Math Average Scaled Score	8	318	137	306

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 32: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 8th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
8	31%	41%	10%	181	29%	33%	4%

Source.—Authors' calculations using data from the Long Beach Unfied School District.

Table 33: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 8th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
8	18th	35th	+17	137	19th	29th	+10

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 34: 2013 California Standards Test, 7th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	4	33%	30	38%
ELA Basic or above	12	100%*	58	73%
ELA Average Scaled Score	12	339	79	332
Math Proficient and Advanced	4	33%	16	24%
Math Basic or above	8	67%	44	66%
Math Average Scaled Score	12	326	67	318

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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Table 35: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
12	36th	46th	+10	84	41st	46th	+5

Source: Authors' calculations using data from the LBUSD

Table 36: 2013 California Standards Test, Math Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
11	24th	42nd	+18*	145	52nd	55th	+3

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 37: 2013 California Standards Test, 6th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	9	47%	25	41%
ELA Basic or above	14	74%	49	80%
ELA Average Scaled Score	19	349	61	351
Math Proficient and Advanced	4	24%	16	34%
Math Basic or above	6	35%	31	66%*
Math Average Scaled Score	17	292	47	334

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 38: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 6th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
19	35%	52%	17%*	61	48%	51%	3%

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

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Table 39: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 6th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
17	16%	24%	8%	47	36%	40%	4%

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 40: 2013 California Standards Test, 5th Grade Cohort

	Matched New City		Matched Comparison	
	N	*%*	*n*	*%*
ELA Proficient and Advanced	11	52%	71	51%
ELA Basic or above	18	86%	116	83%
ELA Average Scaled Score	21	359	140	351
Math Proficient and Advanced	4	19%	45	45%*
Math Basic or above	14	67%	71	71%
Math Average Scaled Score	21	316	99	338

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 41: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*N*	2010-11	2012-13	Gain
21	43rd	56th	+13***	156	60th	58th	-2

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 42: 2013 California Standards Test, Math Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
21	29th	36th	+7	111	41st	44th	+3

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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IV. Summary Conclusions

Although the number of data records was limited, there are a number of findings in our analyses of NCS's data that suggest positive impact among students who stay at the school over 3-4 years. These findings are summarized below:

Descriptive Achievement Data (NCS Progress over time)

7th Grade & 8th Grade Cohorts: Cohort data for 8th and 7th grade students looks good; students who stay at New Charter over time (i.e., grades 5-8 and 4-7) showed improvements in both ELA and Math. This was true for all in the 7th grade cohort as well as EL students, Hispanic students and low-income students. The 8th grade student cohort is very small, but indications for that cohort are positive as well.

6th Grade Cohort: The 6th grade cohort also showed improvements overall, though more pronounced in ELA compared to math. Although 6th grade cohort students showed slight to no improvement in math overall, or by English learner status, low-income 6th grade cohort students showed a marked improvement in math.

5th Grade Cohort (students from 2nd to 5th grade). Data from the NCS 5th grade cohort was mixed. There were improvements in ELA (from 67% to 86% from 2nd to 5th grade). In Math, scores improved more modestly from 59% to 64% from 3rd to 5th grade. NCS students showed especially large improvements from 3rd to 4th grade, potentially indicating a teacher effect. Data both overall and for subgroups is summarized on Figures 3 and 4 below.

Subgroup Achievement Results (NCS Progress over time)

Hispanic Students. In the 7th grade cohort, the percentage of Hispanic students scoring Basic or higher increased 45% on the ELA CST and increased 18% on the Math CST from 4th to 7th grade. CST scores of Hispanic students in the 5th grade cohort improved 22% in ELA but declined 29% in Math.

English Learners. Among ELs in the 7th grade cohort, there was a 56% increase in the percentage scoring Basic or higher from 2009-10 to 2012-13. In addition, reclassified ELs from the 7th grade cohort scored as well as non-ELs on the ELA test. In Math, ELs in the 7th grade cohort improved 6% over the same time period. CST scores of EL students in the 5th grade cohort improved 25% in ELA but declined 30% in Math.

Low Income. The evaluation also looked at data for students from households eligible for the National School Lunch Program (NSLP), sometimes called "Free and Reduced Meals." In the 7th grade cohort, the percentage scoring Basic or higher increased 45% on the ELA CST and increased 7% on the Math CST from 4th to 7th grade. CST scores of low-income students in the 5th grade cohort improved 22% in ELA but declined 31% in Math.

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Comparison to LBUSD (with Statistical Controls)

8th Grade Cohort in ELA. NCS students in the 2012-13 8th grade cohort were more likely to score in the Basic or above proficiency bands in ELA CST compared to LBUSD students in the same cohort. This result was statistically significant at the 0.05 level.

8th Grade Cohort in Math. NCS 8th graders showed more growth compared to similar LBUSD students in Math CST. NCS students improved their performance by moving up 10 percentile ranks from 6th grade, whereas comparison students improved by only four percentile points. This result was statistically significant at the 0.05 level.

7th Grade Cohort in ELA. NCS students in the 2012-13 7th grade cohort were more likely to score in the Basic or above proficiency bands in ELA CST compared to LBUSD students in the same cohort. In fact, 100% of New City students scored Basic or higher in ELA compared to 73% of comparable LBUSD students. This result was statistically significant at the 0.05 level.

7th Grade Cohort in Math. NCS 7th graders showed significantly more growth compared to similar LBUSD students in Math CST. NCS students improved their performance by moving up 18 percentile ranks from 5th grade, whereas comparison students improved by only three percentile points. This result was statistically significant at the 0.05 level.

6th Grade Cohort in ELA. The 2012-13 6th graders gained 17 percentile points over their performance in 4th grade in ELA CST, compared to the LBUSD students at 3 points. The difference between their improvement and that of the comparison students was statistically significant at the .05 level.

6th Grade Cohort in Math. The 2012-13 6th graders gained 8 percentile points over their performance in 4th grade in ELA CST, compared to the LBUSD students at 4 points. The difference between their improvement and that of the comparison students was statistically significant at the .05 level.

5th Grade Cohort in ELA. The 2012-13 5th graders gained 13 percentile points over their performance in 3rd grade in ELA CST, compared to the LBUSD students. The difference between their improvement and that of the comparison students was statistically significant at the .001 level (i.e., highly significant).

5th Grade Cohort in Math. NCS 5th graders underperformed compared to the LBUSD sample (67% Basic or higher on Math CST versus 71% of LBUSD sample). However, NCS students had more gain in Math CST scores (7 percentile ranks improvement among NCS students versus 3 percentile ranks among the LBUSD sample) from 3rd to 5th grade. Both these results were statistically significant at the .05 level.

APPENDIX 3

Reading/Writing Common Core Literacy Growth Data

Description
The following is growth data from the local reading and writing assessments utilized by NCS. For reading, NCS assesses student's using Pearson's Developmental Reading Assessment (DRA). For writing, NCS utilizes Pearson's Developing Writer's Assessment (DWA). The DRA is administered in Trimester 3 of each year and the DWA is administered in Trimester 2 of each year.

Each year, training is given to the teachers on each assessment to ensure inter-rater reliability, thus increasing the validity of the assessment as an effective measure of student performance.

Growth is defined as an increase of >1 "achievement band" (Below > Within Grade Level, Within Grade Level > Target, Target > Above Grade Level) or at Target or Above Grade Level targets in matched cohorts. (scale/"cut points" attached)

The data is presented by subgroup and by grade level.

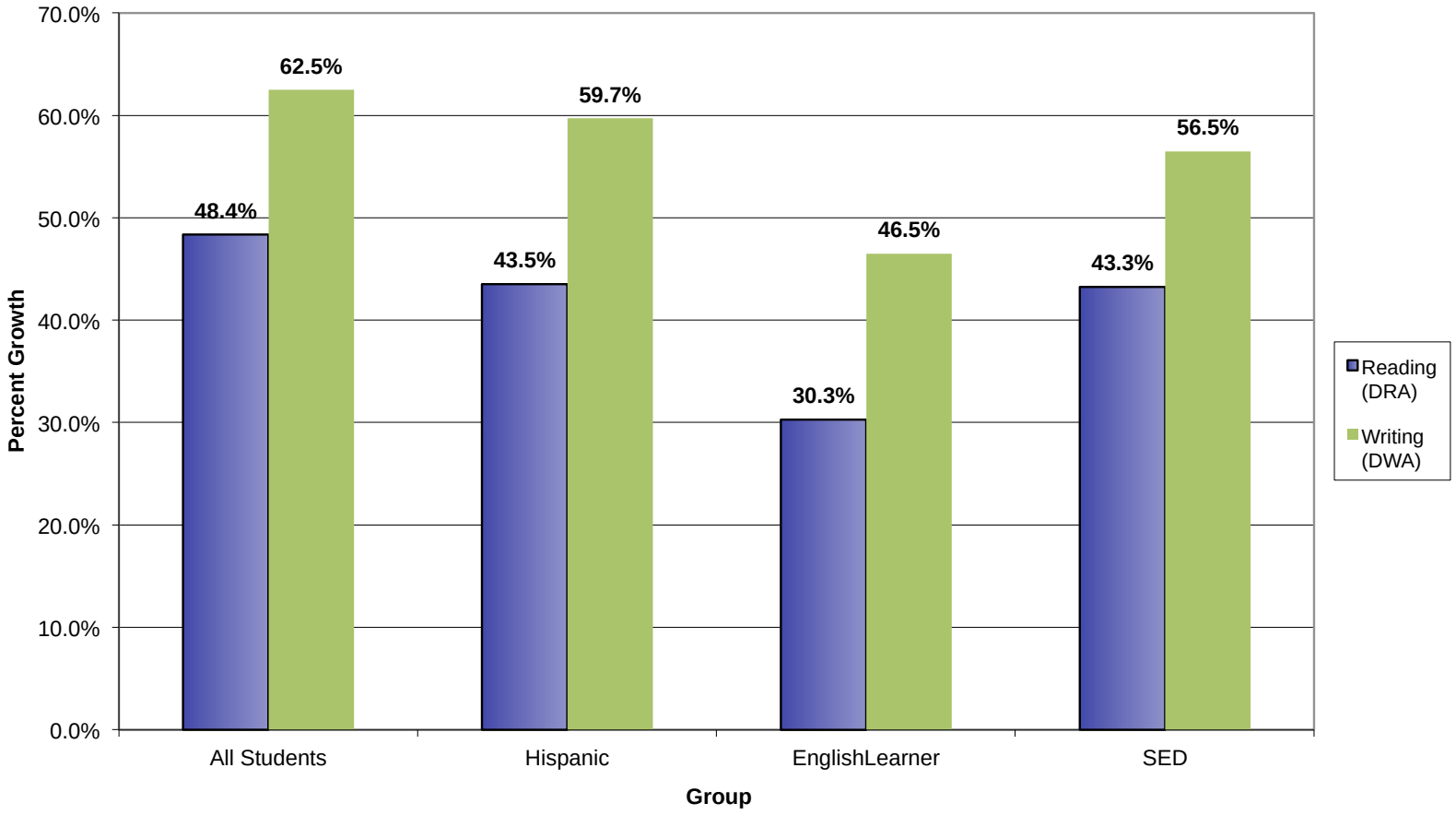
We see that NCS students are growing and improving every year.

DRA / DWA
Scales
"Cut Points"

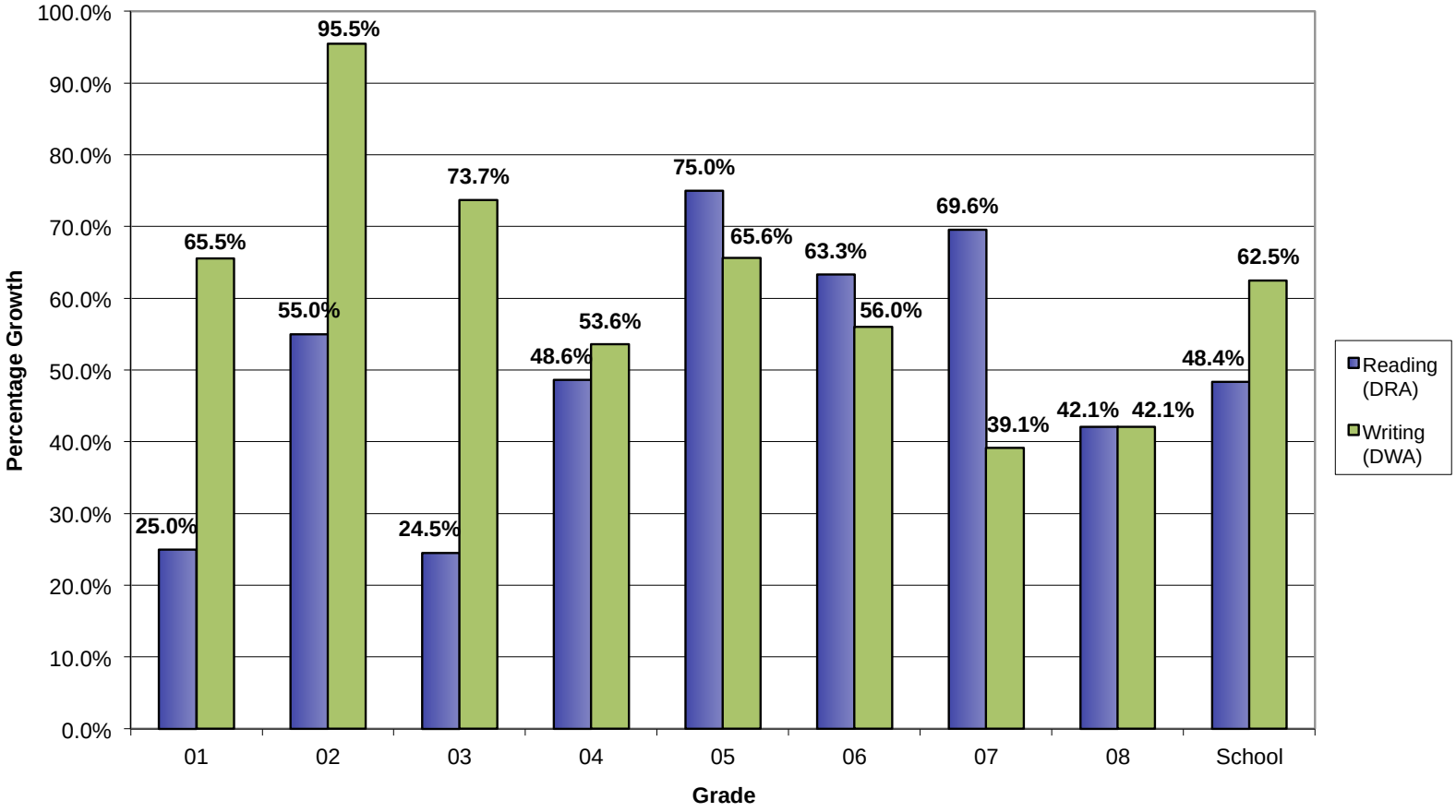
DRA					
	Below (1)	Within Gr. Level (2)	Target (3)	Above Gr. Level (4)	TARGET
8th grade	below 70	70	80	>80 EERIC	80
7th grade	below 60	60	70	80	70
6th grade	below 50	50	60	70	60
5th grade	below 40	40	50	60	50
4th grade	below 38	38	40	50	40
3rd grade	below 30	30	38	40	38
2nd grade	below 18	18	28	30	28
1st grade	below 10	10	16	18	16
kindergarten	0.5 (A)	1	3	4	3
TK	-	*0.5 (A)*	*1*	*2*	*1*

DWA					
	Below (1)	Within Gr. Level (2)	Target (3)	Above Gr. Level (4)	TARGET
8th grade	< 10	10	11	12	11
7th grade	< 9	9	10	12	10
6th grade	< 8	8	9	11	9
5th grade	< 7	7	8	10	8
4th grade	< 6	6	7	9	7
3rd grade	< 5	5	6	8	6
2nd grade	< 4	4	5	7	5
1st grade	< 3	3	4	6	4
kindergarten	< 2	2	3	5	3
TK	*0*	*1*	*2*	*4*	*2*

DRA Reading/DWA Writing Growth
2012-13 to 2013-14
By Subgroup



DRA Reading/DWA Writing Growth
2012-13 to 2013-14
By Grade



New City Public School
DRA Reading and DWA Writing - Growth
2012-13 to 2013-14
Schoolwide

DRA Reading - Growth - Schoolwide				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
K	3	0	0	
1	81	28	7	25.0%
2	58	20	11	55.0%
3	78	53	13	24.5%
4	51	37	18	48.6%
5	48	36	27	75.0%
6	34	30	19	63.3%
7	32	23	16	69.6%
8	22	19	8	42.1%
School	407	246	119	48.4%

DWA Writing - Growth - Schoolwide				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
K	3	0	0	
1	81	29	19	65.5%
2	58	22	21	95.5%
3	78	38	28	73.7%
4	51	28	15	53.6%
5	48	32	21	65.6%
6	34	25	14	56.0%
7	32	23	9	39.1%
8	22	19	8	42.1%
School	407	216	135	62.5%

New City Public School
DRA Reading and DWA Writing - Growth
2012-13 to 2013-14
Hispanic

DRA Reading - Growth - Hispanic				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	2	0	0	
01	56	15	2	13.3%
02	46	11	5	45.5%
03	53	37	8	21.6%
04	34	25	10	40.0%
05	38	29	21	72.4%
06	21	19	11	57.9%
07	23	16	10	62.5%
08	21	18	7	38.9%
School	294	170	74	43.5%

DWA Writing - Growth - Hispanic				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	2	0	0	
01	56	15	10	66.7%
02	46	13	12	92.3%
03	53	24	18	75.0%
04	34	14	7	50.0%
05	38	25	15	60.0%
06	21	14	8	57.1%
07	23	16	6	37.5%
08	21	18	7	38.9%
School	294	139	83	59.7%

New City Public School
DRA Reading and DWA Writing - Growth
2012-13 to 2013-14
English Learners

DRA Reading - Growth - English Learner				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	3	0	0	
01	28	0	0	
02	27	1	0	0.0%
03	32	20	2	10.0%
04	20	12	4	33.3%
05	15	11	6	54.5%
06	11	10	4	40.0%
07	11	7	2	28.6%
08	5	5	2	40.0%
School	152	66	20	30.3%

DWA Writing - Growth - English Learner				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	3	0	0	
01	28	0	0	
02	27	2	2	100.0%
03	32	10	7	70.0%
04	20	6	4	66.7%
05	15	8	3	37.5%
06	11	6	2	33.3%
07	11	6	1	16.7%
08	5	5	1	20.0%
School	152	43	20	46.5%

New City Public School
DRA Reading and DWA Writing - Growth
2012-13 to 2013-14
Socioeconomically Disadvantaged

DRA Reading - Growth - Socio. Econ. Disadv.				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	2	0	0	
01	52	15	1	6.7%
02	43	13	7	53.8%
03	53	38	8	21.1%
04	37	29	12	41.4%
05	33	28	21	75.0%
06	22	20	10	50.0%
07	20	17	10	58.8%
08	20	18	8	44.4%
School	282	178	77	43.3%

DWA Writing - Growth - Socio. Econ. Disadv.				
2014 Grade	Enroll	With 2013 & 2014 Scores	Growth	Percent
00	2	0	0	
01	52	15	7	46.7%
02	43	15	15	100.0%
03	53	27	18	66.7%
04	37	23	11	47.8%
05	33	23	14	60.9%
06	22	16	8	50.0%
07	20	17	6	35.3%
08	20	18	8	44.4%
School	282	154	87	56.5%

APPENDIX 4

Reading/Writing Common Core Literacy Achievement Data

Description

The following is achievement data from the local reading and writing assessments utilized by NCS. For reading, NCS assesses student's using Pearson's Developmental Reading Assessment (DRA). For writing, NCS utilizes Pearson's Developing Writer's Assessment (DWA). The DRA is administered in Trimester 3 of each year and the DWA is administered in Trimester 2 of each year.

Each year, training is given to the teachers on each assessment to ensure inter-rater reliability, thus increasing the validity of the assessment as an effective measure of student performance.

Achievement is defined as student scoring "within grade level" or "at or above. The scales used to define achievement are attached in this section. Note: "within grade level does" does not include students "at or above target".

The data is presented by significant subgroup and by grade level.

