



Public Comment Handout - John Vargas
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562.559.6404 | 1637 Long Beach Blvd. | Long Beach, CA 90813
New City Public Schools (NCPS) is a 501(c)(3) non-profit organization that operates
a public charter school in Long Beach, California. We serve students in grades K-8.

**VIVA NEW CITY
SCHOOL!**





Lena Gonzalez
Councilwoman, First District
City of Long Beach

November 18, 2014

Long Beach Unified School District Board of Education:

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

Regarding: Renewal of the New City School Charter

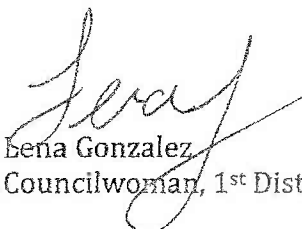
Dear Honorable President Craighead:

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

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

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

Sincerely,


Lena Gonzalez
Councilwoman, 1st District

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



DR. SUJA LOWENTHAL
VICE MAYOR
CITY OF LONG BEACH

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

November 26, 2014

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

Dear President Craighead:

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

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

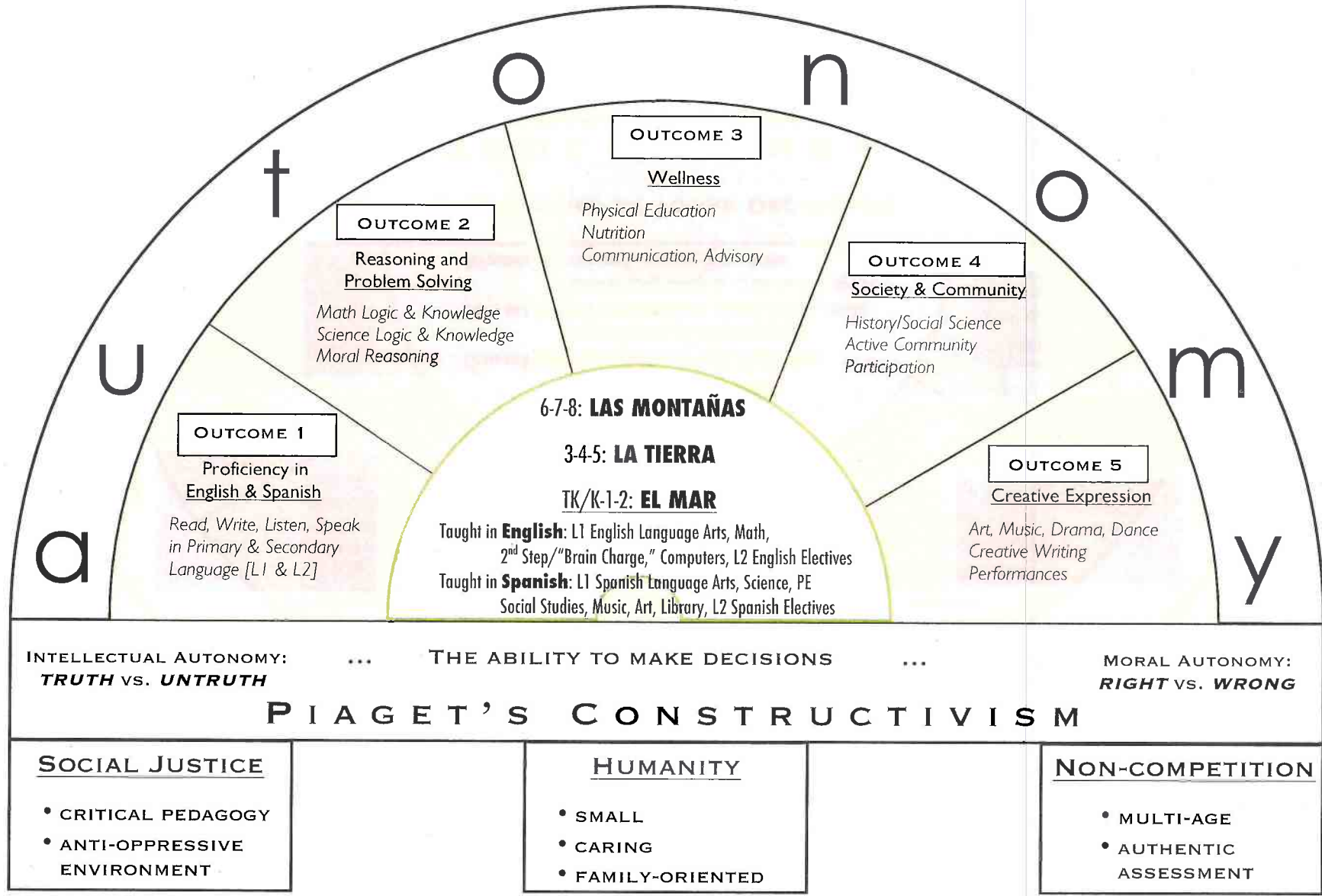
As your former colleague, I respect the difficult choices the School Board must make on a weekly basis to ensure a quality education for every child. I know your hearts and intentions are always in the right place when considering the fate of schools, programs and students.

