

School News

Education + Communication = A Better Nation



Covering the Hawthorne School District

VOLUME 5, ISSUE 25

MARCH / APRIL 2015

Local Control and Accountability Plan (LCAP) – Continuing Refinement

The effort continues to inform and seek input regarding our LCAP and all of the components of this document. We, in the Hawthorne School District, want to ensure that this document is not just some pages sitting on a shelf, but that it is the guide for what we do. For that reason we have worked very hard to ensure that all of our plans and documents are aligned and meaningful.

Last edition I highlighted our parent and family involvement goal. This issue I would like to focus on our student behavior and suspension goal which is:

The rate of suspension for students at the LEA and school site levels will be reduced by 6% over the next three years.

I am sure it is obvious to all of us that in order for students to learn and make progress they have to be present and engaged. There are times when behaviors are not acceptable for the school setting and consequences have to be given. Our goal is to promote acceptable behavior and encourage classroom engagement to support student success. When these behaviors are in place learning happens.

Some of the actions we have identified to successfully reach this goal include:

- The addition of counselors at each school site
 - During the budget crisis we had to split the counselors at several of our school sites. It was difficult to provide meaningful, on-going programs when the counselor was only on campus one or two days per week. Currently every site has one full-time credentialed counselor on site.
- The addition of yard supervisors
 - Non-instructional time often lends itself to behaviors that lead to suspension. When we do not have enough adults available to monitor and guide students they sometimes make poor decisions regarding their behavior. This will often lead to a suspendable offense. We continue to look for quality staff to fill our yard supervisor positions.
- Provide professional development for school staff
 - It is important to ensure our teachers, paraprofessionals, administrators, and all staff who engage with students are well trained in behavior management. There are proven programs in place that we are implementing to assist all staff in helping students to make good decisions regarding their behavior.
- Increase in after-school supports, clubs, and enrichment activities
 - For a very long time we have only been able to offer extended learning opportunities with a focus on remediation. We can now offer a wide array of classes and activities for all students. In order for students to participate in these activities they will have to meet the behavior standards of the school. Some newly added after school opportunities this year include: art, sports, science, drama, music, technology, STEM, and creative writing just to cite a few.

I would again like to encourage you to visit our website and review our LCAP. We are in the process of updating the document for the next school year. There will be an opportunity for input on the document through a survey and future meetings. There are some very exciting things happening in the Hawthorne School District. I am so grateful and proud to be a part of it!



Dr. Helen E. Morgan
Superintendent

Plan de Responsabilidad de Control Local (LCAP) – Continuando el Mejoramiento

El esfuerzo continúa informando y solicitando la opinión con respecto a nuestro LCAP y todos los componentes de este documento. Nosotros, en el Distrito Escolar de Hawthorne, queremos asegurarnos que este documento no sólo sean algunas páginas almacenadas en un estante, sino que sea la guía para lo que hacemos. Por esa razón hemos trabajado muy duro para asegurar que todos nuestros planes y documentos sean alineados y significativos.

En la última edición reiteré sobre nuestra meta de participación de padres y familiares. En esta edición me gustaría enfocarme en nuestra meta de comportamiento y suspensión del estudiante la cual es:

El índice de suspensión para los estudiantes en los niveles de LEA y del plantel escolar se reducirá en un 6% en los próximos tres años.

Estoy segura que es obvio para todos nosotros que para que los estudiantes aprendan y progresen tienen que estar presentes e involucrados. Hay momentos en que los comportamientos no son aceptables para el ambiente escolar y se tienen que dar consecuencias. Nuestro objetivo es promover un comportamiento aceptable y alentar la participación en el salón de clase para apoyar el éxito del estudiante. Cuando estos comportamientos están en su lugar ocurre el aprendizaje.