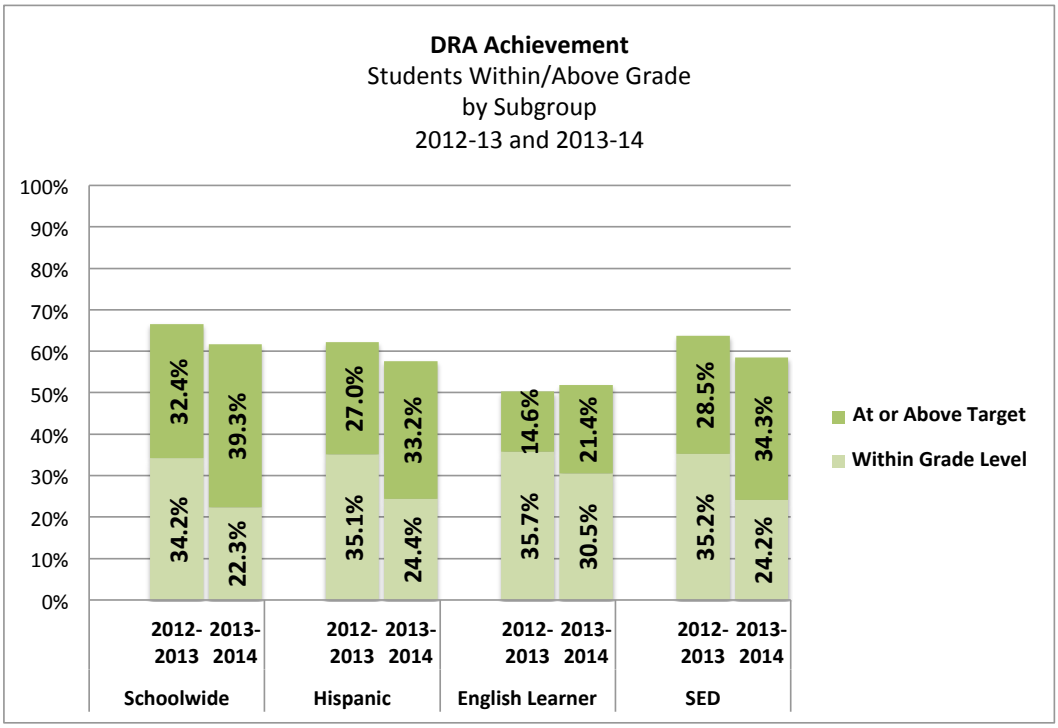
We see that majority of NCS students are within the grade level range for both Reading and Writing school-wide and each subgroup.

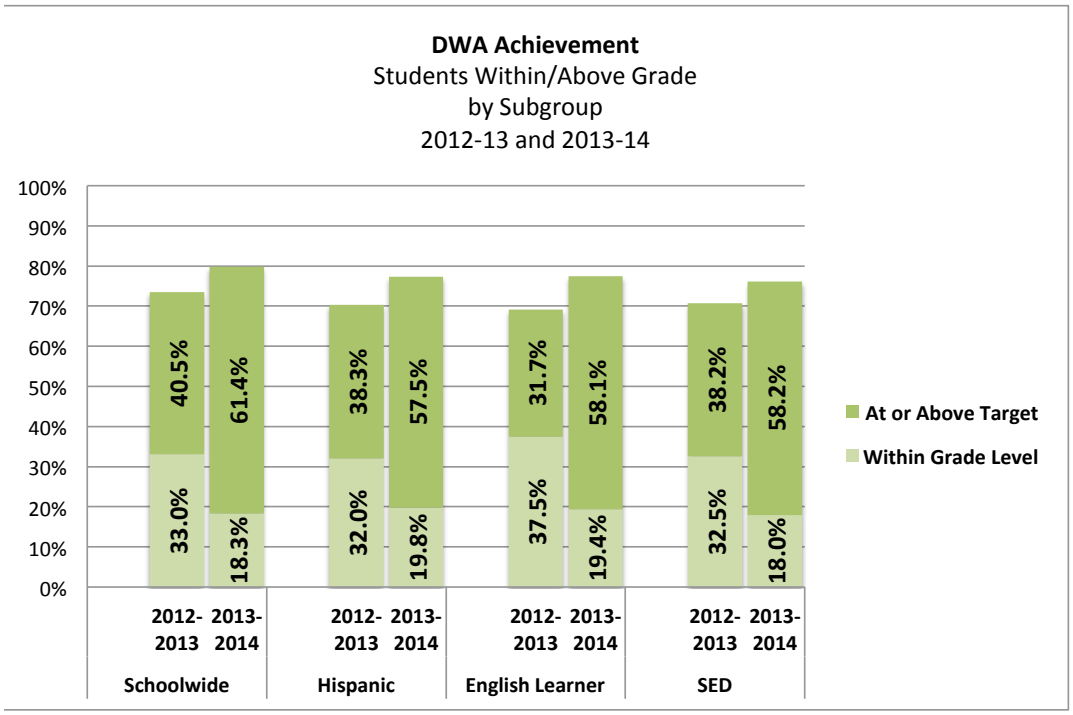
DRA / DWA
Scales
"Cut Points"

DRA					
	Below (1)	Within Gr. Level (2)	Target (3)	Above Gr. Level (4)	TARGET
8th grade	below 70	70	80	>80 EERIC	80
7th grade	below 60	60	70	80	70
6th grade	below 50	50	60	70	60
5th grade	below 40	40	50	60	50
4th grade	below 38	38	40	50	40
3rd grade	below 30	30	38	40	38
2nd grade	below 18	18	28	30	28
1st grade	below 10	10	16	18	16
kindergarten	0.5 (A)	1	3	4	3
TK	-	*0.5 (A)*	*1*	*2*	*1*

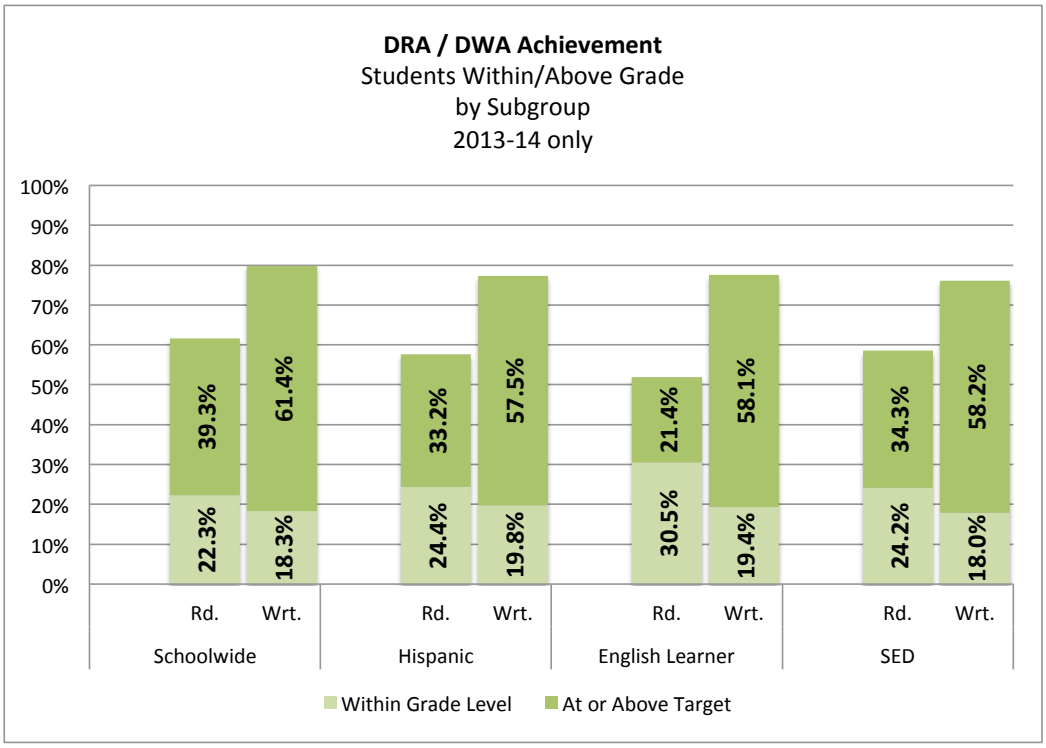
DWA					
	Below (1)	Within Gr. Level (2)	Target (3)	Above Gr. Level (4)	TARGET
8th grade	< 10	10	11	12	11
7th grade	< 9	9	10	12	10
6th grade	< 8	8	9	11	9
5th grade	< 7	7	8	10	8
4th grade	< 6	6	7	9	7
3rd grade	< 5	5	6	8	6
2nd grade	< 4	4	5	7	5
1st grade	< 3	3	4	6	4
kindergarten	< 2	2	3	5	3
TK	*0*	*1*	*2*	*4*	*2*

New City Public School
DRA and DWA Assessment Results
2012-13 and 2013-14
by Subgroup





New City Public School
DRA and DWA Assessment Results
2012-13 and 2013-14
by Subgroup



New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
by Subgroup

DRA Reading - Achievement by subgroup						
2012-13						
			Within Grade Level		At or Above Target	
Grade		Scores	AtLevel	Percent	AtLevel	Percent
Schoolwide		398	136	34.2%	129	32.4%
Hispanic		296	104	35.1%	80	27.0%
English Learner		157	56	35.7%	23	14.6%
SED		281	99	35.2%	80	28.5%

DRA Reading - Achievement by subgroup						
2013-14						
			Within Grade Level		At or Above Target	
Grade		Scores	AtLevel	Percent	AtLevel	Percent
Schoolwide		417	93	22.3%	164	39.3%
Hispanic		307	75	24.4%	102	33.2%
English Learner		154	47	30.5%	33	21.4%
SED		306	74	24.2%	105	34.3%

DRA Achievement % - by Subgroup - 2012-13 and 2013-14

		Within Grade Level	At or Above Target	total
Schoolwide	2012-2013	34.2%	32.4%	66.6%
	2013-2014	22.3%	39.3%	61.6%
Hispanic	2012-2013	35.1%	27.0%	62.2%
	2013-2014	24.4%	33.2%	57.7%
English Learner	2012-2013	35.7%	14.6%	50.3%
	2013-2014	30.5%	21.4%	51.9%
SED	2012-2013	35.2%	28.5%	63.7%
	2013-2014	24.2%	34.3%	58.5%

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
by Subgroup

DWA Writing - Achievement by subgroup						
2012-13						
			Within Grade Level		At or Above Target	
Grade		Scores	AtLevel	Percent	AtLevel	Percent
Schoolwide		351	116	33.0%	142	40.5%
Hispanic		253	81	32.0%	97	38.3%
English Learner		120	45	37.5%	38	31.7%
SED		249	81	32.5%	95	38.2%

DWA Writing - Achievement by subgroup						
2013-14						
			Within Grade Level		At or Above Target	
Grade		Scores	AtLevel	Percent	AtLevel	Percent
Schoolwide		420	77	18.3%	258	61.4%
Hispanic		313	62	19.8%	180	57.5%
English Learner		160	31	19.4%	93	58.1%
SED		306	55	18.0%	178	58.2%

DWA Achievement % - by Subgroup - 2012-13 and 2013-14

		Within Grade Level	At or Above Target	total
Schoolwide	2012-2013	33.0%	40.5%	73.5%
	2013-2014	18.3%	61.4%	79.8%
Hispanic	2012-2013	32.0%	38.3%	70.4%
	2013-2014	19.8%	57.5%	77.3%
English Learner	2012-2013	37.5%	31.7%	69.2%
	2013-2014	19.4%	58.1%	77.5%
SED	2012-2013	32.5%	38.2%	70.7%
	2013-2014	18.0%	58.2%	76.1%

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
by Subgroup

DRA/DWA Combined - Achievement % - 2013-14 Only

		within percent	at or above percent	total
	Rd.	22.3%	39.3%	61.6%
Schoolwide	Wrt.	18.3%	61.4%	79.8%
	Rd.	24.4%	33.2%	57.7%
Hispanic	Wrt.	19.8%	57.5%	77.3%
	Rd.	30.5%	21.4%	51.9%
English Learner	Wrt.	19.4%	58.1%	77.5%
	Rd.	24.2%	34.3%	58.5%
SED	Wrt.	18.0%	58.2%	76.1%

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
Hispanic

DRA Reading - Achievement - Hispanic							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	54	0	0.0%	44	81.5%	10	18.5%
1*	42	20	47.6%	22	52.4%	0	0.0%
2	50	33	66.0%	12	24.0%	5	10.0%
3	32	23	71.9%	2	6.3%	7	21.9%
4	37	15	40.5%	5	13.5%	17	45.9%
5	20	4	20.0%	5	25.0%	11	55.0%
6	22	4	18.2%	6	27.3%	12	54.5%
7	20	7	35.0%	4	20.0%	9	45.0%
8	19	6	31.6%	4	21.1%	9	47.4%
School	296	112	37.8%	104	35.1%	80	27.0%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DRA Reading - Achievement - Hispanic							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	46	3	6.5%	28	60.9%	15	32.6%
1*	46	27	58.7%	15	32.6%	4	8.7%
2	41	28	68.3%	6	14.6%	7	17.1%
3	50	37	74.0%	6	12.0%	7	14.0%
4	28	14	50.0%	3	10.7%	11	39.3%
5	32	9	28.1%	2	6.3%	21	65.6%
6	24	3	12.5%	5	20.8%	16	66.7%
7	19	4	21.1%	3	15.8%	12	63.2%
8	21	5	23.8%	7	33.3%	9	42.9%
School	307	130	42.3%	75	24.4%	102	33.2%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
Hispanic

DWA Writing - Achievement - Hispanic							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	52	7	13.5%	45	86.5%	0	0.0%
1*	44	7	15.9%	5	11.4%	32	72.7%
2	32	6	18.8%	10	31.3%	16	50.0%
3	18	1	5.6%	4	22.2%	13	72.2%
4	31	13	41.9%	3	9.7%	15	48.4%
5	16	9	56.3%	2	12.5%	5	31.3%
6	21	9	42.9%	5	23.8%	7	33.3%
7	20	12	60.0%	3	15.0%	5	25.0%
8	19	11	57.9%	4	21.1%	4	21.1%
School	253	75	29.6%	81	32.0%	97	38.3%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DWA Writing - Achievement - Hispanic							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	55	2	3.6%	13	23.6%	40	72.7%
1*	45	10	22.2%	10	22.2%	25	55.6%
2	40	5	12.5%	4	10.0%	31	77.5%
3	50	5	10.0%	11	22.0%	34	68.0%
4	29	11	37.9%	3	10.3%	15	51.7%
5	31	8	25.8%	8	25.8%	15	48.4%
6	21	6	28.6%	5	23.8%	10	47.6%
7	20	9	45.0%	5	25.0%	6	30.0%
8	22	15	68.2%	3	13.6%	4	18.2%
School	313	71	22.7%	62	19.8%	180	57.5%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
English Learner

DRA Reading - Achievement - English Learners							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	33	0	0.0%	26	78.8%	7	21.2%
1*	26	13	50.0%	13	50.0%	0	0.0%
2	28	25	89.3%	3	10.7%	0	0.0%
3	20	16	80.0%	1	5.0%	3	15.0%
4	22	12	54.5%	2	9.1%	8	36.4%
5	11	3	27.3%	3	27.3%	5	45.5%
6	10	4	40.0%	6	60.0%	0	0.0%
7	6	4	66.7%	2	33.3%	0	0.0%
8	1	1	100.0%	0	0.0%	0	0.0%
School	157	78	49.7%	56	35.7%	23	14.6%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DRA Reading - Achievement - English Leaerners							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	33	0	0.0%	23	69.7%	10	30.3%
1*	18	9	50.0%	8	44.4%	1	5.6%
2	26	21	80.8%	2	7.7%	3	11.5%
3	28	23	82.1%	5	17.9%	0	0.0%
4	14	7	50.0%	2	14.3%	5	35.7%
5	11	5	45.5%	1	9.1%	5	45.5%
6	11	2	18.2%	4	36.4%	5	45.5%
7	8	4	50.0%	2	25.0%	2	25.0%
8	5	3	60.0%	0	0.0%	2	40.0%
School	154	74	48.1%	47	30.5%	33	21.4%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
English Learner

DWA Writing - Achievement - English Learners							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	31	3	9.7%	28	90.3%	0	0.0%
1*	27	7	25.9%	5	18.5%	15	55.6%
2	13	2	15.4%	5	38.5%	6	46.2%
3	10	1	10.0%	3	30.0%	6	60.0%
4	16	8	50.0%	0	0.0%	8	50.0%
5	7	4	57.1%	1	14.3%	2	28.6%
6	9	6	66.7%	2	22.2%	1	11.1%
7	6	5	83.3%	1	16.7%	0	0.0%
8	1	1	100.0%	0	0.0%	0	0.0%
School	120	37	30.8%	45	37.5%	38	31.7%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DWA Writing - Achievement - English Learners							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	39	1	2.6%	8	20.5%	30	76.9%
1*	18	3	16.7%	5	27.8%	10	55.6%
2	25	4	16.0%	3	12.0%	18	72.0%
3	29	2	6.9%	8	27.6%	19	65.5%
4	15	7	46.7%	1	6.7%	7	46.7%
5	11	5	45.5%	2	18.2%	4	36.4%
6	10	5	50.0%	1	10.0%	4	40.0%
7	8	5	62.5%	2	25.0%	1	12.5%
8	5	4	80.0%	1	20.0%	0	0.0%
School	160	36	22.5%	31	19.4%	93	58.1%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
Socioeconomically Disadvantaged

DRA Reading - Achievement - Socioeconomically Disadvantaged							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	48	0	0.0%	38	79.2%	10	20.8%
1*	40	17	42.5%	23	57.5%	0	0.0%
2	50	33	66.0%	13	26.0%	4	8.0%
3	34	21	61.8%	3	8.8%	10	29.4%
4	31	12	38.7%	4	12.9%	15	48.4%
5	21	4	19.0%	4	19.0%	13	61.9%
6	19	3	15.8%	6	31.6%	10	52.6%
7	19	6	31.6%	4	21.1%	9	47.4%
8	19	6	31.6%	4	21.1%	9	47.4%
School	281	102	36.3%	99	35.2%	80	28.5%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DRA Reading - Achievement - Socioeconomically Disadvantaged							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	39	2	5.1%	24	61.5%	13	33.3%
1*	46	26	56.5%	16	34.8%	4	8.7%
2	42	28	66.7%	5	11.9%	9	21.4%
3	50	36	72.0%	7	14.0%	7	14.0%
4	33	14	42.4%	4	12.1%	15	45.5%
5	30	8	26.7%	2	6.7%	20	66.7%
6	25	4	16.0%	5	20.0%	16	64.0%
7	20	4	20.0%	4	20.0%	12	60.0%
8	21	5	23.8%	7	33.3%	9	42.9%
School	306	127	41.5%	74	24.2%	105	34.3%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

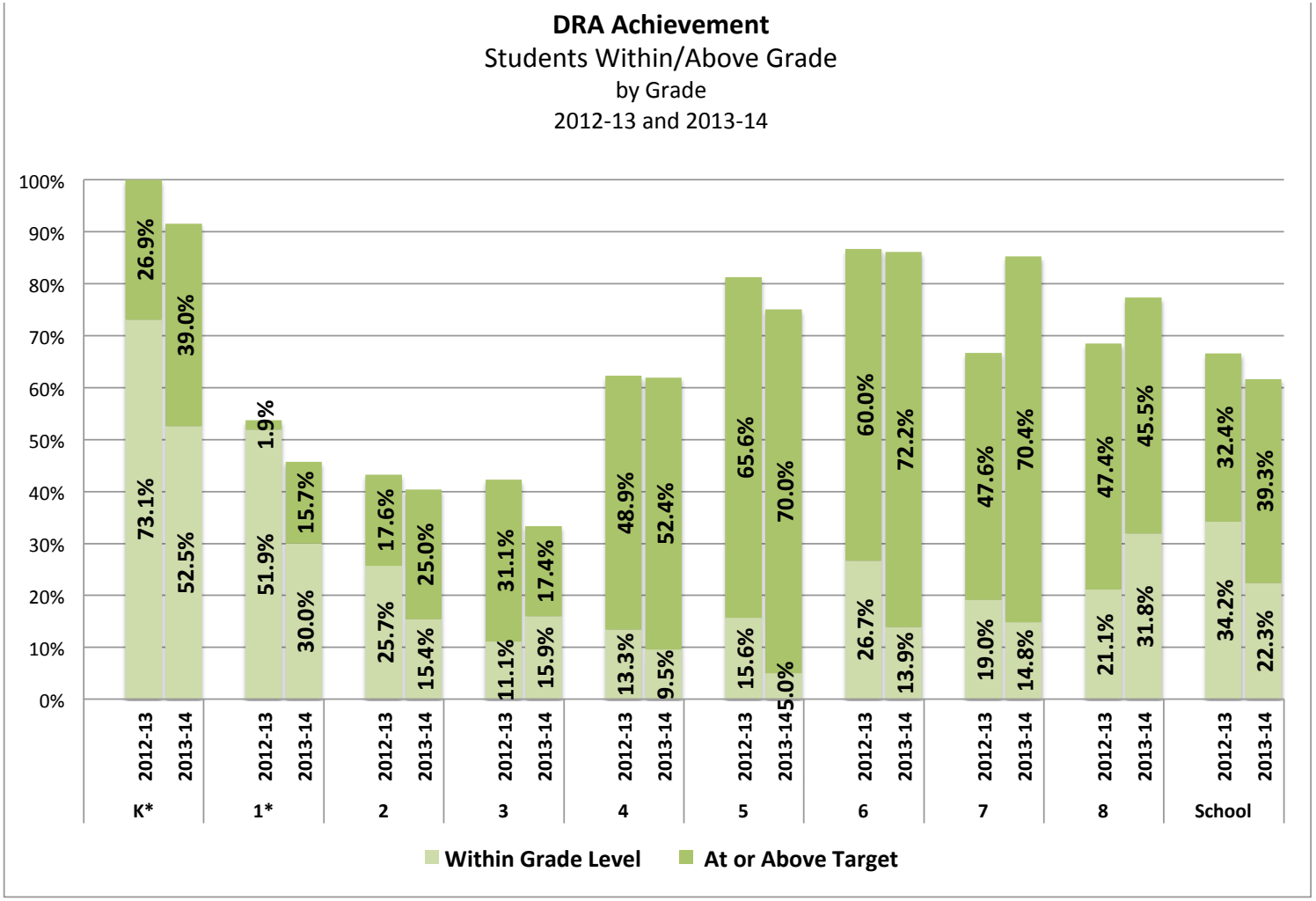
New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
Socioeconomically Disadvantaged