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

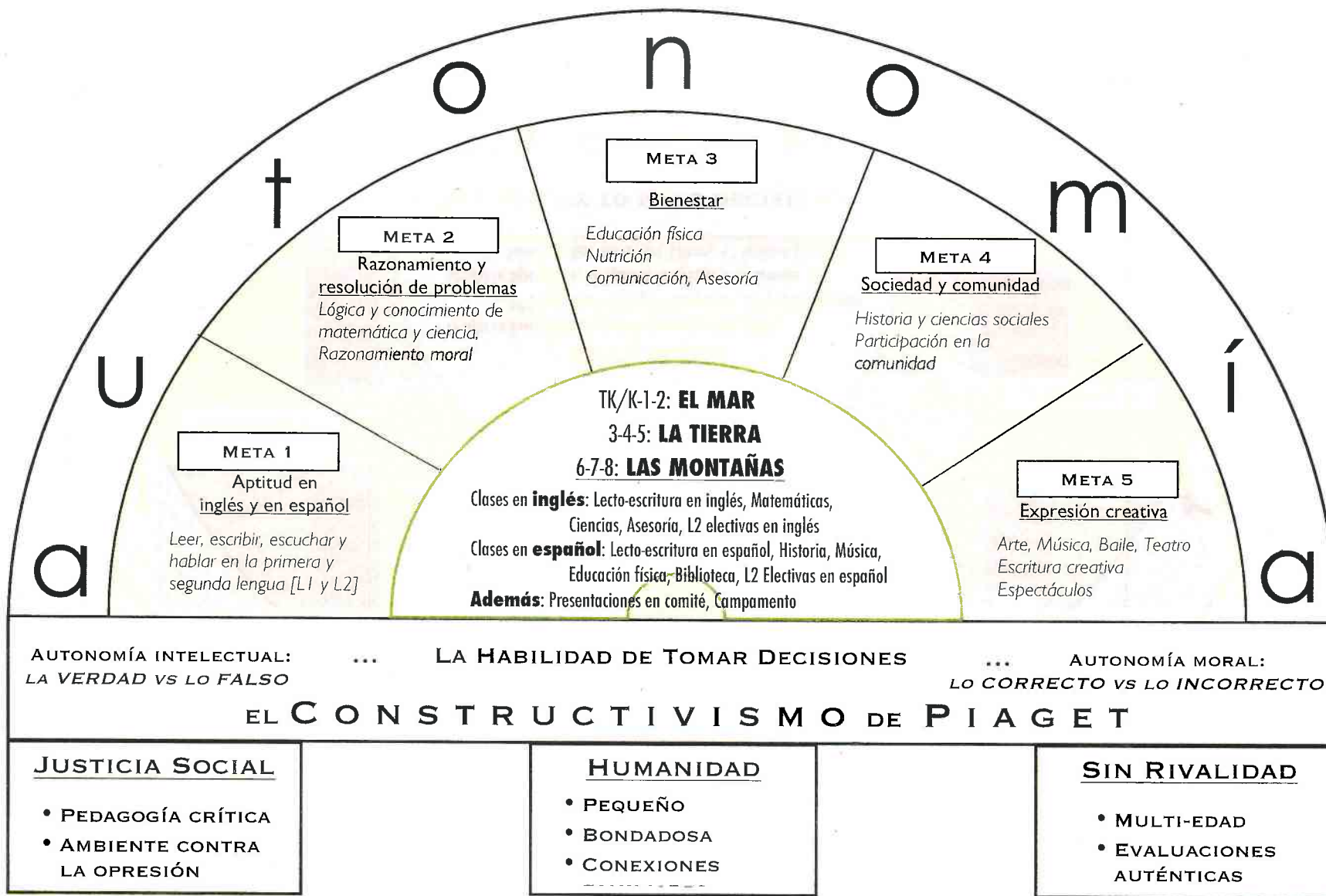
Warmly,

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

OUTCOMES AND PRINCIPLES OF THE NEW CITY SCHOOL, SINCE 2000



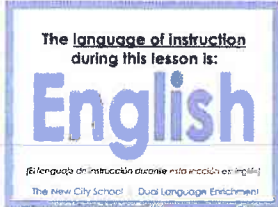
METAS Y PRINCIPIOS DE LA NEW CITY SCHOOL, DESDE 2000



