Race, Wealth, and Charter Schools

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College of William and Mary

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Race, Wealth, and Charter Schools

A thesis submitted in partial fulfillment of the requirement for the degree of Bachelors of Arts in Public Policy from The College of William and Mary

by

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Accepted for

(Honors)

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Williamsburg, VA
April 11, 2008
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>3</td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 2: A Theory of Charter School Composition</td>
<td>16</td>
</tr>
<tr>
<td>Chapter 3: Charter Types</td>
<td>30</td>
</tr>
<tr>
<td>Chapter 4: Race, Wealth, and Charter School Type</td>
<td>49</td>
</tr>
<tr>
<td>Chapter 5: Conclusion</td>
<td>85</td>
</tr>
<tr>
<td>References</td>
<td>90</td>
</tr>
<tr>
<td>Appendix I</td>
<td>92</td>
</tr>
<tr>
<td>Appendix II</td>
<td>99</td>
</tr>
</tbody>
</table>
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CHAPTER 1: INTRODUCTION

Unfortunately, still today, one can fairly accurately predict the academic success of a public school by examining the color and socioeconomic status of its students. *The New York Times* stated that the achievement of a public school is correlated with the race and wealth of its student body (Tough, 2006). Public schools that enroll mostly well-off white students have a one in four chance of earning consistently high test scores whereas a public school that enrolls mostly poor minority students has a one in 300 chance of achieving the same results (Tough, 2006).

In the last twenty years, charter schools arose as a potential solution for solving this achievement gap in the education system. This gap states that poor and minority students are not performing as well as middle and upper-class white students in traditional public schools, so some charter schools have offered different programs designed to remedy this problem. However, there are also charter schools that are located in areas with mostly well-off white students. Clearly, the charters in these areas would not state their main goal as trying to solve the educational achievement gap. Therefore, not all charters are created equal.

My goal is to explore the variability in charter school programs and test whether this variability has an effect on the racial and socioeconomic demographics of the charter. I will use all of the charter schools in California as a sample. First, I will present my theory of the racial and socioeconomic composition of charter schools which draws upon three main bodies of research including markets, segregation and the achievement gap. I will then explore the ways charters vary in terms of mission statements, programs, and academic focus advertised on charter school websites. Then, I will test whether or not
there are racial and socioeconomic group differences in the types of charters that feature certain missions, programs and curriculums. Next, I will use regression models to determine the effect individual mission statements, programs, and academic focuses have on particular racial and socioeconomic groups while controlling for neighborhood effects. Finally, I will offer an explanation and discussion as to what the results imply.

This introductory chapter will describe the study and explain the background that has led me to ask my key research question: Is there a relationship between the specific charter program and the race and wealth of its student body? In this section, I will discuss the concept of and background information about charter schools. I will explain how charters fit into the literature regarding school choice and markets for education. Then, I plan to present an argument for how charter schools have potential implications for the *Brown v. Board of Education* decision, which held that “separate but equal” has no place in education. Finally, I will discuss my findings and how this study relates to the previous literature about charter schools and parental choice.

**What is a charter school?**

A charter school is a public school that it is funded through tax dollars (and sometimes foundation money) yet run independently. Charter schools possess the freedom to experiment with different programs. In exchange, they are held to strict standards of accountability in student performance compared to traditional public schools. Charters are also unlike traditional public schools because they do not base their enrollment practices on physical address. Usually, charters accept students on a first-come-first-served basis and once full use a lottery system. Because charters run independently, they have the freedom to experiment with teaching practices or
educational programs, and have a great deal of discretion over where to spend money and whom to hire and fire. Although charters are public schools, instead of home address determining enrollment, parents can choose whether or not and which charter school their children attend. One of the main purposes of charter schools is to create choice for parents and students within the public school system (Buckley & Schneider, 2007).

In an attempt to improve public schools, President Bush implemented the No Child Left Behind Act of 2001 (NCLB) with the goal of attaining 100 percent student proficiency in reading and mathematics by 2014. To monitor each school’s progress, NCLB developed the concept of Adequate Yearly Progress, which is a way to measure individual school improvement. NCLB states that schools that fail to make Adequate Yearly Progress five years in a row must develop a restructuring plan. One plan could be to convert the school into a charter school.

According to Buckley and Schneider (2007, 2), there were over 3,500 charter schools serving over 1 million students as of April 2006. Specifically, in California, this study found 542 charters serving approximately 195,000 students in the 2005-2006 academic year. The first charter law in California was passed in 1992 and allowed for no more than an additional 100 schools each year (US Charter Schools Website, 2007).

When a charter school opens, parents have the option of sending their child to the charter school or the traditional public school the child would have otherwise attended. Since charter enrollment implies parental choice, the market for education becomes more complex. But because charter schools are less than twenty years old, their effect on the educational market is fairly new. Unlike private schools, charter schools offer an alternative to traditional public education without the high price tag. Educational
consumers, students and their parents, are now able to “go shopping for education” more
easily than ever before.

As charter schools bring a new dimension of choice into the educational arena,
educational preferences will play a role in a parent’s decision to select a school for his or
her child. With charter schools offering a variety of different programs, curriculums, and
special practices, parents may be more able to satisfy their educational preferences. In
fact, some charter schools are designed with a specific type of student or program in mind
(Craine & Edwards, 2007). Thus, it may be that variation in charter school programs
could lead to racial and socioeconomic separation, as these schools cater to specific
parent interests.

**How markets work**

In order to increase consumer satisfaction and remain a viable competitor in the
market system, manufacturers must try to understand the type of consumer that is
purchasing from them. Allowing parents and students to choose the schools they feel
would best meet their needs should stimulate competition and increase consumer
satisfaction (Buckley and Schneider, 2007). If the educational market functions in the
same way as other markets do, it would be interesting to examine the effects of charter
schools in the world of education.

Research on how markets work suggests that consumers are drawn to certain
products. In the market for education, charter schools provide parents and students with a
variety of different educational programs to choose from. In education we know that
“one size does not fit all.” All children do not learn the same way. This is a crucial point
for the argument for charter schools. Many studies (Buckley & Schneider, 2007; Wells,
Holme, Lopez & Cooper, 2000; Hoxby & Murarka, 2007; Crane & Edwards, 2007) have examined the success of charter schools, and have compared charters to traditional public schools but have paid insufficient attention to the variation in charter school programs. The advantage of charter schools is that they can experiment with different teaching strategies and educational practices. If each student’s learning style is unique, in an educational market, the argument goes, children will be drawn to the schools that best match their educational preferences. This is why some charter designs might attract some students and not others.

By offering a variety of different and unique programs, charter schools may start to attract a specific type of consumer. When a charter school opens in an area, it creates competition within the market for education. One “sales strategy” could be to aim to enroll a certain “type” of student. Bay Area Technology Charter School in Alameda County, for example, offers a technology and college preparatory charter schools. Also, it happens to enroll 79 percent African American students and 75 percent free and reduced priced lunch eligible students. If the research shows that technology centered charter curriculums attract low income black students, a technology focused charter school, like Bay Area Technology, would benefit most from opening in a low income neighborhood with a high population of black students.

What the achievement gap can tell us about educational preferences

Another reason we might see charter schools with different student groups is due to evidence from the achievement gap that suggests that racial and socioeconomic status are likely predictors of academic performance. On average, low income and minority students do not perform as well as their white or upper class peers (Haycock, 2004).
Therefore, minorities may need different types of education to level the academic playing field. Many minority students could be drawn to curriculums that offer remedial or more rigorous academic courses that will essentially “catch them up.”

Charter Alternatives Academy in Tulare County California advertises a mission statement with an academic improvement focus. Sixty six percent of the school is composed of Hispanic students and 77 percent of the students are eligible for free and reduced priced lunches. Possibly, the Hispanic and low-income students in this area are part of the lower end of the academic achievement gap and are looking for a public school that will offer an academically rigorous curriculum to close this gap. This is an example of a why a particular racial client might be attracted to a certain type of charter school program.

On the other hand, the achievement gap also suggests that many upper-class and frequently white students do not need this type of remedial academic attention. Therefore, these students may be seeking a different type of education from their lower class or minority peers. Confident with their present academic success, wealthier white students could be in the market for schools that seek to develop their artistic side. Possibly, these students may look for schools that have less of a rigorous academic curriculum and more of an alternative musical or project-based learning curriculum because the achievement gap tells us they are likely attaining acceptable levels of educational success.

An example of this dynamic is illustrated by Marquez Avenue Elementary Charter School in Los Angeles County. This school offers special programs in the visual arts and advertises an arts focused curriculum on its website. The school also happens to
be 73 percent white and only 10 percent of its students are eligible for free and reduced priced lunches.

The charter school examples I have provided illustrate how charter school enrollment by racial and socioeconomic characteristics varies dramatically. Also, it is evident that there are many types of charter schools to choose from. In these examples, and others, there is an overwhelming majority of enrollment by a certain race and/or socioeconomic group. Possibly, and ironically, this type of segregation may be a byproduct of efforts to fix the achievement gap that was created by segregation in the first place.

**Charter schools and the separate but equal dilemma**

The purpose of this study is to determine empirically if racial preferences are evident in charter schools in California. This research examines the question of whether it is the specific missions, special programs, and academic curricula that attract certain racial and socioeconomic student groups, thereby promoting segregation. One concern with choice plans is that they lead to an increase in the levels of segregation in public schools that already exist due to residential segregation (Betts & Loveless, 2005; Wells, 2000, Weiher & Tedin, 2001). Historically, the concept of segregation has been negative. The definition of de jure segregation is the forced separation of certain groups by law. In 1954 the Supreme Court’s ruling in *Brown vs the Board of Education* declared that separate educational facilities were inherently unequal. This type of forced segregation is no longer acceptable in a social or legal context. Fifty years after *Brown*, there is still evidence of segregation only now it is considered de facto. In society, people segregate
for many reasons; fear, convenience, comfort and/or, what I will argue, an educational need.

Table 1 explores different hypothetical scenarios by which people might sort themselves out according to race and socioeconomic status. The table outlines examples of cases where families and students are separating themselves for the purpose of schooling. Brown vs the Board of Education (1954) states that separate is inherently unequal. However, this may not necessarily mean that whenever we see an overwhelming majority of a certain race or socioeconomic group represented in a school, it automatically means that separate educational facilities are inherently unequal.

**Table 1:** Separate and unequal behaviors.

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<th>Behavior</th>
<th>Effect</th>
<th>Separate and...</th>
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<tr>
<td>A family is told that its child is unable to attend a school because black students are not allowed to go to that school</td>
<td>Racial segregation</td>
<td>Inherently unequal</td>
</tr>
<tr>
<td>A family relocates to a higher income community so its child can go to a school with better resources</td>
<td>Socioeconomic segregation and possibly racial segregation</td>
<td>Unequal</td>
</tr>
<tr>
<td>A family decides to send its child to a college preparatory charter school that has just opened in the area in order to increase the child’s chance of attending college</td>
<td>Academic need segregation, possibly racial segregation, possibly socioeconomic segregation</td>
<td>Appropriately unequal</td>
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If families are told that they are not allowed to attend a school because of their race, nobody would question that this would create separate and inherently unequal learning facilities and that it should be, and is, illegal. However, now higher income
families have the resources to move out of lower income minority neighborhoods into districts with better resources and therefore better schools. This creates a clear socioeconomic separation in schools. Moreover, due to a racial correlation with wealth and income levels, we are likely to see a racial separation that goes along with this second example as well. Finally, with the creation of charter schools parents can choose schools based on educational program, as well as other factors. If parents and students are separating themselves based on an academic need, which happens to be correlated with race and wealth, I will argue that this type of separation can be appropriately unequal.

This study’s contribution to the existing literature

Many studies have considered the effect of choice on segregation. These studies have determined that there is in fact a relationship and that racial preferences do play a role in school choice systems (Saporito, 2003; Wells et al, 2000; Schneider & Buckley, 2002; Weiher & Tedin, 2002). Also, research has been done considering the market metaphor in education and whether educational choice would lead to increased access for low-income minority students to better schools (Archbald, 2004, Henig, 1994).

I propose a continuation from the previous research done on school choice and race. Weiher and Tedin (2002) explore the possibility that choosers will sort themselves out based on their preferences and that this will correlate with race and ethnicity. This is the argument I will be using to study whether the programmatic variation in charter school programs will correlate with the race and wealth of the student body. The authors conducted surveys that asked parents in Texas to rank the factors most important to them when choosing their child’s school. The present study, on the other hand, will not look at
parental choice from survey data but instead by measuring enrollment in the school by race. Also, I will pay much closer look attention to mission statement variation, curriculum variation and special school programs as independent variables.

One of the main benefits to school choice programs is the increased variety they offer educational consumers. However, many opponents of school choice cite this as its greatest weakness (Betts & Loveless, 2005, 2). Among the greatest concerns is that school choice will resegregate schools (Betts & Loveless, 2005, 2; Wells et al., 2000). One possible outcome could be parents choosing a school based on its racial and ethnic composition rather than the school’s educational programs (Goldhaber et al, 2005, 118). I offer a look into the type of programs that tend to attract certain racial groups.

Although the question of whether school choice promotes segregation has become a concern, the research has not yet fully examined whether it is the nature and structure of the programs that certain charter schools offer that may be directly producing segregated schools. So far, studies have examined the success of charter schools by considering the impact of charter schools on student achievement and comparing charters across states (Allen, Cotter, & Marcucio, 2003; Ed Source, 2006; Hoxby, 2004; United States Department of Education, 2004). Many studies have focused on looking at charters as a whole but have paid insufficient attention to comparing differences between their curriculums and school structure. Also, the question of whether parental choice is driving charter school segregation has been considered (Weiher and Tedin, 2001), but the potential effect of programs specifically on racial preference has been overlooked. The importance of my research can give insight into the educational programs responsible for
sorting racial groups. It can also help to determine whether there is a statistically significant relationship between type of charter program and race and wealth.

Overall, I find that there is variation in the types of charter schools offered, particularly in the school programs, mission statements, and academic focus. When race and socioeconomic status are considered, this study finds overwhelming majorities of certain student groups enrolling in specific types of charter schools. Specifically, minority and poor students enroll in charters with a strong attention to academic work and tend not to enroll in charters that advertise alternative academics or personal growth experiences. On the other hand, the results indicate that white students tend to enroll in charter schools with the personal growth and alternative to academic educational programs and curriculums whereas these students do not enroll in charters that emphasize strong academics. These results suggest that there is sorting by student racial and socioeconomic groups into different types of charter schools.

The achievement gap in the U.S. education system exists because students from different racial and socioeconomic backgrounds receive different quality educations. This growing problem can be traced to the history of America’s poor race relations. From slavery to Jim Crow laws to the civil rights movement, minorities in this country have struggled to gain equal opportunity. *Brown versus the Board of Education* taught us that separate was inherently unequal and allowed for the desegregation of America’s public schools. Theoretically, segregation is responsible for unequal education which translated into unequal chances for black and white students. Therefore, the racial achievement gap in education can be traced back to segregation in the United States. As a possible solution to this growing problem, charter schools were created with the goal of
providing better educational opportunities for poor and minority students. However, if charter schools are creating segregation, we may be coming full circle. It may be that school segregation, as evident in charter schools, is a solution to fix the achievement gap in education.

This study will explore the type of charter school programs available to parents living in California. My goal is to try to understand the racial and socioeconomic enrollment in charter schools from an academic need perspective. In the next chapter I will explain my theory of charter school composition that derives from research on why people segregate, how consumers make choices in market settings, and the evidence on an academic and racial achievement gap in education.
CHAPTER 2: A THEORY OF CHARTER SCHOOL COMPOSITION

This chapter develops my theory of charter school composition and reveals in detail the three strands of literature that support this theory. The literature on how markets work, segregation, and the achievement gap are the three main schools of thought that are useful in developing a theory of charter school composition. First, I explain how in a market-like system for charter schools, parents and their students have the freedom to switch from one school to another, choosing between educational programs that best match their preferences. Second, I consider the literature on segregation in public schools and racial preferences in choice plans. The last area is work on the achievement gap that suggests poor and minority students are less likely to perform as well as their more wealthy and their white peers. I will demonstrate how there is a clear relationship between race, socioeconomic status and charter schools. The theory explains how the type of educational programs that charter schools will offer can help predict the racial and socioeconomic composition of the school.

Markets

Research on consumer behavior suggests that when given choices, people will sort themselves out according to their preferences. In this system the producers decide what to produce and the consumers have control over what to buy. These types of markets are driven by supply, demand, and competition.

Chubb and Moe (1990) were among the first to apply the market metaphor to the study of education. They argued that the private sector was useful because it helped to make comparisons between institutions. In a private system, every person is allowed to make his or her own individual decisions. As charter schools enter the public education
system, they allow families to make choices as they would in a private system. Chubb and Moe (1990) explained how markets work to ensure that parents and students play a more central and influential role in their education. Those who run schools have incentives to please their clientele primarily because if they fail to do so their school will “go out of business.” In this market system, parents and their students have the freedom to switch from one school to another, choosing between educational programs that best match their preferences.

One example of a study that illustrates how these educational preferences could fall along racial lines is the Weiher and Tedin (2001) study of Texas parents. These authors explore the possibility that choosers will sort themselves out based on their preferences and that this will correlate with race and ethnicity. In Texas, white, African American, and Latino groups attend charters where their specific racial group comprises between eleven and fourteen percentage points more that the traditional public school that they left (Weiher & Tedin, 2001, 2).

The authors conducted surveys that asked charter school parents in Texas to rank six factors most important to them when choosing their child’s school. These factors included test scores, discipline, school racial/ethnic characteristics, location, the teaching of moral values, and safety. Out of these factors, the least important reason parents cited for choosing a charter school was the racial and ethnic characteristics of that school (Weiher & Tedin, 2001, 9) However, their analysis also demonstrated that respondent race is the best predictor of the racial and ethnic composition of the charter school students transfer into (Weiher & Tedin, 2001, 17). While this study finds that racial differences exist in the way parents make decisions about charter schools, my research is
a good extension of this study because I address how choosers may also sort themselves based on race due to an educational preference and academic need.

Previous research by Buckley and Schneider (2007) considers differences between charter schools and traditional public schools in Washington, D.C. One aspect of their research project examines the issue that charter schools and traditional public schools attract and retain different populations and seeks to identify exactly what those student populations are. One of their findings shows that children from low-income and minority families gain the most from parental involvement (Buckley & Schneider, 2007, 89). If this result transferred to my study, I would expect to find charters that offer opportunities for parental involvement to have high enrollments of students who are Hispanic, black or eligible for free and reduced priced lunches.

The Weiher and Tedin (2001) result was obtained using parent interview questions. Buckley and Schneider (2007) also looked at other variables such as differences in the proportion of special education students, free and reduced priced lunch eligible students, and English language learners in the D.C. traditional public schools and the D.C. charter schools. They found that the charters in this area enroll higher numbers of free and reduced lunch students but fewer special education and English language learner students than the traditional public schools (Buckley & Schneider, 2007, 85). Overall, their student survey results suggest little difference between traditional public schools and charter schools on measures of attainment, parental involvement, and peer group quality (Buckley & Schneider, 2007, 97).

While this research is useful in examining the effects of the market metaphor in public education by making comparisons between student populations in traditional
public schools and public charter schools, I propose an in-depth comparison between student populations among the different types of charter schools available.

In the private sector, schools do not have to be “all things to all people” (Chubb & Moe, 1990, 55). Charter schools behave similarly. As these types of schools emerge in the public sector, they have the freedom to target particular value-dimensions and develop distinctive and unique missions. In the market system, principals and teachers have a great deal of discretion in determining school practices and schools are able to place emphasis where they choose (Chubb & Moe, 1990). This makes charters similar to private market systems because they offer consumers a variety of choices. As in the private market, charters must compete against other schools to enroll students or they will go out of business. Advocates of the market metaphor argue that this will make the public school system more efficient (Chubb & Moe, 1990; Hess & Loveless, 2005; Betts, 2005). This is a good illustration of how the market metaphor can be used to explain the impact charter schools have on introducing competition and choice into the public sector. If my hypothesis is correct, charters will end up attracting certain racial and socioeconomic student populations by narrowing their educational focus. Therefore, a charter can easily increase the amount of competition for traditional public schools by opening in areas that have large populations of the type of educational consumer that would benefit most from their special charter program.