Algunas de las acciones que hemos identificado para alcanzar exitosamente este objetivo incluyen:

- La incorporación de consejeros en cada sitio escolar
 - Durante la crisis presupuestaria tuvimos que dividir los consejeros en algunos de nuestros sitios escolares. Fue difícil proporcionar programas significativos, constantes, cuando el consejero estaba en la escuela solamente uno o dos días por semana. Actualmente cada sitio escolar tiene un consejero con credencial a tiempo completo.
- La adición de supervisores del patio
 - El tiempo sin instrucción, a menudo se presta para comportamientos que conducen a la suspensión. Cuando no tenemos suficientes adultos disponibles para supervisar y guiar a los estudiantes a veces ellos hacen malas decisiones con respecto a su comportamiento. Esto a menudo conduce a una ofensa para suspensión. Seguimos buscando personal de calidad para llenar nuestros puestos de supervisor del patio de recreo.
- Proporcionar desarrollo profesional para el personal de la escuela
 - Es importante asegurar que nuestros maestros, auxiliares de maestros, administradores, y todo el personal que se involucra con los estudiantes estén bien entrenados en el manejo de la conducta. Hay programas en marcha que han probado ser eficaces los cuales nosotros estamos implementando para asistir a todo el personal para ayudar a los estudiantes a tomar buenas decisiones con respecto a su comportamiento.
- Aumento en el apoyo después de clases, clubes y actividades de enriquecimiento
 - Durante mucho tiempo sólo hemos sido capaces de ofrecer oportunidades de aprendizaje con un enfoque en la remediación. Ahora podemos ofrecer una amplia variedad de clases y actividades para todos los estudiantes. A fin de que los estudiantes participen en estas actividades tendrán que cumplir con las normas de conducta de la escuela. Algunas de las oportunidades agregadas recientemente después de clases este año son: el arte, deporte, ciencia, teatro, música, tecnología, STEM y escritura creativa solo para mencionar algunos.

See SUPERINTENDENT • Page 10



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SCHOLARSHARE

CALIFORNIA'S 529 COLLEGE SAVINGS PLAN

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Hawthorne School District partners with LAUP to provide high-quality preschool for all four-year-old children. We believe all children deserve the best start in life and a quality preschool education.

El Distrito Escolar de Hawthorne está asociado con LAUP para proporcionar educación preescolar de alta calidad para todos los niños de cuatro años. Creemos que todos los niños merecen el mejor comienzo en la vida y una educación preescolar de calidad.



Preschool Sites

Eucalyptus Universal Preschool

12044 Eucalyptus Ave.
Hawthorne, CA. 90250
(310) 219-2837

Zela Davis Universal Preschool

13434 Yukon Ave.
Hawthorne, CA 90250
(310) 219-2821

Every child deserves a chance to succeed!
¡Cada niño merece la oportunidad de triunfar!

Dramatic Play Develops Important Life Skills

Pretend or dramatic play not only offers a variety of learning opportunities for children in their early years, it also reinforces the idea that young children learn best through play.

One place for a child to engage in active pretend play is a high-quality preschool program like LAUP. Our LAUP Preschools provide an educational and nurturing environment where the teachers incorporate dramatic play to develop a child's cognitive, motor, social and emotional skills. Dramatic play is a tool used to help develop all these skills in a fun and engaging way.

Dramatic Play helps children foster the following:
Social and Emotional Skills, Language Skills, Critical-thinking Skills, Problem-solving Skills, Empathy

Research shows that children regularly involved in positive dramatic play will use the skills they have developed throughout their lives.

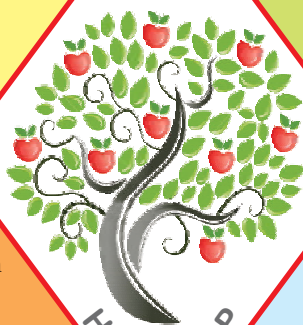
El Juego Dramático Desarrolla Habilidades Importantes

El juego imaginativo o dramático no sólo ofrece una variedad de oportunidades de aprendizaje para los niños en sus primeros años, también refuerza la idea de que los niños pequeños aprenden mejor a través del juego.

Un lugar para que un niño participe en juegos activos de simulación es en un programa preescolar de alta calidad como LAUP. Nuestros Preescolares LAUP proporcionan un ambiente educativo y enriquecedor, donde los profesores incorporan dramatización para desarrollar habilidades cognitivas, motoras, sociales y emocionales del niño. El Juego dramático es una herramienta utilizada para ayudar a desarrollar todas estas habilidades en una forma atractiva y divertida.