6 Aspectos claves del modelo Programa dual [DLE] de Gómez & Gómez

1) Materias que se aprenden en una lengua :: L1 = "Primera" lengua & L2 = "Segunda" lengua

Un anuncio de LOI está visible durante cada lección:



El modelo DLE se requiere que todos los alumnos - *independiente de su idioma materno* - aprenden ciertos temas *sólo* en español, mientras que otros se aprenden *sólo* en inglés. [a diferencia de la mayoría de los modelos bilingües estilo 50/50 y 90/10].

Los niños sí pueden aprender una materia con eficacia, ya sea en su L1 o su segundo idioma [L2], dado el uso de estrategias adecuadas de enseñanza y otras actividades que apoyan, en particular, el alumno de L2 en el área de estudios correspondiente.

- Las matemáticas en grados TK-8° se enseñan en inglés, mientras que ciencias e historia se enseñan en español.
- En los grados TK-1° se enseña la lecto-escritura en el idioma materno
- En los grados 2°-8° se enseña la lecto-escritura en los dos idiomas

¿POR QUÉ? Durante los años en NCS los alumnos desarrollan la coherencia del vocabulario y el los conceptos de las materias Y desarrollarán su habilidad de comprender y comunicarse *en inglés y en español*.

2) Lenguaje del día [LOD] :: lun-miér-vier => español & mar-jue => inglés

Anuncios de LOD están alrededor de la escuela para recordarnos



La **Lengua del día [LOD]** se refiere a todas las actividades que se alterna todos los días [LMV: español / M]: inglés]. El propósito central del Lengua del día [LOD] es el siguiente:

1. promover el **bilingüismo** en todo el campus y en todos los usos de la lengua por todo el personal de la escuela, y
 2. desarrollar el **vocabulario** en ambos idiomas, pero principalmente el desarrollo del vocabulario en el L2 de todo alumno
- La LOD se debe seguir en TK - 8° grado y es un componente vital para el desarrollo del vocabulario intensiva, además de contenido de aprendizaje.

Visitantes y padres: favor de adherir a la lengua del día tanto como sea posible. Naturalmente, si un maestro, padre o miembro de la comunidad viene a la escuela y no es competente en la LOD, se debe utilizar el idioma conocido para comunicarse. El límite de detección se lleva a cabo lo más coherente posible por todo el personal de la escuela a la medida de lo posible. Bajo ninguna circunstancia un adulto o un niño debe ser *obligado* a usar el LOD.

3) El aprendizaje en Pares bilingües o Grupos bilingües

Un componente central del modelo es la formación de grupos bilingües para la instrucción.

Los alumnos se agrupan en **pares bilingües o grupos bilingües** para toda la instrucción por materia y por la participación en centros de enseñanza bilingües, centros de recursos y otras actividades de enriquecimiento. Los grupos cambian con regularidad, generalmente sobre una base mensual. A lo largo de la jornada escolar, los estudiantes dominantes en inglés están emparejados o en grupo con los alumnos dominantes en español.

Agrupación bilingüe facilita la comprensión de la materia por parte del aprendiz L2, quien recibe apoyo lingüístico y académico de su compañero de habla nativa.



4) Afinación de conceptos => apoyo suplementario para los alumnos durante la lección

Afinación de conceptos (CR) es una estrategia utilizada por los maestros de K-8° grado al final de cada ciclo de lección para apoyar a los estudiantes de L2 respectivo contenido y, al mismo tiempo el apoyo constante rigor académico. En este modelo, el objetivo central de una clase de materia es el aprendizaje del concepto, mientras que el segundo objetivo es el desarrollo de la lengua en la cual el tema se enseña.

5) Enriquecimiento de vocabulario especializado [SVE] - grados 3-8

Las actividades SVE se ofrecen 1 vez por semana por 20 minutos en las clases de La Tierra y Las Montañas. Son actividades de alto interés en la alfabetización – en Matemáticas, Ciencias, e Historia. La meta de las actividades de SVE es ayudar a los estudiantes en transferir y/o aprender el conocimiento del vocabulario ya aprendido en un idioma [LOI] al otro.