Public charter schools act as traditional public schools in that they are publicly funded and do not have entry barriers. Since the dismantling of de jure segregation, the racial separation in America’s public schools has been a direct result of residential segregation in neighborhoods and school districts. In the traditional public schools
system, the school you go to is determined by your postal address. When a charter school opens in an area, parents are given choices about what school they would like their child to attend. Therefore, the existence of charter schools creates competition for traditional public schools, introducing a new component of choice into the public education system. This phenomenon lends itself well to the study of education through the use of the market metaphor.

Segregation

In 1954, *Brown v. the Board of Education* invalidated de jure racial segregation in public schools. Chief Justice Earl Warren stated, “We conclude that the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” (*Brown v. Board of Education of Topeka*, 1954). Segregation, as we know it, implies certain groups being denied access to quality facilities. Theoretically, segregation is a negative concept associated with inequality. However, if different racial and socioeconomic groups are given the same educational options and opportunities but are still choosing to separate themselves based on racial and class based preferences, separate may be potentially equal, at least in the parents’ eyes.

Half a century later, the *Brown* decision still frames the way many people think about issues concerning racial separation, particularly in educational facilities. Racial integration in schools has become a societal value and goal. There are many academic and social benefits for racially integrated schools. For example, a number of studies have determined that the economic standing of a child’s schoolmates and classmates powerfully affects that child’s schooling outcomes (Kahlenberg, 2004). Also, the racial mix of a child’s school and schoolmates has been found to have a significant effect on the
level of racially integrated activities the child participates in as an adult (Hochschild, 2005, 320).

Century Foundation research (2004) points out disparities in education attainment outcomes for different socioeconomic levels regardless of race. Using the 1998 National Assessment of Educational Progress, America’s version of a nationally administered exam, it was determined that the reading level of the average low-income twelfth grader is the same as the average middle class eighth grader, regardless of race (Kahlenberg, 2004, 1). This research concluded that a middle-class school is twenty-four times more likely to be performing at consistently high standards than a high-poverty school (Kahlenberg, 2004, 3). In this case, based on outcomes, separate educational facilities, by income level, are inherently unequal. Due to the finding that schools with a high-poverty student population are much less likely to be successful as schools with a low-poverty student population, Kahlenberg (2004) makes a case for the socioeconomic integration of public schools.

Since *Brown*, residential segregation has been the primary reason for the racial separation that still exists in public schools. The dangers associated with this type of segregation can lead to an unequal distribution of resources across district lines. High levels of racial and economic separation across geographically based school districts mean school boards are likely to be reflective of their district’s demographics. Therefore, decisions about superintendents, budgets, and student placement are likely to maintain or exacerbate unequal schooling outcomes, perpetuating racial and economic separation across district lines (Hochschild, 2005, 330)
As previously mentioned, charter schools emulate a private system by factoring out physical address as a barrier to admissions. This creates the possibility of segregation occurring by parents making choices based on their educational preferences. De jure segregation, or forced segregation by law, is no longer legally permitted or socially acceptable. However, we are seeing de facto segregation, or segregation occurring as a matter of fact, in public schools.

Even as the United States becomes more racially and ethnically diverse schools are becoming more homogenous. In fact, in states with more of a racial mix, the charter schools tend to enroll a greater percentage of white and non-poor students (Wells, 2000, 172). Also, in those states with a general public school population that is predominantly non-poor and white, charter schools enroll a disproportionate percentage of poor and minority students (Wells, 2000). The research conducted by Wells et al. (2000) demonstrates the increasing homogeneity of charter schools. Interestingly, this type of racial and class separation is occurring by choice. So, possibly when parents choose to segregate themselves by gravitating to racially homogeneous charter schools, this type of segregation is “okay.” In other words, if a parent’s educational preferences happen to fall along racial and class lines that create increasingly homogenous charter school environments, we may be able to assume that separate but equal can be equal.

A concern with choice plans is that they will lead to a diminishment of social cohesion. “Increased choice may foster values-based segregation leading to social fragmentation” (Goldhaber, et al., 2005, 106). This view regards individuals in society as dependent on shared institutions for socialization and cohesion. However, one important question is whether the segregation created by choice plans would be comparable to the
level of segregation due to residential separation. Hamilton and Guin (2005, 46) point out that the level of segregation resulting from a choice program would need to be compared to the level of segregation resulting from neighborhood assignment. Therefore, even if choice plans do reveal racial preferences, they may not necessarily lead to an increase in the racial and class separation that already exists.

Racial separation in public facilities has since been viewed as damaging to society and groups of people. However, the difference between the segregation occurring now versus the segregation referred to in the historical context of the Brown decision is the new variable of (parental/student) choice. If racial preferences lead to segregated charter environments this may not necessarily mean that charter facilities are “inherently unequal.” In the educational arena, society may have reached a point where separate facilities may be necessary to correct the damage that separate facilities have done in the past. Now, we could say that separate charter facilities are “appropriately unequal.”

My research assumes that parents’ and students’ preferences will become evident when making a decision to enroll in a certain charter school. In other words, I am hypothesizing that enrollment in a charter school represents a parent’s decision to choose the distinctive program of the charter school over the traditional public school his or her child would have otherwise attended. Therefore, this decision reflects the individual educational preferences of parents and students. This study explores whether racial and socioeconomic segregation is occurring based on an educational need in charter schools.
Achievement Gaps

The idea that there is an educational achievement gap in education is the third area of importance for my study. I am using this empirical fact, not as a theory on which to build, but background research to inform the development of my theory. In other words, this concept represents the idea that, on average, poor and minority students do not perform as well academically as whites and more affluent students. The typical black student scores, on average, below 75 percent of white students on most standardized tests (Jencks & Phillips, 1998, 1). Jencks and Phillips’s (1998, 23) research, using data from the National Longitudinal Survey of Youth, reports that whites declare 73 percent more income than their black counterparts. When black students are compared to white students with the same average annual income, the test score gap (as measured by the Peabody Picture Vocabulary Test) narrows by 2.4 points (Jencks & Phillips, 1998, 23). So, interestingly, the racial achievement gap still exists, even when controlling for income.

The achievement gap, also known as the “race-gap,” refers to the difference in student achievement test scores between white and black students as well as white and Hispanic students (Bali & Alvarez, 2005, 393). In 2003, California achievement data demonstrated that 50 percent and 61 percent of white students in second grade were assessed as proficient on their reading and mathematics exams, respectively. On the other hand, black students were assessed at 23 percent proficient on reading and 29 percent proficient on mathematics. Hispanics demonstrated only 17 percent proficient on reading and 30 percent proficient on mathematics. According to research, this gap starts
in the early grades and widens by the time students graduate from high school (Bali & Alvarez, 2005).

By implication, the achievement gap suggests that blacks, Hispanics and whites may need different educational programs. High achievers and low achievers may benefit from different academic programs or styles of instruction. Black and Hispanic students as well as low-income students, as a whole, are not performing as well as white students in the same grade level. Possibly, this could mean that in a market system different racial groups will seek out different educational programs. Parents of students who are not performing well in school will most likely search for educational options that offer a strong academic focus so they can essentially play catch-up. For example, black and Hispanic students may seek out educational programs that offer rigorous academic curriculums or extended school day options.

On the other hand, the race-gap states that white and higher income students are mostly performing at proficient levels of reading and mathematics. Therefore, parents of children who are doing well in school would be less likely to be intensely concerned about academic fundamentals in their search for viable educational alternatives. When given educational choices, high achieving white students, for example, may opt for schools that offer more specialized programs such as music instruction, performing arts and alternative curriculums because the race-gap suggests this group is already proficient in the academic areas. The test-score gap suggests that white students, for the most part, do not need to play academic catch-up. This is an example of how achievement gap evidence suggests a racial and socioeconomic difference in educational need and why charter schools may lead to segregated learning environments.
A theory of charter school composition

What research has demonstrated about the effects of markets, segregation, and the achievement gap leads me to my own theory of charter school composition. I argue that the substantive content of a charter program and school mission can be used as a predictor for the race and wealth of a charter school’s student body. Evidence from the achievement gap suggests that students who can be classified as poor, black, or Hispanic are more likely to turn in a lower performance on proficiency exams than students who belong to white and non-poor categories. These statistics imply that on average the educational needs of certain racial and socioeconomic groups are different. This is the chain of logic I use to develop a theory as to why the demographics of charter schools can vary. Here, I present the main claims of the charter school composition theory.

Educational consumers will sort themselves out based on educational preferences. Since charters are public schools that differ from traditional public schools by offering a unique educational program and mission statement, charters provide competition in the educational market. When parents are given the option of choosing a public school for their child, without any additional costs, they can choose schools based on their educational preferences. This research will illustrate how there are many differences among charter schools. Some charters offer technology study, some offer college preparatory curriculums, some concentrate on visual and performing arts, others hold classes on Saturdays and during the summer while some operate as independent study or home school resources. With many so many alternatives to a traditional public school, parents and their students can seek out educational programs that best match their academic needs and educational preferences.
Educational preferences will fall along racial and class lines. If charter schools are so diverse, how will parents choose? Since charter schools offer so many unique options and they vary greatly from the traditional public school option, I hypothesize that the educational choices of parents and their students will be a function of their race and socioeconomic status. Generally, evidence of segregation can be seen in many different settings other than education such as neighborhoods, media stereotypes, we even associate different products, such as cars and clothing options, with different racial groups. People tend to separate themselves based on fear, comfort, affordability, social circles, and, I argue, educational needs.

Low-income and minority students will seek to enroll in charters with a strong academic focus. The evidence from the achievement gap clearly states that on average, low-income and minority students are behind more affluent and frequently white students. I believe that this academic need will be evident in these parents’ decisions to consider charter schools that offer programs that advertise a rigorous academic curriculum, an attention to academic improvement, and extended school time such as longer years and longer school days. If a student is behind in school, these are characteristics that would be most likely to help that child improve his or her academic performance. Therefore, charters that pay particular attention to the academics and provide a greater amount of instructional time would be more likely to enroll higher percentages of low income and minority students.

White and non-poor students will seek to enroll in charters with alternative programs and a less intense focus on academic work. The achievement gap evidence states that, for the most part, non-poor and usually white students are frequently
performing at proficient levels in reading and mathematics. Having satisfied their academic needs, possibly they are searching for programs that will help cultivate other growth areas. Therefore, charters that offer programs in music, the arts, and the environment or advertise having supportive school environments and fostering personal development will be more likely to enroll higher percentages of white and non-poor students.

The theory of charter school composition states that due to educational needs, students will sort themselves according to race and socioeconomic status when given choice in the public school system. Therefore, the theory argues that poor and minority students will use educational choice to improve their academic rank on the achievement gap by choosing charters that are academically focused. On the other hand, non-poor students and white students, already tending to be satisfied with their academic performance, will be more likely to enroll in charter schools that fulfill alternative growth and development goals.

My research will demonstrate that there are a variety of charter school options available. Charters range from focusing on academic improvement and rigorous preparation for college bound students to art concentrations such as developing musical and visual and performing arts skills. Also, charters range in their student populations enrolling anywhere from 0 students eligible for free and reduced priced lunches and 100 percent of students eligible for free and reduced priced lunches. The data for racial student enrollment for black, Hispanic, and white students show a range from 0 to 100 percent enrollment in charter schools throughout California. I interpret this phenomenon to be evidence of parents’ educational preferences. In the next chapters, I will
demonstrate, specifically, which charter schools characteristics attract which type of educational client and support these findings with an explanation based on previous research on markets, segregation and the achievement gap.
CHAPTER 3: CHARTER TYPES

This chapter describes the types of charter schools in California. What are the different educational programs they offer? How do mission statements vary? Do they follow the same curriculums? The purpose of this chapter is to illustrate how I examined each charter and the things that I looked for during my research. It will explain my coding system and how I divided the schools into categories for the analysis. To help illustrate these areas, I will use real charter school examples from my study.

To test the theory of charter school composition, I seek to answer two main research questions. First, how do charter school programs, mission statements and curriculums vary? Second, does the variation in charter school educational plans correlate with the race and wealth of the student body? This chapter will explore how charter schools differ. I will explain the first question by explaining my data sources and coding schemes. The chapter then provides initial descriptive results. Chapter 4 will examine the second question.

Specifically, I examine charter schools in California. I have chosen this state because, as of the 2005-2006 academic year, it possessed the largest charter school population. This is important because with a large sample, I am more likely to find a significant amount of variation on my independent and dependent variables. For the 2005-2006 academic school year, there were 542 charter schools in the state of California (National Center for Education Statistics, 2007). Each school will be considered based on the enrollment and racial statistics from the 2005-2006 academic school year and the content of its school website during the period from October of 2007 through January of 2008. I do not believe the difference in academic year will have an effect on the results.
because it is unlikely that charters will change their mission statements, programs, or its academic focus from year to year.

Each of the 542 charter schools in California is coded and examined specifically for total enrollment, grades served, racial percentages, free and reduced price lunch statistics, programs advertised, curriculum focus, and mission statement type. I create my own database of California Charter Schools by coding each school individually. The databases I will use to collect this information can be accessed through the internet. A list of California charter schools can be generated through the Common Core of Data 2007 website. The California Charter Schools Association 2007 website offers a comprehensive list of charter schools along with phone numbers and links to each school’s website. Then from the school’s personal website, the information on the school’s mission, curriculum and special programs can be added to the coding sheet. Those charters with unresponsive or non-existent websites were dropped out of the sample. There were 147 charter schools that had missing data from my coding sheets. Those charter schools with unresponsive websites or those charters whose mission statements, programs, or academic focuses were not displayed on their websites were dropped from the sample. One reason for unavailable websites could be that those charters were closed down between 2006 and the fall of 2007, when the data were collected. There is an extensive list of all charter schools I used for the study including links to each of the school websites in the appendix.

The study will focus on three important aspects of what makes up a “type” of charter school. These three areas will be mission statement, academic focus, and special
programs. Because charter schools vary greatly among these areas, I have created special categories to group together those charters with similar themes.

Mission Statements

Most charters have a one to three paragraph mission statement that conveys the overall goal of the program they offer and what they hope the students will get out of attending their particular school. The mission statement describes the school’s overall educational philosophy and is usually found on the home page of the charter’s webpage, or under a special section titled “mission/vision statement.” First, schools were given a “0” if their statement did not include a certain word or a “1” if their mission statements did mention that word. Then, mission categories were created after the coding was complete. At this point, a number of words were compiled into a category and schools that received a “0” for all words in this cluster were coded as “0,” meaning their mission statement did not advertise this concept. However, if the school mentioned one or more of any of the cluster words, they were coded as “1,” meaning they did advertise this mission category concept.

Originally, I looked for 23 “magic words” in each of the mission statements. The list of magic words was compiled after a pilot study of the charters in Los Angeles County. Only the most frequently used mission words were used in the final coding sheet. Once all of the schools were coded, I created mission statement categories by grouping together similar mission words. Table 2 displays the words I used to assemble each mission statement category, examples from the sample, and frequencies and percentages. I create a total of six mission categories including diversity awareness, academic improvement, college preparatory, safe and supportive learning environments,
family and community focus, and personal success. Frequently, charter mission statements fell into multiple mission statement categories.

**Table 2: Mission statement categories and frequencies.**

<table>
<thead>
<tr>
<th>Mission Category (“Buzz” Words)</th>
<th>Charter School Example</th>
<th>Frequency and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Awareness (Diversity Minorities, Cultural Awareness)</td>
<td>(James Jordan Middle School, Los Angeles County) JMS is dedicated to the ideal that all students should be prepared to succeed at a four-year university. James Jordan Middle School provides the same challenging standards-based curriculum to a diverse student body with extensive support to insure the success of all students including underserved groups, such as minorities and socio-economically disadvantaged students.</td>
<td>N=89 26.18%</td>
</tr>
<tr>
<td>College Preparatory (College, Academic Success, Rigor, Life-Long Learning)</td>
<td>(Discovery Charter School, Los Angeles County) Discovery Prep believes that each and every student should be prepared to attend college when they graduate from high school. Discovery Prep prepares students to not only go to college but to the countries top colleges and universities. With a college prep high school education, students have choices when they graduate from high school. They will be qualified to enter college or technical fields because they will have the academic foundation required to succeed in today’s economy.</td>
<td>N=256 75.29%</td>
</tr>
<tr>
<td>Social Network (Family, Community, Social)</td>
<td>(Sun Valley Charter, San Diego County) The mission of Sun Valley Charter School is to inform, inspire, and empower students, living in the rural community of Ramona, utilizing creative instructors, a comprehensive curriculum, an integrated educational philosophy, and an innovative learning environment. Through Sun Valley Charter School, students will cultivate academic excellence, achieve technological proficiency, and develop practical skills; they will understand our diverse society from a perspective that comprises world, national, and family history; they will become self-motivated, competent, lifelong learners; and they will kindle a lifelong desire for personal enrichment, strong family relationships, and community involvement.</td>
<td>N=186 54.71%</td>
</tr>
<tr>
<td>Academic Improvement (Achievement Gap, Improvement)</td>
<td>(Synergy Charter School, Los Angeles County) The Mission of Synergy Charter Academy is to eliminate the achievement gap that has persisted for generations among educationally disadvantaged students. This achievement gap has not gone away despite many people’s best efforts and best intentions. Synergy believes that only by working more effectively together can we eliminate the achievement gap and create educational equity for all students. Synergy Charter Academy does this by creating a sense of synergy among all community stakeholders and by showing the educational community how to make better use of resources in order to achieve greater results.</td>
<td>N=12 3.53%</td>
</tr>
<tr>
<td>Supportive Environment (Caring, Personal, Supportive, Positive, Safe, Nurturing)</td>
<td>(Darnall E-Campus Charter School, San Diego County) Darnall’s mission is to prepare and educate our K-6 students in San Diego’s diverse mid-city community to be critical thinkers and active contributors in our multicultural global society. Our goal is to empower our students to be learners for life through a developmental, high-quality, academic program. We nurture all learners’ unique qualities in order to further their intellectual, emotional We nurture all learners’ unique qualities in order to further their intellectual, emotional, social, aesthetic, and physical</td>
<td>N=132 38.82%</td>
</tr>
</tbody>
</table>
development. All of our students will achieve a high level of success through a rigorous, standards-based curriculum that will be accessed through cooperative learning, opportunities to construct meaning, and differentiated instruction.

To best serve students, our collaborative school culture supports teachers as learners through collective inquiry and experimentation based on research and data. Darnall E-Campus Charter School provides an atmosphere of high expectations in a safe, caring community of staff, students and parents.

Personal Growth (Leadership, Responsible, Personal Success, Independent)  
(EJE Elementary Academy Charter, San Diego)  
At EJE Elementary Academy our mission is Justice, Service and Excellence from the Heart. This mission is driven by the principles of justice, service and excellence to ensure our students' success.

Specifically, justice in education is achieved through expanded parental choice, curriculum accessibility, value of diversity, a provision of equal educational opportunities, empowerment of the individual and the community we serve, and a proactive ideology that stems from love for the children we serve.

Service is exemplified in our individual commitment to our children, teaching by example, demonstration of giving of ourselves, and the development and practice of not only positive character traits but also leadership skills in our students. Most importantly, we believe in building on prior knowledge to bring out the gifts student already possesses to change the world.

Excellence is embodied in our academic achievement and character development focus to create a positive school culture, in daily positive affirmations to our students of high expectations, and in our daily encounters with the community we serve.

Note: Total N=340. Schools can be coded into multiple mission categories.

A diversity awareness mission statement is composed of one or more of the words diversity, minorities, and culture awareness. For this category, my goal was to capture a school that was dedicated to the education of minority and underserved students. This could mean the school was focused on trying to attract and enroll minority students or that the school was devoted to preparing their students for success in a diverse world. Table 2 demonstrates that approximately 26 percent of the charters that advertised their mission statements could be categorized as diversity awareness mission statements.