DWA Writing - Achievement - Socioeconomically Disadvantaged							
2012-13							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	48	7	14.6%	41	85.4%	0	0.0%
1*	42	5	11.9%	4	9.5%	33	78.6%
2	38	6	15.8%	17	44.7%	15	39.5%
3	22	1	4.5%	5	22.7%	16	72.7%
4	25	11	44.0%	1	4.0%	13	52.0%
5	18	11	61.1%	1	5.6%	6	33.3%
6	18	10	55.6%	4	22.2%	4	22.2%
7	19	11	57.9%	4	21.1%	4	21.1%
8	19	11	57.9%	4	21.1%	4	21.1%
School	249	73	29.3%	81	32.5%	95	38.2%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DWA Writing - Achievement - Socioeconomically Disadvantaged							
2013-14							
		Below		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent	AtLevel	Percent
K*	45	1	2.2%	10	22.2%	34	75.6%
1*	41	11	26.8%	10	24.4%	20	48.8%
2	41	4	9.8%	3	7.3%	34	82.9%
3	50	4	8.0%	12	24.0%	34	68.0%
4	35	11	31.4%	3	8.6%	21	60.0%
5	28	8	28.6%	4	14.3%	16	57.1%
6	23	8	34.8%	6	26.1%	9	39.1%
7	21	12	57.1%	4	19.0%	5	23.8%
8	22	14	63.6%	3	13.6%	5	22.7%
School	306	73	23.9%	55	18.0%	178	58.2%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only



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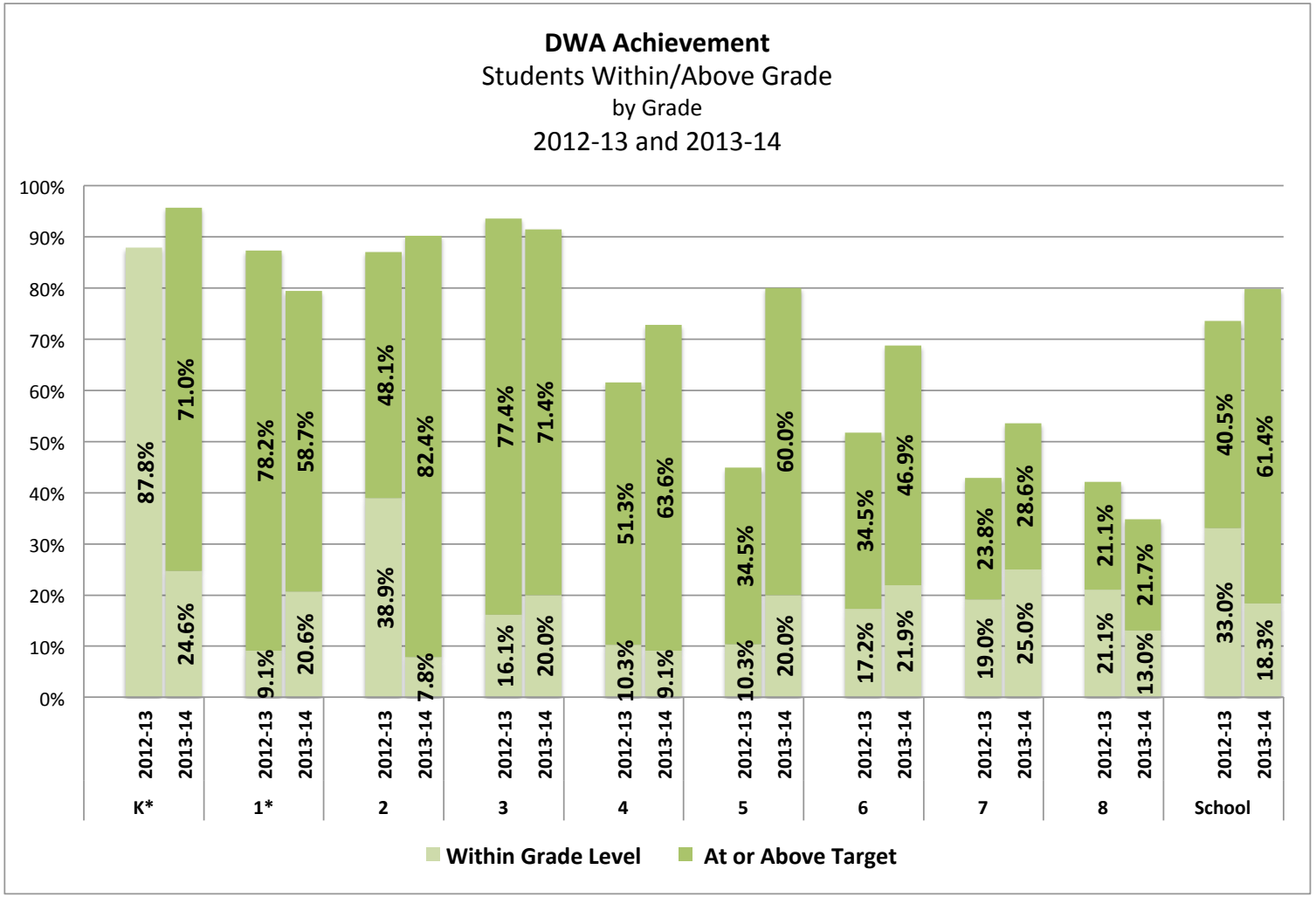

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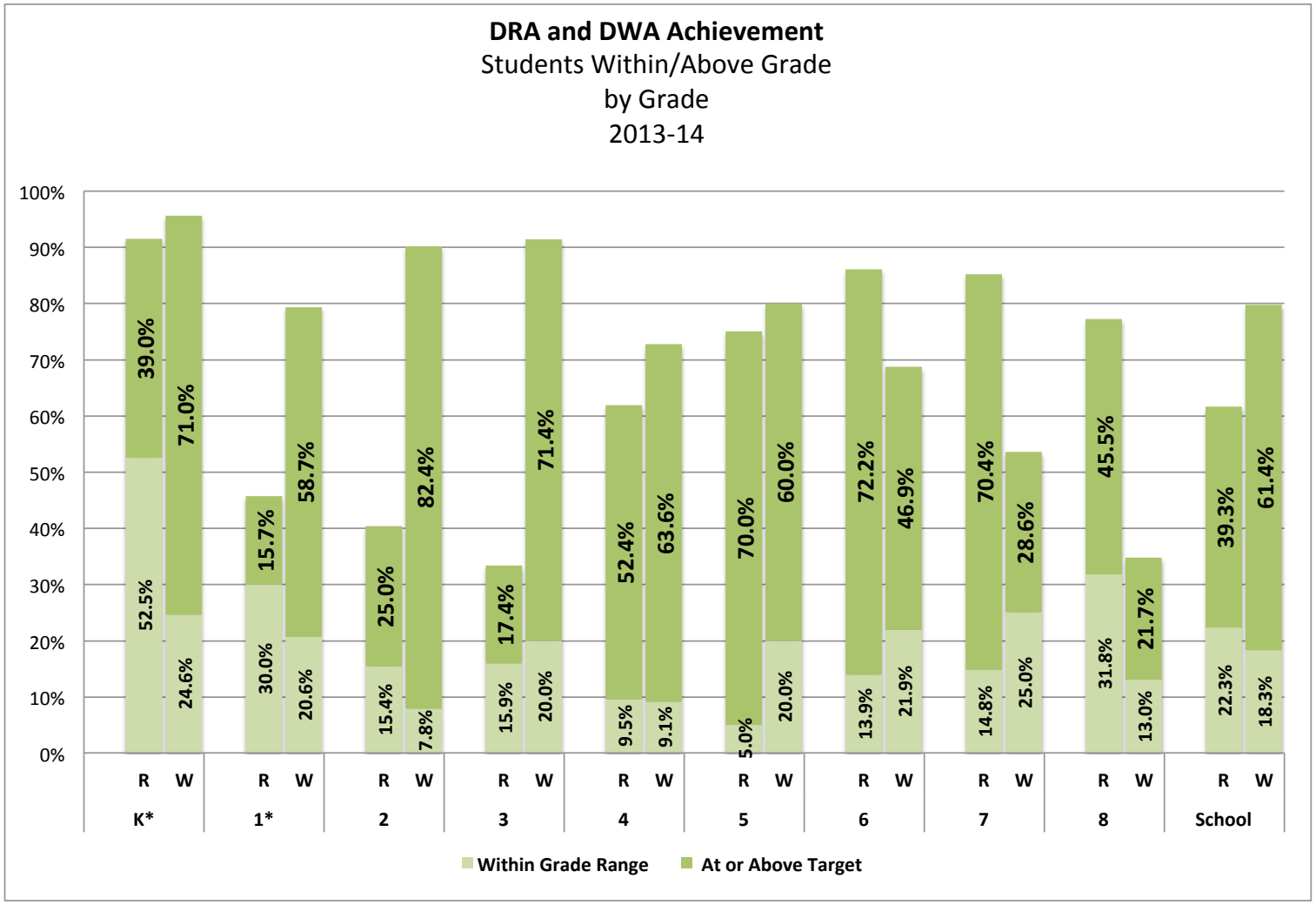


**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
by grade

DRA Reading Achievement - by grade - 2012-13

		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent
K*	78	57	73.1%	21	26.9%
1*	54	28	51.9%	1	1.9%
2	74	19	25.7%	13	17.6%
3	45	5	11.1%	14	31.1%
4	45	6	13.3%	22	48.9%
5	32	5	15.6%	21	65.6%
6	30	8	26.7%	18	60.0%
7	21	4	19.0%	10	47.6%
8	19	4	21.1%	9	47.4%
School	398	136	34.2%	129	32.4%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DRA Reading Achievement - by grade
2013-14

		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent
K*	59	31	52.5%	23	39.0%
1*	70	21	30.0%	11	15.7%
2	52	8	15.4%	13	25.0%
3	69	11	15.9%	12	17.4%
4	42	4	9.5%	22	52.4%
5	40	2	5.0%	28	70.0%
6	36	5	13.9%	26	72.2%
7	27	4	14.8%	19	70.4%
8	22	7	31.8%	10	45.5%
School	417	93	22.3%	164	39.3%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DRA Reading Achievement - by grade

		Within Grade Level	At or Above Target	Total
K*	2012-13	73.1%	26.9%	100.0%
	2013-14	52.5%	39.0%	91.5%
1*	2012-13	51.9%	1.9%	53.7%
	2013-14	30.0%	15.7%	45.7%
2	2012-13	25.7%	17.6%	43.2%
	2013-14	15.4%	25.0%	40.4%
3	2012-13	11.1%	31.1%	42.2%
	2013-14	15.9%	17.4%	33.3%
4	2012-13	13.3%	48.9%	62.2%
	2013-14	9.5%	52.4%	61.9%
5	2012-13	15.6%	65.6%	81.3%
	2013-14	5.0%	70.0%	75.0%
6	2012-13	26.7%	60.0%	86.7%
	2013-14	13.9%	72.2%	86.1%
7	2012-13	19.0%	47.6%	66.7%
	2013-14	14.8%	70.4%	85.2%
8	2012-13	21.1%	47.4%	68.4%
	2013-14	31.8%	45.5%	77.3%
School	2012-13	34.2%	32.4%	66.6%
	2013-14	22.3%	39.3%	61.6%

New City Public School
DRA Reading and DWA Writing Achievement Results
2012-13 and 2013-14
by grade

DWA Writing Achievement - by grade - 2012-13

		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent
K*	74	65	87.8%	0	0.0%
1*	55	5	9.1%	43	78.2%
2	54	21	38.9%	26	48.1%
3	31	5	16.1%	24	77.4%
4	39	4	10.3%	20	51.3%
5	29	3	10.3%	10	34.5%
6	29	5	17.2%	10	34.5%
7	21	4	19.0%	5	23.8%
8	19	4	21.1%	4	21.1%
School	351	116	33.0%	142	40.5%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DWA Writing Achievement - by grade
2013-14

		Within Grade Level		At or Above Target	
Grade	Scores	AtLevel	Percent	AtLevel	Percent
K*	69	17	24.6%	49	71.0%
1*	63	13	20.6%	37	58.7%
2	51	4	7.8%	42	82.4%
3	70	14	20.0%	50	71.4%
4	44	4	9.1%	28	63.6%
5	40	8	20.0%	24	60.0%
6	32	7	21.9%	15	46.9%
7	28	7	25.0%	8	28.6%
8	23	3	13.0%	5	21.7%
School	420	77	18.3%	258	61.4%

**Grade K-1 scores represent primary language (Eng or Spn)*
Grade 2-8 scores represent English Only

DWA Writing Achievement - by grade

		Within Grade Level	At or Above Target	Total
	2012-13	87.8%	0.0%	87.8%
K*	2013-14	24.6%	71.0%	95.7%
	2012-13	9.1%	78.2%	87.3%
1*	2013-14	20.6%	58.7%	79.4%
	2012-13	38.9%	48.1%	87.0%
2	2013-14	7.8%	82.4%	90.2%
	2012-13	16.1%	77.4%	93.5%
3	2013-14	20.0%	71.4%	91.4%
	2012-13	10.3%	51.3%	61.5%
4	2013-14	9.1%	63.6%	72.7%
	2012-13	10.3%	34.5%	44.8%
5	2013-14	20.0%	60.0%	80.0%
	2012-13	17.2%	34.5%	51.7%
6	2013-14	21.9%	46.9%	68.8%
	2012-13	19.0%	23.8%	42.9%
7	2013-14	25.0%	28.6%	53.6%
	2012-13	21.1%	21.1%	42.1%
8	2013-14	13.0%	21.7%	34.8%
	2012-13	33.0%	40.5%	73.5%
School	2013-14	18.3%	61.4%	79.8%

DRA DWA Combined - by grade

		Within Grade Range	At or Above Target
	R	52.5%	39.0%
K*	W	24.6%	71.0%
	R	30.0%	15.7%
1*	W	20.6%	58.7%
	R	15.4%	25.0%
2	W	7.8%	82.4%
	R	15.9%	17.4%
3	W	20.0%	71.4%
	R	9.5%	52.4%
4	W	9.1%	63.6%
	R	5.0%	70.0%
5	W	20.0%	60.0%
	R	13.9%	72.2%
6	W	21.9%	46.9%
	R	14.8%	70.4%
7	W	25.0%	28.6%
	R	31.8%	45.5%
8	W	13.0%	21.7%
	R	22.3%	39.3%
School	W	18.3%	61.4%

APPENDIX 5

CST Science Data

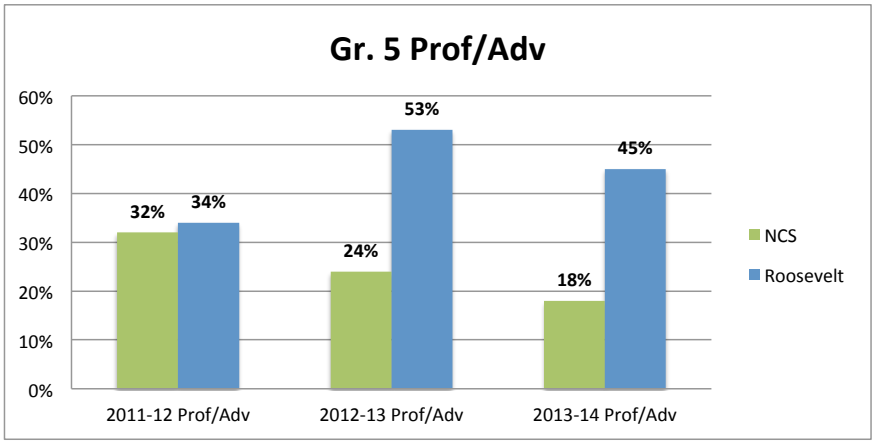
Description
The following is a compilation of publicly available CST for NCS and the two LBUSD schools that the majority of NCS students would otherwise attend. We look at 3 years of data (2010-11, 2011-12, 2012-13).

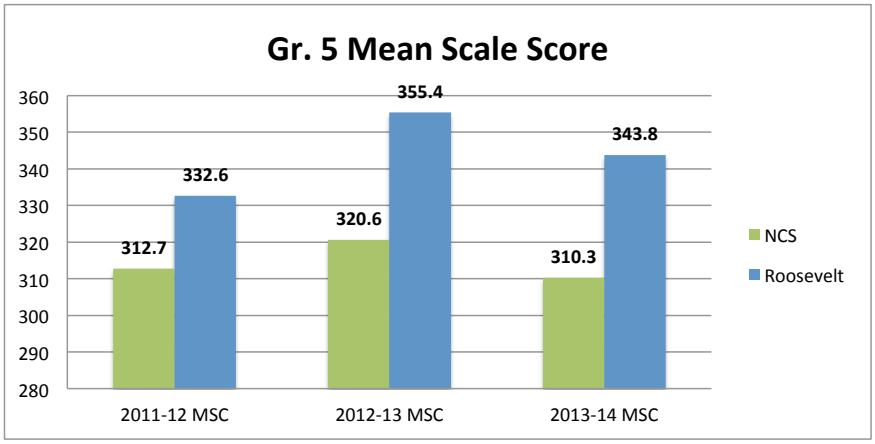
We see that while our 5th grade students were outperformed by neighborhood school Roosevelt Elementary on the Science CST, our 8th graders perform as well or better than the LBUSD counterparts at neighborhood school Washington Middle School.

SCIENCE CST COMPARISON
NCS TO LBUSD SCHOOLS
2011-12 to 2013-14

GRADE 5

	2011-12		2012-13		2013-14	
	2011-12 Prof/Adv	2011-12 MSC	2012-13 Prof/Adv	2012-13 MSC	2013-14 Prof/Adv	2013-14 MSC
NCS	32%	312.7	24%	320.6	18%	310.3
Roosevelt	34%	332.6	53%	355.4	45%	343.8

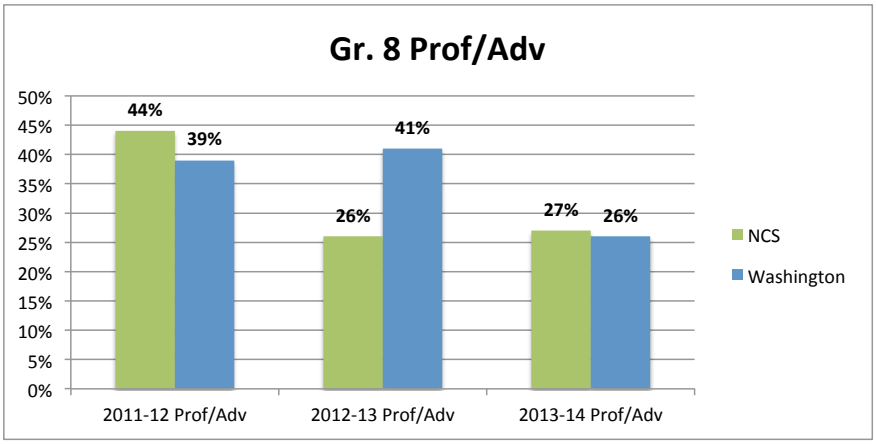


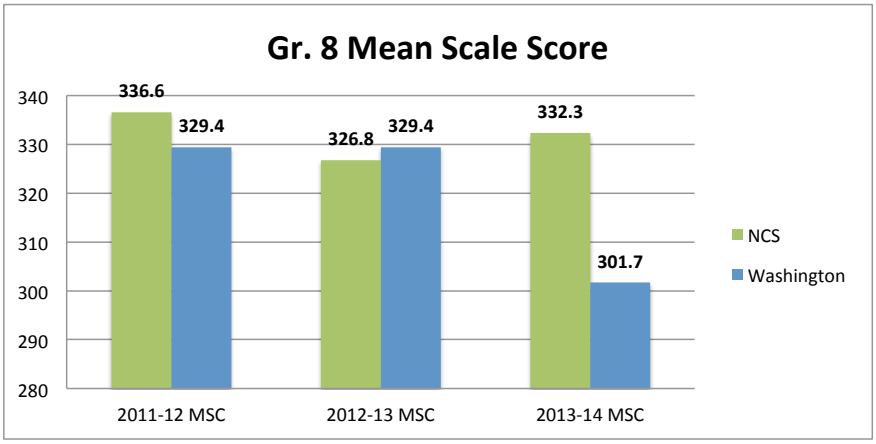


SCIENCE CST COMPARISON
NCS TO LBUSD SCHOOLS
2011-12 to 2013-14

GRADE 8

	2011-12		2012-13		2013-14	
	2011-12 Prof/Adv	2011-12 MSC	2012-13 Prof/Adv	2012-13 MSC	2013-14 Prof/Adv	2013-14 MSC
NCS	44%	336.6	26%	326.8	27%	332.3
Washington	39%	329.4	41%	329.4	26%	301.7





APPENDIX 6

Competitive Entry Programs Acceptance

Description
The following is a report of the percentage of 8th grade graduates being accepted into competitive entry A-G specialized high school programs in LBUSD.

We see that our students are being accepted at high rates into these competitive programs, which leads us to the conclusion that NCS students are in fact prepared for these programs.

New City School
Competitive Entry Acceptance Rates
8th Grade Graduates

NCS 8th grade students matriculate at extremely high rates into LBUSD Specialized Programs; these programs are competitive-entry A-G college preparatory, designed to provide students with the coursework and guidance necessary for college entry.