El Juego dramático ayuda a los niños promover las siguientes habilidades: Emocionales y Sociales, Lenguaje, Razonamiento Crítico, Resolución de Problemas, Empatía

Las investigaciones demuestran que los niños que regularmente participan en el juego dramático positivo utilizarán las habilidades que se han desarrollado a lo largo de sus vidas.



Preschool Schedule

HSD Preschool is a free 3.5 hour school readiness program for 4 year old children

Preschool Classroom Schedule:

AM Session 8:05 to 11:35

PM Session 12:15 to 3:45

Programa de Preescolar

El Preescolar del Distrito Escolar de Hawthorne (por sus siglas en inglés HSD) es un programa gratuito de preparación escolar de 3.5 horas, para niños de 4 años

Horario del Salón de Clases del Preescolar:

Sesión de la mañana 8:05 AM - 11:35 AM

Sesión de la tarde 12:15 PM - 3:45 PM

Preschool Information

Each child receives one nutritious meal during the classroom program

Certified Teaching Staff

CPR and Emergency First Aid Trained

Excellent Student/Staff Ratio

Imagine It! Language Arts & Harcourt Math Curriculum

Información del Preescolar

Cada niño(a) recibe una comida nutritiva durante el programa del salón de clases

Personal docente certificado

Entrenados en resucitación cardiopulmonar y primeros auxilios

Proporción excelente de niños y personal

Plan de Estudios de Lenguaje (Imagine It!) y Matemáticas (Harcourt)



For more information contact:

Reina Robledo, Project Facilitator, LAUP Preschools
rrobledo@hawthorne.k12.ca.us

Para más información póngase en contacto con:

Reina Robledo, Facilitadora del Proyecto, LAUP Escuelas Preescolares
rrobledo@hawthorne.k12.ca.us

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Kay Coop
Founder/Publisher



Netragrednik
Neta Madison



This is our 5th year publishing the excellence from this District and the good news just keeps on coming. This issue Dr. Morgan continues to keep the parents and community up to date with her informative articles on the front page.

This issue you'll read about school spirit, students learning to grow healthy foods and make healthy choices, arts in the classroom and so much more...it is an exciting time to be a student.

Thank you for entering our contests. Remember there is no age limit!

Our next issue is May 6.

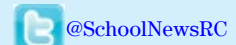
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333 Continental Blvd. ★ El Segundo, CA 90245 ★ Monday - Saturday 10am to 6pm



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Dates:

March 26 - 28, 2015

Time: 10am to 4pm

Location: Basketball Court

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Coupon valid at the El Segundo Toy Store location only



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Expires: April 4, 2015

Bud Carson *Middle School*

13838 S. Yukon Ave., Hawthorne, CA 90250 • 310/676-1908 • www.budcarsonmiddle.org



Mark Silva
Principal

Love Their Learning Garden

With the support of the Kitchen Community, and the guidance of math/science teacher Mrs. Karina Clark, the Learning Garden is alive and thriving at Bud Carson Middle School!

This is the first opportunity for many of our students to see vegetables, fruits, and herbs grow. The students who comprise the Learning Garden team also make collaborative decisions on how they want to divide their roles. They plant, harvest, water, and keep their garden clean.

The latest harvest has allowed the students to enjoy and learn about the benefits of broccoli, snap peas, a variety of tomatoes, radishes, and various herbs. Besides providing students with the opportunity to work as a team and learn about growing food, the Learning Garden also teaches them about responsibility. They take complete ownership of the garden and are proud of the impressive results of their efforts.



Eucalyptus *Elementary*

12044 S. Eucalyptus Ave., Hawthorne, CA 90250 • 310/675-3369 • www.hsd-ca.schoolloop.com



Mike Goldstein
Principal

Koala Spirit Days!

Eucalyptus students and staff show their Koala school spirit on special days throughout the year. The classrooms were full of red, white and blue outfits in September in recognition of Patriot Day. October brought us Red Ribbon Week, hat day and Halloween, when we had hundreds of students participating in costume parades while proud parents watched and cheered. Monochromatic Day was held in November and was celebrated by Koalas wearing just one color from head to toe!