An example of this type of mission statement is the one found for James Jordan Middle School (JJMS) in Los Angeles County. Table 2 displays JJMS’s mission statement. JJMS is devoted to attracting minority and socioeconomically disadvantaged students as well as altering their curriculum to meet the needs of these students. As
stated in their mission, JJMS claims to educate their students “with extensive support to ensure the success of all students including underserved groups, such as minorities and socio-economically disadvantaged students.”

As displayed in Table 2, if a mission statement contains the words college, academic success, life-long learning and/or rigor it is categorized as a college preparatory mission statement. The purpose of this category is to identify those schools that not only set out to prepare their students for college but also to categorize those schools that put a heavy emphasis on academics and challenging courses. Table 2 reveals an excerpt from the Discovery Charter School mission in Los Angeles County. In Discovery’s mission, it is evident that the school prepares children to go to college and places an emphasis on academic success. Preparing students “not only go to college but to the countries top colleges and universities,” is the main mission of the charter. This study finds that 75 percent of the charters that advertise their mission statement displayed a challenging courses/college preparatory category.

If the words family, community, or social appeared in a mission statement, it was considered to fall under the social network mission category. A social network mission school advertises its involvement in the community, interactions with classmates, and an involvement of the family with the school. Approximately 55 percent of those charters that advertise their mission statement on their websites, represented in Table 2, display a social network mission. In San Diego County, Sun Valley Charter offers a social network mission statement. Students at Sun Valley “will understand our diverse society from a perspective that comprises world, national, and family history.” Generally, social network mission statements are representative of charters that are not only dedicated to
educating the student academically, but also seek to develop their abilities to interact with their families and the community at large.

About 4 percent of charters in California feature academic improvement mission statements, which include those charters that use the improvement or achievement gap “buzz” words. However, an overwhelming majority of charters do not have one or both of these words in their statements. The schools that do feature this mission statement talk about the academic achievement gap and usually offer their plan on how to close it. One of the few charters that offer an academic improvement mission statement is Synergy Charter School in Los Angeles County. Here, the main goal is to “eliminate the achievement gap.” This is displayed in Table 2. Synergy goes on to explain how they will do this by “creating a sense of synergy among all community stakeholders and by showing the educational community how to make better use of resources…”

The supportive environment mission statements include one or more of the words caring, personal, supportive, positive, safe, or nurturing, as displayed in Table 2. About 39 percent of those charters with mission statements available on their websites included one or more of the supportive environment words. The purpose of this mission category is to capture those charter schools that concentrate on nurturing the child and a staff that is sensitive to the well-being of their students. For example, Darnall E-Campus Charter School in San Diego County’s educational philosophy goes beyond preparing the student academically and mentions the more humanistic qualities of the staff to assist in meeting these goals.

The final category, personal growth, includes the words leadership, responsible, personal success, and independent. In those California charter schools that advertise a
mission statement, this study found that 54 percent of them fall into the personal growth mission category. A personal growth mission statement will focus on the school’s mission to prepare the child for personal leadership and emphasize goals of personal success rather than specifically academic success. Table 2 features an example of this type of mission statement from EJE Elementary Academy Charter in San Diego County. EJE Academy focuses on student character skills and the “leadership skills in (their) students.”

Each charter’s mission statement varies from school to school in terms of the length and the wording; however, the categories I created try to capture similarities in the overall goal of the school. Some schools use buzz words from multiple mission categories. In these cases, I will double code the school, so one charter school could fall into multiple mission categories.

**Academic Focus**

In order to judge the curriculum, I look at how the school describes its academic focus. The academic focus of charter schools were looked at individually instead of grouped like mission categories. The reasoning behind this was that the some charter schools did not categorize their core curriculum focus. I did, however, find a few curriculum themes that were evident in several charter schools. On each charter school’s webpage there was usually a section that discussed the academic philosophy of the school. Out of the 542 charter schools in California, 310 had a webpage with information about their core academic focus and were able to specify a core curriculum concept. The main curriculum/academic focus’s observed were college preparatory, technology, arts, project based, standards based, and other.
Charters with an academic focus considered “other” were mainly either a Waldorf method school, Montessori method school, or a home study/independent study program. The “other” category represented those charters that took a dramatically different approach to education than traditional public schools, and resembled more closely an academic focus of a specialized private school. Specifically, Table 3 shows that 46 percent of charters fell into the “other” academic focus category. An example is Golden Valley Charter in Sacramento County, California. On its website, Golden Valley clearly states that it is “inspired by the three-fold approach of Waldorf education.”

Table 3: Academic focus categories and frequencies

<table>
<thead>
<tr>
<th>Academic focus (and description)</th>
<th>Charter School Example</th>
<th>Frequencies and percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (An alternative curriculum, Waldorf or Montessori methods, home-school, independent study)</td>
<td>(Golden Valley Charter in Sacramento County) Golden Valley Charter School is a public charter school inspired by the three-fold approach of Waldorf education. We strive to teach the head, heart, and hands of the children we serve and to develop a community of families learning and working together.</td>
<td>N=142 45.81%</td>
</tr>
<tr>
<td>College Preparatory (Schools that create their academic plan with the goal of preparing their students to attend college)</td>
<td>(Downtown College Prep, Santa Clara County) The DCP academic program is designed to help students who have fallen behind not only catch up but excel. DCP’s teachers have built a curriculum that is a finely calibrated mix of rigorous college-prep course work, targeted remediation, and time for practice and review. In every classroom, students are tackling complex problems, developing effective work habits and study skills, and, most important, learning to read and write at the college level.</td>
<td>N=90 29.03%</td>
</tr>
<tr>
<td>Vocational (To prepare students for the workforce)</td>
<td>(La Sierra High School, Tulare County) … La Sierra was created to provide both an academic program leading to a high school diploma, as well as provide vocational training programs for students… La Sierra offers a variety of different vocational training programs for students in addition to a state-required high school graduation academic program. Students can enroll in Graphic Arts, Printing, Building Trades, Culinary Arts, Hospitality, and Horticulture vocational training programs to assist them in determining a career path and obtaining employment during and after school. Students attending La Sierra have an opportunity to participate in the SEE Youth Employment Program, which provides career guidance, part-time employment during school and full-time employment during summer break and after graduation.</td>
<td>N=9 2.90%</td>
</tr>
<tr>
<td>Service (Community service focused schools)</td>
<td>(East Bay Conservation Corps Charter, Alameda County) Students will attain two kinds of literacy at Civicorps Elementary School: 1) Academic Literacy -- the ability to read, write, speak, calculate, and reason clearly; the ability to creatively express oneself through the arts. 2) Civic Literacy -- the ability to &quot;let one's life speak&quot; through participating thoughtfully, responsibly, and passionately in the life of the community, with concern for the common good.</td>
<td>N=5 1.61%</td>
</tr>
</tbody>
</table>
Project Based (Emphasis on learning through special projects)  
(Lake County International Charter in Lake County)  
The transdisciplinary (across disciplines) program of inquiry is a multi-cultural curriculum, which engages critical thinking, research, exploration, creative expression, and technology, and the acquisition of a second language. Thematic and project-based units of inquiry, differentiated materials, hands-on activities, and community action projects engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum. Thus, various kinds of learners, learning styles, abilities, and readiness are addressed in a child-centered and active learning environment inspired and created through the cooperation and collaboration of parents, teachers, staff, students, and community.  

Standards Based (California state-standards driven academic curriculum)  
(Chancellor William McGill School of Success, San Diego County)  
Our elementary curriculum is aligned with the California State Standards. Our balanced literacy program contains phonemic awareness and phonics instruction: Guided, Shared and Independent reading; Shared and Independent Writing; and Reading out loud. The literacy instructional programs used are Open Court, The Wright Group and Rigby. Our math program used is Everyday Mathematics. The McGill teaching staff strives to create a safe and positive learning environment where children can become confident, independent and life long learners.  

Technology (Technology centered curriculum)  
(Academy for Career Education, Yuba County)  
Instructional Program Overview: Core Academics Career Preparation Technology training  

Arts (Creative, Visual, or Performing arts focus)  
(Creative Arts Charter, San Francisco County)  
CACS teachers and staff provide innovative educational experiences in dance, drama, music and visual arts. Everyday at school should involve opportunities to play, invent and discover. As part of a universal, cross-cultural language, the arts represent innate aspects of our common humanity, providing an inherent foundation for communication and a bridge for understanding one another across boundaries of age, race, gender and culture. CACS has placed the arts at the center of its curriculum, and calls on them to provide fundamental purpose, definition and identity to the school.  

Note: Total N=310. Charters could be coded into multiple academic focus categories, however this was rare.

A college preparatory curriculum focus is similar to the college preparatory mission statement. Charters with college preparatory curriculums include those charters that were focused specifically on preparing students to go to college. About 29 percent of the charters in the sample advertised that they were college preparatory schools on their websites. Table 3 captures an example of Downtown College Prep in Santa Clara County, California. Downtown states that “DCP's teachers have built a curriculum
that is a finely calibrated mix of rigorous college-prep course work, targeted remediation, and time for practice and review.”

A vocational academic focus would include those schools that sought to prepare their students for the workforce after their grade-school experience. Table 3 displays that this study found that about 3 percent of charter schools advertised vocational curriculums on their websites. An example of this type of charter is Tulare County’s La Sierra High School’s vocational type program. On its website it states, “La Sierra offers a variety of different vocational training programs…(including) Graphic Arts, Printing, Building Trades, Culinary Arts, Hospitality, and Horticulture.”

A service learning curriculum emphasized schools that centered their academics around community service. There were not many charter schools in California whose websites advertised this type of a curriculum. In fact, Table 3 displays that this study found only about 2 percent of charters with this type of academic program. East Bay Conservation Corps Charter in Alameda County California advertises its academics around “participating thoughtfully, responsibly, and passionately in the life of the community, with concern for the common good.” East Bay provides a good example of a more general service learning program.

Project-based charter schools put an emphasis on using special projects to support their academic work. There were not many charters that emphasized a project-based hands-on activity type work on their school websites. In fact, only about 4 percent of the charter schools in this study advertised a project-based academic focus. Lake County International Charter in Lake County is an example of a charter school with a project-based curriculum. Lake advertises this curriculum by stating that “Thematic and project-
based units of inquiry…engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum.”

Standards-based programs were classified as schools that stated that their curriculum closely followed the standards set forth by the state of California. In this study, I found that just under about 15 percent of charter schools in California followed a standards-based academic curriculum. Table 3 gives an example of Chancellor William McGill School of Success in San Diego County, California. Chancellor William McGill posts on its website that their “elementary curriculum is aligned with the California State Standards.”

Charter schools whose curriculums incorporated technology in almost every subject or a major part of their focus centered around technical programs were coded as technology curriculums. This study found that, although many charters had technological programs, only about 5 percent of the charters in this study actually said that their academic focus was specifically technology. Table 3 provides the example of a technology focused charter school in Yuba County, California called the Academy for Career Education. The Academy for Career Education has a paragraph on its website that reads: “Instructional Program Overview: Core Academics Career Preparation Technology training.”

The final curriculum focus I considered was the arts category. Arts focused academic programs included the visual, creative or performing arts driving the educational plan of the school. This study found that only about 6 percent of California charter schools offered a curriculum that revolved around arts. An example of one of these charters in Table 3 is the Creative Arts Charter, located in San Francisco County.
On its website there is a section labeled “Arts Program” that discusses its arts-integrated academic program. It states that “CACS believes that education of the whole child should include work in dance, drama, music and visual arts.”

Generally, the academic focus is found on a special curriculum page on the charter webpage. When coding for the academic focus, I looked specifically at the section where the school describes an overall curriculum plan. As you can see, service and vocational curriculums each represented under 3 percent of the total charters with an advertised academic focus. Therefore, I do not use these curriculums in the next chapter on relationships. It was interesting that the most popular academic focus was “other” or alternative and second is college preparatory. Perhaps, this could be that when students leave traditional public schools they are either looking for an very alternative approach to schooling or a more rigorous academic experience.

**Special Programs**

Special programs were noted when a school’s website clearly advertised offering extracurricular activities in addition to the standard core academic classes. These programs were put into groups to allow for a smoother analysis and to reduce research error. The special program groups observed were parental involvement, extended school time, special education, advanced classes, specialty programs, arts, athletics, yoga, and community exploration. There was significant variability in the types of special programs each charter offers. This is evidence that there is considerable variation on one of the independent variables for the study.

Parental involvement charter schools advertised either parental involvement or having a contract with the parents. Charters that emphasized parental involvement
usually had a section on their webpage devoted specifically for parents. These types of programs were found in about 75 percent of the charters with websites, shown in Table 4. This was the largest common program found in the charters. Tierra Pacifica Charter School in Santa Cruz County is an example of a charter with a parental involvement program. Tierra Pacifica requires parents to participate in a number of ways including “12 to 15 hours monthly in the classroom, on a committee or doing a school support job.”

Table 4: Special program categories and frequencies

<table>
<thead>
<tr>
<th>Program (and description)</th>
<th>Charter School Example</th>
<th>Frequencies and Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement (Parental involvement, contract with parents)</td>
<td>(Tierra Pacifica Charter School, Santa Cruz County)</td>
<td>N=295 74.68%</td>
</tr>
<tr>
<td></td>
<td>Parents are expected to participate in the following activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>12 to 15 hours</strong> monthly in the classroom, on a committee or doing a school support job (either on-going or on-call job). The hourly commitment for a single parent is 6 to 8 hours per month. If you need clarification concerning hours please talk to the School Director.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participation at school</strong> workdays and fund-raisers</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Regular attendance</strong> at All School Meetings and Class Meetings.</td>
<td></td>
</tr>
<tr>
<td>Special Education (Special education, gifted education)</td>
<td>(Kenter Canyon Elementary Charter, Los Angeles County)</td>
<td>N=57 14.50%</td>
</tr>
<tr>
<td></td>
<td><strong>Special Education &amp; Learning Resources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of Kenter Canyon’s Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Resources are supportive approaches to learning for children with learning differences. Examples of children that benefit from our program can include, <strong>advanced learners</strong>, <strong>children with specific learning disabilities</strong> that may include developmental delays, a language spoken at home other than English, or any other variation that calls for assessment, intervention or other individualized program development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Kenter, our supports focus on inclusive and collaborative models of service delivery. The law requires that to the maximum extent appropriate, children with disabilities be educated with abled peers in “the least restrictive environment.” (LRE)</td>
<td></td>
</tr>
<tr>
<td>Specialty Programs (Technology, health education, green/environmental programs)</td>
<td>(East Palo Alto Charter School, San Mateo County)</td>
<td>N=209 53.05%</td>
</tr>
<tr>
<td></td>
<td>Elective Classes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students in grades K-5 have two days of Spanish and two days of PE. In grades 6-8, all students take PE and two additional</td>
<td></td>
</tr>
<tr>
<td>Elective Classes per Year</td>
<td>Arts (Music, performing art, visual arts, dance)</td>
<td>Extended School Time (Extended school day, extended school year, summer programs, Saturday classes, after-school program)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>The additional elective classes include a <strong>Garden/Nutrition Class</strong>, Library, Information &amp; Technology class, Art class and Young Interpreters.</td>
<td>(Ocean Charter School, Los Angeles)</td>
<td>(KIPP Heartwood Academy, Santa Clara)</td>
</tr>
</tbody>
</table>
| **Painting, drawing, and modeling** | Pupils from 1st-8th grade illustrate their main lesson books every day. *All children paint, sculpt, draw, and make music.* | Our program's **extended days, hours, and school year** amounts to about **65 percent more class time** for our students. Students are in school from approximately 7:30am to 5pm daily. They also attend **Saturday school** for four hours two times per month for special enrichment activities such as theater, African dance and drums, step, yoga, and photography. The school year begins with a two to three week mandatory **summer** school session. In spite of the long hours, average daily attendance at KIPP Bay Area Schools is over 95 percent. | What We Offer:  
- course work at basic, general, and college preparatory levels of study  
- elective courses individually designed to meet students’ interests and specific needs  
- access to ROP classes and concurrent **enrollment at community colleges**  
- credit advising and career counseling  
- high school diploma and graduation ceremony | Shenandoah features:  
A small learning community: Students stay with the same cohorts all four years and the same advisor for multiple years. The student population is approximately 120. There are 5 full time advisors/teachers, one director, one part time RSP teacher, one LTI coordinator and one secretary.  

**Real world learning:** Students complete their academic curriculum through projects and internships in the community. Students are required to complete 300 hours of community service in the four years they spend at Shenandoah.  

Infinite possibilities: The curriculum at Shenandoah is only limited by the students’ imaginations! Students at Shenandoah are enrolled in college classes, ROP programs, studying abroad, going on calls with the Fire Department and many more opportunities. The educational program is designed to fit each student’s individual passions and interests. |
A Learning Team: Shenandoah strongly believes that parents are essential to their student’s academic and personal success. Each advisor/teacher works closely with parents and students to create academic goals that will help students reach their life goals.

Note: Total N=395. Charters could be coded into multiple program categories.

Special education programs include charters with special education for children who need extra help or remedial attention as well as gifted and talented classes for those children whose needs are not sufficiently being met in standard classes. Those charters that offer special education programs in California come to a total of about 15 percent. These results are displayed in table 4. Kenter Canyon Elementary Charter in Los Angeles County is an example of a charter with both a special education program and a gifted education program. Kenter Canyon incorporates both special education programs into its academic plan. For example, its website states, “examples of children that benefit from our program can include, advanced learners, children with specific learning disabilities.”

If a charter has a green program, health education program, or technology programs its is grouped into a specialty programs category. The specialty programs category captured those charters that offered course above and beyond the basic academic courses. Table 4 shows that around 53 percent of charters incorporate one or more of these programs into their charter school plans. Table 4 cites the East Palo Alto Charter School in San Mateo County California. An excerpt from East Palo Alto outlines the types of electives it offers: “The additional elective classes include a Garden/Nutrition Class, Library, Information & Technology class, Art…”

Charters that are categorized as offering arts programs include dance classes, music, visual arts, and performing arts. Some charters offer arts-type programs that take
place during the school day and some hold these classes as part of their after-school program. This study finds that approximately 53 percent of the charters in California with active websites offered some type of arts program. These results are displayed in table 4. Ocean Charter School in Los Angeles County California has a section on its website that details the arts aspect of its school. Table 4 displays an excerpt from the Ocean Charter School website stating that, “All children paint, sculpt, draw, and make music.”

The extended school time program category tries to capture those charters that offer additional time in school beyond the standard school day. Charters with extended time offered an extended school day, extended school year, summer programs, Saturday classes, or after-school programs. This study finds about 34 percent of charter schools with these types of extended programs. Table 4 gives an example of a charter with extended school time programs. KIPP Heartwood Academy in Santa Clara County, California explains how their program’s “extended days, hours, and school year amounts to about 65 percent more class time for our students.”

Advanced classes charter programs included honors/advanced placement programs or a program to study at a local college. This program category included those charters that advertise that they offer a group of courses that were a step above the standard level classes. Out of the charter with active websites, this study finds that around 16 percent of charters advertise advanced programs. Table 4 also illustrates that Monterey County Home Charter offers, “access to ROP classes and concurrent enrollment at community colleges.” Monterey County Home Charter in Monterey County California is an example of a charter that offers an advanced classes program.
If a charter says it offers travel experiences, internships, or community service, it is grouped as having community exploration programs. The reason for this category is to group together those charters that offer experiences that will give their students the opportunity to venture out into the community or world at large. Table 4 demonstrates that 40 percent of the charter schools in this study advertised community exploration programs on their websites. One example of a charter that offers community exploration programs is Shenandoah High Charter in El Dorado County, California. Their website has a section that highlights the features of Shenandoah High. One of these features includes a community exploration type program that reads, “Students complete their academic curriculum through projects and internships in the community.”