All Specialized Programs consider GPA (grades in 6th-7th academic classes) and previous standardized test scores (this year it was grade 6 since there were no 7th grade CSTs). ***Some schools*** (McBride, Poly, CAMS) also have supplemental application requirements such as essays, recommendation letters, and interviews.

The following table shows the rates of NCS 8th grade student acceptance into LBUSD Specialized Programs for high school in 2012-13, 2013-14, and 2014-15:

	2012-13 n=19	2013-14 n=23	2014-15 n=23
Students accepted into at least 1 Specialized A-G college prep HS program	57%[1]	91%	83%

[1] In the 2012-13 school year our 8th graders had to apply as "private school" students and they were excluded from several programs due to this *error* on the part of the district.

APPENDIX 7

CAHSEE Census Data Data

Description
The following is an analysis of the CAHSEE census data provided to the New City School by LBUSD. NCS submitted a student level data request for its 8th grade graduates.

A total of 64 records were returned and analyzed. The LBUSD rates were provided directly by LBUSD (no LBUSD student level data was analyzed by NCS).

We see that NCS students had higher pass rates in ELA 4 out of 5 years, and higher pass rates in Math in the most recent year. In addition, the NCS average scaled score for both ELA and Math was higher on average than the LBUSD students.

NCS
8th Grade Graduates
CAHSEE Analysis
2009-10 to 2013-14

CAHSEE RESULTS ALL

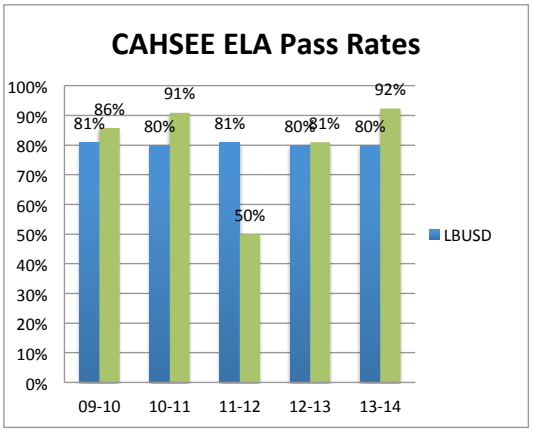
	ELA CAHSEE				
	LBUSD		NCS Grads		
Year	Scaled Score	Year	Scaled Score	Year	n
2009-10	362.8	81%	388.6	86%	7.0
2010-11	357.1	80%	388.4	91%	11.0
2011-12	359.4	81%	358.7	50%	12.0
2012-13	359.9	80%	380.4	81%	21.0
2013-14	359.8	80%	383.2	92%	13.0

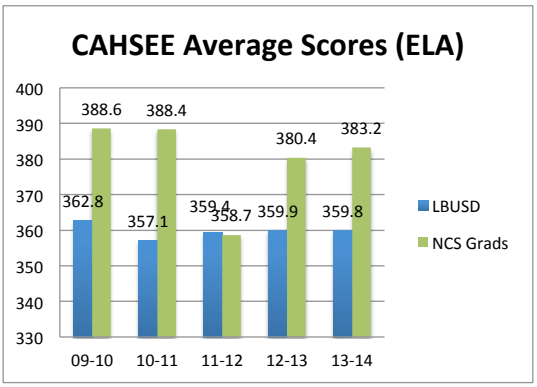
PASS RATES **ELA**

	LBUSD	NCS Grads	ELA Difference
09-10	81%	86%	5%
10-11	80%	91%	11%
11-12	81%	50%	-31%
12-13	80%	81%	1%
13-14	80%	92%	12%

AVERAGE SCORE **ELA**

	LBUSD	NCS Grads
09-10	362.8	388.6
10-11	357.1	388.4
11-12	359.4	358.7
12-13	359.9	380.4
13-14	359.8	383.2





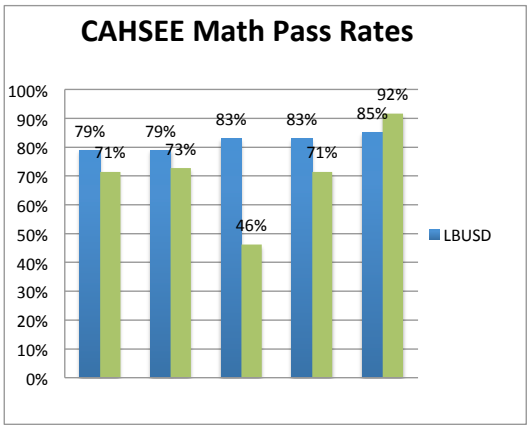
CAHSEE RESULTS ALL

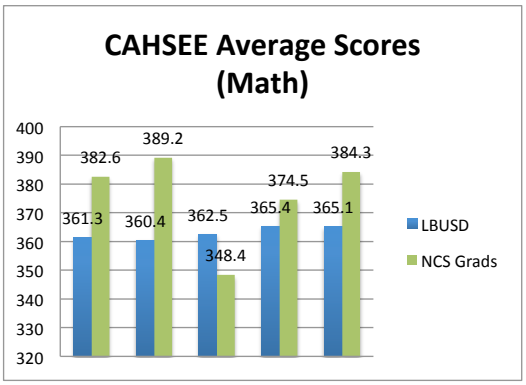
NCS
8th Grade Graduates
CAHSEE Analysis
2009-10 to 2013-14

	MATH CAHSEE				
	LBUSD		NCS Grads		
Year	Scaled Score	Year	Scaled Score	Year	n
2009-10	361.3	79%	382.6	71%	7.0
2010-11	360.4	79%	389.2	73%	11.0
2011-12	362.5	83%	348.4	46%	13.0
2012-13	365.4	83%	374.5	71%	21.0
2013-14	365.1	85%	384.3	92%	12.0

PASS RATES	Math		
	LBUSD	NCS Grads	Math Difference
09-10	79%	71%	-8%
10-11	79%	73%	-6%
11-12	83%	46%	-37%
12-13	83%	71%	-12%
13-14	85%	92%	7%

AVERAGE SCORE	MATH	
	LBUSD	NCS Grads
09-10	361.3	382.6
10-11	360.4	389.2
11-12	362.5	348.4
12-13	365.4	374.5
13-14	365.1	384.3





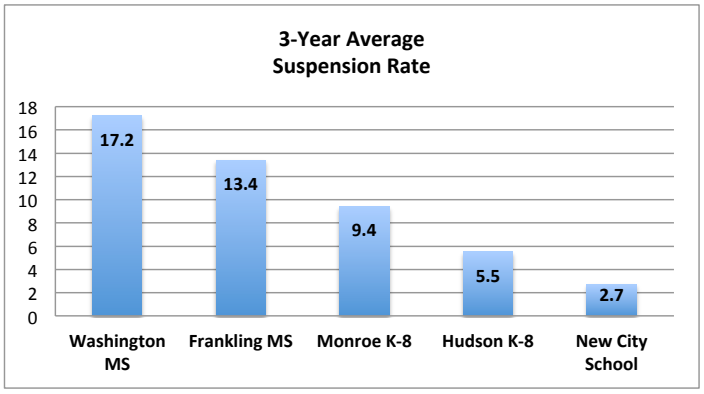
APPENDIX 8

Suspension Rate Analysis

Description
The following is a compilation of publicly available data on student suspensions for the New City School and neighboring LBUSD middle schools that students would have otherwise attended.

We see that the New City School 3-year average is much lower than the LBUSD schools.

NCS
SUSPENSION RATE ANALYSIS



Suspension Rate 3-Year Average	
Washington MS	**17.2**
Frankling MS	**13.4**
Monroe K-8	**9.4**
Hudson K-8	**5.5**
New City School	**2.7**

	School	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate
2013 - 14	Washington Middle	1,107	1,269	130	10.2
2012 - 13	Washington Middle	1,131	1,252	273	21.8
2011 - 12	Washington Middle	1,055	1,203	238	19.8
				3-year avg:	**17.2**
2013 - 14	Franklin Classical Middle	1,122	1,260	122	9.7
2012 - 13	Franklin Classical Middle	1,039	1,183	157	13.3
2011 - 12	Franklin Classical Middle	957	1,212	207	17.1
				3-year avg:	**13.4**
2013 - 14	Monroe K-8	680	715	80	11.2
2012 - 13	Monroe K-8 (closed)	824	908	68	7.5
				3-year avg:	**9.4**
2013 - 14	Hudson K-8	794	863	43	5
2012 - 13	Hudson K-8	890	981	42	4.3
2011 - 12	Hudson K-8	957	1,067	76	7.1
				3-year avg:	**5.5**
2013 - 14	New City	428	488	26	5.3
2012 - 13	New City	433	487	6	1.2
2011 - 12	New City	502	557	8	1.5
				3-year avg:	**2.7**

APPENDIX 9

Access to DI Programs Data

Description
The following is a compilation of demographic data for New City School and the LBUSD Dual Immersion programs. It also includes location and travel information to those schools from the New City School.

We see that most of the LBUSD programs are Track or Schools-within-a-school type programs. The only other K-8 program like New City, Patrick Henry, has much different demographics than the school.

In addition, we see that most of these LBUSD DI programs are much further away and not accessible for most New City parents who do not own private transportation.

The New City School
Access to Dual Immersion Programs in Long Beach

No LBUSD dual-immersion program accepts students after 1st grade unless a space opens up. Additionally:

- LBUSD Dual Immersion schools require an assessment prior to a student being accepted into the program
- In the "track" dual immersion schools, struggling students are counseled out of the program if they do not excel on tests
- There would not be enough space for all New City School students to continue their dual immersion education due to sever space restrictions and transportation limits
- New City School students would not be eligible for the *only* High School Dual Immersion program at Wilson High School
- New City School students would face restrictions on their ability to earn the California Department of Education's State Seal of Biliteracy, impressive for college applications

The chart below shows the various schools that offer dual immersion as a whole-school or "school within a school" (track) as well as their grade spans and demographics.

School Name Grade-Span	% Enrolled in Dual Immersion, Total Enrollment	Access: When can a student be enrolled?	Program Design	Subgroups (Whole School) 2013-14
New City School TK-8	100% of 428	**Any grade** subject to space	K-8 Dual Language Enrichment (Gómez & Gómez)	Black: 5% **Latino: 72%** White: 8% Low SES: 85% EL: 36%
Patrick Henry K-8	100% of 798	Kinder-only open, then subject to space	90/10	Black: 6% Latino: 64% **White: 20%** Low SES: 33% EL: 13% [*1 in 8*]
Webster Elem. K-5	17% of 643	Kinder-only open, then subject to space	One class per grade; 50/50 model	**Black: 22%** Latino: 60% White: 3.5% Low SES: 92% EL: 34%
Lafayette Elem. K-5	25% of 961	Kinder-only open, then subject to space	Two classes per grade; 50/50 model	Black: 18% Latino: 70% White: 1.7% Low SES: 80% EL: 44%
Willard Elem. K-5	21% of 763	Kinder-only open, then subject to space	One class per grade; 50/50 model	Black: 13% Latino: 67% White: 4.5% **Low SES: 94%** **EL: 51%**
Source: DataQuest			**BOLD =** highest % among schools listed	

The New City School
Access to Dual Immersion Programs in Long Beach

Of the 4 LBUSD schools that currently offer a Dual Immersion, only 1 school, Patrick Henry, is a K-8 whole school dual immersion program like New City School. However, that school's demographic are significantly different – only 13% of the population are considered English Learners compared to 36% at NCS, 34% are FRL compared to 88% at NCS, and 20% are White compared to 8% at New City.

All of the 4 LBUSD schools listed above are quite a distance from NCS, with Patrick Henry being a distance of 6.5 miles (*see table below*). The Majority of NCS parents do not have private transportation and thus attending any of these other "options" would be an undue hardship to these families.

	Distance to NCS	**Time walking**	**Time on Bus**	**Time Driving**
Lafayette	1.4 miles	25 min	20 min	5 min
Willard	2.5 miles	49 min	26 min	7 min
Webster	3.6 miles	1hr 9min	27 min	9 min
Patrick Henry	6.5 miles	2hrs 10min	48 min	17 min

**In 2015-16, Henry will become a K-5 program and grades 6-8 will be on separate school campus.*

APPENDIX 10

District & Schools Using DLE Model

Description
The following is a list of states, districts and schools that utilize the DLE model.

We see that the model is used widely across the country and is used by both large and small districts.

Gómez & Gómez DLE Model
Dual Language Training Institute

Dual Language Training Institute

Achieving Equity and Excellence through a Biliteracy Education

Texas School Districts Implementing the Gómez & Gómez DLE Model - 2014-2015

	District	# of Schools	Campus/District
1.	Abilene ISD	2	District-wide
2.	Alvarado ISD	2	District-wide
3.	Andrews ISD	2	District-wide
4.	Athens ISD	3	District-wide
5.	Austin ISD	68	District-wide
6.	Beaumont ISD	5	----------
7.	Bonham ISD	3	----------
8.	Brazosport ISD	5	District-wide
9.	Bridgeport ISD	1	District-wide
10.	Burleson ISD	1	District-wide
11.	Castleberry ISD	2	----------
12.	Cedar Hill ISD	2	District-wide
13.	Celina ISD	1	----------
14.	Chapel Hill ISD	3	District-wide
15.	Cleburne ISD	4	District-wide
16.	Como-Pickton ISD	1	----------
17.	Community ISD	2	----------
18.	Copperas Cove	1	----------
19.	Corpus Christi Montessori School	1	----------
20.	Crowley ISD	7	District-wide
21.	Crystal City ISD	2	District-wide
22.	Dallas ISD	153 (1 MS)	District-wide
23.	Decatur	2	----------
24.	Denison	1	----------
25.	Denton ISD	12	District-wide
26.	Diboll ISD	3	District-wide
27.	Eagle Mountain Saginaw ISD	6	District-wide
28.	Elgin ISD	3	District-wide
29.	Everman ISD	5	District-wide
30.	Forney ISD	2	District-wide
31.	Fort Worth ISD	64	District-wide
32.	Frenship ISD	2	District-wide
33.	Gainesville ISD	2	District-wide
34.	Gonzales ISD	1	----------
35.	Grapevine-Colleyville ISD	3	District-wide
36.	Grand Prairie ISD	21	District-wide
37.	Greenville ISD	3	District-wide
38.	Harlingen CISD	5	----------
39.	Harts Bluff ISD	1	----------
40.	Hays CISD	4	District-wide
41.	Hidalgo ISD	4	District-wide
42.	Humble ISD	1	----------
43.	Hutto ISD	2	District-wide
44.	Jacksonville ISD	3	----------
45.	Joshua ISD	2	District-wide
46.	Keller ISD	5 (2 MS)	District-wide
47.	Kennedale ISD	1	District-wide
48.	Kilgore ISD	1	District-wide
49.	KIPP Austin Leadership Elem. (CS)	4	District-wide
50.	KIPP PEACE Houston Elem. (CS)	1	District-wide
51.	Krum ISD	1	----------
52.	La Joya ISD	23	----------
53.	Lake Worth ISD	2	----------
54.	Leander ISD	4	District-wide

55.	Legacy Preparatory of Dallas (CS)	1	Campus-wide
56.	Life School of Dallas (CS)	1	Campus-wide
57.	Little Elm ISD	2	----------
58.	Longview ISD	7	----------
59.	Lubbock ISD	4 (1 MS)	----------
60.	Lufkin ISD	4	District-wide
61.	Mansfield ISD	3	----------
62.	Marshall ISD	6	----------
63.	McAllen ISD	14	----------
64.	Montgomery ISD	3	District-wide
65.	Mount Pleasant ISD	6	----------
66.	Mount Vernon ISD	1	----------
67.	Mineral Wells ISD	1	----------
68.	Nacogdoches ISD	2	----------
69.	Northwest ISD	1	----------
70.	Paris ISD	2	----------
71.	Pharr-San Juan-Alamo ISD	26 (8 MS/5 HS)	District-wide
72.	Pine Tree ISD	3	District-wide
73.	Prosper ISD	3 (1 MS)	District-wide
74.	Quinlan ISD	1	----------
75.	Raul Yzaguirre Charter School	2	District-wide
76.	Rio Hondo ISD	2	District-wide
77.	Royal ISD	2	----------
78.	Round Rock ISD	12	----------
79.	Santa Clara of Assisi Catholic School	1	District-wide
80.	Schertz-Cibolo-UC CISD	1 (1 MS)	District-wide
81.	Sheldon ISD	1	----------
82.	Sherman ISD	5	----------
83.	Snyder ISD	3	District-wide
84.	Somerset ISD	3	----------
85.	Sonora ISD	1	District-wide
86.	Spring Branch ISD	21	District-wide
87.	Sulphur Springs ISD	1	----------
88.	Temple ISD	3	District-wide
89.	Terrell ISD	2	District-wide
90.	Texarkana ISD	2	----------
91.	Tomball ISD	6	District-wide
92.	Tyler ISD	1	----------
93.	Venus ISD	1	District-wide
94.	Waxahachie ISD	2	----------
95.	Weatherford ISD	2	District-wide
96.	White Settlement ISD	3	District-wide
97.	Williams Preparatory CS	1	----------
98.	Willis ISD	2	----------

Total # of Schools in Texas Implementing the Gómez & Gómez DLE Model: 636 Elementary Schools - 14 Middle Schools - 5 High Schools

Alaska School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015

1.	Lower Kuskowkwim SD	16	District-wide

California School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015

1.	Accelerated Charter Elem. School	1	Campus-wide
2.	New City Public Schools	1	Campus-wide

Colorado *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

1.	Denver PS	1	----------
2.	Salida Del Sol CS	1	Campus-wide

Illinois *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

1.	Waukegan PS	9	---------

Kansas *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

1.	Wichita PS	1	Campus-wide
2.	Topeka SD	2	----------

New Mexico *School Districts Implementing Gómez & Gómez DLE Model – 2014-2015*

1.	Las Cruces PS	17	----------

Oklahoma *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

1.	Oklahoma City PS	1	----------
2.	Tulsa PS	4	----------

Oregon *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

1.	Forest Grove PS	4	----------

Total # of Schools in Alaska, California, Colorado, Kansas, New Mexico, Illinois, Oklahoma and Oregon Implementing the Gómez & Gómez DLE Model: 58 Elementary Schools

Washington *School Districts Implementing the Gómez & Gómez DLE Model – 2014-2015*

	District	# of Schools	Campus or District Wide
1.	Brewster SD	1	----------
2.	Bridgeport SD	1	----------
3.	Burlington SD	1	----------
4.	College Place SD	1	----------
5.	Highline SD	4	----------
6.	Holy Family Catholic Church	1	----------
7.	Kent SD	5	----------
8.	Manson SD	1	----------
9.	Monroe SD	3	----------
10.	Mount Vernon SD	1	----------
11.	North Kitsap SD	1	----------
12.	North Shore SD	1	----------
13.	Shelton SD	1 (1 MS)	----------
14.	Vancouver SD	1	----------
15.	Walla Walla SD	4 (1 MS/1 HS)	----------
16.	Wenatchee SD	1	----------

Total # of Schools Using Gómez & Gómez DLE Model: 28 Elementary Schools - 2 Middle Schools - 1 High School

Note: District-wide means that all Spanish ELLs are being served through a One-Way or Two-Way DLE Program using the Gómez & Gómez DLE Model.

Grand Total # Districts and Schools Using Gómez & Gómez DLE Model:

- ***126 School Districts***
- ***722 Elementary Schools***
- ***16 Middle Schools***
- ***6 High Schools***

APPENDIX 11

8th Grade Graduate Demographics

Description
The following are the demographics for the 8th Grade graduates that represent the following:

- graduated in 2009, 2010, 2011, and 2012 from The New City School
- *and* attended a LBUSD high school,
- *and* took the CAHSEE at a LBUSD high school

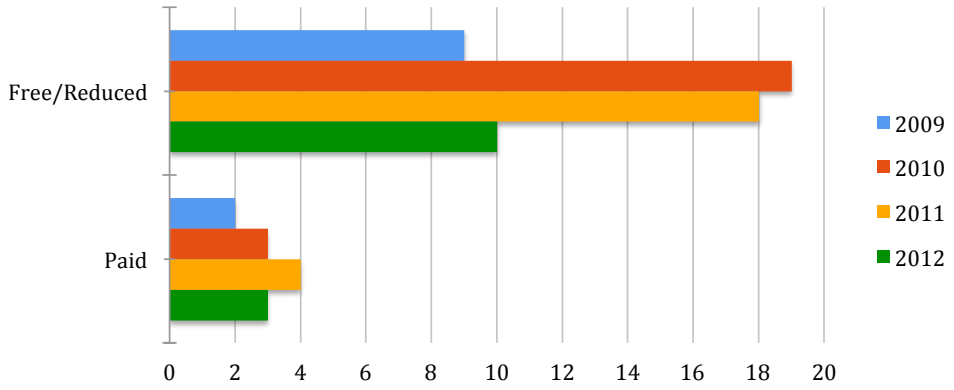
New City School 8th grade Graduates: Demographics

The charts and tables in this document were requested during the March 2 meeting between LACOE charter staff and The New City School.