6) Centros bilingües de aprendizaje [K-2] y Centros bilingües de investigación [3-8]

Centros bilingües de aprendizaje y centros bilingües de investigación son áreas interactivas de temas que apoyan las actividades del aprendizaje de los alumnos de L1 y L2.

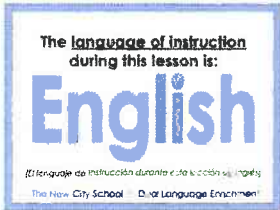
- **Centros bilingües de aprendizaje** son empleados de TK-2° grado, y siguen la Lengua del día [LOD]
- **Centros bilingües de investigación** se utilizan tercero a octavo grado, y siguen la Lengua de instrucción [LOI]

Ambos centros de aprendizaje bilingüe y centros bilingües de investigación contienen actividades y materiales, tanto en inglés y en español.

6 Key Features of the Gómez & Gómez **Dual Language Enrichment Model** [DLE]

1) Subjects Learned in One Language at a time :: L1 = "Primary" Language & L2 = "Second" Language

An LOI sign is posted during each lesson:



The DLE bilingual model requires that all learners - *regardless of language background* - learn certain subjects *only* in Spanish, while other subjects are learned *only* in English [unlike most 50/50 and 90/10 DLE models].

Children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.

- Mathematics is learned in English, while Science and Social Studies are learned in Spanish.
- In TK - 1st grade Language Arts is provided in child's native language
- In 2nd - 8th grade students have daily Language Arts instruction **in both languages**.

WHY? Consistency of vocabulary and conceptual development mean that over time all students will learn the grade-level subject content AND they will develop the ability to understand and communicate in both English and Spanish.

2) Language of the Day :: MON-WED-FRI => Spanish & TUES-THUR => English

LOD signs are posted all over school as daily reminders



Language of the Day (LOD) refers to all school and classroom activities not specifically designated a language of instruction; LOD alternates daily (M-W-F: Spanish / T-TH: English). The central purpose of the LOD is to:

- 1) promote **bilingualism** across the campus and in all uses of language by all school staff, and
- 2) develop **vocabulary** in both languages, especially vocabulary development in all learners' L2

The LOD should be followed TK - 8th grade and is a vital component for intensive vocabulary development in addition to content learning.

Visitors & parents: please adhere to the language of the day as much as possible. *Naturally, if a teacher, parent or community member who comes to the school is not proficient in LOD (Spanish or English), the known language should be used to communicate.* The LOD is implemented as consistently as possible by all school staff.

Under no circumstances should an adult or child should be *forced* to use the LOD.

3) Learning in Bilingual Pairs or Bilingual Groups

Bilingual instructional grouping is a central component of the DLE model.

Learners are grouped in **bilingual pairs** or **bilingual groups** for all subjects and also during bilingual learning centers and other enrichment activities. The pairing changes regularly, usually on a monthly basis. Throughout the instructional day, learners dominant in English are paired/grouped with learners dominant in Spanish.

Bilingual grouping facilitates comprehension of subject area by the L2 learner, who receives linguistic and academic support from his or her native speaking partner.



4) Conceptual Refinement => extra support for students within the lesson time

Conceptual Refinement (CR) is a strategy used by TK-8th Grade teachers at the end of each lesson cycle to support L2 learners of respective content while at the same time support consistent Academic Rigor. In this model, the central goal of a subject area lesson is the learning of the concept, while the secondary goal is the development of the language that the subject or concept is taught in.

5) Specialized Vocabulary Enrichment - SVE [grades 3-8]

SVE activities are conducted once a week for 20 minutes in La Tierra and Las Montañas classes. They are high-interest literacy **activities** in Math, Science, and History. They are *not* lists of vocabulary items. The vocabulary enrichment activities are designed to help students to transfer/learn vocabulary knowledge already learned in the Language of Instruction to the other language.

6) Bilingual Learning Centers and Bilingual Research Centers

Bilingual Learning Centers and Bilingual Research Centers are interactive subject-based learning activities that support L1 and L2 learners.

- **Bilingual Learning Centers** are employed TK-2nd grade and follow the Language of the Day
- **Bilingual Research Centers** are used 3rd-8th grade and follow the Language of Instruction.

Both Bilingual Learning Centers and Bilingual Research Centers contain activities and materials in both English and Spanish.