Overall, it is interesting to see that there are clearly some missions, program, and academic focus categories that are common among the charters in California. Specifically, the college preparatory, social network, and/or personal growth mission statement categories are each found in more than half of the charter schools in this sample. Also, I found that around 45 percent of charters in this study declare “other” or alternative curriculums. Usually, these alternative curriculums include Montessori, Waldorf or home-school educational plans. Perhaps, there is a strong demand for these types of charter programs and not enough private school options for alternative educational programs in California. For special programs, parental involvement is by far the most common charter program, offered in over 75 percent of California charter schools. This may be because charter schools in general welcome and appreciate contact with parents. Furthermore, a student’s attendance at a charter school is generally due to a parent’s decision to transfer from the traditional public school. Therefore, upon
enrollment, charter parents are likely to be involved with their child’s education. Also, specialty and arts programs each were found in over half of the charters in the sample. This shows that charters are likely to offer a number of programs outside the core academic requirements.

The next chapter will take this analysis a step further to explore whether there is a link between these mission, program, and academic focus categories and the racial and socioeconomic demographics of the school. In so doing, the following chapter will provide a test of the theory of charter school composition.
CHAPTER 4: RACE, WEALTH, AND CHARTER SCHOOL TYPE

This chapter explains the relationship between the programmatic variability in charter schools, which chapter 3 described, and the level of racial and socioeconomic class diversity within the school. First, I discuss the results from a hypothesis test analysis. The hypothesis test examines basic relationships between racial and socioeconomic characteristics and the categories of missions, programs and curriculums discussed in the previous chapter. The purpose of this analysis is to determine whether or not there were differences in the student populations that attended schools with and without certain charter school features. Next, I explain how I used multiple regression to develop equations that best explain the racial and class composition of charter schools. I use a boundary measurement of seven miles around each charter school to examine the effects of missions, programs, and curriculums while controlling for the effects of residential segregation in the linear regression model. Finally, I conclude with my thoughts regarding the overall findings from the methods of analysis I chose.

Mission Categories: Hypothesis Tests

A t-test is conducted to determine if there are differences between students of a certain racial and socioeconomic category who attend schools with the presence or absence of each specific mission category. I hypothesize that we will see greater percentages of poor, black and Hispanic students in charters with mission statements, programs and curriculums that are more academically focused such as offering courses geared toward improving performance or challenging gifted performance, advertising an extended day, or focusing the curriculum on traditional academic work. The theory of charter school composition predicts this will be the case because evidence from the
achievement gap suggests poor and minority students, on average, are not performing as well as their white and frequently non-poor peers and therefore will seek to enroll in schools with a strong academic focus. Overall, the t-test evidence supports the hypothesis that poor, black, and Hispanic students are more likely to enroll in academically focused charters and less likely to enroll in the more alternative focused charters.

On the other hand, the theory of charter school composition predicts white and non-poor students who are already maintaining satisfactory levels of achievement in school, on average, will seek to enroll in schools with an alternative academic focus or a concentration on personal growth goals. Thus, I hypothesize that there will be higher percentages of white and non-poor students in charters that are non-academically focused meaning their mission, programs, and academic focus offer alternatives to traditional academics such as arts classes, supportive growth environments, or programs with a heavy emphasis on community participation. Here, the t-tests also provide evidence to support the hypothesis seeing higher percentages of white and non-poor students in charters that are non-academically focused.

Recall from the previous chapter that missions were categorized into six main groups. In this chapter I differentiate between academically focused mission statements and alternative missions. Academic improvement, diversity awareness and college preparatory categories represent mission statements that are academically focused or emphasize teaching diversity values. Schools with these mission statements, I hypothesize, will have higher numbers of poor and minority students. On the other hand, the personal growth, supportive environment, and social network mission statements have
less of an emphasis on academics. Therefore, my hypothesis is that we will find higher percentages of white students and less representation from black, Hispanic and poor student groups. The results appear in Table 5. Several findings emerge.
Table 5: Explaining racial and socioeconomic student enrollment using mission statement categories.

Percent Free and Reduced Lunch Eligible in School

<table>
<thead>
<tr>
<th>Mission</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Improvement</strong></td>
<td>55.32</td>
<td>33.80</td>
<td>21.52**</td>
<td>+</td>
</tr>
<tr>
<td><strong>Diversity Awareness</strong></td>
<td>40.16</td>
<td>32.57</td>
<td>7.59*</td>
<td>+</td>
</tr>
<tr>
<td><strong>College Preparatory</strong></td>
<td>35.85</td>
<td>30.63</td>
<td>5.22</td>
<td>+</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td>30.15</td>
<td>39.64</td>
<td>-9.50***</td>
<td>_</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>28.99</td>
<td>38.10</td>
<td>-9.11**</td>
<td>_</td>
</tr>
<tr>
<td><strong>Social Network</strong></td>
<td>33.36</td>
<td>36.00</td>
<td>-2.64</td>
<td>_</td>
</tr>
</tbody>
</table>

Percent Hispanic in School

<table>
<thead>
<tr>
<th>Mission</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Improvement</strong></td>
<td>46.85</td>
<td>36.60</td>
<td>10.25</td>
<td>+</td>
</tr>
<tr>
<td><strong>Diversity Awareness</strong></td>
<td>42.56</td>
<td>34.98</td>
<td>7.58**</td>
<td>+</td>
</tr>
<tr>
<td><strong>College Preparatory</strong></td>
<td>37.66</td>
<td>34.84</td>
<td>2.82</td>
<td>+</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td>32.28</td>
<td>42.25</td>
<td>-9.87***</td>
<td>_</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>33.42</td>
<td>39.21</td>
<td>-5.79*</td>
<td>_</td>
</tr>
<tr>
<td><strong>Social Network</strong></td>
<td>36.45</td>
<td>37.59</td>
<td>-1.14</td>
<td>_</td>
</tr>
</tbody>
</table>

Percent Black in School

<table>
<thead>
<tr>
<th>Mission</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Improvement</strong></td>
<td>10.94</td>
<td>13.72</td>
<td>-2.78</td>
<td>+</td>
</tr>
<tr>
<td><strong>Diversity Awareness</strong></td>
<td>14.26</td>
<td>13.39</td>
<td>0.87</td>
<td>+</td>
</tr>
<tr>
<td><strong>College Preparatory</strong></td>
<td>14.94</td>
<td>9.62</td>
<td>5.31**</td>
<td>+</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td>13.54</td>
<td>13.72</td>
<td>-0.18</td>
<td>_</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>8.26</td>
<td>17.02</td>
<td>-8.76***</td>
<td>_</td>
</tr>
<tr>
<td><strong>Social Network</strong></td>
<td>11.68</td>
<td>15.97</td>
<td>-4.30**</td>
<td>_</td>
</tr>
</tbody>
</table>

Percent White in School

<table>
<thead>
<tr>
<th>Mission</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Improvement</strong></td>
<td>34.79</td>
<td>39.55</td>
<td>-4.76</td>
<td>_</td>
</tr>
<tr>
<td><strong>Diversity Awareness</strong></td>
<td>33.36</td>
<td>41.51</td>
<td>-8.15**</td>
<td>_</td>
</tr>
<tr>
<td><strong>College Preparatory</strong></td>
<td>37.59</td>
<td>44.83</td>
<td>-7.23*</td>
<td>_</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td>44.17</td>
<td>33.86</td>
<td>10.31***</td>
<td>+</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>48.25</td>
<td>33.75</td>
<td>14.50***</td>
<td>+</td>
</tr>
<tr>
<td><strong>Social Network</strong></td>
<td>41.45</td>
<td>36.88</td>
<td>4.57</td>
<td>+</td>
</tr>
</tbody>
</table>

* p ≤ .10  ** p ≤ .05  *** p ≤ .01

Note: Total N=340, Two tailed-hypothesis tests
Charter schools with academic improvement mission statements appear to attract more poor students. Poor students are those who qualify for free and reduced priced school lunches. In Table 5, charters with an academic improvement mission statement have an average enrollment of 55.32 percent poor students, whereas schools that did not advertise this type of mission statement have an average enrollment of 33.80 percent poor students, with a difference of 21.52 percentage points between these two groups. With a small p-value of .04, I find evidence to reject my null hypothesis that there is not a difference between the average number of free and reduced priced lunch eligible students who enroll in a school with an academic improvement mission and the average number who enroll in charters without this type of mission. This suggests that charters with academic improvement mission statements have higher average poor student enrollments than charters without academic improvement missions.

Charters that focus on diversity are more likely to enroll poor and minority student populations and less likely to enroll white students. Specifically, poor student enrollment is larger in charters with diversity awareness mission statements, with a difference of 7.59 points in this study. With a p-value of .04, the results suggest that charters with diversity awareness missions enroll higher percentages of poor students. Also, this study finds an average 42.56 percent Hispanic students enrolled in charters with diversity awareness mission statements compared to an average of 34.98 percent in schools without these mission statements. Based on these findings, it appears with confidence that charters with diversity awareness academic mission statements are likely to enroll higher percentages of Hispanic students.
In contrast, white student enrollment in diversity awareness mission statement charters is not as high. Table 5 also displays the results for white student population enrollment in schools with different mission statement categories. The results show that schools not featuring diversity awareness enroll an average of 41.51 percent of white students and schools that do display this type of mission statement enroll 33.36 percent white students. With a p-value of .04, there is evidence which suggest charters that feature diversity awareness mission statements are less likely to enroll white students. Overall, these results strongly suggest that diversity awareness mission statements will enroll higher percentages poor and minority students and fewer percentages of white students.

The college preparatory mission statement is another academic mission statement category that I hypothesize to be more appealing to poor and minority students and less for white students. In Table 5 there is evidence to support this hypothesis. Here, the table displays that the average enrollment for white students is 37.59 percent in schools with college preparatory statements and in schools that do not have this type of statement the average enrollment jumps to 44.83 percent white. With a small p-value, this study finds strong evidence which suggests that charters with a college preparatory mission statement are less likely to enroll white populations of students.

Alternatively, Table 5 demonstrates that black student enrollment in schools that feature college preparatory mission statements is on average 14.94 percent and in charters without college preparatory mission statements there is an average of 9.62 percent black student enrollment. Here, this study finds statistically significant results that support the hypothesis that minority students are more likely to enroll in schools with strong
academic and diversity awareness mission statements and white students are less likely to enroll in charters with these mission statements.

Recall the social network cluster mission statements that advertise social values, family, and the community. I hypothesize that this type of mission statement would be more likely to attract white students and less likely to attract poor and minority student populations. Using the results from a hypothesis test displayed in Table 5, the findings prove to be consistent with my hypothesis. Specifically, there is an average black enrollment of 11.68 percent in charters with social network missions whereas in charters without this mission, there is a 15.97 percent black enrollment, with a statistically significant difference of 4.30 percentage points. With a small p-value at the .05 level, there is strong evidence to support the claim that there is a difference between the average percentage of black students in charters with social network missions and the average percentage of black students in charters without social network missions. Based on these findings, it appears that charters with social network mission statements are less likely to enroll black students. These findings are consistent with my hypothesis that minority students will be less likely to enroll in charters whose missions have a non-academic focus.

The personal growth mission statement category was another non-academically focused mission. Therefore, I hypothesize that these charters will enroll fewer percentages of poor and minority students and greater percentages of white students. The results of the hypothesis test analysis for white, Hispanic and poor student populations support this hypothesis and are displayed in Table 5. For white students, charters with a personal growth mission statement have an average white student enrollment of 44.17
percent while charters without this mission category have an average of 33.86 percent whites, with difference of 10.31 points. With a p-value less than .01, there is strong evidence that suggests personal growth mission statement enroll higher percentages of white students than charters without this mission.

Referring to Table 5’s result section for Hispanic students, the study finds here that in charters with a personal growth mission statement there is an average of 32.28 percent Hispanic enrollment and charters without this mission statement enroll an average of 42.25 percent Hispanic with a difference of 9.87. A p-value less than .01 supports my hypothesis that Hispanic students will be less likely to enroll in schools with personal growth missions.

Similarly, looking back at the results for free and reduced priced lunch eligible students in Table 5, there is further support for my hypothesis that poor and minority students will be less likely to enroll in personal growth mission charters. Specifically, Table 5 displays an average of 30.15 percent poor student enrollment in schools with personal growth mission statements and 39.64 percent poor student enrollment in schools without these missions with a difference of 9.50 percentage points. Again, as expected it appears that personal growth mission statements are not likely to attract poor student populations. Overall, the results suggest that personal growth mission statements are more likely to enroll white students. Furthermore, the non-academic personal growth missions are less likely to enroll Hispanic and poor students.

Lastly, this study finds interesting results for the supportive environment mission statements. Recall from the descriptive chapter that supportive environment statements convey a charter’s commitment to the child’s emotional well-being, and not necessarily
their academic growth. Therefore, I would expect to see higher percentages of white students enrolling in these schools and fewer percentages of poor and minority students. Overall, the tests for poor, Hispanic, black, and white students support this hypothesis. Following Table 5, the results demonstrate that in the absence of a supportive environment mission statement there is an average of 17.02 percent black student enrollment, whereas in the presence of a supportive environment mission there is an average of 8.26 percent black student enrollment. With a strong p-value less than .01, there is strong evidence in support of my hypothesis that the average enrollment of black students in supportive environment mission charters will be less that non-supportive environment mission charters.

Similarly, going back to Table 5, with a p-value of .02, there are significant results that the average percentages of free and reduced priced lunch eligible students in supportive environment schools is less than the average enrollment in non-supportive environment schools. In addition, with a p-value of .09 in Table 5, this study finds statistically significant evidence in support of my hypothesis for Hispanic student populations. Here, the results suggest that there are significantly higher percentages of Hispanic students enrolled in charters without supportive environment mission statements than charters with support environment missions.

In addition, there is evidence that supports my hypothesis that supportive environment missions will attract higher percentages of white students. Table 5 displays that in charters with supportive environment mission statements there is an average of 48.25 percent white students whereas charters with non-supportive environment mission statements enroll an average of 33.75 percent white students, with a difference 14.50
percentage points. With a p-value less than .01, charters that feature a supportive
environment mission statement enroll higher percentages of white students than charters
that do not. These findings are consistent with my hypothesis that poor, black and
Hispanic students will be less likely to enroll in charters with non-academically focused
missions whereas white students will be more likely to enroll in charters with non-
academically focused missions such as the supportive environment mission.

To recap, the academically focused mission statements describe missions that
have a strong focus on academic goals and educating diversity values and include the
diversity awareness, college preparatory, and academic improvement missions. On the
other hand, the alternative focused mission statements classify those mission categories
that emphasize more emotional and personal goals for the students and include personal
growth, supportive environment, and social network missions. Overall, the evidence from
the t-test analysis supports my hypothesis that non-academically focused mission
statement charters are more likely to enroll white students and less likely to enroll poor
and minority populations. Similarly, the results suggest that there is support for my
hypothesis that poor and minority students are more likely to enroll in charters that
feature academically focused missions whereas white students will be less likely to enroll
in charters that feature this mission.

Program Categories: Hypothesis Testing

This section parallels the first on mission statements. Here, I test the hypothesis
that there is a difference between the average percentages of a certain racial or
socioeconomic group that attends a charter school with a specific program and the
average percentages of that same racial or socioeconomic group that attends charters
without that program. Similar to the mission statement categories in table 5, here in table 6 I will consider the advanced program, special education, and extended school time programs as academically inclined programs. On the other hand, I will discuss the parental involvement, community exploration, specialty programs and arts programs as non-academically inclined or extracurricular programs. The evidence supports my hypothesis that charters with academically inclined programs will enroll higher percentages of poor and minority students and lower percentages of white students, whereas charters with more extracurricular programs will enroll higher percentages of white students and fewer percentages of poor and minority students. In particular, I find statistically significant results to support this hypothesis in the extended school time program, parental involvement program, and community exploration opportunities programs.
**Table 6**: Explaining racial and socioeconomic student enrollment using program categories

### Percent Free and Reduced Lunch Eligible in School

<table>
<thead>
<tr>
<th>Program</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Program</td>
<td>30.22</td>
<td>33.88</td>
<td>-3.67</td>
<td>+</td>
</tr>
<tr>
<td>Special Education</td>
<td>36.97</td>
<td>32.79</td>
<td>4.19</td>
<td>+</td>
</tr>
<tr>
<td>Extended School Time</td>
<td>41.43</td>
<td>29.22</td>
<td>12.22***</td>
<td>+</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>32.78</td>
<td>35.30</td>
<td>-2.52</td>
<td>_</td>
</tr>
<tr>
<td>Community Exploration</td>
<td>30.70</td>
<td>35.31</td>
<td>-4.61</td>
<td>_</td>
</tr>
<tr>
<td>Specialty Programs</td>
<td>34.50</td>
<td>31.86</td>
<td>2.64</td>
<td>_</td>
</tr>
<tr>
<td>Arts</td>
<td>32.02</td>
<td>34.96</td>
<td>-2.93</td>
<td>_</td>
</tr>
</tbody>
</table>

### Percent Hispanic in School

<table>
<thead>
<tr>
<th>Program</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Program</td>
<td>36.53</td>
<td>35.50</td>
<td>1.13</td>
<td>+</td>
</tr>
<tr>
<td>Special Education</td>
<td>33.19</td>
<td>36.15</td>
<td>-2.96</td>
<td>+</td>
</tr>
<tr>
<td>Extended School Time</td>
<td>41.45</td>
<td>32.57</td>
<td>8.87***</td>
<td>+</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>34.68</td>
<td>38.18</td>
<td>-3.50</td>
<td>_</td>
</tr>
<tr>
<td>Community Exploration</td>
<td>30.84</td>
<td>38.76</td>
<td>-7.92***</td>
<td>_</td>
</tr>
<tr>
<td>Specialty Programs</td>
<td>35.64</td>
<td>35.14</td>
<td>0.50</td>
<td>_</td>
</tr>
<tr>
<td>Arts</td>
<td>34.25</td>
<td>37.01</td>
<td>-2.76</td>
<td>_</td>
</tr>
</tbody>
</table>

### Percent Black in School

<table>
<thead>
<tr>
<th>Program</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Program</td>
<td>14.70</td>
<td>12.96</td>
<td>1.74</td>
<td>+</td>
</tr>
<tr>
<td>Special Education</td>
<td>15.28</td>
<td>12.80</td>
<td>2.48</td>
<td>+</td>
</tr>
<tr>
<td>Extended School Time</td>
<td>16.67</td>
<td>11.53</td>
<td>5.15**</td>
<td>+</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>13.04</td>
<td>14.32</td>
<td>-1.28</td>
<td>_</td>
</tr>
<tr>
<td>Community Exploration</td>
<td>10.18</td>
<td>15.46</td>
<td>-5.29***</td>
<td>_</td>
</tr>
<tr>
<td>Specialty Programs</td>
<td>12.03</td>
<td>14.93</td>
<td>-2.89</td>
<td>_</td>
</tr>
<tr>
<td>Arts</td>
<td>12.31</td>
<td>14.52</td>
<td>-2.21</td>
<td>_</td>
</tr>
</tbody>
</table>

### Percent White in School

<table>
<thead>
<tr>
<th>Program</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Program</td>
<td>38.92</td>
<td>41.58</td>
<td>-2.66</td>
<td>_</td>
</tr>
<tr>
<td>Special Education</td>
<td>40.61</td>
<td>41.18</td>
<td>-0.57</td>
<td>_</td>
</tr>
<tr>
<td>Extended School Time</td>
<td>32.33</td>
<td>45.61</td>
<td>-13.28***</td>
<td>_</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>42.86</td>
<td>35.75</td>
<td>7.12**</td>
<td>+</td>
</tr>
<tr>
<td>Community Exploration</td>
<td>48.01</td>
<td>36.40</td>
<td>11.61***</td>
<td>+</td>
</tr>
<tr>
<td>Specialty Programs</td>
<td>41.91</td>
<td>40.33</td>
<td>1.58</td>
<td>+</td>
</tr>
<tr>
<td>Arts</td>
<td>43.00</td>
<td>38.92</td>
<td>4.08</td>
<td>+</td>
</tr>
</tbody>
</table>

* p ≤ .10  ** p ≤ .05  *** p ≤ .01

**Note:** Total N=395, two-tailed hypothesis test
Recall that community exploration charters advertised field trips, community service and internships. Table 6 displays that community exploration enrolls an average of 10.18 percent black students whereas schools that did not advertise community exploration enroll an average of 15.46 percent black student populations, with a small p-value of .01. Also with a small p-value, this study finds that Hispanic student enrollment averages 30.84 percent in community exploration charters and 38.76 percent in charters without community exploration. Both of these results provide strong evidence in support of my hypothesis that racial minorities will be less likely to enroll in community exploration programs.