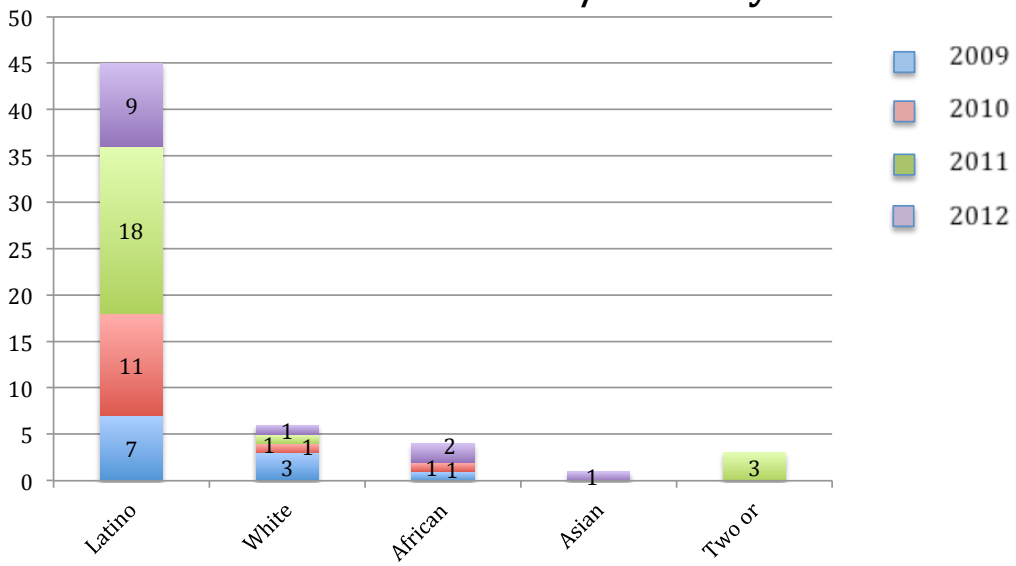
These demographic data represent students who:

- graduated in 2009, 2010, 2011, and 2012 from The New City School
- *and* attended a LBUSD high school,
- *and* took the CAHSEE at a LBUSD high school

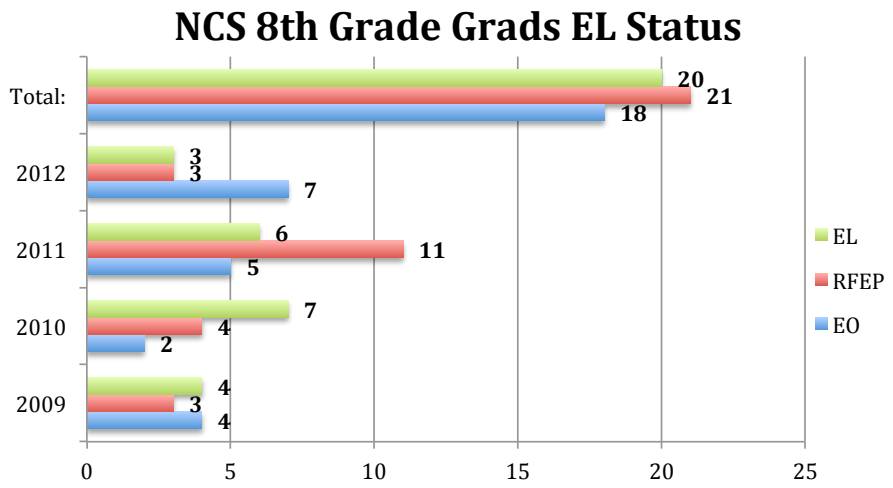
NCS 8th Grade Grads: Lunch Status



NCS 8th Grade Grads Race/Ethnicity



New City School 8th grade Graduates: Demographics



Student demographic data used to create the charts above:

Race/Ethnicity					
	Latino/ Hispanic	White	African American	Asian	Two or more races
2009 n=11	7	3	1	0	0
2010 n=13	11	1	1	0	0
2011 n=22	18	1	0	0	3
2012 n=13	9	1	2	1	0
Total:	***45***	***6***	***4***	***1***	***3***

Lunch Status		
Year	Free/Reduced	Paid
2009 n=11	9	2
2010 n=13	19	3
2011 n=22	18	4
2012 n=13	10	3
Total:	***56***	***12***

EL Status			
Year	EO	RFEP	EL
2009 n=11	4	3	4
2010 n=13	2	4	7
2011 n=22	5	11	6
2012 n=13	7	3	3
Total:	***18***	***21***	***20***

APPENDIX 12

Resident Schools List

Description
The following is a list of the schools that New City School students would other wise be attending, based on their addresses and listed schools of residence.

The New City School
List of Resident Schools

Below is a list of Resident Schools for current New City School students that correspond to >2% of current NCS students.

Current enrollment 410
2% = 8.2

Schools on this list are the resident schools in the neighborhoods where **9 or more** NCS students live.

Elementary Schools

SCHOOL	*n*
Roosevelt	69
Lafayette *	44
International	32
Burbank	11
Stevenson	11
Edison	9
Willard *	9

** = has dual language track*

Middle Schools

SCHOOL	*n*
Washington	39
Franklin	10
Jefferson	10

APPENDIX 13

DRA and DWA Results Spanish

Description
The following is an analysis of DRA and DWA Results in Spanish for students whose L1 is Spanish

Spanish DWA & DRA Average Scores from 2012-13 to 2013-14

Spanish DWA Writing	2012-13 Average Score Spanish DWA for L1 Spanish	Number of students (***n***)	2013-14 Average Score Spanish DWA for L1 Spanish	Number of students (***n***)
Transitional K	**-**	-	*1.8*	*8**
Kindergarten	**1.9**	36	**3.1**	26
Grade 1	**3.4**	29	**3.6**	39
Grade 2	**4.2**	20	**4.6**	30
Grade 3	**6.7**	15	**5.8**	15
Grade 4	*6.6*	*7**	**7.0**	15
Grade 5	*6.5*	*4**	*7.1*	*10**

** = fewer than 11 scores*

March 2013 was the first comprehensive gathering and reporting of writing data in every grade using the same school-wide tool. Teachers evaluated ***L1*** *(Primary Language*) for all K-5 students and English for all middle school students.

March 2014 was the **second** comprehensive school-wide collection and reporting of writing data in every grade, and TK was added to the NCS grade span.

The average scores for each grade level range from 1 to 12 (ex: 2013 K Spanish is **1.9**)

Grades TK-5 scores in this table are for L1 Spanish students. Their primary language of instruction for reading is Spanish for TK-K-1. All NCS students have English and Spanish Language Arts in grades 2-8.

Spanish DRA Reading	2012-13 Average Score Spanish DRA for L1 Spanish	Number of students (***n***)	2013-14 Spanish DRA for L1 Spanish	Number of students (***n***)
Transitional K	**-**	-	**1.4**	11
Kindergarten	**2.0**	34	**2.2**	23
Grade 1	**8.6**	27	**7.9**	24
Grade 2	**13.9**	21	**14.8**	19
Grade 3	**23.8**	11	*27.5*	*8**
Grade 4	*37.6*	*10**	**35.8**	12
Grade 5	*43.0*	*4**	*40.4*	*5**

** = fewer than 11 scores*

APPENDIX 14

Supplemental CST Science Analysis

Description

The following is an analysis of the Science CST scores comparing New City School and the schools NCS students would otherwise be attending, based on their addresses and listed schools of residence.

The grades covered are grade 5 and grade 8, since those are the only grades in which the Science CST is administered. The analysis covers four years (2010-11, 2011-12, 2012-13, 2013-14).

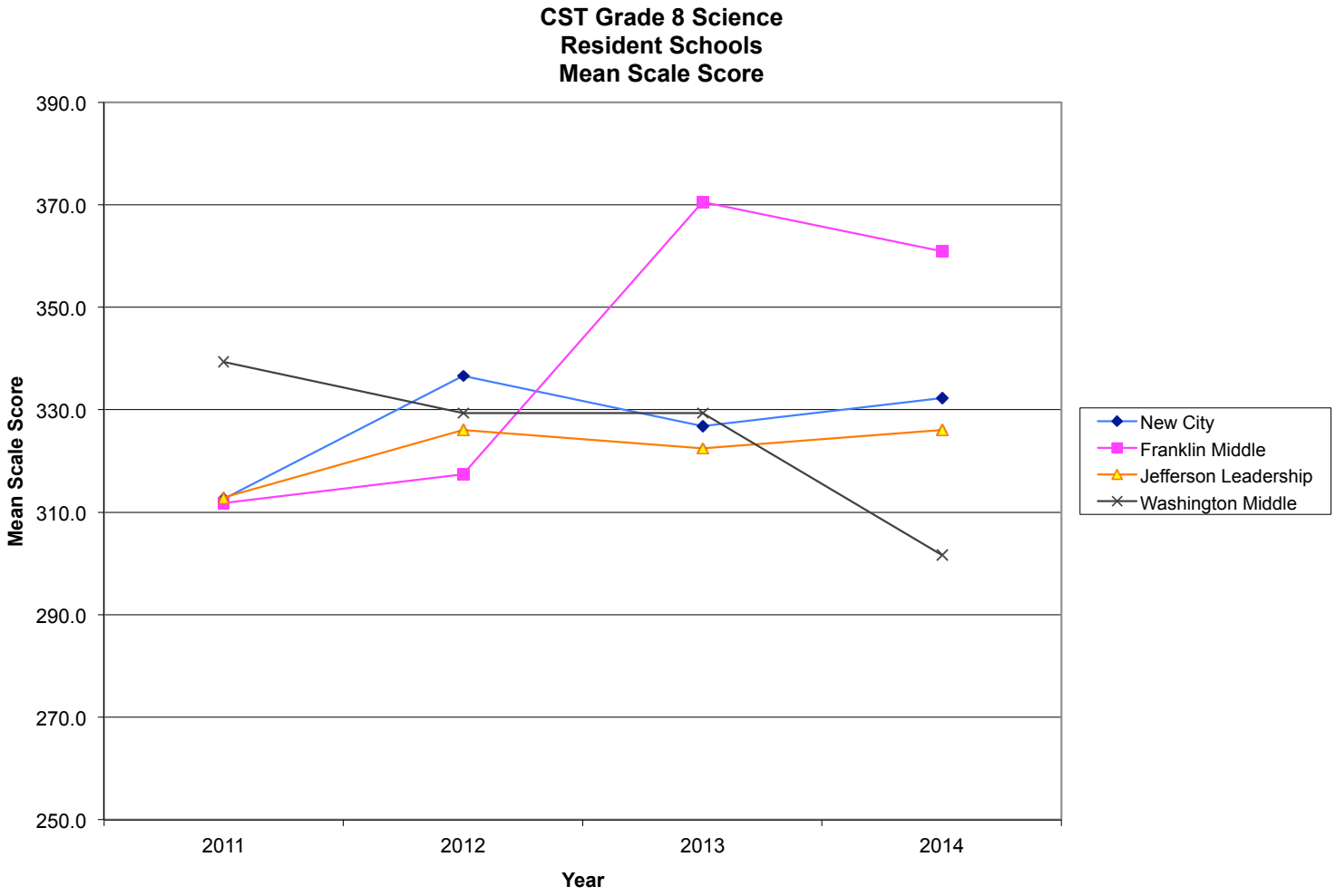
In Grade 5, New City School was outperformed by the resident schools, except in 2012-13, where NCS 5th graders performed better than Willard Elementary 5th graders. Important to note is that at New City School, Science is taught in Spanish up until Grade 5. After grade 5, science is taught in English.

For grade 8, we see that the New City School mean scale score was higher than Jefferson Leadership Middle School in all years, higher than Franklin Middle School in 2010-11 and 2011-12, and higher than Washington Middle School in 2011-12 and 2013-14.

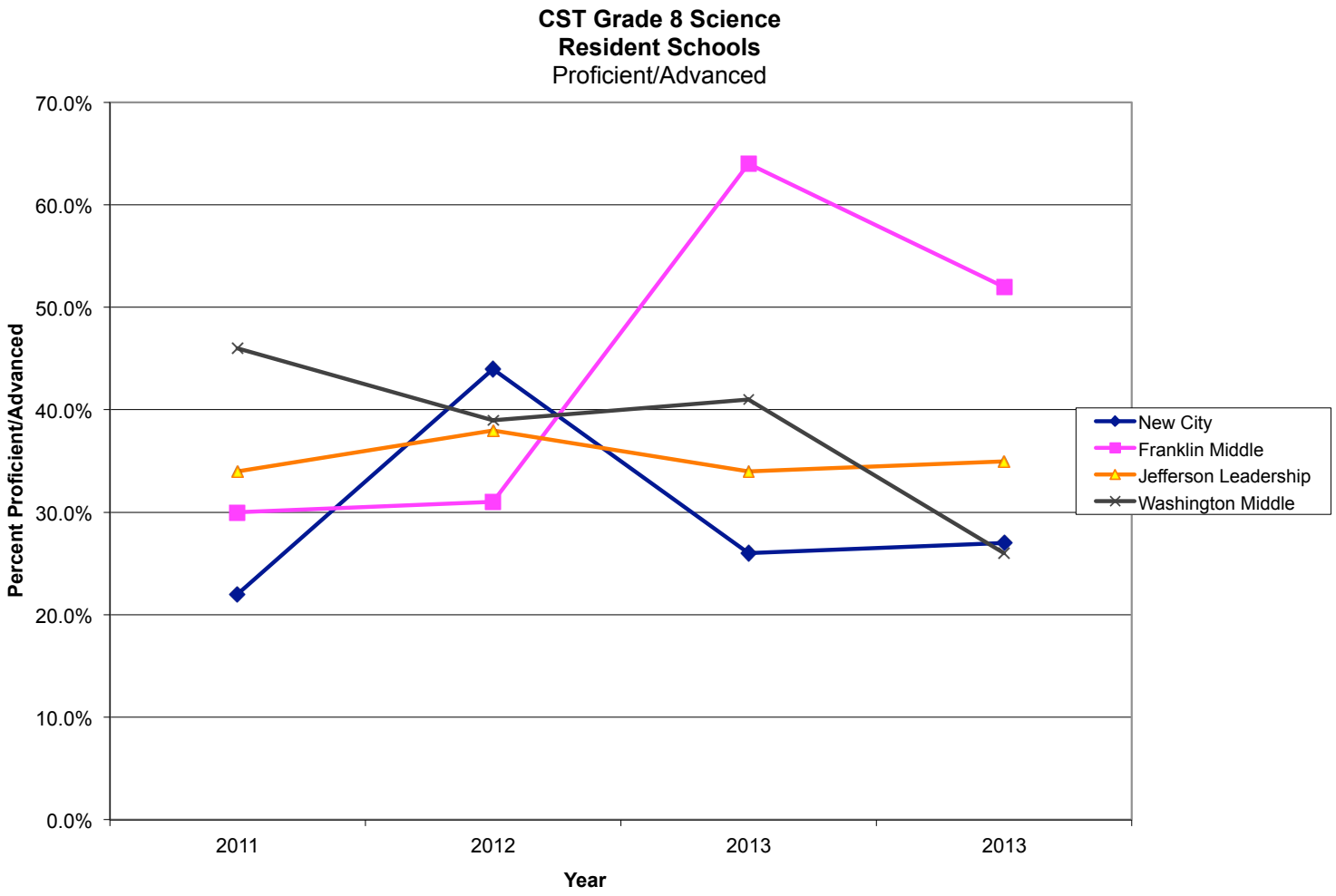
For Proficient and Advanced percentage, New City School was higher than all resident schools in 2011-12 and higher than Washington Middle School in 2012-13.

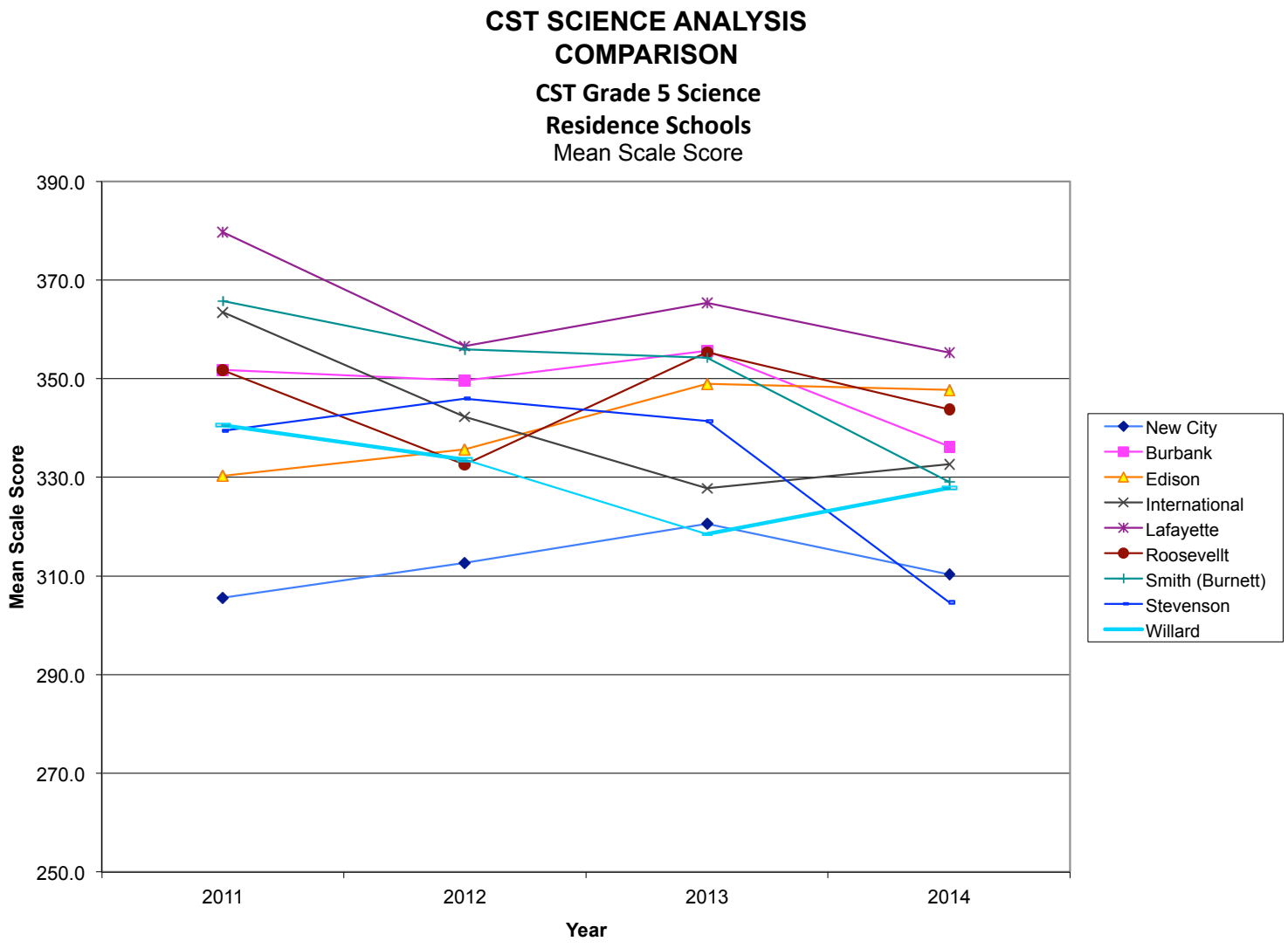
Subgroups for grade 8 show strong performance in comparison to the resident school subgroups.