En la New City School sabemos que cada familia es diferente, y queremos reconocer y valorar estas diferencias, especialmente en el área de creencias personales. En la New City School, no celebramos los días festivos de ninguna religión en particular. Además, no promovimos las creencias y costumbres de ninguna religión. Así, todos se pueden sentir cómodos en participar en nuestra comunidad escolar, y en asistir a las clases diario.

Celebramos los siguientes eventos GRANDES en los cuales todos participan:

- *Festival de la Cosecha y Máscaras ... fin de otoño*
- *Una Noche para Paz y Derechos Humanos ... diciembre*
- *Festival del Jardín y Danza Primavera ... principios de junio*

Celebramos los siguientes eventos de tamaño MEDIANO en los cuales casi todos participan:

- *Dr. MLK & el Movimiento de derechos civiles ... enero*
- *César Chávez, Dolores Huerta & el obrador ... marzo*
- *Desfile del Día de la tierra ... abril*

Además, festejamos unos eventos cada año que nada más son de la NCS, pero todos los quieren tanto (o más) como los grandes eventos:

- **DÍA DE AGUA ... inos MOJAMOS!** traen un traje de baño, toalla, chanclas
- **DÍA DEPORTIVO ... un día de deportes y juegos**
- **DÍA DE PIYAMAS Y LECTURA ... un día de piyamas, pantuflas, etc.**

Con el permiso del alumno, celebramos los *cumpleaños* con las canciones "Happy Birthday" y "Las Manañitas" durante la clase de coro en la mañana. Si la familia desea celebrar con la clase, favor de arreglarlo con la maestra con una semana de anticipación. **Si reparten invitaciones en la clase, necesitan invitar a todos los compañeros de clase.** Si solamente invitan unos de la clase, manden las invitaciones por correo. Las coordinadoras de oficina pueden proveer direcciones.



At The New City School we know that each family is unique, and we wish to recognize and value our differences, particularly in the area of personal beliefs. At The New City School, we do not celebrate the holidays of any one religion. Further, we do not promote the beliefs or customs of any particular religion. In this way everyone can feel comfortable in our school community and be able to attend classes every day.

We celebrate the following BIG school-wide events in which all participate:

- The *Fall Harvest Mask Festival* ... Late Fall
- *An Evening for Peace & Human Rights* ... December
- The *Spring Music and Dance Festival* ... Early June

We celebrate the following MEDIUM-SIZED school-wide events in which most everyone participates:

- *Dr. MLK & the Civil Rights Movement* ... January
- *César Chávez, Dolores Huerta & Worker Rights* ... March
- The *Earth Day Parade* ... April

Plus, we celebrate a few events every year that are just NCS Holidays, but everyone loves them just as much (or more!) as the big ones:

- **WET DAY** ...we all get WET; students bring swimsuit, towel, sandals, sunscreen!
- **FIELD DAY** ... a day of fun sports and games
- **PAJAMA READING DAY** ... a day for PJs, pillows, etc

With the student's OK, *Birthdays* are celebrated with the songs "Happy Birthday" and "Las mañanitas" during our morning chorus or in homeroom. If the family wishes to celebrate with the class, please arrange an appropriate time with the teacher at least one week in advance. **If invitations are passed out in class, all classmates are to be invited.** If only some students are invited, invitations are to be sent by mail. See the Office Coordinator for addresses.

If your child distributes *Valentines* in class, please send enough for **all classmates**.



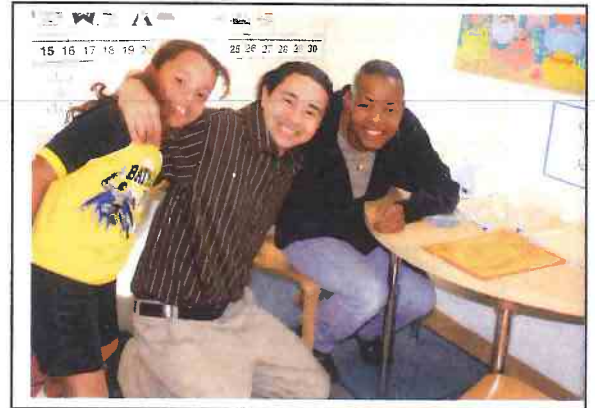
Every November, March, and June we assess and report individual student growth in our **Student-Led Conferences [SLCs]**; SLCs are *unlike* traditional parent-teacher conferences. Key features include:

The student leads the conference:

The parent observes, takes notes, and participates as directed by the student.