Alternatively, Table 6 also displays the results for white student enrollments in community exploration programs. This study finds an average of 48.01 percent white student enrollment in charters with community exploration programs and an average of 36.40 percent white enrollment in charters without these programs with a difference of 11.61 percentage points. With a p-value less than .01, there is strong evidence to suggest that white students will be more likely to enroll in extracurricular charter programs such as community exploration. Overall, the results for community exploration programs show strong evidence that Hispanic and black students are less likely to enroll in these programs and white students are more likely to enroll in these programs. These are results are consistent with my hypothesis that charters with extracurricular type programs, in this case community exploration, we will see fewer percentages of minority students and higher percentages of white students.

As mentioned earlier, the extended time program category would fall under the academically focused program umbrella. Therefore, I predict that extended time
programs will enroll higher percentages of poor and minority students and fewer percentages of white students. For this category there are statistically significant results for all student categories: poor, Hispanic, black and white students. Recall from the descriptive chapter that charters that offer longer school days, a longer school year, Saturday classes, summer classes, and/or after-school programs would be considered extended time programs. Table 6 presents the finding that charters without an extended school time program have an average free and reduced lunch eligible student population of 29.22 percent whereas charters with an extended school time program have an average poor student population of 41.43 percent with a difference of 12.22 percentage points. Based on a p-value of less than .01, poor students are more likely to enroll in extended time program charter schools.

Similarly, Table 6 displays that the average enrollment for black students in charters with extended school time programs is 16.67 percent and the average black student enrollment in charters without extended school time programs is 11.53. A p-value of .02 provides strong evidence that black students will be more likely to enroll in charters with extended time programs than charters without this program. Furthermore, the results for Hispanic students displayed in table 6 presents a similar finding. Hispanic student enrollment in schools with extended time programs is 41.45 percent on average whereas charters without extended time programs enroll an average of 32.57 percent with a difference of 8.87. With a p-value less than .01, there is strong evidence that the average enrollment of Hispanic students in charter schools with extended time programs is larger than the average enrollment of charter schools without extended time programs.
The results for white student enrollment supports the alternative argument. I hypothesize that there will be fewer white students enrolled in schools with extended time programs. This study finds in charters with extended time programs an average of 32.33 percent white students enrolled whereas in charter schools that did not offer extended time an average of 45.61 percent white students enrolled and a difference of 13.28. These results are statistically significant with a p-value of less than .01. Therefore, this study finds evidence to support the hypothesis that there are fewer percentages of white students enrolled in charters that feature extended time than charters that do not. Overall these results are consistent with my hypothesis that poor and minority students will be more likely to enroll in charters with academic programs, specifically extended time, whereas white students will be less likely to enroll in these types of programs.

**Academic Focus: Hypothesis Testing**

For the academic focus of the charter schools, this section conducts a test similar to the ones used for mission statements and program categories to test the hypothesis that there is a difference between the average percentages of a certain racial or socioeconomic group who attend a charter school with a specific academic focus and the average percentages of that same racial or socioeconomic group who attend charters without that focus. I hypothesize that charters that have curriculums concentrate on academics would enroll higher percentages of poor and minority students and fewer percentages of whites. On the other hand, those charters that feature a more alternative academic focus will enroll higher percentages of white students and fewer percentages of poor and minority students.
The reasoning behind this is because the theory of charter school composition suggests that poor and minority groups of students, on average, are in need of academic attention whereas white students, on average, do not necessarily need to enroll in schools that place a strong emphasis on academics. The strong academically focused curriculum would include the college preparatory and the standards based academic curricula. Whereas, I would consider the technology, arts, project-based, and “other” academic focus categories to fall under the alternative academic focuses umbrella. The evidence in Table 7 suggests that there is a statistically significant difference between the average percentages of certain racial groups who attend a charter with college preparatory curriculums, standards-based curriculums and other, or alternative, curriculums.
Table 7: Explaining student enrollment using academic focus categories.

<table>
<thead>
<tr>
<th>Program</th>
<th>Presence</th>
<th>Absence</th>
<th>Difference</th>
<th>Expected Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Free and Reduced Priced Lunch Eligible in School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>35.68</td>
<td>33.75</td>
<td>1.92</td>
<td>-</td>
</tr>
<tr>
<td>Arts</td>
<td>33.63</td>
<td>33.87</td>
<td>-0.24</td>
<td>-</td>
</tr>
<tr>
<td>Project Based</td>
<td>33.93</td>
<td>33.85</td>
<td>0.07</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>21.87</td>
<td>43.99</td>
<td>-22.12***</td>
<td>-</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>43.42</td>
<td>29.91</td>
<td>13.58***</td>
<td>+</td>
</tr>
<tr>
<td>Standards Based</td>
<td>49.73</td>
<td>30.95</td>
<td>18.78***</td>
<td>+</td>
</tr>
<tr>
<td><strong>Percent Hispanic in School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>34.48</td>
<td>37.42</td>
<td>-0.94</td>
<td>-</td>
</tr>
<tr>
<td>Arts</td>
<td>32.53</td>
<td>37.67</td>
<td>-5.14</td>
<td>-</td>
</tr>
<tr>
<td>Project Based</td>
<td>39.33</td>
<td>37.33</td>
<td>0.99</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>27.25</td>
<td>45.93</td>
<td>-18.67***</td>
<td>-</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>48.13</td>
<td>32.97</td>
<td>15.16***</td>
<td>+</td>
</tr>
<tr>
<td>Standards Based</td>
<td>48.73</td>
<td>35.29</td>
<td>13.44***</td>
<td>+</td>
</tr>
<tr>
<td><strong>Percent Black in School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>13.00</td>
<td>14.30</td>
<td>-1.31</td>
<td>-</td>
</tr>
<tr>
<td>Arts</td>
<td>9.15</td>
<td>14.54</td>
<td>-5.40</td>
<td>-</td>
</tr>
<tr>
<td>Project Based</td>
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<td>-</td>
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<tr>
<td>Other</td>
<td>8.29</td>
<td>19.25</td>
<td>-10.96***</td>
<td>-</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>20.66</td>
<td>11.60</td>
<td>9.06***</td>
<td>+</td>
</tr>
<tr>
<td>Standards Based</td>
<td>19.35</td>
<td>13.29</td>
<td>6.06*</td>
<td>+</td>
</tr>
<tr>
<td><strong>Percent White in School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>41.44</td>
<td>38.86</td>
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<td>+</td>
</tr>
<tr>
<td>Arts</td>
<td>47.61</td>
<td>38.46</td>
<td>9.14</td>
<td>+</td>
</tr>
<tr>
<td>Project Based</td>
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<td>-1.66</td>
<td>+</td>
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<tr>
<td>Other</td>
<td>54.45</td>
<td>25.92</td>
<td>28.53***</td>
<td>+</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>22.64</td>
<td>45.68</td>
<td>-23.04***</td>
<td>-</td>
</tr>
<tr>
<td>Standards Based</td>
<td>23.98</td>
<td>41.75</td>
<td>-17.77***</td>
<td>-</td>
</tr>
</tbody>
</table>

*  p ≤ .10  **  p ≤ .05  ***  p ≤ .01

**Note:** Total N=310, two-tailed hypothesis test
Recall the description of college preparatory academic focus charters as schools that design their curriculums around strong academics and preparing their students to go to college. For this category, I hypothesize that I will find higher percentages of poor and minority student and fewer percentages of white students. For free and reduced priced lunch eligible students, this study finds that schools with a college preparatory curriculum enroll an average of 43.42 percent poor students and charters without a college preparatory curriculum enroll an average of 29.91 percent poor student populations with a difference of 13.58 percentage points. A p-value of less than .01 supports my hypothesis that poor students will be more likely to enroll in schools with college preparatory academic curriculums.

Also, for the college preparatory academic focus category, there is evidence for the black and Hispanic student groups that provides more support for my hypothesis. I would predict to see higher average black and Hispanic student enrollments in charters with the college preparatory focus. Table 7 shows an average of 20.66 percent black student enrollment in college preparatory curriculums and an average of 11.60 percent black student enrollment in charters without college preparatory curriculums. Here, there is strong evidence, with a p-value less than .01, to support my hypothesis that black students are more likely to enroll in charters with a college preparatory focus. Furthermore, Table 7 presents evidence that in college preparatory curriculums there is an average of 48.13 percent Hispanic students and charters without college preparatory curriculums enroll an average of 32.97 percent Hispanic students with a difference of 15.16 percentage points. A p-value less than .01 provides strong evidence in support of
the hypothesis that we will see higher percentages of Hispanic students in charters with a college preparatory academic focus.

Alternatively, I hypothesize that I will find fewer percentages of white students enrolled in charters with a college preparatory academic focus. Findings for the college preparatory curriculum display an average of 22.64 percent white student enrollment in charters with this type of curriculum whereas charters without this curriculum enroll 45.68 percent white students with a statistically significant difference of 23.04. There is strong evidence here that a charter with a college preparatory academic focus will enroll fewer percentages of white students. Based on these results, there is evidence to support the hypothesis that poor, black and Hispanic students are more likely to enroll in schools with academic curriculum concentrations, college preparatory in particular, and white students are less likely to enroll in charters these strong core academic curricula.

For charters with standards-based academic curriculums, this study found important results in support of my hypothesis for poor and minority students. I hypothesize that poor and minority students will be more likely to enroll in standards-based programs and white students will be less likely to enroll in charters with these curriculums. Table 7 shows that there is an average of 49.73 percent poor student enrollment in charter schools with a standards-based academic focus and an average of 29.91 percent poor student enrollment in those charters without a standards-based focus. A small p-value less than .01 supports the hypothesis that poor students will be more likely to enroll in standards based programs.

Similarly, I predict that black and Hispanic students will be more likely to enroll in schools with a standards based academic program. The study finds an average of
19.35 percent black student enrollment in standards-based charter schools and an average of 13.29 percent black student enrollment in charters without a standards-based academic focus. With a small p-value, there is evidence that blacks students will be more likely to enroll in charters with a standards-based academic focus. Moreover, Hispanic student enrollment in standards-based charters is 48.73 percent on average and 35.29 percent Hispanic on average in non-standards-based charters with a difference of 13.44 percentage points. This result is statistically significant at a less than .01 p-level which provides evidence to strongly support my hypothesis.

On the other hand, I hypothesize that white students will be less likely to enroll in standards-based charters. The results, presented in Table 7, support this hypothesis. Here, white student enrollment in standards-based charters is 23.98 percent, on average, and white student enrollment in non-standards-based charters is 41.75 percent, on average with a difference of 17.77 points. White students are less likely to enroll in standards-based charters with a p-value less than .01. Based on these results, overall, it appears that poor, Hispanic and black students are enrolling in schools with standards-based curriculums in greater percentages than they are in charter that do not offer this type of an academic focus. These results are consistent with my hypothesis that poor and minority students will be more likely to enroll in strong academically focused programs and white students are less likely to enroll in charters with more academically focused programs, in standards-based in particular.

There were also statistically significant results that outlined the differences between charters with and without an “other,” or alternative, academic focus and how this affects Hispanic, black, poor and white groups of students. Recall that the “other”
academic focus category included charters with an alternative curriculum, such as a Waldorf or Montessori method or home-school programs. Here, I predict that we will see higher percentages of white students enrolled charters with an “other” academic focus and fewer percentages of poor, black and Hispanic students.

Table 7 displays that an average of 21.87 percent of free and reduced priced lunch eligible students enroll in charters with alternative curriculums whereas an average of 43.99 percent of free and reduced priced lunch eligible students enroll in charters with a non-alternative academic focus and a difference of -22.12 percent. With a p-value less than .01, I find strong evidence in support of my hypothesis that poor students are less likely to enroll in charters with an alternative academic focus. Also, table 7 displays the finding that black student enrollment in alternative charter curriculums is about 8.29 percent and whereas black student enrollment in charters without this academic focus is about 19.25 percent with a difference of 10.29. A p-value less than .01, gives me strong evidence to suggest that black students are less likely to enroll in charters with an “other” academic focus. Similarly, enrollment for Hispanic students is 27.25 percent on average in charters with an alternative academic focus and about 45.93 percent in charters without an alternative academic focus with a difference of 18.67 percentage points. A p-value less than .01 suggests Hispanics are not that likely to enroll in charters with an alternative academic focus.

Alternatively, the results for white students present a different story. Here, I would predict to see higher levels of white students enrolled in charters with an alternative academic focus. Table 7 presents the findings that there is an average of 54.45 percent white student enrollment in charters with an alternative academic focus.
whereas there is an average of 25.92 percent white student enrollment in charters without an alternative academic focus and a difference of 28.53. A p-value less than .01 suggests white students are more likely to enroll in charters with an alternative academic focus than charters without this academic focus. These results are consistent with my hypothesis that poor and minority students will be less likely to enroll in charters that are academically alternative, or less academic, and white students will be more likely to enroll in schools that offer alternative educational options.

Overall, the results suggest that certain programs, missions, and the academic focus of certain charter schools correlate with specific racial categories and socioeconomic groups. These findings seem to be in agreement with my hypothesis that poor and minority students will be more likely, and white students will be less likely, to enroll in charters that feature programs, mission statements and curriculums with academically focused goals. Also, this study finds evidence to support my hypothesis that white students are more likely, and poor and minority students will be less likely, to enroll in those charters that focus on more alternative or non-academic goals as advertised by their programs, curriculums, and mission statements.

**Multiple Regression**

The t-test hypothesis tests established that there is a relationship between the type of mission statement, program selection, and academic focus of a charter and the enrollment of specific racial and socioeconomic groups of students. Specifically, the results followed my hypothesis that when the mission statement, program or curriculum

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1*Note on regression results: In the oral defense of the thesis, an error in the construction of the neighborhood control variables in the regression analyses was discovered. In this chapter, the results and interpretations of Tables 8, 9, and 10 that follow are therefore incorrect. Revised tables with corrected data and updated interpretations appear in Appendix 1.
has a strong focus on academics, there are higher percentages of poor and minority students and fewer percentages of white students. Also, the t-test analysis demonstrated strong evidence that charters with an emphasis on alternative educational experiences as advertised by their missions, programs or academic curriculums are more likely to enroll white students and less likely to enroll poor and minority student groups. These results suggest that there are relationships between charter type and race and socioeconomics that are worth pursuing further.

In this section, I will expose the mission, program and academic focus hypothesis to a more rigorous test because I will be controlling for the racial and socioeconomic characteristics of the neighborhood surrounding the charter. The purpose of controlling for neighborhood effects is to rule out the possibility that the racial and socioeconomic composition of charters is simply due to the racial and socioeconomic demographics of the surrounding town. If this were the case, I would expect that once I control for neighborhood effects, there will not be a correlation between missions, programs, academic focus categories and race and socioeconomic status.

To determine the neighborhood effect, this study used GIS mapping software to determine the racial and socioeconomic characteristics of the surrounding region of each charter school. To do this, this study used data from the 2000 U.S. census for racial categories and poverty status. Even though the census data are from 2000 and the charter data are from the 2005-2006 academic school year, I do not think there will be huge discrepancies in the research mainly because average group percentages should remain relatively consistent in six years. These data were loaded into the GIS mapping program along with the latitude and longitude of each California charter school used in the study.
Then, the GIS program drew circles around each charter school in radius mile increments of half, one, two, five, and seven miles. After running all the analysis, the effects of each radius were comparable to each other. For this reason, I use only the seven mile boundary region as a control variable simply because it is the largest and most inclusive out of the boundaries tested. Using this data, the GIS software was able to estimate the average percentage of each racial group and poverty status for the regions. The estimated racial percentages and poverty status served as control variables. For the analysis, the next step is to determine how each mission category, program category, and academic focus affect the enrollment of each racial and socioeconomic student group while controlling for the effects of the racial and socioeconomic composition of the charter school’s surrounding area.

Three types of models predict the racial and socioeconomic enrollment in charter schools. This next part will discuss each model in turn: mission statement, program category, and academic focus. As in the hypothesis test analysis, I predict that charter missions, programs and academic focus categories that emphasize more academic values and diversity values will have a stronger positive effect on poor and minority student enrollment and a stronger negative effect on white student enrollment. Whereas, charter missions, programs, and academic focus categories with more of an emphasis on alternative, or non-academically, focused goals will have a stronger and positive effect on white student enrollment and strong negative effect on poor and minority student groups.

**Mission Statement Model**

I begin by predicting the racial percentage in a charter school by using specific mission statements. I use an equation with each category of mission statement as well as
the racial and poverty percentages for a seven mile boundary around the charter school. Similar to the breakdown of missions for the hypothesis test section, I consider diversity awareness, college preparatory, and academic improvement mission categories to fall under the strong academic umbrella category. Therefore, I predict they will have a strong positive effect on poor and minority student enrollment and a strong negative effect on white student enrollment.
Table 8: Predicting racial and socioeconomic enrollment using school mission statement

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected to attract minority and poor students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Improvement</td>
<td>8.88</td>
<td>-8.57</td>
<td>-2.76</td>
<td>-2.43</td>
</tr>
<tr>
<td></td>
<td>(5.94)</td>
<td>(8.98)</td>
<td>(9.48)</td>
<td>(10.47)</td>
</tr>
<tr>
<td>Diversity Awareness</td>
<td>1.51</td>
<td>8.25**</td>
<td>-8.78**</td>
<td>7.14+</td>
</tr>
<tr>
<td></td>
<td>(2.54)</td>
<td>(3.81)</td>
<td>(4.07)</td>
<td>(4.44)</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>-2.43</td>
<td>6.01</td>
<td>-2.22</td>
<td>6.28</td>
</tr>
<tr>
<td></td>
<td>(2.55)</td>
<td>(3.87)</td>
<td>(4.11)</td>
<td>(4.52)</td>
</tr>
<tr>
<td><strong>Expected to attract white students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Growth</td>
<td>-0.14</td>
<td>-0.57</td>
<td>-2.10</td>
<td>3.03</td>
</tr>
<tr>
<td></td>
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<td>(3.42)</td>
<td>(3.63)</td>
<td>(3.98)</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>-2.19</td>
<td>-2.25</td>
<td>3.38</td>
<td>-8.17**</td>
</tr>
<tr>
<td></td>
<td>(2.29)</td>
<td>(3.48)</td>
<td>(3.71)</td>
<td>(4.06)</td>
</tr>
<tr>
<td>Social Network</td>
<td>-1.02</td>
<td>-5.74*</td>
<td>8.25**</td>
<td>-2.57</td>
</tr>
<tr>
<td></td>
<td>(2.25)</td>
<td>(3.42)</td>
<td>(3.62)</td>
<td>(3.40)</td>
</tr>
<tr>
<td><strong>Neighborhood control variables:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent in Poverty</td>
<td>-0.02</td>
<td>-0.31</td>
<td>0.37</td>
<td>-0.18</td>
</tr>
<tr>
<td></td>
<td>(0.14)</td>
<td>(0.22)</td>
<td>(0.25)</td>
<td>(0.22)</td>
</tr>
<tr>
<td>Percent (of racial group)</td>
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<td>0.02</td>
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</tr>
<tr>
<td></td>
<td>(0.11)</td>
<td>(0.10)</td>
<td>(0.09)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>16.20</td>
<td>38.43</td>
<td>33.13</td>
<td>31.68</td>
</tr>
<tr>
<td></td>
<td>(3.73)</td>
<td>(5.86)</td>
<td>(8.98)</td>
<td>(6.62)</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>-0.01</td>
<td>0.04</td>
<td>0.01</td>
<td>0.01</td>
</tr>
</tbody>
</table>

* p ≤ .10  ** p ≤ .05  *** p ≤ .01  + p=0.109

Total N=337

Note: The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. Two-tailed test.
Table 8 displays the results including the statistically significant findings for using mission statements to explain black, Hispanic, white, and free and reduced priced lunch eligible student enrollment. Specifically, I find that the diversity awareness mission statement is a good predictor for explaining Hispanic, white and poor student enrollment in charter schools. This study finds that when controlling for all other mission categories and the percentage of Hispanics and relevant neighborhood characteristics, if the school featured a diversity awareness mission statement there is likely to be an 8.25 percentage point \( (p \leq .05) \) increase in Hispanic student enrollment. Also, when controlling for all other mission categories including the percentage of people in poverty in the surrounding seven miles of the charter school, if a charter advertised a diversity awareness mission statement there is likely to be a 7.14 percentage point \( (p \leq .10) \) increase in the enrollment of free and reduced priced lunch eligible students. On the other hand, this regression model predicts a decrease of 8.78 percentage points \( (p \leq .05) \) in white student enrollment for schools with diversity awareness mission statements, holding all else constant. These results are consistent with my earlier t-test test findings and hypothesis that minorities and poor students are more likely to enroll in charters that emphasize educating minorities and underserved students and white students are less likely to enroll in these programs.