CST SCIENCE ANALYSIS COMPARISON

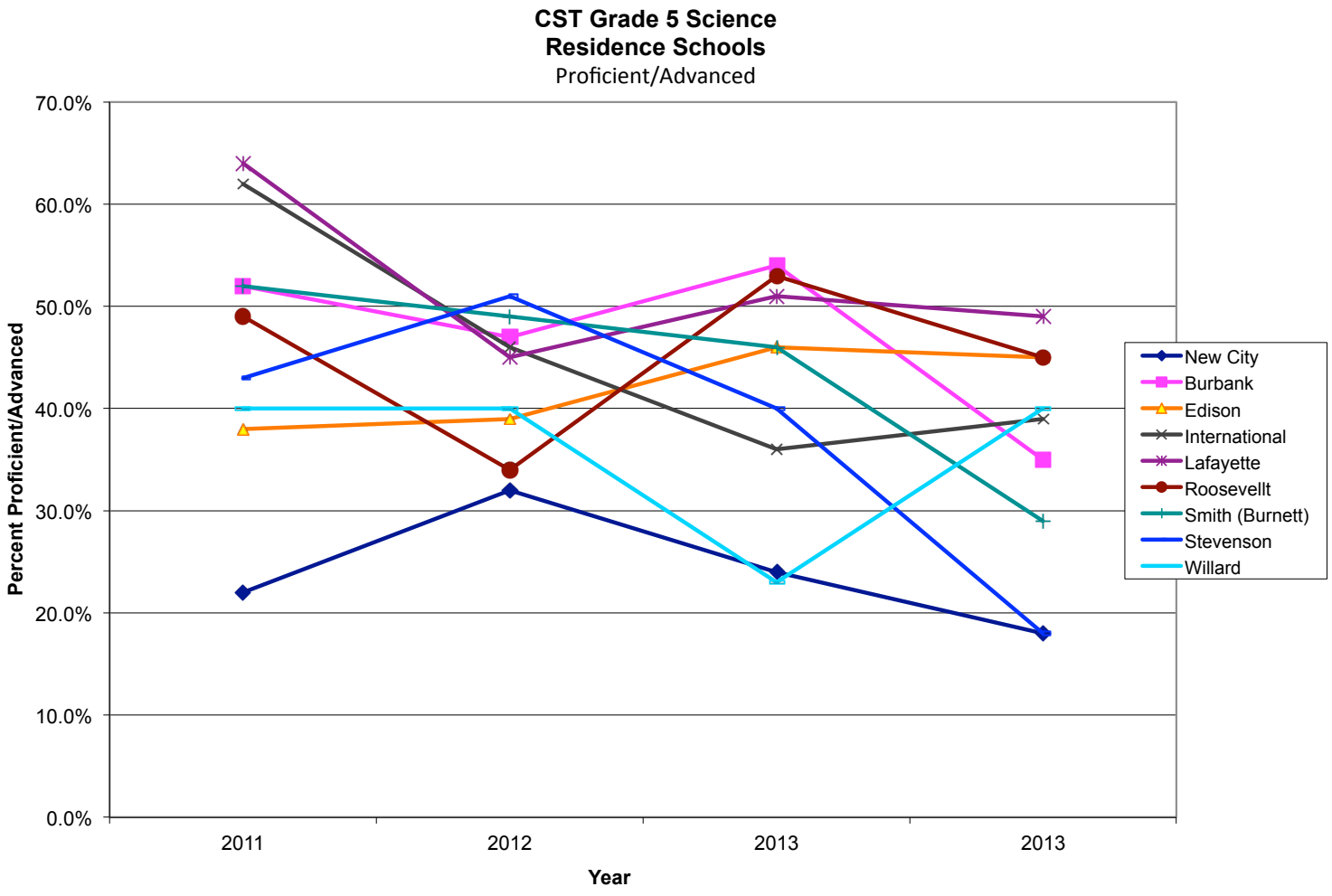


CST SCIENCE ANALYSIS COMPARISON




CST SCIENCE ANALYSIS COMPARISON
CST Grade 5 Science
Residence Schools
Mean Scale Score
390.0
370.0
350.0
330.0
310.0
290.0
270.0
250.0
Mean Scale Score
2011
2012
2013
2014
Year
New City
Burbank
Edison
International
Lafayette
Roosevellt
Smith (Burnett)
Stevenson
Willard

CST SCIENCE ANALYSIS COMPARISON



CST SCIENCE ANALYSIS COMPARISON

Science CST Comparison - Gr. 5 and Gr. 8
Proficient and Advanced

	School Wide			
	2011	2012	2013	2013
Grade 5				
New City	22.0%	32.0%	24.0%	18.0%
Burbank	52.0%	47.0%	54.0%	35.0%
Edison	38.0%	39.0%	46.0%	45.0%
Internationa	62.0%	46.0%	36.0%	39.0%
Lafayette	64.0%	45.0%	51.0%	49.0%
Roosevellt	49.0%	34.0%	53.0%	45.0%
Smith (Burr	52.0%	49.0%	46.0%	29.0%
Stevenson	43.0%	51.0%	40.0%	18.0%
Willard	40.0%	40.0%	23.0%	40.0%
Grade 8				
New City	22.0%	44.0%	26.0%	27.0%
Franklin Mi	30.0%	31.0%	64.0%	52.0%
Jefferson L	34.0%	38.0%	34.0%	35.0%
Washingtor	46.0%	39.0%	41.0%	26.0%

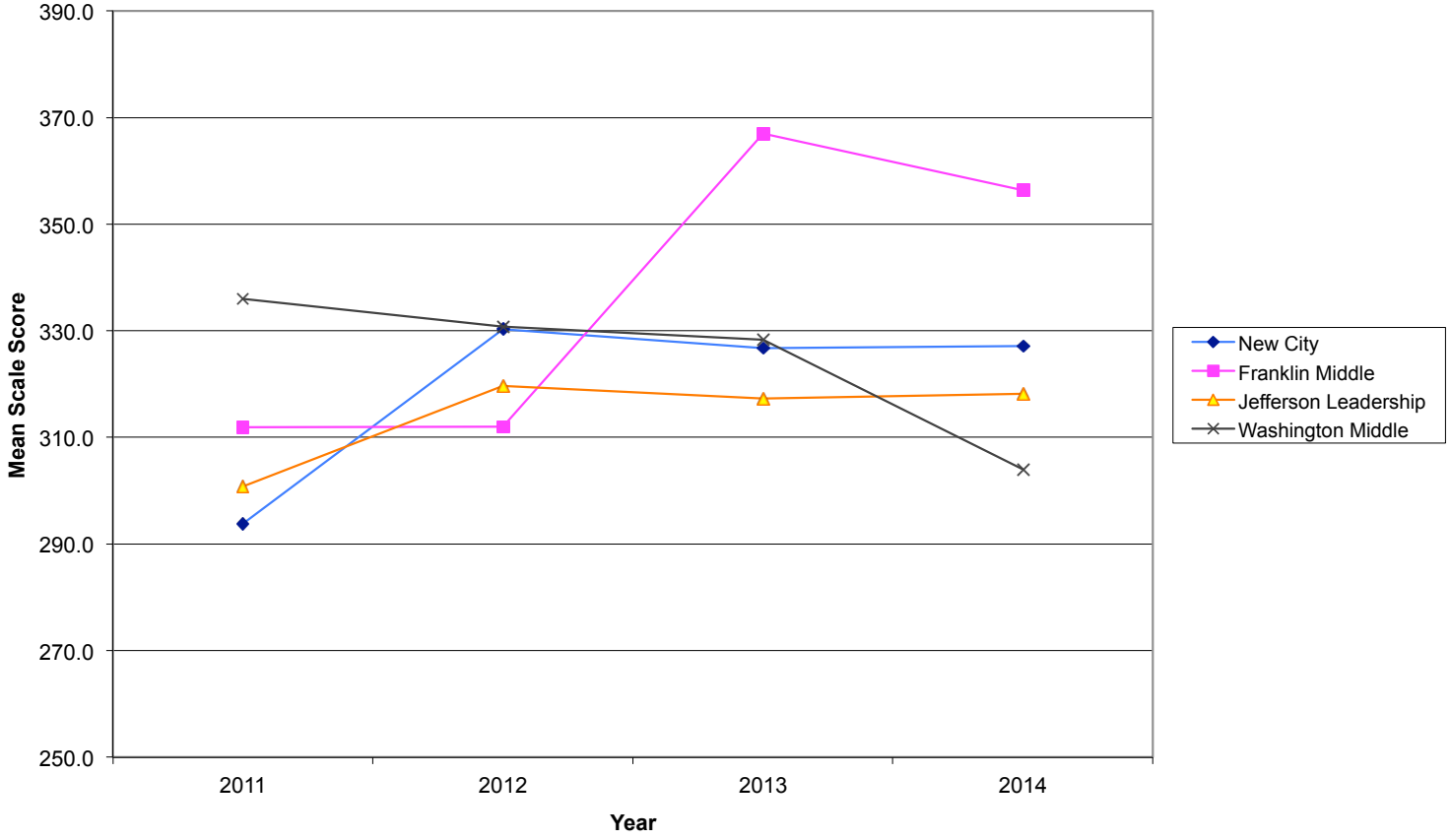
CST SCIENCE ANALYSIS
COMPARISON

CST Mean Scale Scores - Gr. 5 and Gr. 8

	School Wide			
	2011	2012	2013	2014
Grade 5				
New City	305.6	312.7	320.6	310.3
Burbank	351.8	349.6	355.7	336.3
Edison	330.3	335.7	349.0	347.8
Internationa	363.5	342.3	327.8	332.7
Lafayette	379.7	356.6	365.4	355.3
Roosevellt	351.7	332.6	355.4	343.8
Smith (Burr	365.8	356.0	354.3	329.1
Stevenson	339.5	346.0	341.4	304.7
Willard	340.6	333.6	318.5	327.9
Grade 6				
New City	312.6	336.6	326.8	332.3
Franklin Mi	311.8	317.4	370.6	361.0
Jefferson L	312.9	326.1	322.5	326.1
Washingtor	339.4	329.4	329.4	301.7

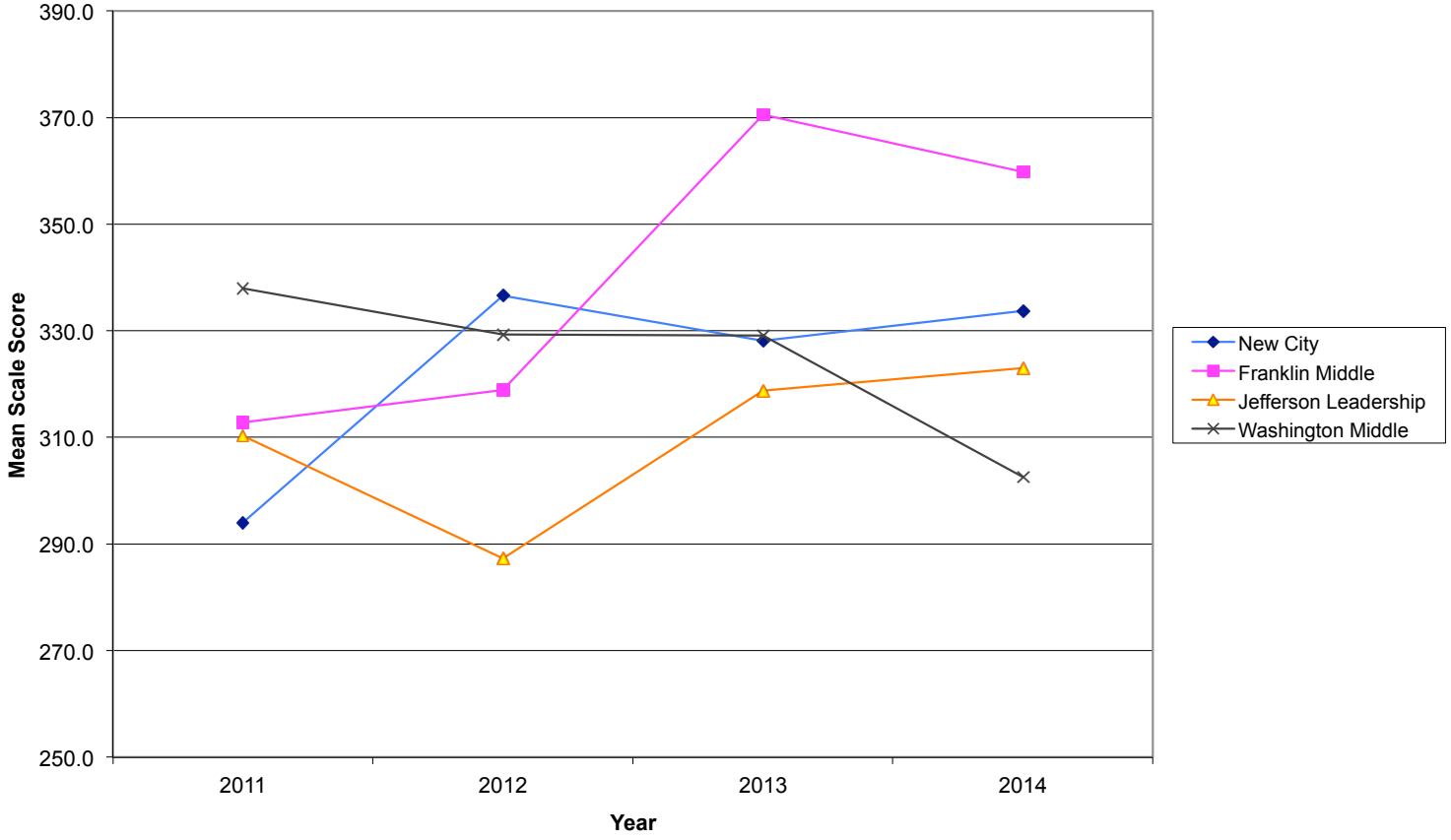
CST SCIENCE ANALYSIS COMPARISON

CST Grade 8 Science - Resident Schools
Mean Scale Score
Hispanic



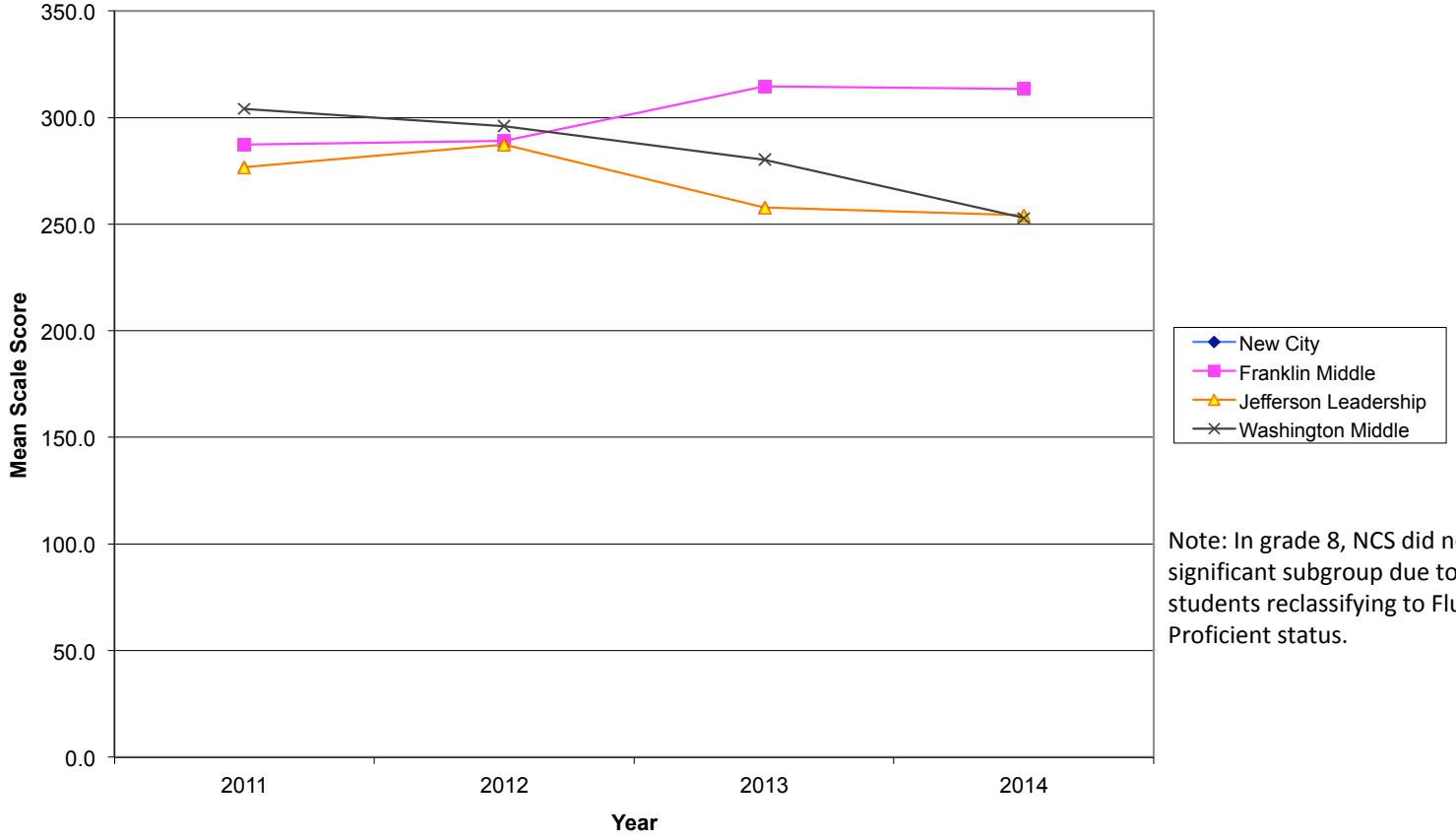
CST SCIENCE ANALYSIS COMPARISON

CST Grade 8 Science - Resident Schools
Mean Scale Score
Socioeconomically Disadvantaged



CST SCIENCE ANALYSIS COMPARISON

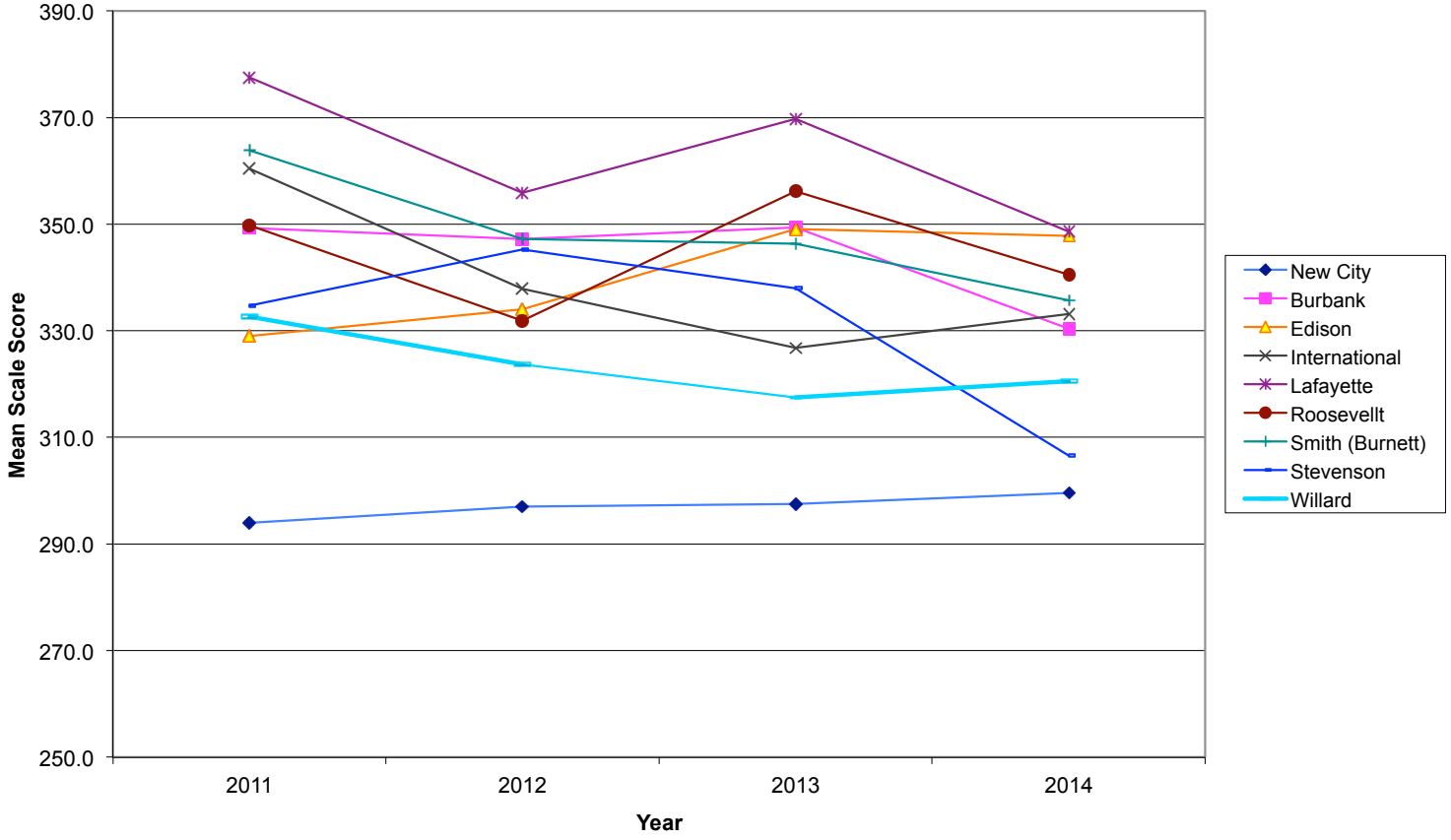
CST Grade 8 Science - Resident Schools
Mean Scale Score
English Learners



Note: In grade 8, NCS did not have a significant subgroup due to most students reclassifying to Fluent English Proficient status.