Students demonstrate their thinking & skills:

Prior to meeting with the teacher, the student & parents visit subject-specific "stations" representing the 5 NCS outcome areas:



1. Proficiency in English and Spanish

Literacy: Listening, Speaking, Reading, & Writing

2. Reasoning and Problem Solving

Mathematics; Life, Earth & Physical Science; Moral Reasoning

3. Society & Community

History/Social Science, Field Trips & Community Action

4. Wellness

Physical Education, Emotional & Social Health/2nd Step, Advisory [gr. 6-8]

5. Creative Expression

Music, Art, Dance, Drama, Creative Writing

Teachers track evidence of growth over time using the **NCS Learning Record [LR]**.

It is a comprehensive document including scored work samples, individualized assessments, and developmental scales. Parents also receive a detailed progress report in November, March, and June.

If a student is Not Meeting Expectations in a core outcome area, the team sets **reasonable, measurable goals** and a plan of action:

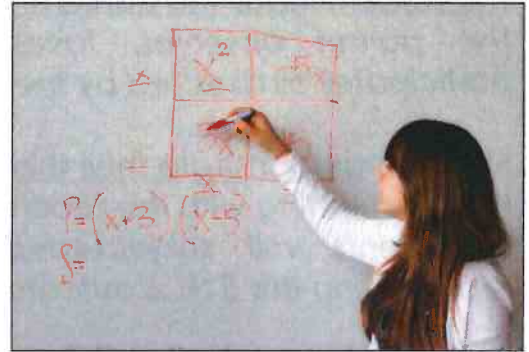
- Goals are set to make sure students reach Outcome Benchmarks for grades 2, 5, and 7
- Evidence is collected to back up the achievement of each goal
- Parents, teacher, student may meet between SLCs to check progress

*In lieu of the traditional TK-7 Student-Led Conference, students in Grade 8 [and their parents] participate in 3 **Committee Presentations**. These are public "performances" of their best work. Completion of the required elements and presentation of sufficient proficiency are necessary for promotion to high school from NCS.*



Cada noviembre, marzo y junio se evalúa el estudiante y se presenta un reporte individual acerca de su desarrollo en las Conferencias Dirigidas por el Alumno [Student-Led Conferences, SLC]. Las conferencias SLC no son como las conferencias tradicionales entre padres y maestros. Sus elementos centrales incluyen:

- El estudiante dirige la conferencia:
Los padres observan, toman apuntes, y participan en la manera en que el alumno dicta.
- Los estudiantes demuestran sus habilidades y sus capacidad de razonar:
El alumno y sus padres visitan 6 estaciones que representan las cinco áreas de enfoque de la New City School:



1. Alfabetización en inglés y en español

Lecto-escritura: Escuchar, Hablar, Leer, Escribir

2. Razonar y resolver problemas

Razonamiento Matemático, Ciencias Naturales, Terrestres, y Físicas, Razonamiento Moral

3. Sociedad y comunidad

Historia y ciencias sociales, excursiones, y acción comunitaria

4. Bienestar

Educación Física, Salud emocional y social/2º Paso [2nd Step], Asesoría gr. 6-8

5. Expresión creativa

Música, Arte, Baile, Drama, Escritura Creativa

Los maestros utilizan el *Expediente de aprendizaje* [Learning Record, LR] para monitorizar el desarrollo de los alumnos en el transcurso del año escolar. Es un documento comprensivo que incluye asignaturas calificadas, evaluaciones individualizadas, y escalas del desarrollo. Los padres reciben un Reporte de progreso detallado en noviembre, marzo, y junio.

Si un alumno NO ALCANZA LAS EXPECTATIVAS en un área de enfoque, el equipo fija un plan de acción que incluye metas razonables que se pueden medir:

- Las metas se fijan para que los alumnos alcancen los objetivos en grados 2, 5, y 7
- La evidencia se colecta para respaldar el cumplimiento de cada meta
- Los padres, los maestros y el estudiante pueden reunirse durante los períodos entre conferencias

En lugar de la Conferencia tradicional de grados TK-7, los estudiantes en **grado 8** [y sus padres] participan en 3 Presentaciones de Comité. Son exposiciones públicas de su mejor trabajo. Se necesita cumplir con los elementos necesarios y presentar las destrezas suficientes para la promoción de la escuela secundaria de NCS a la preparatoria.

NUESTRA MISIÓN

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

A través de un plan de estudio para grados TK-8 enriquecido por el ambiente natural y la tecnología, enseñamos el razonamiento lógico, la alfabetización en inglés y en español, la perspectiva histórica, y la expresión creativa.

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

OUR MISSION

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

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

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