Recall from the previous section that personal growth, supportive environment, and social network mission statements would fall under the alternative academic goals umbrella category. I would predict alternative academic mission statements will have a strong positive effect on white student enrollment and a negative effect on minority and poor student enrollment.
The table highlights the impact social network mission statements have on the racial group enrollments of charter schools. Specifically, when controlling for all other school mission statements and Hispanics in the neighborhood, if the school has a social network category mission statement there is likely to be a decrease of 5.74 percentage points ($p \leq .10$) in the Hispanic student enrollment of the charter. On the other hand, this model predicts an 8.25 percentage points ($p \leq .05$) increase in the white student population if the charter advertises a social network mission statement, holding all else constant. These results are generally consistent with my hypothesis that minority student populations will be less likely to enroll in non-academically focused charters and white student populations will be more likely to enroll in charters that do not feature academically oriented mission statements.

Another interesting result in table 8 is for predicting free and reduced priced lunch eligible populations in charter schools. Using the mission statement model, this equation predicts that if a charter features a supportive environment mission statement, we will see an 8.17 percentage point ($p \leq .05$) decrease in the enrollment of free and reduced priced lunch eligible students when holding constant all other mission statements as well as the percentage of people living in poverty in the area surrounding the charter. These results are consistent with my hypothesis that poor students will be less likely, on average, to enroll in schools that emphasize non-academic goals.

The mission statement model presents results consistent with my hypothesis that non-academic missions will have a strong positive effect on white student enrollment and a negative effect on poor and minority student enrollment while strong academic missions will have a positive effect on poor and minority student enrollment while having
a negative effect on white student enrollment. Although the model for black students did not produce any statistically significant findings, the other models provided interesting results. Specifically, the mission statement model predicts that while controlling for neighborhood demographic effects, diversity awareness missions will have a positive effect on Hispanic and poor enrollment while having a negative effect on white student enrollment. Also, the model predicts supportive environment missions will have a negative effect on poor student enrollment. Finally, the results suggest that social network missions will have a positive effect on white student enrollment while having a negative effect on Hispanic student enrollment. Overall, the mission statement model presents further evidence of the relationship between mission statement types and the enrollment of certain racial and socioeconomic groups.

Program Model

To determine the effect of certain charter school programs on the enrollment of specific racial and socioeconomic student groups, I construct an additional model, similar to the one designed for mission statements, for programs. This model, displayed in Table 9, tries to determine the relationship between parental involvement, extended school time, special education, advanced classes, specialty programs, community exploration and arts programs on the enrollment of black, Hispanic, white and free and reduced priced lunch eligible students. As in the previous model, I am predicting that the academically oriented programs will have a strong positive effect on poor and minority enrollment and a negative effect on white student enrollment. Alternatively, I predict that alternative, or extracurricular type programs will have a strong positive effect on white student enrollment and a negative effect on poor and minority student enrollment. As control
variables, I use the racial group percentages and poverty percentages for the population that live within a seven mile area of the charter school.
<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected to attract poor and minority students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Program</td>
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<td>-4.31</td>
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</tr>
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<td></td>
<td>(2.87)</td>
<td>(4.45)</td>
<td>(4.51)</td>
<td>(5.11)</td>
</tr>
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<td>-3.01</td>
<td>-3.59</td>
</tr>
<tr>
<td></td>
<td>(2.95)</td>
<td>(4.58)</td>
<td>(4.64)</td>
<td>(5.24)</td>
</tr>
<tr>
<td>Extended School Time</td>
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<td>-6.01*</td>
<td>8.45**</td>
<td>-6.54**</td>
</tr>
<tr>
<td></td>
<td>(2.21)</td>
<td>(3.42)</td>
<td>(3.49)</td>
<td>(4.52)</td>
</tr>
<tr>
<td><strong>Expected to attract white students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Involvement</td>
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<td>-8.36**</td>
<td>5.45**</td>
</tr>
<tr>
<td></td>
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<td>(3.68)</td>
<td>(3.75)</td>
<td>(4.23)</td>
</tr>
<tr>
<td>Community Exploration</td>
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<td>(3.43)</td>
<td>(3.83)</td>
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<td>Specialty Programs</td>
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<td>1.48</td>
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</tr>
<tr>
<td>Arts</td>
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<td>6.04*</td>
<td>-3.39</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>(2.11)</td>
<td>(3.27)</td>
<td>(3.32)</td>
<td>(3.76)</td>
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<td><strong>Neighborhood control variables:</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Percent in Poverty</td>
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<td>-0.33</td>
<td>0.43*</td>
<td>-0.02*</td>
</tr>
<tr>
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<td>(0.14)</td>
<td>(0.22)</td>
<td>(0.24)</td>
<td>(0.22)</td>
</tr>
<tr>
<td>Percent (of racial group)</td>
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<td>0.05</td>
<td>0.06</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>(0.11)</td>
<td>(0.09)</td>
<td>(0.08)</td>
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</tr>
<tr>
<td>Constant</td>
<td>11.35</td>
<td>40.79</td>
<td>34.08</td>
<td>31.20</td>
</tr>
<tr>
<td></td>
<td>(3.66)</td>
<td>(5.87)</td>
<td>(8.22)</td>
<td>(6.50)</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>-0.01</td>
<td>0.03</td>
<td>0.05</td>
<td>-0.01</td>
</tr>
</tbody>
</table>

* p ≤ .10   ** p ≤ .05   *** p ≤ .01

N=384, two-tailed test

**Note:** The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. This is a two-tailed test.
Specifically, for black students, when controlling for all other programs and the black and poor percentage of the population in the surrounding area, if the charter advertised parental involvement, this model predicts a 4.75 percentage point ($p \leq .05$) increase in black student enrollment. Also, this model predicts a 5.45 percentage point ($p \leq .05$) increase for free and reduced priced lunch eligible student in charters schools that have parental involvement programs. On the other hand, for those charters that advertise parental involvement programs, this model predicts a decrease in the white student enrollment in these schools of 8.36 percentage points ($p \leq .05$). These results are inconsistent with my findings from the hypothesis testing that white students are more likely to enroll in schools with parental involvement programs. The rationale for these findings could be that white families have more time or jobs that allow them to participate in their child’s school whereas minority and poor families may be more likely to have jobs or time constraints where they are limited in the ways they can participate with the school.

The model for predicting Hispanic student enrollment in charter schools using advertised program produces interesting results for the extended school time program. In schools that advertise extended time in school there is likely to be a 6.01 percentage point ($p \leq .10$) decrease in Hispanic student enrollment, while holding constant the other advertised charter programs as well as the poverty and Hispanic population percentages in the seven mile radius surrounding area. Also, this model predicts a decrease of 6.54 percentage points ($p \leq .05$) for free and reduced priced lunch eligible student enrollment in schools that advertise offering extended time, while holding all else constant. On the other hand, this model predicts an increase in white student enrollment by 8.45
percentage points (p ≤ .05) in charters that advertise offering extended time programs, while holding all else constant. These results are inconsistent with my hypothesis that charters that offer more time for academics will be more likely to enroll poor and minority student populations. In fact, when holding constant other charter programs and the racial and socioeconomic percentages in area surrounding the charter, the equation suggests that poor and minority students are less likely to enroll in extended time programs and white students are more likely to enroll in charters with extended time.

Overall, the results for the program category model were somewhat puzzling. I find results that are inconsistent with my main hypothesis and earlier t-test analysis. Specifically, I find results that do not support my hypothesis for extended school time, parental involvement and arts. For these program category show inverse relationships to what I originally predicted suggesting that presence of arts and parental involvement programs will likely increase the percentage of some poor and minority groups whereas extended school time programs are likely to increase the percentages of these groups, while decreasing the percentage of white student enrollment.

**Academic Focus Model**

In order to predict the racial and socioeconomic student population enrollment for certain groups, I used college preparatory, technology, arts, standards-based, project-based and “other” academic focus categories as well as the racial and poverty population percentages for the area surrounding the area. The results for this analysis are displayed in table 10. I predict that the academic focused, including standards-based and college preparatory curriculums, would have a positive effect on minority and poor enrollment while having a negative effect on white enrollment. On the other hand, those non-
academically focused curriculums, including technology, arts, project based and “other”
academic focus categories, I predict will have a positive effect on white student
enrollment and a negative effect on poor and minority student enrollment.

Table 10: Predicting racial and socioeconomic enrollment using academic focus

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected to attract poor and minority students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Preparatory</td>
<td>-2.51</td>
<td>6.74</td>
<td>-6.65</td>
<td>-2.50</td>
</tr>
<tr>
<td></td>
<td>(3.95)</td>
<td>(6.14)</td>
<td>(6.27)</td>
<td>(7.05)</td>
</tr>
<tr>
<td>Standards-Based</td>
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<td>1.19</td>
<td>-1.53</td>
<td>-8.12</td>
</tr>
<tr>
<td></td>
<td>(4.33)</td>
<td>(6.74)</td>
<td>(6.89)</td>
<td>(7.73)</td>
</tr>
<tr>
<td><strong>Expected to attract white students:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
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<td>-3.69</td>
<td>2.73</td>
<td>-14.44</td>
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<td>(5.91)</td>
<td>(9.18)</td>
<td>(9.38)</td>
<td>(10.53)</td>
</tr>
<tr>
<td>Arts</td>
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<td>-0.90</td>
<td>9.06</td>
<td>-13.41</td>
</tr>
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<td>(5.26)</td>
<td>(8.18)</td>
<td>(8.35)</td>
<td>(9.31)</td>
</tr>
<tr>
<td>Project-Based</td>
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<td>-1.44</td>
<td>9.05</td>
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<td>(9.80)</td>
<td>(10.01)</td>
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<tr>
<td>Other</td>
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<tr>
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<td>(6.16)</td>
<td>(6.88)</td>
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<td><strong>Neighborhood control variables:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent in Poverty</td>
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<td>-0.35</td>
<td>0.36</td>
<td>0.19</td>
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<td></td>
<td>(0.15)</td>
<td>(0.23)</td>
<td>(0.24)</td>
<td>(0.24)</td>
</tr>
<tr>
<td>Percent (of racial group)</td>
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<td>0.14</td>
<td>-0.17</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>(0.11)</td>
<td>(0.17)</td>
<td>(0.18)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>15.83</td>
<td>35.77</td>
<td>41.43</td>
<td>31.85</td>
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<tr>
<td></td>
<td>(4.64)</td>
<td>(7.22)</td>
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</tr>
<tr>
<td>Adjusted R²</td>
<td>-0.01</td>
<td>-0.00</td>
<td>0.01</td>
<td>-0.00</td>
</tr>
</tbody>
</table>

* p ≤ .10  ** p ≤ .05  *** p ≤ .01  
N=308

Note: The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. Two-tailed test.
The only statistically significant support is for the arts academic focus. The academic focus model predicts that if a charter features an arts curriculum, while holding all else constant, we will see an 8.90 percentage point (p ≤ .10) decrease in black student enrollment. This result is consistent with my hypothesis that non-academically focused educational curriculums will have a negative effect on minority enrollment. There were no other statistically significant results to report for explaining the percentage of a certain racial or socioeconomic category using the school’s academic focus. This could suggest that the academic focus has little, if any, effect on the racial and socioeconomic demographics of charter schools. Overall, this study found that the best predictor for the racial or socioeconomic characteristics of a charter school is the school’s mission statement category.

Monarch Learning Center in Shasta County, California is an example of a charter school that brings these results to life. Monarch has a mission statement that falls into multiple mission categories. Monarch’s mission is “to cultivate an active family community where parents and staff together provide a more individual, real, personal, and conceptual learning experience for each student.” Specifically, the Monarch mission statement is considered a supportive environment, social network, and personal growth mission statement. According to the theory of charter school composition and the results from the hypothesis test and mission regression equation, charters with one or more of these three mission statements would be more likely to enroll white students and less likely to enroll poor and minority students. Interestingly, these results come to life when we examine the student characteristics of the Monarch Learning Center. This charter is 68.99 percent white, 11.35 percent black, 9.61 percent Hispanic and there are no students
who qualify for free or reduced priced lunches. Possibly, Monarch’s student characteristics are a result of its mission statement.

On the other hand, the theory of charter school composition states that diversity awareness, academic improvement and college preparatory mission statements are likely to enroll poor and minority students but less likely to enroll white students. The results for the hypothesis test and mission statement regression equation generally confirm this relationship. An example from Huntington Park College-Ready Academy in Los Angeles County, California demonstrates what this concept looks like in real life. Huntington Park is affiliated with the Alliance charter management organization whose mission is to operate a network of “high-performing 9-12 and 6-8 public schools in historically underachieving, low income, overcrowded communities in Los Angeles that will significantly outperform other public schools in preparing students to enter and succeed in college.” Like the Monarch mission, the Huntington Park mission falls into multiple mission categories including college preparatory and diversity awareness. Huntington Park enrolls 54.34 percent Hispanic, 7.51 percent black, 65.13 percent free and reduced priced lunch eligible and 32.95 percent white students. These enrollment characteristics are reflective of the theory of charter school composition.
CHAPTER 5: CONCLUSION

What the charter school case studies I have chosen to highlight throughout this study demonstrate is that there is a wide variability in charter type, including missions, programs, and curriculums, as well as a variability in the characteristics of the students who enroll. This study seeks to explain the relationship between the two variables of student characteristics and charter type. The findings indicate that the theory of charter school composition is useful for predicting enrollment characteristics in different types of charter schools.

This study has implications for understanding how social groups sort themselves out based on educational preferences. The results are, for the most part, consistent with the theory that the educational needs of poor and minority students differ from those of non-poor and white students. Evidence from the achievement gap tells us that poor and minority students tend to be academically behind their wealthier and frequently white peers (Tough, 2006; Haycock, 2004; Jencks & Phillips, 1998). Based on the results, it appears as though charters that offer programs that are centered around academic coursework and missions that advertise a strong scholastic focus are likely to enroll high percentages of poor and minority students. This is evidence that poor and minority student groups prefer and choose schools that will “catch them up” and eventually close the achievement gap.

On the other hand, the results from chapter 4 suggest poor and minority students are less likely to enroll in the charter schools with alternative mission statement and program offerings such as supportive environment statements and specialty charter programs. This further suggests how the educational preferences of poor and minority
students differ from those of white and non-poor students. Since charters allow for parental choice in the public education system, they give us the opportunity to understand how people make decisions. More importantly, by examining charter enrollment by racial and socioeconomic groups, we can begin to notice patterns in the way certain groups make decisions. This study has found that in seeking the educational programs that best meet the needs of students, these social groups end up segregating themselves.

A question that accompanies the design of this study is whether we can make inferences as to parental choices. I use data from the 2000 census, individual charter school characteristics gathered from each charter’s website, and student demographics obtained from the Common Core of Data 2007 web database. The study seeks to explore whether the charter school type will affect the enrollment decisions of parents and their children. Therefore, a limitation to this study is that it did not collect survey information at the parent level to determine which characteristics were important to them in choosing charter schools for their children. For future research, I would recommend conducting a survey of charter parents which measures how they make decisions when given school choice options. Combining the results from a survey with the results from this study would be a good way to strengthen the analysis.

Another limitation of this study is the amount of charters that dropped out of the sample due to a lack of information. Data at the individual charter school level on mission, programs, and the academic focus were collected using charter websites. Unfortunately, out of the 542 charter schools obtained from the Common Core of Data 2007, 147 charters either did not have school websites or their websites were unresponsive. In these cases, the data on charter type was considered missing. In future
studies, it would be useful to gather the information from charters without websites by calling or visiting the schools. With a larger sample, there is a smaller opportunity for measurement error.

Charter schools can be beneficial to the education world because they offer alternatives to traditional public schools without the high price tag of private education. The benefit of charters is that they have a substantial amount of freedom and flexibility in deciding what to teach and how to teach it (Buckley & Schneider, 2007). This results in a greater amount of diversity among charter schools which, in turn, provides parents and students, the educational consumers, with a menu of schooling options. My study finds evidence that this type of market-based approach to education appears to be creating separation by race and wealth in charter schools. In particular, this study finds that academically focused charter school types enroll higher percentages of poor and minority students whereas more alternative or personal goal orientated charters enroll higher percentages of white students.

The policy implication for this phenomenon is more of a societal values dilemma. If charter school missions, programs, and academics are associated with separation by race and income, but at the same time provide an opportunity for certain racial and socioeconomic groups to attain what they want and need from public education the question arises: Can this type of “separate” be “equal?” The conclusions of this study suggest that charter schools are offering programs that are matching the predicted preferences of social groups at both ends of the achievement gap. I find that educational preferences vary across these social groups and therefore as charter school “types”
become more specialized and focused, the homogeneity of their student bodies will become more pronounced.

Wells et al (2000) find that the current charter school laws do not foster racial diversity. In fact, in California, the Wells et al (2000) research finds the average white enrollment in charter schools to be 10.5 percent higher than the white enrollment in traditional public schools. Wells et al (2000) also point out that a charter’s general recruitment strategy is through word-of-mouth which, in many instances, works against racial/ethnic and socioeconomic diversity. The Wells et al (2000) research raises concerns that racial balance and desegregation legislation has much direct impact on who enrolls in charter schools in various states. Due to the findings in this study regarding educational preferences in charter schools being explained by the achievement gap, I see less danger than Wells et al (2000) suggest in the segregated learning environments of charter schools.

Although there are many benefits to student exposure to integrated schools, I argue that these pros are outweighed by the benefits that can arise if social groups are given the educational opportunities they need to escape the stereotypical levels of academic attainment that the academic achievement gap suggests. In other words, if we see student group separation in charter schools based on academic need, as this study finds, I see no need for racial balancing laws to correct this phenomenon.

Still, Hochschild (2005) determined that the racial mix of a child’s school and schoolmates have a significant effect on their levels of racially integrated activities as an adult. Also, research has demonstrated that, regardless of race, the economic standing of a child’s classmates powerfully affects that child’s schooling outcomes (Kahlenberg,
2004). To remedy the potential dangers of separate charter school learning environments, I recommend clustering different charter schools. In other words, if different types of charters were located close to one another, they could share facilities such as athletic fields, cafeterias and playgrounds as well as offer joint dances, field trips, and community service projects. In this type of an environment, students will benefit from the schools that meet their educational preferences and at the same time, these children will benefit from racially integrated activities.