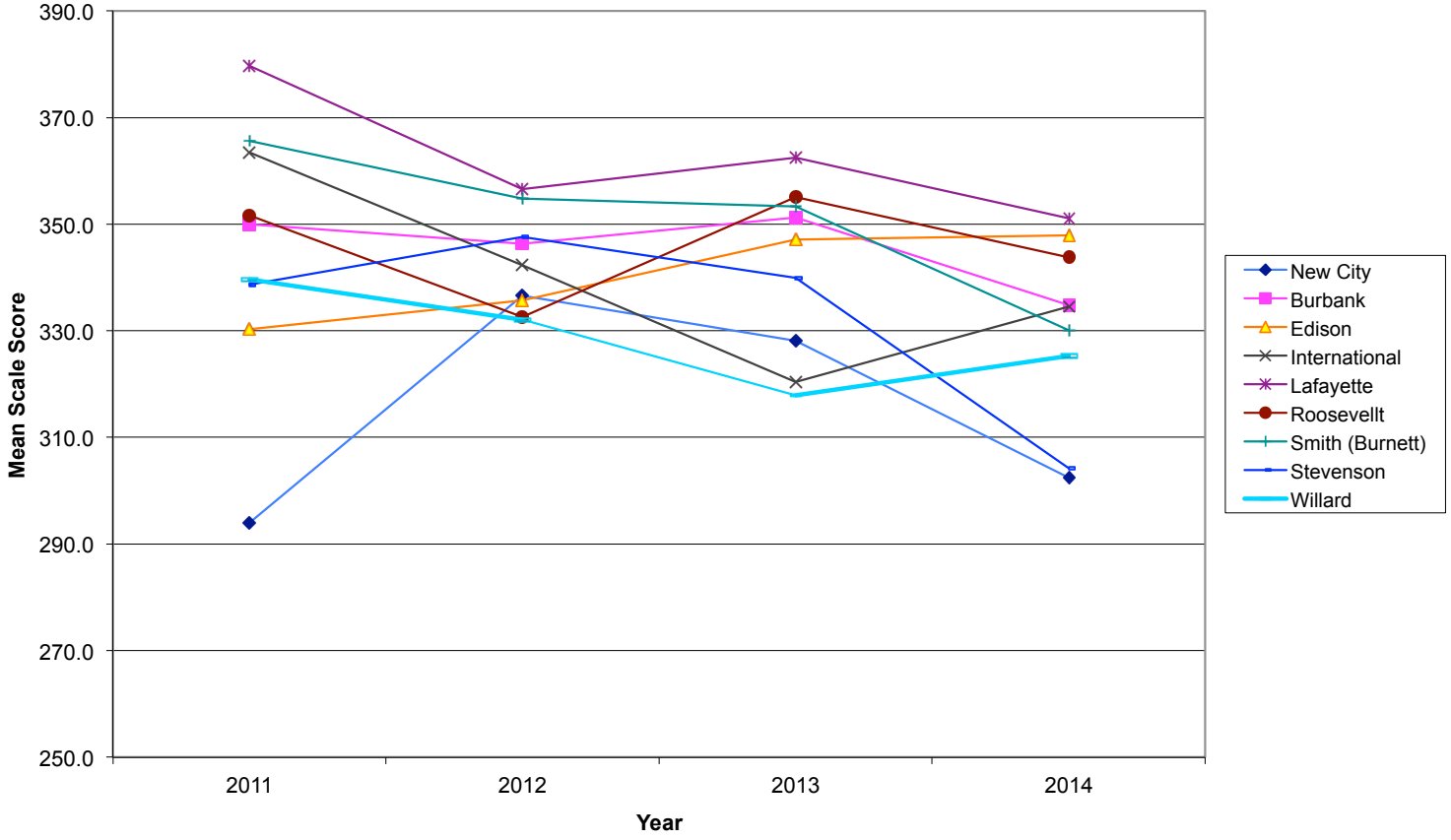
CST SCIENCE ANALYSIS COMPARISON

CST Grade 5 Science - Resident Schools
Mean Scale Score
Hispanic



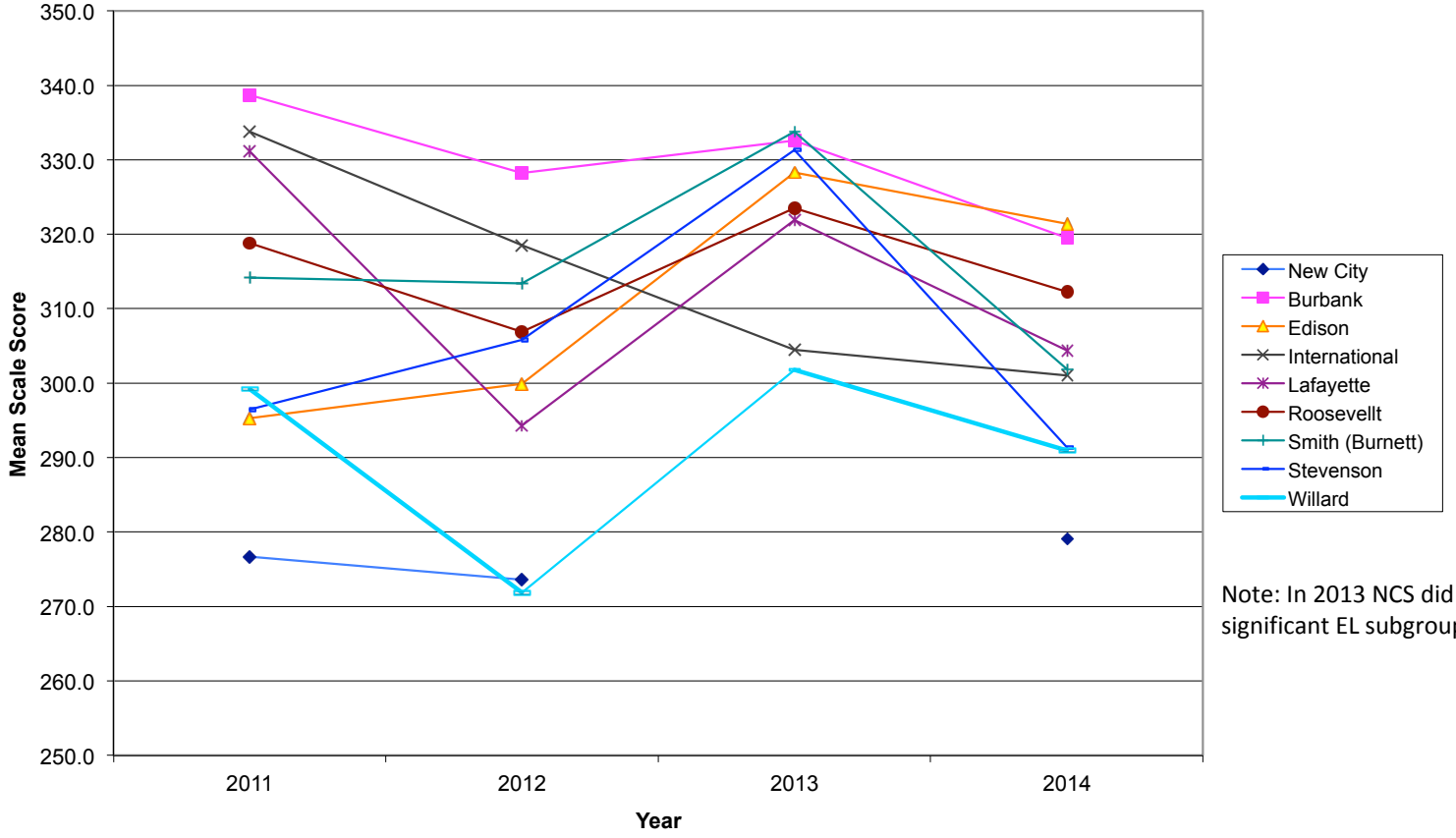
CST SCIENCE ANALYSIS COMPARISON

CST Grade 5 Science - Resident Schools
Mean Scale Score
Socioeconomically Disadvantaged



CST SCIENCE ANALYSIS COMPARISON

CST Grade 5 Science - Resident Schools
Mean Scale Score
English Learner



Note: In 2013 NCS did not have significant EL subgroup in grade 5.

CST SCIENCE ANALYSIS
COMPARISON

CST Science
Mean Scale Score
English Learners

	School Wide			
	2011	2012	2013	2014
Grade 5				
New City	276.7	273.6	*	279.1
Burbank	338.7	328.2	332.6	319.5
Edison	295.3	299.9	328.3	321.4
International	333.8	318.5	304.5	301.0
Lafayette	331.1	294.3	321.9	304.4
Roosevellt	318.8	306.9	323.5	312.3
Smith (Burnett)	314.2	313.4	333.8	301.9
Stevenson	296.5	305.8	331.3	291.4
Willard	299.2	271.9	301.8	291.0
Grade 6				
New City	*	*	*	*
Franklin Middle	287.3	289.1	314.6	313.4
Jefferson Leadership	276.8	287.3	257.9	254.2
Washington Middle	304.0	295.9	280.1	253.0

*Subgroup not significant subgroup due to small "n" size

CST SCIENCE ANALYSIS COMPARISON

CST Science
Mean Scale Score
Socioeconomically Disadvantaged

	School Wide			
	2011	2012	2013	2014
Grade 5				
New City	294.0	336.6	328.1	302.5
Burbank	350.0	346.3	351.3	334.8
Edison	330.3	335.7	347.1	347.9
International	363.5	342.3	320.4	334.5
Lafayette	379.7	356.6	362.5	351.1
Roosevellt	351.7	332.6	355.1	343.8
Smith (Burnett)	365.6	354.8	353.3	330.1
Stevenson	338.7	347.6	339.9	304.2
Willard	339.6	332.1	317.9	325.3
Grade 6				
New City	294.0	336.6	328.1	333.7
Franklin Middle	312.8	318.9	370.5	359.8
Jefferson Leadership	310.3	287.3	318.8	323.0
Washington Middle	338.0	329.3	329.1	302.6

CST SCIENCE ANALYSIS COMPARISON

CST Science
Mean Scale Score
Hispanic

	School Wide			
	2011	2012	2013	2014
Grade 5				
New City	294.0	297.0	297.5	299.6
Burbank	349.3	347.2	349.4	330.4
Edison	329.0	334.0	349.1	347.8
International	360.4	337.9	326.8	333.2
Lafayette	377.5	355.9	369.8	348.6
Roosevellt	349.8	331.9	356.2	340.5
Smith (Burnett)	363.9	347.2	346.3	335.7
Stevenson	334.7	345.3	338.0	306.6
Willard	332.7	323.7	317.5	320.6
Grade 8				
New City	293.8	330.3	326.8	327.2
Franklin Middle	311.9	312.0	367.0	356.4
Jefferson Leadership	300.8	319.7	317.3	318.2
Washington Middle	336.0	330.8	328.3	304.0

New City School - Data Analysis, 2014

New City School
Data Analysis Report

I. Introduction and Methodology

The report that follows examines student achievement data from New City School (NCS), a charter school of the Long Beach Unified School District (LBUSD). Initially chartered in 2000, NCS is organized around a constructivist model of pedagogy, with academic instruction in both English and Spanish. As such, NCS provides a true dual language option for students and families.

In May of 2014, NCS contracted Public Works (PW), an independent, nonprofit corporation based in Pasadena with a long track record of evaluating public educational initiatives in California, to analyze quantitative student outcomes at NCS. Specifically, PW analyzed STAR data from 2008-09 to 2012-13.

The key research hypothesis at the center of our analysis of NCS was the contention that student achievement would be impacted by multiple years of exposure to the school's instructional model. In other words, the true impact of the school's educational program would be manifest in those students who stayed at the school over multiple years. To analyze this, we conducted both a descriptive and a comparative data analysis.

For descriptive data analyses, the evaluation examined the longitudinal progress of two student cohorts at NCS. One was the group of 7th graders in 2012-13, which was followed backwards to 2009-10 (i.e., following these students from 4th to 7th grade). The second cohort consisted of 5th graders in 2012-13, tracked backward to 2009-10 (i.e., following these students from 2nd to 5th grade).

For the comparative analyses, a sample of LBUSD students was taken from all eight of the Program Improvement Year 5 schools in the district, representing elementary, middle, and K-8 schools (i.e., LBUSD schools that shared the same achievement and demographic characteristics as NCS).[1] The evaluation then employed a matching process (see Section III below) to ensure that NCS and LBUSD groups of students were virtually identical in terms of key student characteristics and then tracked longitudinal progress of both the 7th grade and 5th grade cohorts described above. In this way, the analyses aimed to address the charter school legislation's call for assessing academic performance "…[1] at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as [2] the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

[1] Data were obtained directly from LBUSD and included the following LBUSD schools: Burcham K-8, Chavez Elementary, Franklin Middle School, Hudson K-8, Macarthur Elementary, Mckinley Elementary, Monroe K-8, and Washington Middle School. These schools represented elementary, middle, and K-8 school types. Like NCS, all were Program Improvement (PI) schools in Year 5 or greater in 2012-13.

New City School - Data Analysis, 2014

In these comparative analyses, we held constant student demographic characteristics (e.g., ethnicity, English language status/proficiency, etc.). Therefore, the analyses took into account how these factors might correlate with achievement trends. In other words, a subgroup analysis was built into the matching process itself. In this way, our analyses addressed the charter legislation's call for considering "…increases in pupil academic achievement for all groups of pupils served by the charter school (e.g. numerically significant student subgroups) as the most important factor in determining whether to grant a charter renewal."

It is important to note that NCS is a relatively small school. As shown in Table 1 below, we analyzed 925 unique values (data records) for New City students. The data suggest that enrollment decreases substantially as grade level increases.

Table 1. Number of students per grade level from 2009 to 2013 (grades 2-8)

	2008-09		2009-10		2010-11		2011-12		2012-13	
Grade	n	%	N	%	N	%	N	%	n	%
2	56	24%	79	27%	88	25%	78	25%	87	30
3	47	20%	50	17%	68	19%	66	22%	48	17
4	30	13%	43	15%	50	14%	49	16%	48	17
5	22	9%	30	10%	48	14%	45	15%	35	12
6	38	16%	30	10%	32	9%	33	11%	29	10
7	30	13%	34	12%	30	9%	21	7%	4	8
8	15	6%	23	8%	33	9%	15	5%	19	7
Total	238	100%	289	100%	349	100%	307	100%	290	100%

Given the small school environment, each student has a bigger "ripple" positive or negative owing simply to small sample size. By choosing to examine those students attending the school over 3-4 years with complete data, the evaluation naturally limited the number of students and data records that could be included. Despite this important caveat, the analysis that follows provides a summary of longitudinal achievement of two NCS student cohorts over the past 3-4 years inclusive of grades 2-7, and for relevant subgroups within these cohorts of NCS students.

Table 2: Student Ethnicity by Cohort

	Hispanic		Other		Total	
	n	%	*n*	%	*N*	%
8th Grade Cohort	8	100%	0	0	8	100%
7th Grade Cohort	11	92%	1	8%	12	100%
6th Grade Cohort	18	82%	4	18%	22	100%
5th Grade Cohort	14	64%	8	36%	22	100%
3rd Grade Cohort	33	75%	11	25%	44	100%

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II. Descriptive Data Analyses

This section of the report presents descriptive data on the two cohorts of 7th and 5th grade students (overall and by subgroup) who attended NCS continuously in the period 2009-10 to 2012-13. By descriptive, we mean that the data are presented "as is" without any statistical controls and pertain only to NCS, not comparisons to LBUSD students.

CST Data Analysis on All Students by Cohort

To examine student achievement patterns, PW computed the percentage of students scoring Basic or higher on the California Standards Tests in English/Language Arts (ELA) and Math.

Table 3a: 2012-13 8th Grade Cohort, ELA Basic and Above (N=8)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	5	71%	6	75%	5	63%	7	88%

Table 3b: 2012-13 8th Grade Cohort, Math Basic and Above (N=8)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	3	43%	1	13%	2	25%	7	75%

As shown in Tables 3a and 3b, students in the 8th grade cohort showed improvement from 5th to 8th grade in both ELA and Math. The percentage of students scoring Basic or higher on the CSTs increased 17% in ELA and 32% in Math among students who were continuously enrolled at New City for four years.

Table 4a: 2012-13 7th Grade Cohort, ELA Basic and Above (N=12)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*n*	%	*N*	%	*N*	%
% Basic and Above	7	58%	10	83%	9	75%	12	100%

Table 4b: 2012-13 7th Grade Cohort, Math Basic and Above (N=12)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	7	58%	7	58%	7	58%	8	67%

As shown in Tables 4a and 4b, students in the 7th grade cohort showed improvement from 4th to 7th grade in both ELA and Math. The percentage of students scoring Basic or higher

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on the CSTs increased 42% in ELA and 9% in Math among students who were continuously enrolled at NCS for four years.

Table 5a: 2012-13 6th Grade Cohort, ELA Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	8	42%	14	74%	14	64%	16	73%

Table 5b: 2012-13 6th Grade Cohort, Math Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*n*	%	*n*	%	*N*	%
% Basic and Above	8	42%	8	42%	10	45%	10	45%

As shown in Tables 5a and 5b, students in the 6th grade cohort showed improvement from 3rd to 6th grade in both ELA and Math. The percentage of students scoring Basic or higher on the CSTs increased 31% in ELA and 3% in Math among students who were continuously enrolled at New City for four years.

Table 6a: 2012-13 5th Grade Cohort, ELA Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	14	67%	14	64%	19	86%	19	86%

Table 6b: 2012-13 5th Grade Cohort, Math Basic and Above (N=22)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*n*	%	*n*	%	*N*	%
% Basic and Above	22	100%	13	59%	16	73%	14	64%

As shown in Tables 6a and 6b, students in the 5th grade cohort showed improvement of 19% in ELA from 2nd to 5th grade. The percentage of students scoring Basic or higher on the CSTs decreased 36% in Math over the same time period for the 5th grade cohort. Looking at progress from 3rd to 5th grade, NCS students improved a modest 5%.

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CST Data Analysis for English Learners by Cohort

Public Works also examined data for English Learners in the aforementioned cohorts. As shown in Tables 10 through and 14, the proportion of English Learned declined rapidly among the 7th (50% decrease) and 5th (19% decrease) grade cohorts, indicating high levels of EL reclassification. Three of the four students in the 8th grade cohort were reclassified over the four years. The 10 students in the 6th grade cohort did not reclassify. Among the 3rd grade cohort (Table 10), there was no change in the two-year period observed.

Table 7a: Percentage of English Learners among 8th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
EL	4	50%	5	63%	2	25%	1	13%

Table 7b: Percentage of English Learners among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
EL	9	75%	7	58%	5	42%	3	25%

Table 7c: Percentage of English Learners among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
EL	10	53%	9	47%	11	50%	11	50%

Table 7d: Percentage of English Learners among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
EL	12	55%	11	50%	10	45%	8	36%

The number of students in the 8th grade cohort who were English language learners was so small that CST score improvement is difficult to measure.

Table 8a. ELA scores, 2012-13 8th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	4	100%	4	80%	1	50%	0	0%
% Below Basic	0	0%	1	20%	1	50%	1	100%

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Table 8b. Math CST scores, 2012-13 8th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	2	50%	0	0%	0	0%	0	0%
Below Basic	2	50%	5	100%	2	100%	1	100%

However, CST scores in both ELA and Math improved among English Learners in the 7th grade cohort (see Table 9a-9b). In ELA CST, all but one of the reclassified students (2 each year) scored Basic after being reclassified. The one exceptional student scored Proficient in 6th grade in 2011-12. In Math in 2010-11, one reclassified EL student scored Basic and the other scored Below Basic. In 2011-12, one reclassified EL student scored Basic and the other scored Proficient. And in 2012-13, both reclassified EL students scored Basic. From this analysis, there is no evidence that students are reclassified prematurely.

Table 9a. ELA scores, 2012-13 7th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	4	44%	5	71%	3	60%	3	100%
% Below Basic	5	56%	2	29%	2	40%	0	0%

Table 9b. Math CST scores, 2012-13 7th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	9	38%	6	23%	7	54%	4	44%
Below Basic	15	63%	20	77%	6	46%	5	56%

In the 6th grade cohort, EL students improved from 2010 to 2013 in terms of percentage scoring proficient or above on the ELA CST. The percentage scoring proficient on the Math CST did not vary substantially from 3rd to 6th grades.

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Table 10a. ELA scores, 2012-13 6th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	3	30%	5	56%	5	45%	7	64%
% Below Basic	7	70%	4	44%	6	55%	4	36%

Table 10b. Math CST scores, 2012-13 6th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	30%	5	33%	3	27%	3	27%
Below Basic	7	70%	6	67%	8	73%	8	73%

CST scores of EL students in the 5th grade cohort improved 25% (Basic or higher) in ELA (Table 11a) but declined 30% in Math (Table 12b)

Table 11a. ELA scores, 2012-13 5th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	50%	4	36%	8	80%	6	75%
Below Basic	6	50%	7	64%	2	20%	2	25%

Table 11b. Math CST scores, 2012-13 5th grade cohort (EL only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	29	66%	11	32%	10	50%	5	36%
Below Basic	15	34%	23	68%	10	50%	9	64%

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CST Data Analysis for Hispanics by Cohort

Public Works also examined data for Hispanics in the aforementioned cohorts. As shown in Tables 12a through 12d and as expected, Hispanic status generally did not change from year to year, indicating that most families continued to self-designate "Hispanic" during this period, with the exception being one student in the 6th grade cohort.

Table 12a: Percentage of Hispanics among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
Hispanic	8	100%	8	100%	8	100%	8	100%

Table 12b: Percentage of Hispanics among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
Hispanic	11	92%	11	92%	11	92%	11	92%

Table 12c: Percentage of Hispanics among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Hispanic	18	82%	18	82%	17	77%	18	82%

Table 12d: Percentage of Hispanics among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Hispanic	14	64%	14	64%	14	64%	14	64%

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CST scores in both ELA and Math improved among Hispanic students in the 8th grade cohort (Tables 13a, 13b).

Table 13a. ELA scores, 2012-13 8th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	63%	6	75%	5	62%	7	88%
% Below Basic	2	25%	2	25%	3	38%	1	13%

Table 13b. Math CST scores, 2012-13 8th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	38%	1	13%	2	25%	6	75%
Below Basic	4	50%	7	87%	6	75%	2	25%

CST scores in both ELA and Math improved among Hispanic students in the 7th grade cohort (Tables 14a, 14b).

Table 14a. ELA scores, 2012-13 7th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	6	55%	9	82%	8	73%	13	100%
% Below Basic	5	45%	2	18%	3	27%	0	0%

Table 14b. Math CST scores, 2012-13 7th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	55%	6	55%	6	55%	8	73%
Below Basic	5	45%	5	45%	5	45%	3	27%

CST scores in both ELA and Math improved among Hispanic students in the 7th grade cohort (Tables 15a, 15b).