If charters are a potential solution to closing educational achievement gaps and consumers are responding in a manner consistent with what the achievement gap implies they need from their education, charter schools can do more good than harm. Once the achievement gap between poor and minority students and non-poor white students is closed, it would suggest that social groups no longer have different educational goals. Therefore, only then should we reexamine the levels of segregation that is occurring due to the programmatic variation in charter schools.
REFERENCES


APPENDIX I: Revised Regression Results

In the oral defense of the thesis, an error in the data used to generate the regression analysis was discovered. Specifically, the neighborhood control variables were incorrectly constructed. This appendix provides amended tables and a brief explanation of the revised findings, based on the corrected data.
Revised Table 8: Predicting racial and socioeconomic enrollment using school mission statement

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>Academic Improvement</td>
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<td>(2.12)</td>
<td>(2.92)</td>
<td>(2.39)</td>
<td>(3.99)</td>
</tr>
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<td>-2.73</td>
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</tr>
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<td>(2.12)</td>
<td>(2.96)</td>
<td>(2.40)</td>
<td>(4.05)</td>
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<td></td>
<td></td>
<td></td>
</tr>
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</tr>
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<td>(2.63)</td>
<td>(2.13)</td>
<td>(3.57)</td>
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<td>(2.17)</td>
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<td>(1.87)</td>
<td>(2.62)</td>
<td>(2.13)</td>
<td>(3.58)</td>
</tr>
<tr>
<td><strong>Neighborhood control variables:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent in Poverty</td>
<td>0.14</td>
<td>-0.02</td>
<td>0.24</td>
<td>1.54***</td>
</tr>
<tr>
<td></td>
<td>(0.12)</td>
<td>(0.17)</td>
<td>(0.15)</td>
<td>(0.20)</td>
</tr>
<tr>
<td>Percent (of racial group)</td>
<td>0.95***</td>
<td>0.97***</td>
<td>0.98***</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>(0.09)</td>
<td>(0.07)</td>
<td>(0.05)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>1.95</td>
<td>1.82</td>
<td>-7.33</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td>(3.10)</td>
<td>(4.48)</td>
<td>(5.25)</td>
<td>(5.93)</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.34</td>
<td>0.04</td>
<td>0.65</td>
<td>0.19</td>
</tr>
</tbody>
</table>

* p ≤ .10  ** p ≤ .05  *** p ≤ .01

Total N=337

Note: The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. Two-tailed test.
In the Revised Table 8, the results for the mission statement regression equation, for the most part, support the theory of charter school composition. Here, I would expect the academic mission statements, academic improvement, diversity awareness, and college preparatory, to have a strong positive effect on poor and minority enrollment and a strong negative effect on white student enrollment. The reasoning behind this is the evidence from the achievement gap that suggests poor and minority students are more likely to search for programs that will “catch them up” academically to their middle and upper-class white peers. On the other hand, evidence from the achievement gap suggests white and non-poor students are, as a group, already performing at appropriate academic levels. Therefore, I hypothesize that the alternative mission statements, personal growth, supportive environment, and social network, will have a strong positive effect on white student enrollment and a strong negative effect on poor and minority enrollment. The regression equation illustrates that mission statement type does have an effect on student group enrollment when controlling for neighborhood demographics.

For example, the results for the academic improvement mission category support this theory. The equation states that if a charter advertises an academic improvement mission the enrollment of Hispanic students is likely to increase by 14.12 percentage points ($p \leq .05$) and the enrollment of free and reduced priced lunch eligible students is likely to increase by 24.57 percentage points ($p \leq .05$). Also, the regressions for explaining Hispanic enrollment and free and reduced priced lunch student enrollment illustrate that when a charter advertises a personal growth mission statement the percentage of Hispanic and free and reduced priced lunch students is likely to decrease. These results provide evidence that supports the theory of charter school composition.

The regression equation for explaining black student enrollment displays a statistically significant result that goes against the hypothesis generated from the theory of charter school composition. Here, the equation states that when a charter advertises a diversity awareness mission statement the percentage of black students who enroll in the charter is likely to decrease by 3.99 percentage points ($p \leq .01$). A possible explanation for this finding could be that black families are looking for other qualities in charter schools and, as strength of the neighborhood control variable suggests, are more concerned about location of the school.

Overall, the mission statement regression model provides statistically significant support for the theory of charter school composition. The model illustrates that neighborhood demographics are a strong predictor of the racial and socioeconomic composition of a charter school. However, the model provides solid evidence that there are other factors that can have an effect on the demographics of a charter school, particularly the school mission statement.
**Revised Table 9:** Predicting racial and socioeconomic enrollment using advertised school programs

<table>
<thead>
<tr>
<th>Expected to attract poor and minority students:</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Program</td>
<td>-1.03</td>
<td>0.50</td>
<td>1.50</td>
<td>-10.73**</td>
</tr>
<tr>
<td></td>
<td>(2.28)</td>
<td>(3.32)</td>
<td>(2.71)</td>
<td>(4.50)</td>
</tr>
<tr>
<td>Special Education</td>
<td>5.65**</td>
<td>1.15</td>
<td>-7.92***</td>
<td>8.19*</td>
</tr>
<tr>
<td></td>
<td>(2.33)</td>
<td>(3.89)</td>
<td>(2.76)</td>
<td>(4.58)</td>
</tr>
<tr>
<td>Extended School Time</td>
<td>2.58</td>
<td>4.82*</td>
<td>-4.73**</td>
<td>8.14**</td>
</tr>
<tr>
<td></td>
<td>(1.75)</td>
<td>(2.53)</td>
<td>(2.08)</td>
<td>(3.43)</td>
</tr>
</tbody>
</table>

| Expected to attract white students:            |-----------|-----------|-----------|------------------------|
| Parental Involvement                           | -0.23     | -2.69     | 3.63**    | -1.90                 |
|                                                | (1.89)    | (2.74)    | (2.24)    | (3.71)                 |
| Community Exploration                          | 0.56      | -3.49     | 0.59      | -0.15                 |
|                                                | (1.72)    | (2.49)    | (2.05)    | (3.35)                 |
| Specialty Programs                             | -2.89*    | 2.19      | -0.88     | 3.53                  |
|                                                | (1.67)    | (2.43)    | (1.98)    | (3.29)                 |
| Arts                                           | -0.67     | -1.68     | 2.46      | -0.92                 |
|                                                | (1.67)    | (2.42)    | (1.98)    | (3.29)                 |

| Neighborhood control variables:                |-----------|-----------|-----------|------------------------|
| Percent in Poverty                             | 0.20*     | 0.05      | 0.23      | 1.58***               |
|                                                | (0.11)    | (0.16)    | (0.14)    | (0.19)                 |
| Percent (of racial group)                      | 0.89***   | 0.91***   | 1.00***   | N/A                   |
|                                                | (0.08)    | (0.07)    | (0.05)    |                        |
| Constant                                       | 0.95      | 5.13      | -8.17     | 0.48                  |
|                                                | (2.89)    | (4.36)    | (4.92)    | (5.70)                 |
| Adjusted R²                                    | 0.32      | 0.39      | 0.64      | 0.17                  |

* p ≤ .10  ** p ≤ .05  *** p ≤ .01

N=384, two-tailed test

**Note:** The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. This is a two-tailed test.
The Revised Table 9 presents results regarding special programs. In these models, I find statistically significant results to support my main hypothesis that academically oriented programs will have a positive effect on enrollment for poor and minority student populations and a negative enrollment effect on white student enrollment. Also, the statistically significant findings support the hypothesis that alternative to academic special program offerings will have a negative effect on poor and minority enrollment and a positive effect on white student enrollment.

For example, the extended school time special programs category includes charters that offer Saturday classes, summer classes, a longer school day, a longer calendar year, or after-school programs. The theory of charter school composition predicts that extended school time programs will be more likely to attract poor and minority students and less likely to attract white students due to evidence from the achievement gap which suggests poor and minority students are more likely to need extra time in school to raise their academic achievement levels. In the regression model, the evidence for Hispanic, white, and free and reduced priced lunch eligible students supports this hypothesis. When controlling for neighborhood demographics and other special program categories, I find that when a charter advertises extended time there will be an increase in Hispanic and free and reduced priced lunch eligible student enrollment and a decrease in white student enrollment.

There is, however, one result that provides evidence against the theory of charter school composition. The regression model illustrates that when charters offer advanced programs there is likely to be a 10.73 percentage point (p ≤ .05) decrease in the enrollment of free and reduced priced lunch eligible students. A possible explanation for this result may be because evidence from the achievement gap suggests poor students, on average, do not perform as well academically as their middle and upper-class peers. Therefore, poor children, on average, may not be academically prepared for advanced charter school programs.

Again, I find that the strongest predictors of racial and socioeconomic group enrollment are the demographics of the surrounding neighborhood. For all dependent variables, black, Hispanic, white and free and reduced priced lunch eligible, the regression model illustrates the neighborhood demographics have a strong positive effect on the enrollment of that particular racial or socioeconomic group. Overall, I find some statistically significant results that support the theory of charter school composition and provide evidence that there are other factors, beside neighborhood demographics that contribute to racial and socioeconomic group enrollment in charters.
**Revised Table 10:** Predicting racial and socioeconomic enrollment using academic focus

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected to attract poor and minority students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Preparatory</td>
<td>-0.72</td>
<td>5.05</td>
<td>-0.06</td>
<td>2.69</td>
</tr>
<tr>
<td></td>
<td>(3.42)</td>
<td>(4.67)</td>
<td>(3.69)</td>
<td>(6.23)</td>
</tr>
<tr>
<td>Standards-Based</td>
<td>-1.55</td>
<td>5.56</td>
<td>0.50</td>
<td>12.48*</td>
</tr>
<tr>
<td></td>
<td>(3.75)</td>
<td>(5.13)</td>
<td>(4.06)</td>
<td>(6.82)</td>
</tr>
<tr>
<td><strong>Expected to attract white students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>-2.32</td>
<td>-7.28</td>
<td>8.25</td>
<td>-1.78</td>
</tr>
<tr>
<td></td>
<td>(5.12)</td>
<td>(6.98)</td>
<td>(5.48)</td>
<td>(9.30)</td>
</tr>
<tr>
<td>Arts</td>
<td>-3.33</td>
<td>-9.99</td>
<td>11.53**</td>
<td>-4.50</td>
</tr>
<tr>
<td></td>
<td>(4.56)</td>
<td>(6.16)</td>
<td>(4.85)</td>
<td>(8.22)</td>
</tr>
<tr>
<td>Project-Based</td>
<td>-4.91</td>
<td>-5.08</td>
<td>10.25*</td>
<td>-5.57</td>
</tr>
<tr>
<td></td>
<td>(5.46)</td>
<td>(9.80)</td>
<td>(5.85)</td>
<td>(9.93)</td>
</tr>
<tr>
<td>Other</td>
<td>-5.65*</td>
<td>-10.22**</td>
<td>15.25***</td>
<td>-13.36**</td>
</tr>
<tr>
<td></td>
<td>(3.36)</td>
<td>(4.55)</td>
<td>(3.59)</td>
<td>(6.07)</td>
</tr>
<tr>
<td><strong>Neighborhood control variables:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent in Poverty</td>
<td>0.14</td>
<td>-0.01</td>
<td>0.25</td>
<td>1.41***</td>
</tr>
<tr>
<td></td>
<td>(0.13)</td>
<td>(0.18)</td>
<td>(0.17)</td>
<td>(0.21)</td>
</tr>
<tr>
<td>Percent (of racial group)</td>
<td>0.88***</td>
<td>0.86***</td>
<td>0.90***</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>(0.10)</td>
<td>(0.08)</td>
<td>(0.05)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>5.55</td>
<td>10.48*</td>
<td>-11.46</td>
<td>9.97</td>
</tr>
<tr>
<td></td>
<td>(4.02)</td>
<td>(5.57)</td>
<td>(5.95)</td>
<td>(7.32)</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.32</td>
<td>0.41</td>
<td>0.69</td>
<td>0.23</td>
</tr>
</tbody>
</table>

* * p ≤ .10  ** p ≤ .05  *** p ≤ .01

N=308

**Note:** The percent poverty and percent (of racial group) are demographics obtained using the seven mile boundary GIS analysis. The column heading variables are the dependent variables. Two-tailed test.
Finally, the results in Revised Table 10 for the academic curriculum equation, provides some support for the theory of charter school composition. All statistically significant results are in agreement with what the theory would predict. For example, the theory predicts charter schools with an “other” curriculum, including Montessori, Waldorf or home-school curricula, will have a negative effect on minority and poor enrollment and a positive effect on white student enrollment. The results from the regression analysis confirm that, when accounting for neighborhood demographics, when charters advertise an “other” curriculum there is a decrease in the percentage of black, Hispanic, and free and reduced priced lunch eligible students and an increase in the percentage of white students.

In addition, the academic focus model predicts that an arts curriculum and a project-based curriculum will have a positive effect on the enrollment of white students in the charter. This is in agreement with the theory of charter school composition. Overall, the statistically significant results from the academic focus regression model provide support for the main claims of the theory.

The regression model illustrates that the strongest predictor of the percentage of a certain racial or socioeconomic group in a charter school is the percentage of students within a seven mile area of the charter. Across all demographics, white, black, Hispanic and free and reduced priced lunch eligible, the percentage of that group within a seven mile boundary had a positive and statistically significant effect on the enrollment of that racial or socioeconomic group in the charter.
APPENDIX II

This section will give more detailed information about the data sources I used and describe in detail my data collection procedures.

**Websites used:**

The Common Core of Data was used to collect information on the charters that exist in California as well as the specific statistics. This information was from the 2005-2006, most recent available, academic year. I used this website program to assemble a table of all charters in the state with the following information:

- AGENCY NAME- BY SURVEY YEAR (DISTRICT), SCHOOL NAME- BY SURVEY YEAR (SCHOOL), STATE ABBR (SCHOOL), COUNTY NAME (SCHOOL), COUNTY NUMBER (SCHOOL), SCHOOL TYPE (SCHOOL), AGENCY TYPE (DISTRICT), SCHOOL ID- NCES ASSIGNED (SCHOOL), AGENCY ID- NCES (DISTRICT), CHARTER SCHOOL (SCHOOL), MAGNET SCHOOL (SCHOOL), SHARED TIME SCHOOL (SCHOOL), LOCALE (SCHOOL), SCHOOL-WIDE TITLE I (SCHOOL), TITLE I ELIGIBLE SCHOOL (SCHOOL), CBSA NAME (DISTRICT), CBSA ID (DISTRICT), OPERATIONAL STATUS (SCHOOL), LATITUDE (SCHOOL), LONGITUDE (SCHOOL), STATE SCHOOL ID (SCHOOL), STATE AGENCY ID (SCHOOL), TOTAL STUDENTS (SCHOOL), TOTAL ALL GRADES- MALE (SCHOOL), TOTAL ALL GRADES- FEMALE (SCHOOL), TOTAL ALL GRADES- UNKNOWN (SCHOOL), AMERICAN INDIAN/ ALASKAN NATIVE STUDENTS (SCHOOL), ASIAN/ PACIFIC ISLANDER STUDENTS (SCHOOL), BLACK NON-HISPANIC STUDENTS (SCHOOL), HISPANIC STUDENTS (SCHOOL), WHITE NON-HISPANIC STUDENTS (SCHOOL), MIGRANT STUDENTS (SCHOOL), FREE LUNCH ELIGIBLE (SCHOOL), REDUCED-PRICE LUNCH ELIGIBLE (SCHOOL), FREE AND REDUCED LUNCH (SCHOOL), PUPIL/TEACHER RATIO (SCHOOL), FTE TEACHERS (SCHOOL), SCHOOL LEVEL CODE (SCHOOL), LOW GRADE (SCHOOL), HIGH GRADE (SCHOOL)


The California Charter School Association website was used to collect data on each individual charter school’s website. This website provided information from the 2006-2007 academic year. Therefore, I was able to drop charters that had closed down from the previous academic year from this website. The California Charter School Association website provided me with data about how to contact the charter including, phone number, address and website. Data was collected from this site in September, October, November and December of 2007 and January of 2008.

**Individual school websites**

Between September 2007 and January 2008 I visited school websites to gather information about mission statement, programs offered and academic focus. These are the websites I used. The websites marked with “**not responding” advertised having websites from the California Charter Schools Association website but their websites did not work. The schools marked with a “?” refer to charters without websites. There are a
total of 147 schools, 27.12 percent of the charters in California, marked with a “?” or “not responsive.”

Alameda County:

ALAMEDA COMMUNITY LEARNING CENTER
http://alamedaclc.org/

BAY AREA SCHOOL OF ENTERPRISE
?

FAME PUBLIC CHARTER
http://www.famecharter.org/

CIRCLE OF INDEPENDENT LEARNING
http://www.fremont.k12.ca.us/coil/

AMERICAN INDIAN PUBLIC CHARTER
http://www.aipcs.org/

BAY AREA TECHNOLOGY
http://www.baytechschool.org/

BERKLEY MAYNARD ACADEMY
http://www.aspirepublicschools.org/

CALIFORNIA COLLEGE PREPARATORY ACADEMY
http://www.aspirepublicschools.org/?q=ccpa

DOLORES HUERTA LEARNING ACADEMY
http://www.dhla.org/v2/

EAST BAY CONSERVATION CORPS CHARTER
http://www.ebcc-school.org/programs/school.html

EAST OAKLAND LEADERSHIP ACADEMY
?

EDUCATION FOR CHANGE AT COX ELEMENTARY
http://www.efcps.org/

EDUCATION FOR CHANGE EAST OAKLAND COMMUNITY CHARTER
http://www.efcps.org/east oakland.htm

ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ART
?

LIGHTHOUSE COMMUNITY CHARTER
http://www.lighthousecharter.org/

LIGHTHOUSE COMMUNITY CHARTER HIGH
http://www.lighthousecharter.org/

LIONEL WILSON COLLEGE PREPARATORY ACADEMY (CHARTER
http://www.aspirepublicschools.org/

LPS COLLEGE PARK
http://www.leadps.org/oakland.html

MILLSMONT ACADEMY
http://www.aspirepublicschools.org/millsmont/

MONARCH ACADEMY
http://www.aspirepublicschools.org/monarch/

NORTH OAKLAND COMMUNITY CHARTER
http://www.noccs.org/

OAKLAND CHARTER ACADEMY
http://www.oaklandcharter.net/

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY AC
http://www.omiacademy.org/

OAKLAND SCHOOL FOR THE ARTS
http://www.oakarts.org/

OAKLAND UNITY HIGH
http://www.unityhigh.org/index.php

OASIS HIGH
http://www.oaklandoasis.org/

UNIVERSITY PREPARATORY CHARTER ACADEMY
?

WEST OAKLAND COMMUNITY CHARTER
?

YOUTH EMPLOYMENT PARTNERSHIP CHARTER
http://www.yep.org/
Butte County:
BIGGS PUBLIC CHARTER
BLUE OAK CHARTER http://www.blueoakcharterschool.org/
LEARNING COMMUNITY CHARTER http://www.bcoe.org/hearthstone/
CHICO COUNTRY DAY http://www.chicocountryday.org/
NORD COUNTRY
CHALLENGE CHARTER HIGH http://www.ouhsd.org/cchs/
ACHIEVE CHARTER SCHOOL OF PARADISE INC.
CHILDREN’S COMMUNITY CHARTER http://paradisecccs.org/
HOMETECH CHARTER http://www.hometech.org/Welcome.html
PARADISE CHARTER MIDDLE
PARADISE CHARTER NETWORK (155)

Calaveras County:
MOUNTAIN OAKS http://www.mountainoaks.org/

Contra Costa County:
LEARNER-CENTERED CHARTER
EAGLE PEAK MONTESSORI http://www.eaglepeakmontessori.org/
LEADERSHIP PUBLIC SCHOOLS: RICHMOND http://www.leadps.org/richmond.html
MANZANITA MIDDLE http://www.manzy.org/

El Dorado County:
CASTLE ROCK CHARTER
KLAMATH RIVER EARLY COLLEGE OF REDWOODS http://www.klamathriverschool.org/

Del Norte County:
CHARTER MONTESSORI
CHARTER COMMUNITY SCHOOL HOME STUDY ACADEMY AND http://charter.edcoe.k12.ca.us/
CHARTER TRANSITIONAL REPORTING EDUCATIONAL CENTER
CHARTER TRANSITIONAL REPORTING EDUCATIONAL CENTER
SHENANDOAH HIGH http://www.shenandoahhigh.org/
GOLD OAK ARTS CHARTER http://www.gousd.k12.ca.us/

Fresno County:
ALVINA ELEMENTARY CHARTER
SIERRA CHARTER http://www.sierracharter.org/
EDISON-BETHUNE CHARTER ACADEMY http://www.edisonschools.com/
CARTER G. WOODSON PUBLIC CHARTER http://www.agapecorp.com/CGW1.htm
FRESNO PREP ACADEMY
KIPP ACADEMY FRESNO http://www.kippfresno.org/
NEW MILLENIUM CHARTER
SCHOOL OF UNLIMITED LEARNING
SUNSET ELEMENTARY
VALLEY PREPARATORY ACADEMY http://www.valleyprep.com/
KINGSBURG COMMUNITY CHARTER EXTENSION http://www.kingsburg-elem.k12.ca.us/lincoln/index.html
LINCOLN ELEMENTARY

SUNSET ELEMENTARY
RAFER JOHNSON JUNIOR HIGH
ROOSEVELT ELEMENTARY
WASHINGTON ELEMENTARY
CRESCENT VIEW WEST CHARTER
CRESCENT VIEW CHARTER HIGH SCHOOL
HALLMARK CHARTER
QUAIL LAKE ENVIRONMENTAL CHARTER
SANGER ACADEMY CHARTER
UNIVERSITY HIGH
W.E.B. DUBOIS PUBLIC CHARTER
WEST PARK CHARTER ACADEMY

Glenn County:
WILLIAM FINCH

Humboldt County:
COASTAL GROVE CHARTER
FUENTE NUEVA CHARTER
TRILLIUM ELEMENTARY
NORTHCOAST CHARTER
FRESHWATER CHARTER MIDDLE
JACOBY CREEK CHARTER
PACIFIC VIEW CHARTER
MATTOLE VALLEY CHARTER (#159)
SIX RIVERS CHARTER HIGH

Kern County:
PINE MOUNTAIN LEARNING CENTER
VALLEY OAKS CHARTER
KERN WORKFORCE 2000 ACADEMY

Kings County:
CROSSROADS CHARTER
DELTA VIEW ELEMENTARY
ISLAND ELEMENTARY
KINGS RIVER-HARDWICK ELEMENTARY
MID VALLEY ALTERNATIVE CHARTER
LEMOORE UNIVERSITY ELEMENTARY CHARTER
PIONEER ELEMENTARY

http://www.kingsburg-elem.k12.ca.us/raher/index.html
http://www.kingsburg-elem.k12.ca.us/roosevelt/index.html
http://www.kingsburg-elem.k12.ca.us/washington/index.html
http://www.cvwest.org/
http://www.cvchs.org/
http://teacherweb.com/CA/SangerHallmark/Principal/SDHP1.stm
http://teacherweb.com/CA/SangerQuailLake/Principal/SDHP1.stm
http://teacherweb.com/CA/SangerAcademyPrincipal/SDHP1.stm
http://www.csufresno.edu/univhigh/
http://www.agapecorp.com/WEB.htm
http://www.westpark.k12.ca.us/

http://www.disabilityhistory.org/coastalgrove/
http://www.humboldt.k12.ca.us/fuentenuelva/
http://www.trilliumcharterschool.com/
http://www.humboldt.k12.ca.us/blagoon_sd/northcoast_charter_sarc.html

http://www.pacifiview.org/index.htm
http://www.noahm.k12.ca.us/srcs/ebridge/

http://pmlcenter.org/cgi-bin/start.cgi/pmlc/index.html
http://www.valleyoakcharterschool.org/
http://www.khsd.k12.ca.us/workforce/

http://www.crossroads-academy.com/
http://www.mdusd.k12.ca.us/deltaview
http://www.island.k12.ca.us/education/district/district.php?sectionid=1
http://www.edline.net/pages/khsd

http://www.luesd.k12.ca.us/lemoore/
http://www.pioneerschooldistrict.org/
PIONEER MIDDLE

Lake County:

LAKE COUNTY INTERNATIONAL CHARTER  [http://www.lcics.org/]

Lassen County:

LONG VALLEY CHARTER  [http://www.longvalleycs.org/]
DIAMOND MOUNTAIN CHARTER HIGH  N/A
WESTWOOD CHARTER  [http://www.wcschool.net/]

Lyon County:

RITE OF PASSAGE  [http://www.edcoo.org/riteofpassage/]

Madera County:

MOUNTAIN HOME CHARTER (ALTERNATIVE)  ?
PIONEER TECHNICAL CENTER  ?

EZEQUIEL TAFOYA ALVARADO ACADEMY  ?
SHERMAN THOMAS CHARTER  ?

Marin County:

PHOENIX ACADEMY  ?

NOVATO CHARTER  [http://www.novatocharterschool.org/ncsx/contact.php]
WILLOW CREEK ACADEMY  [http://www.willowcreekacademy.org/]

Mendocino County:

PACIFIC COMMUNITY CHARTER  ?
EEL RIVER CHARTER  [http://eelriverschool.starband.biz/]
RIVER OAK CHARTER  [http://www.riveroakschool.org/]

ACCELERATED ACHIEVEMENT ACADEMY  [http://www.caredwoods.org/caotr/site/default.asp]
REDWOOD ACADEMY OF UKIAH  [http://www.caredwoods.org/redwood/site/default.asp]
TREE OF LIFE CHARTER  [http://www.treeoflifeschool.net/index.htm]
WILLITS CHARTER  [http://www.willitscharter.org/index.html]

Merced County:

JOHN C. FREMONT CHARTER  [http://www.mcsd.k12.ca.us/sections/sites/elementary/Fremont]
MERCED SCHOLARS CHARTER  [http://charter.mercedlearn.org/]
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<th>County</th>
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<td>SHEARER CHARTER</td>
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<td><a href="http://sb.educationgrove.com/">http://sb.educationgrove.com/</a></td>
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<td>Nevada County</td>
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<td>GRASS VALLEY CHARTER AT BELL HILL</td>
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<td>RALPH A. GATES ELEMENTARY</td>
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<td><a href="http://www.ocarts.net/index2.html">http://www.ocarts.net/index2.html</a></td>
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<td>Riverside County:</td>
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<td>GEORGE WASHINGTON CHARTER</td>
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<td>SANTA ROSA ACADEMY</td>
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<td>MORENO VALLEY COMMUNITY LEARNING CENTER</td>
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<td>MUIR CHARTER</td>
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HERITAGE PEAK CHARTER  http://heritagepeak.org/
WESTSIDE CHARTER  http://www.rlusd.org/
AMERICA'S CHOICE  http://www.scusd.edu/
BOWLING GREEN ELEMENTARY  http://schools.scusd.edu/bowlinggreen/index.htm
CAPITOL HEIGHTS ACADEMY  http://www.aspirepublicschools.org/?q=capitolheights

FATHER KEITH B. KENNY ELEMENTARY CHARTER  http://www.scusd.edu/eleme_schools/frkeithkenny/index.htm
GENESIS HIGH  http://www.scusd.edu/high_schools/genesis/index.htm
MET SACRAMENTO CHARTER HIGH  http://www.scusd.edu/
NEW TECHNOLOGY HIGH  ?
SACRAMENTO CHARTER HIGH  http://www.sthopepublicschools.org/sachigh/
SOL AUREUS COLLEGE PREPARATORY  http://www.sacprep.org/index.html
ST. HOPE PUBLIC SCHOOL 7 (PS7)  http://www.sthopepublicschools.org/ps7/
THE LANGUAGE ACADEMY OF SACRAMENTO  http://www.languageacademy.us/
VISUAL AND PERFORMING ARTS CHARTER  http://www.vapac.org
CHOICES CHARTER  http://www.choicescharterschool.com/students.shtml
OPTIONS FOR YOUTH-SAN JUAN  ?
VISIONS IN EDUCATION  https://www.videdu.org/
GOLDEN VALLEY CHARTER  http://www.goldenvalleycharter.org/

San Bernardino County:
ACADEMY FOR ACADEMIC EXCELLENCE  http://www.lewiscenter.org/aae/
GORMAN LEARNING CENTER  http://www2.gormanic.org/glc/
CROSSWALK: HESPERIA EXPERIENTIAL LEARNING PATHWAYS  http://www.crosswalkschool.com/
OASIS CHARTER ACADEMY  ?
SUMMIT LEADERSHIP ACADEMY-HIGH DESERT  http://www.slahd.com/
SEDONA CHARTER ACADEMY  http://www.sedonacharter.org
GROVE  http://www.thegroveschool.org/ **not responding
ASA CHARTER  ?
PROVISIONAL ACCELERATED LEARNING ACADEMY  http://www.palcenter.org/
PUBLIC SAFETY ACADEMY  http://www.psasb.us/
MOUNTAIN VIEW MONTESSORI CHARTER  http://www.mmv.vesd.net/
SIXTH STREET PREP  http://www.vesd.net/
EXCELSIOR EDUCATION CENTER  http://www.excelsior.com/
HIGH DESERT ACADEMY OF APPLIED ARTS AND SCIENCES  http://www.hdaaas.org/
OPTIONS FOR YOUTH-VICTORVILLE CHARTER  http://www.ofy.org/

San Diego County:
VIVIAN BANKS CHARTER  ?
EJE ELEMENTARY ACADEMY CHARTER  http://www.ejeacademy.com/
ARROYO VISTA CHARTER  http://www.arroyovistacharter.org/
CHULA VISTA LEARNING COMMUNITY CHARTER  http://www.cvesd.org/chulavisuallearning/default.aspx
CLEAR VIEW CHARTER ELEMENTARY  http://www.cvesd.org/clearview/default.aspx
DISCOVERY CHARTER  http://www.cvesd.org/discovery/default.aspx
FEASTER-EDISON CHARTER  http://www.cvesd.org/feaster-edison
ROBERT L. MUELLER CHARTER ELEMENTARY  http://www.muellerschool.org/default.html
DEHESA CHARTER  http://www.dehesacharterschool.org/
BAYSHORE PREP CHARTER http://www.bayshoreprep.org/
MAAC COMMUNITY CHARTER http://www.maacproject.org/
RAINBOW ADVANCED INSTITUTE FOR LEARNING http://www raidigitalhigh.net/
THE NEW SCHOOL
ALL TRIBES AMERICAN INDIAN CHARTER http://www.altribescharter.com/ "not responding
GUAJOME PARK ACADEMY CHARTER http://www.guajome.net/default.aspx
SIATECH http://www.siatech.org/

San Francisco County:
CITY ARTS AND TECH HIGH http://www.es-cat.org
CREATIVE ARTS CHARTER http://www.creativeartscharter.org/
CROSS CULTURAL ENVIRONMENTAL LEADERSHIP (XCEL) ACADEMY
FIVE KEYS CHARTER http://www.fivekeys.com/
GATEWAY HIGH http://www.gatewayhigh.org/www/home/
KIPP BAYVIEW ACADEMY http://www.kippbayview.org/
KIPP SAN FRANCISCO BAY ACADEMY http://www.sfbayacademy.org/
LEADERSHIP HIGH http://www.leadershiphigh.org/
LIFE LEARNING ACADEMY CHARTER #140
METROPOLITAN ARTS & TECHNOLOGY HIGH http://www.es-metro.org/

San Joaquin County:
LAMMERSVILLE CHARTER http://www.lammersvilleschooldistrict.net/
BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY http://www.aspirepublicschools.org/benholt/
JOE Serna Jr. Charter
RIVER OAKS CHARTER http://www.aspirepublicschools.org/riveroaks/?q=about
UNIVERSITY PUBLIC
DELTA CHARTER HIGH http://www.deltahigh.com/
NEW JERUSALEM CHARTER
VENTURE ACADEMY http://www.ventureacademyca.org/
INSTITUTE OF BUSINESS MANAGEMENT AND LAW CHARTER http://www.stockton.k12.ca.us/
ROSAPARKS ACADEMY http://www.aspirepublicschools.org/?q=rosaparks
URBANI INSTITUTE
DISCOVERY CHARTER
MILLENNIUM CHARTER
PRIMARY CHARTER

San Luis Obispo County:
BELLEVUE-SANTA FE CHARTER http://www.bsfcso.org/ "parts not responding
GRIZZLY CHALLENGE CHARTER

San Mateo County:
EAST PALO ALTO CHARTER http://www.epacs.org/
RONALD EDISON-MCNALL INTERMEDIATE http://www.edisonschools.com/
GARFIELD ELEMENTARY CHARTER http://www.garfield.rcsd.k12.ca.us/
ARUNDEL ELEMENTARY http://www.arundel.sancarlos.k12.ca.us/
PACIFIC COLLEGIATE CHARTER
Shasta County:
ANDERSON NEW TECHNOLOGY HIGH
NORTH WOODS DISCOVERY
EVERGREEN CHARTER
MONARCH LEARNING CENTER
STELLAR CHARTER
STELLAR SECONDARY CHARTER HIGH
REDDING SCHOOL OF THE ARTS
SHASTA SECONDARY HOME
UNIVERSITY PREPARATORY

Shasta County:
http://www.pacificcollegiate.com/
http://www.anths.org/
http://www.nwds.org/
http://www.monarchkids.com/
http://stellar.echalk.com/home.aspx
http://stellar.echalk.com/home.aspx
http://www.rsarts.com/
http://www.uprsuhsd.net/

Siskiyou County:
ETNA ACADEMY OF ARTS SCIENCES AND TECHNOLOGY
GOLDEN EAGLE CHARTER

Solano County:
DIXON MONTESSORI CHARTER
ELISE P. BUCKINGHAM CHARTER
MARE ISLAND TECHNOLOGY ACADEMY
MIT ACADEMY

Sonoma County:
PATHWAYS CHARTER
CALIFORNIA VIRTUAL ACADEMY AT SONOMA
MARK WEST CHARTER
WILLOWSIDE MIDDLE
LIVE OAK CHARTER
MARY COLLINS SCHOOL AT CHERRY VALLEY
CAREER ACADEMY AT PINER-OLIVET
PINER-OLIVET CHARTER
RINCON VALLEY CHARTER
ROSELAND CHARTER
KID STREET LEARNING CENTER CHARTER
SANTA ROSA CHARTER
ABRAXIS CHARTER
SANTA ROSA ACCELERATED CHARTER
SEBASTOPOL INDEPENDENT CHARTER
SONOMA CHARTER
WOODLAND STAR CHARTER
ORCHARD VIEW
SUNRIDGE CHARTER
VILLAGE
RUSSIAN RIVER CHARTER
CALI CALMECAC CHARTER

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GOLDEN EAGLE CHARTER

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ABRAXIS CHARTER
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SEBASTOPOL INDEPENDENT CHARTER
SONOMA CHARTER
WOODLAND STAR CHARTER
ORCHARD VIEW
SUNRIDGE CHARTER
VILLAGE
RUSSIAN RIVER CHARTER
CALI CALMECAC CHARTER
Stanislaus County:
- WHITMORE CHARTER
- WHITMORE CHARTER HIGH
- WHITMORE CHARTER SCHOOL OF TECHNOLOGY
- DENAIR CHARTER ACADEMY
- HART-RANSOM ACADEMIC CHARTER
- HICKMAN CHARTER
- HICKMAN ELEMENTARY
- HICKMAN MIDDLE
- KEYES TO LEARNING CHARTER
- THE CALIFORNIA CHARTER SCHOOL IN THE VALLEY
- UNIVERSITY CHARTER
- OAKDALE CHARTER
- GRAYSON CHARTER
- ARCHWAY ACADEMY
- COMMUNITY MIDDLE COLLEGE
- VALLEY BUSINESS HIGH
- VOCATIONAL EDUCATION ACADEMY
- CONNECTING WATERS CHARTER

Sutter County:
- SOUTH SUTTER CHARTER
- TWIN RIVERS CHARTER
- YUBA CITY CHARTER
- YUBA CITY CHARTER HIGH

Tehama County:
- ESCHOLAR ACADEMY
- SACRAMENTO RIVER DISCOVERY CHARTER

Tulare County:
- SUMMIT CHARTER ACADEMY
- ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER
- LA SIERRA HIGH
- CHARTER ALTERNATIVES ACADEMY
- CHARTER HOME SCHOOL ACADEMY
- VISALIA CHARTER INDEPENDENT STUDY

Tuolumne County:
- CONNECTIONS VISUAL AND PERFORMING ARTS ACADEMY

Ventura County:
- CALIFORNIA VIRTUAL ACADEMY AT JAMESTOWN
- CALIFORNIA VIRTUAL ACADEMY AT KERN
- GOLDEN VALLEY CHARTER
GIS Mapping:

The control variables for the multiple regression section of the study were obtained through the 2000 census data. The latitude and longitude information on each charter school from the Common Core of Data 2007 was used to map each charter. Then, using GIS mapping software, boundary circles of half, one, three, five, and seven miles were drawn around each school. Using proportional census block data we estimated the percentage of black, Hispanic, white, and people in poverty in the boundary circle. After running the regression with each mile increment control variable, I found no difference in the effect of the various boundaries. Therefore, I used the seven mile boundary because it covered the greatest area. See Tables 8, 9, and 10.
Mission Statement Codebook:

The mission statement codebook outlines what is considered for each of the “buzz words.” The buzz word received a check on the coding sheet if it included any of the acceptable synonyms on the right hand side of the table.

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<th>Acceptable synonyms</th>
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<tr>
<td>Independent</td>
<td>Self sufficient, self motivated, self-directed, self starting, self reflect, self confident, self-expression, individual</td>
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<tr>
<td>Diversity</td>
<td>Multicultural, diverse</td>
</tr>
<tr>
<td>Cultural awareness</td>
<td>Cultural, culturally rich</td>
</tr>
<tr>
<td>Rigor</td>
<td>Rigorous, challenge, challenging, hard work, high standards, high expectations, superior standards</td>
</tr>
<tr>
<td>College</td>
<td>College, 4-year university, university</td>
</tr>
<tr>
<td>Nurturing</td>
<td>Nurture, intimate environment</td>
</tr>
<tr>
<td>Social</td>
<td>Socially responsible, social, social awareness, members of society</td>
</tr>
<tr>
<td>Responsible Citizens</td>
<td>“Sensitivity to the world around them”, social responsibility, responsible</td>
</tr>
<tr>
<td>Personal Success</td>
<td>Personal growth, high standards in personal life, sustainable future, success in life beyond, productive members of the work environment</td>
</tr>
<tr>
<td>Minorities</td>
<td>Underserved, underachieving, particular minority groups, disadvantaged, low socioeconomic, inner-city</td>
</tr>
<tr>
<td>Travel</td>
<td>International, field trips</td>
</tr>
<tr>
<td>Positive</td>
<td>Positive, joy, enthusiastic, exciting</td>
</tr>
<tr>
<td>Caring</td>
<td>Caring, compassionate</td>
</tr>
<tr>
<td>Innovative</td>
<td>Creative, innovative</td>
</tr>
<tr>
<td>Improvement</td>
<td>Improvement, future growth</td>
</tr>
</tbody>
</table>

Coding Sheet:

This is the final version of the coding sheet I used for all schools. It is broken up into the three main categories I examined in the research: Mission statement, academic focus and special programs. They are further divided into the categories I created for analysis. The purpose of these groupings was for me to visual get a idea of what kind of buzz words and programs fell naturally together.
School Name:
County:       Grades:
Zip Code:      Enrollment:
School Website:
Retrieved on:
Telephone Number:
Authorizer:        Operator:

Mission:
Diversity______    Achievement Gap______
Minorities______    Improvement______
Cultural Awareness______

Innovation______

College______
Academic Success______
Rigor______
Life-long Learning______

Caring______
Personal______
Supportive______
Positive______
Safe______
Nurturing______

Family______
Community_____    Leadership______
Social______
Responsible______
Personal Success______
Independent______

Academic Focus:
College Prep______
Technology______
Vocational______
Arts______

- Creative______
- Visual______

Service Learning______
Standards Based______
Project Based______
Other______

Special Programs:
Parental Involvement______
Contract with Parents______

Health Education______
Technology______
Green Program______

Extended Day________
Extended Year______
After-School Program______
Summer Programs______
Saturday Classes______

Arts______
Visual______
Performance______

Music______

Special Education______
Gifted Program______

Athletics______

Advanced Classes______
Program with College______

Community Service______
Travel______
Internships______