Table 15a. ELA scores, 2012-13 6th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	6	55%	11	82%	11	73%	14	100%
% Below Basic	9	60%	4	27%	6	35%	4	22%

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Table 15b. Math CST scores, 2012-13 6th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	40%	6	40%	7	41%	8	44%
Below Basic	9	60%	9	60%	10	59%	10	56%

CST scores of Hispanic students in the 5th grade cohort improved approximately 20% in ELA (Table 16a) but declined 20% in Math (Table 16b)

Table 16a. ELA scores, 2012-13 5th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	8	57%	7	50%	11	79%	11	79%
Below Basic	6	43%	7	50%	3	21%	3	21%

Table 16b. Math CST scores, 2012-13 5th grade cohort (Hispanic only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	37	65%	21	45%	13	42%	9	36%
Below Basic	20	35%	26	55%	18	58%	16	64%

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CST Data Analysis for Low Income Students by Cohort

Public Works also examined data for students who qualify for the national school lunch program (NSLP) in the aforementioned cohorts. As shown in Tables 24 through 28, the number of students who qualified for the national school lunch program decreased in all cohorts between the 2009-10 and the 2012-13 school years. This presumably indicates the improvement of the economic condition for a substantial number of families at NCC during this time period, though the improvements were not uniform from cohort to cohort.

Table 17a: Percentage of low-income students among 8th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	7	88%	7	88%	6	75%	2	25%

Table 17b: Percentage of low-income students among 7th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	10	83%	10	83%	12	100%	6	50%

Table 17c: Percentage of low-income students among 6th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	n	%	*N*	%	*n*	%	*n*	%
NSLP	14	64%	15	68%	16	73%	12	55%

Table 17d: Percentage of low-income students among 5th grade cohort

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
NSLP	15	68%	14	64%	14	64%	8	36%

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CST scores in ELA and math improved among low-income students in the 8th grade cohort, though the sample size is so small, it is difficult to call this improvement a trend (Tables 18a, 18b).

Table 18a. ELA scores, 2012-13 8th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	71%	5	71%	4	60%	2	100%
% Below Basic	2	29%	2	29%	2	33%	0	0%

Table 18b. Math CST scores, 2012-13 8th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	5		6		7		8	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	43%	1	14%	2	33%	2	100%
Below Basic	4	57%	6	86%	4	67%	0	0%

CST scores in ELA improved among low-income students in the 7th grade cohort. Math scores fluctuated for students in this cohort, but ended up by 7% in 2012-3 (Tables 19a, 19b).

Table 19a. ELA scores, 2012-13 7th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	5	50%	9	90%	9	75%	6	100%
% Below Basic	5	40%	1	10%	3	25%	0	0%

Table 19b. Math CST scores, 2012-13 7th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	4		5		6		7	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	6	60%	7	70%	7	58%	4	67%
Below Basic	4	40%	3	30%	5	42%	2	33%

CST scores in ELA improved among low-income students in the 6th grade cohort. Math scores fluctuated for students in this cohort and ended down by one student in 2012-3 (Tables 20a, 20b).

Table 20a. ELA scores, 2012-13 6th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
% at Basic and Above	3	28%	8	67%	9	56%	9	75%
% Below Basic	8	73%	4	33%	7	44%	3	25%

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Table 20b. Math CST scores, 2012-13 6th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	3		4		5		6	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	3	27%	4	33%	6	38%	5	42%
Below Basic	8	73%	8	67%	10	63%	7	58%

CST scores of EL students in the 5th grade cohort improved nearly 25% in ELA (Table 21a) but declined 30% in Math (Table 21b).

Table 21a. ELA scores, 2012-13 5th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	8	53%	6	43%	11	79%	6	75%
Below Basic	6	47%	8	57%	3	21%	2	25%

Table 21b. Math CST scores, 2012-13 5th grade cohort (Low Income only)

Year	2009-10		2010-11		2011-12		2012-13	
Grade	2		3		4		5	
	N	%	*N*	%	*n*	%	*n*	%
Basic and Above	34	62%	17	63%	12	37%	4	31%
Below Basic	21	38%	29	37%	20	63%	9	69%

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III. Comparative Data Analyses

This section of the report provides more detailed statistical analysis of student achievement measures, comparing NCS students in two cohorts to samples of similar, matched students drawn from comparison schools in LBUSD.

For the matched student analyses, PW used a quasi-experimental method to assess academic performance at NCS from 2010-11 to 2012-13. In order to determine whether NCS students performed significantly better or worse than would be expected to had they attended regular public LBUSD schools, PW matched the NCS cohorts to groups of similar students from other elementary and middle schools and compared the two groups.

The matching began with the selection of LBUSD comparison schools: Burcham K-8, Chavez Elementary, Franklin Middle School, Hudson K-8, Macarthur Elementary, Mckinley Elementary, Monroe K-8, and Washington Middle School. These schools represented elementary, middle, and K-8 school types. Like NCS, all were Program Improvement (PI) schools in Year 5 or greater.

Demographic and achievement data was compiled for 8,027 LBUSD and 925 NCS grade 2-8 students who attended these schools during the 2010-11 to 2012-13 school years. After eliminating students with missing CST data, the database contained 116 NCS students and 1,669 students in the school comparison group. Table 15 describes this initial comparison pool for the first analysis.

Table 22. 2012-13 Demographic Profile of New City School and LBUSD Comparison Students *Prior to Matching*

	New City (n=715)	Comparison (n=4,586)
Male	49	50
Female	51	50
Hispanic	67	77*
African American	4	14*
English Only	46	44
Limited English Proficient	43*	26
Special Education	2	13*
Gifted and Talented (GATE)	0	10
National School Lunch Program (NSLP)	50	80*
% Basic or Above ELA CST 2010-11	55	76*
% Basic or Above Math CST 2010-11	45	77*
% Proficient or Advanced ELA CST 2010-11	26	42*
% Proficient or Advanced Math CST 2010-11	15	48*

*$p \leq .05$

Source: LBUSD

As shown in Table 15, the LBUSD comparison group was significantly different from the NCS group in most dimensions including proportion of males and females, Hispanic and African American students, language classification, special education and gifted statuses,

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eligibility for free or reduced price lunches, and prior proficiency on the English/Language Arts (ELA) and Math CSTs. Notably, NCS students were significantly more Limited English Proficient compared to LBUSD students on average.

Matching was conducted separately for ELA and Math for each cohort. Because the number of NCS students was so small, and in order to preserve as many NCS students as possible in the analysis, only a few demographic and prior achievement variables were used in the matching procedure. They were:

- Hispanic
- Proportion English language learner
- Special education designation (SPED)
- Proficiency level on the 2011-12 ELA and Math CSTs.

This process of matching is sometimes referred to as building a "virtual control group," or creating "virtual twins."[2] To prepare for matching, first all students who lacked CST scores in either ELA or Math were removed from the database. Then, cohorts of students were defined as students who had remained in either NCS or a comparison school for at least three consecutive years, beginning in 2010-11. Thus, the 7th grade cohort was composed of students who were in 7th grade in 2012-13, 6th grade in 2011-12, and 5th grade in 2010-11.

In the process of matching for each LBUSD comparison analysis (cohort and subject matter), students were eliminated from the analysis such that the two groups were balanced in terms of the matching variables, as shown in Tables 16-19. Note that in each case, the two groups were not significantly different from each other on most of the matched dimensions, with the exception in several cases of eligibility for school lunch (NSLP), which is a proxy indicator of low income. However, despite the fact that the distributions of students in subgroups were not statistically distinguishable, the proportions and actual numbers of students varied substantially from NCS to LBUSD (e.g. 92% Hispanic at NCS and 75% at LBUSD comparison schools). Also notice that the number of students in the NCS group was so small (less than 10) for many categories and this small sample precluded a meaningful comparison.

[2] Several different procedures can be used to create this control group. The method used here resembles that of the Northwest Evaluation Association (NWEA) and the Center for Research on Education Outcomes (CREDO). See for example Center for Research on Education Outcomes (CREDO). (2009). Multiple Choice: Charter School Performance in 16 States. Retrieved January 10, 2010, from http://credo.stanford.edu

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Table 23. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 8th grade cohort, English Language Arts)

	% Students (*N*=190)	
	New City (*n*=9)	Comparison (*n*=181)
Male	44%	51%
Female	56%	49%
Hispanic	100%	100%
African American	-	-
English Only	11%	6%
Limited English Proficient	67%	80%
Special Education	11%	12%
Gifted and Talented (GATE)	-	-
National School Lunch Program (NSLP)	90%	99%**
% Basic or Above 5th grade ELA CST 2010-11	75%	67%

Source.—Long Beach Unfied School District.

Note.—Cohort 8 students from NCC and LBUSD were matched using 2011 Hispanic, EL, NSLP and percentile rank on 2011 ELA CST.

*$p \leq .05$

Table 24. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 8th grade cohort, Mathematics)

	% Students (*N*=150)	
	New City (*n*=9)	Comparison (*n*=141)
Male	44%	56%
Female	56%	44%
Hispanic	100%	100%
African American	-	-
English Only	11%	15%
Limited English Proficient 2010-11	67%	72%
Special Education	11%	28%
Gifted and Talented (GATE)	0%	1%
National School Lunch Program (NSLP)	89%	99%**
% Basic & Above Mathematics CST 2010-11	13%	24%

Source.—Long Beach Unfied School District.

Note.—Cohort 8 students from NCC and LBUSD were matched using 2011 Hispanic, EL, NSLP and percentile rank on Mathematics CST.

*$p \leq .05$

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Table 25. Demographic Profile of NCS and LBUSD Comparison Students *after Matching* (2012-13 7th grade cohort, English Language Arts)

	% Students (*N*=96)	
	New City (*n*=12)	Comparison (*n*=84)
Male	58%	51%
Female	42%	49%
Hispanic	92%	75%
African American	-	-
English Only	-	39%
Limited English Proficient	-	42%
Special Education	-	18%
Gifted and Talented (GATE)	-	-
National School Lunch Program (NSLP)	-	86%*
% Basic or Above 5th grade ELA CST 2010-11	83%	65%

Source: LBUSD
Note: Cohort 7th grade students from NCS and LBUSD were matched using 2011 Hispanic, EL, NSLP and % Above Basic on ELA CST.
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 26. Demographic Profile of NCS and LBUSD Comparison Students *after Matching* (2012-13 7th grade cohort, Math)

	% Students (*N*=156)	
	New City (*n*=11)	Comparison (*n*=145)
Male	55%	50%
Female	45%	50%
Hispanic	91%	74%
African American	-	5%
English Only	-	39%
Limited English Proficient	-	31%
Special Education	-	12%
Gifted and Talented (GATE)	-	11%
National School Lunch Program (NSLP)	-	97%**
% Basic & Above Math CST 2010-11	83%	-

Source: LBUSD.
Note: Cohort 7th grade students from NCS and LBUSD were matched using 2011 Hispanic, EL, NSLP and % Above Basic on Math CST.
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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Table 27. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 6th grade cohort, English Language Arts)

	% Students (*N*=80)	
	New City (*n*=19)	Comparison (*n*=61)
Male	26%	43%
Female	74%	57%
Hispanic	84%*	59%
African American	5%	7%
English Only	32%	61%
Limited English Proficient	58%	33%
Special Education	-	-
Gifted and Talented (GATE)	-	15%
National School Lunch Program (NSLP)	79%	66%
% Proficient or Advanced 4th grade ELA CST 2010-11	37%	49%

Source.—Long Beach Unfied School District.

Note.—Cohort 5 students from NCC and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and ELA CST Percentile Rank.

*$p \leq .05$

Table 28. Demographic Profile of New City Charter and LBUSD Comparison Students *after Matching* (2012-13 6th grade cohort, Mathematics)

	% Students (*N*=132)	
	New City (*n*=17)	Comparison (*n*=47)
Male	24%	55%*
Female	76%*	45%
Hispanic	82%	77%
African American	6%	2%
English Only	29%	43%
Limited English Proficient	65%	51%
Special Education	-	-
Gifted and Talented (GATE)	-	9%
National School Lunch Program (NSLP)	88%	78%
% Proficient or Advanced 4th grade ELA CST 2010-11	18%	38%

Source.—Long Beach Unfied School District.

Note.—Cohort 6 students from NCC and LBUSD were matched using 2011 Hispanic, African American, EL, NSLP, Special Education and Mathematics CST Percentile Rank.

*$p \leq .05$

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Table 29. Demographic Profile of New City School and LBUSD Comparison Students *after Matching* (2012-13 5th grade cohort, English Language Arts)

	% Students (*N*=177)	
	New City (*n*=21)	Comparison (*n*=156)
Male	57%	54%
Female	43%	46%
Hispanic	67%	69%
African American	-	-
English Only	52%	50%
Limited English Proficient	48%	36%
Special Education	-	-
Gifted and Talented (GATE)	-	13%
National School Lunch Program (NSLP)	33%	74%*
% Proficient or Advanced 7th grade ELA CST 2010-11	32%	77%

Source: LBUSD

Note: Cohort 5th grade students from NCS and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and ELA CST Percentile Rank.

*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 30. Demographic Profile of New City School and LBUSD Comparison Students *after Matching* (2012-13 5th grade cohort, Math)

	% Students (*N*=132)	
	New City (*n*=21)	Comparison (*n*=111)
Male	57%	45%
Female	43%	55%
Hispanic	67%	80%
African American	-	-
English Only	52%	41%
Limited English Proficient	48%	46%
Special Education	-	-
Gifted and Talented (GATE)	-	7%
National School Lunch Program (NSLP)	33%	77%*
% Proficient or Advanced 7th grade ELA CST 2010-11	38%	55%

Source: LBUSD

Note: Cohort 5th grade students from NCS and LBUSD were matched using 2011 Hispanic, African American, EL, Special Education and Math CST Percentile Rank.

*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

With the matched comparison groups selected, the data was examined to determine whether there were any statistically significant differences between the two student groups in terms of summative achievement measures.

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Results of Statistical Analysis Comparing NCS to LBUSD

Table 31: 2013 California Standards Test, 8th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	2	25%	27	15%
ELA Basic or above	7	88%	121	66%
ELA Average Scaled Score	8	327	182	313
Math Proficient and Advanced	0	0%	27	20%
Math Basic or above	6	75%	76	55%
Math Average Scaled Score	8	318	137	306

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 32: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 8th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
8	31%	41%	10%	181	29%	33%	4%

Source.—Authors' calculations using data from the Long Beach Unfied School District.

Table 33: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 8th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
8	18th	35th	+17	137	19th	29th	+10

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 34: 2013 California Standards Test, 7th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	4	33%	30	38%
ELA Basic or above	12	100%*	58	73%
ELA Average Scaled Score	12	339	79	332
Math Proficient and Advanced	4	33%	16	24%
Math Basic or above	8	67%	44	66%
Math Average Scaled Score	12	326	67	318

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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Table 35: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
12	36th	46th	+10	84	41st	46th	+5

Source: Authors' calculations using data from the LBUSD

Table 36: 2013 California Standards Test, Math Percentile Rank Gain between 2010-11 and 2012-13, 7th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
11	24th	42nd	+18*	145	52nd	55th	+3

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 37: 2013 California Standards Test, 6th Grade Cohort

	Matched New City		Matched Comparison	
	n	%	*n*	%
ELA Proficient and Advanced	9	47%	25	41%
ELA Basic or above	14	74%	49	80%
ELA Average Scaled Score	19	349	61	351
Math Proficient and Advanced	4	24%	16	34%
Math Basic or above	6	35%	31	66%*
Math Average Scaled Score	17	292	47	334

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 38: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 6th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
19	35%	52%	17%*	61	48%	51%	3%

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

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Table 39: 2013 California Standards Test, Mathematics Percentile Rank Gain between 2010-11 and 2012-13, 6th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
17	16%	24%	8%	47	36%	40%	4%

Source.—Authors' calculations using data from the Long Beach Unfied School District.
*$p \leq .05$

Table 40: 2013 California Standards Test, 5th Grade Cohort

	Matched New City		Matched Comparison	
	N	*%*	*n*	*%*
ELA Proficient and Advanced	11	52%	71	51%
ELA Basic or above	18	86%	116	83%
ELA Average Scaled Score	21	359	140	351
Math Proficient and Advanced	4	19%	45	45%*
Math Basic or above	14	67%	71	71%
Math Average Scaled Score	21	316	99	338

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 41: 2013 California Standards Test, ELA Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*N*	2010-11	2012-13	Gain
21	43rd	56th	+13***	156	60th	58th	-2

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

Table 42: 2013 California Standards Test, Math Percentile Rank Gain between 2010-11 and 2012-13, 5th Grade Cohort

Matched New City				Matched Comparison			
	Percentile Rank				Percentile Rank		
n	2010-11	2012-13	Gain	*n*	2010-11	2012-13	Gain
21	29th	36th	+7	111	41st	44th	+3

Source: Authors' calculations using data from the LBUSD
*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$

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IV. Summary Conclusions

Although the number of data records was limited, there are a number of findings in our analyses of NCS's data that suggest positive impact among students who stay at the school over 3-4 years. These findings are summarized below:

Descriptive Achievement Data (NCS Progress over time)

7th Grade & 8th Grade Cohorts: Cohort data for 8th and 7th grade students looks good; students who stay at New Charter over time (i.e., grades 5-8 and 4-7) showed improvements in both ELA and Math. This was true for all in the 7th grade cohort as well as EL students, Hispanic students and low-income students. The 8th grade student cohort is very small, but indications for that cohort are positive as well.

6th Grade Cohort: The 6th grade cohort also showed improvements overall, though more pronounced in ELA compared to math. Although 6th grade cohort students showed slight to no improvement in math overall, or by English learner status, low-income 6th grade cohort students showed a marked improvement in math.

5th Grade Cohort (students from 2nd to 5th grade). Data from the NCS 5th grade cohort was mixed. There were improvements in ELA (from 67% to 86% from 2nd to 5th grade). In Math, scores improved more modestly from 59% to 64% from 3rd to 5th grade. NCS students showed especially large improvements from 3rd to 4th grade, potentially indicating a teacher effect. Data both overall and for subgroups is summarized on Figures 3 and 4 below.

Subgroup Achievement Results (NCS Progress over time)

Hispanic Students. In the 7th grade cohort, the percentage of Hispanic students scoring Basic or higher increased 45% on the ELA CST and increased 18% on the Math CST from 4th to 7th grade. CST scores of Hispanic students in the 5th grade cohort improved 22% in ELA but declined 29% in Math.

English Learners. Among ELs in the 7th grade cohort, there was a 56% increase in the percentage scoring Basic or higher from 2009-10 to 2012-13. In addition, reclassified ELs from the 7th grade cohort scored as well as non-ELs on the ELA test. In Math, ELs in the 7th grade cohort improved 6% over the same time period. CST scores of EL students in the 5th grade cohort improved 25% in ELA but declined 30% in Math.

Low Income. The evaluation also looked at data for students from households eligible for the National School Lunch Program (NSLP), sometimes called "Free and Reduced Meals." In the 7th grade cohort, the percentage scoring Basic or higher increased 45% on the ELA CST and increased 7% on the Math CST from 4th to 7th grade. CST scores of low-income students in the 5th grade cohort improved 22% in ELA but declined 31% in Math.

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Comparison to LBUSD (with Statistical Controls)

8th Grade Cohort in ELA. NCS students in the 2012-13 8th grade cohort were more likely to score in the Basic or above proficiency bands in ELA CST compared to LBUSD students in the same cohort. This result was statistically significant at the 0.05 level.

8th Grade Cohort in Math. NCS 8th graders showed more growth compared to similar LBUSD students in Math CST. NCS students improved their performance by moving up 10 percentile ranks from 6th grade, whereas comparison students improved by only four percentile points. This result was statistically significant at the 0.05 level.

7th Grade Cohort in ELA. NCS students in the 2012-13 7th grade cohort were more likely to score in the Basic or above proficiency bands in ELA CST compared to LBUSD students in the same cohort. In fact, 100% of New City students scored Basic or higher in ELA compared to 73% of comparable LBUSD students. This result was statistically significant at the 0.05 level.

7th Grade Cohort in Math. NCS 7th graders showed significantly more growth compared to similar LBUSD students in Math CST. NCS students improved their performance by moving up 18 percentile ranks from 5th grade, whereas comparison students improved by only three percentile points. This result was statistically significant at the 0.05 level.

6th Grade Cohort in ELA. The 2012-13 6th graders gained 17 percentile points over their performance in 4th grade in ELA CST, compared to the LBUSD students at 3 points. The difference between their improvement and that of the comparison students was statistically significant at the .05 level.

6th Grade Cohort in Math. The 2012-13 6th graders gained 8 percentile points over their performance in 4th grade in ELA CST, compared to the LBUSD students at 4 points. The difference between their improvement and that of the comparison students was statistically significant at the .05 level.

5th Grade Cohort in ELA. The 2012-13 5th graders gained 13 percentile points over their performance in 3rd grade in ELA CST, compared to the LBUSD students. The difference between their improvement and that of the comparison students was statistically significant at the .001 level (i.e., highly significant).

5th Grade Cohort in Math. NCS 5th graders underperformed compared to the LBUSD sample (67% Basic or higher on Math CST versus 71% of LBUSD sample). However, NCS students had more gain in Math CST scores (7 percentile ranks improvement among NCS students versus 3 percentile ranks among the LBUSD sample) from 3rd to 5th grade. Both these results were statistically significant at the .05 level.