In January, all sports were recognized with a Jersey Day! A favorite Spirit Days is Pajama Day, which coincides with Dr. Seuss's birthday on March 2. Students and staff wore pajamas, and parents read aloud in the classrooms.

Upcoming Spirit Days to look forward to include April 24, Twin Day and May 21, Aloha Day. We'll conclude the year wearing red, white and blue to honor Flag Day.

Eucalyptus Koalas have school spirit!



Hawthorne *Math & Science Academy*

4467 W. Broadway, Hawthorne, CA 90250 • 310/973-8620 • www.hawthornemsa.org



Esau Berumen
Principal

Taking the Challenge!

By Deanna Jordan, Transition Specialist

Given that we in Hawthorne are always striving to improve, it was determined there was a need for additional support for freshmen and sophomores this year at HMSA. Thus, a unique position was created that allows a teacher to work part time in the classroom and part time providing academic interventions for freshmen and sophomores struggling to adjust to the demands of high school. Additionally, the position called for expanding outreach to parents so that they are more successful in helping their children thrive at HMSA.

I found myself uniquely qualified for the position as a veteran HMSA Spanish instructor, a former middle school teacher and a parent of daughters who are college students. I know all too well the stresses and difficulties of guiding one's children through the minefield of high school. I accepted the position hoping to use my life experience to provide assistance for the HMSA parents and students.

So far, the focus of the position has been to meet individually with students and parents to identify areas of concern and a plan to remedy those challenges. A mentorship program has also been implemented; it pairs targeted freshmen and sophomores with volunteer upperclassmen. The program for free reading has also been revamped so that students are recognized for reading on a monthly basis. Additionally, a meditation and relaxation class is now being offered one day a week during lunch to help students cope with the stresses of a rigorous curriculum.

Together, we at HMSA continue developing a program that fosters success.

...there was a need for additional support for freshmen and sophomores this year at HMSA...I accepted the position hoping to use my life experience to provide assistance for the HMSA parents and students.

Hawthorne *Middle School*

4366 W. 129th St., Hawthorne, CA 90250 • 310/676-0167 • www.hawthornemiddle.org



Rudy Salas
Principal

Establishing a Positive School Climate

By Akila Jones, Assistant Principal

Oftentimes when people refer to discipline they think of punitive consequences. But here at HMS we strive to build a community of students that will become productive members of society. In that effort, we provide tools to maintain our students' sense of safety. We also create a structure so that each child is aware of the expectations and can develop a sense of responsibility.



We achieve all of this through school-wide norms. Specifically, our Hawk norms are be respectful, be responsible, be safe, and make your best effort.

We also encourage students to live up to these Hawk norms with positive incentives, including Positive Behavior Cards (PBC's), Student-of-the-Month certificates, monthly drawings with exciting prizes, invitations to the breakfast club, and positive parent phone calls home.

For those who do not respect the Hawk norms, there is a structure of consequences that all staff and students follow. This allows children to make choices regarding how they will behave at school.

Jefferson *Elementary*

4091 W. 139th St., Hawthorne, CA 90250 • 310/676-9423 • www.hsdjefferson.org



Wendy Ostensen
Principal

Awesome Enrichment Opportunities!

We're so excited to be able to provide a variety of enrichment opportunities and classes for our students! The California Dance Institute gives our third graders a basic understanding of the fundamentals of movement, rhythm and music in structured,

energetic dance classes with live musical accompaniment. We have visual and multimedia art classes after school for second through fifth grades. The Performing Arts Workshops provide two classes of Frozen after school in which second through fifth graders can discover the joys of acting, voice coaching, theater games and choreography.

Performing Arts also provides two after-school Rock the Mic classes for second through fifth graders in which students will learn the fundamentals of singing technique. Third graders may choose to take recorder class after school, and fifth graders might want to play field hockey.

In addition to the classes, Jefferson is providing music and dance assemblies from around the world to kindergarten and first grade!



3rd graders participating in rhythm and dance.

Kornblum *Elementary*

3620 W. El Segundo Blvd., Hawthorne, CA 90250 • 310/970-4294 • www.hskornblum.org



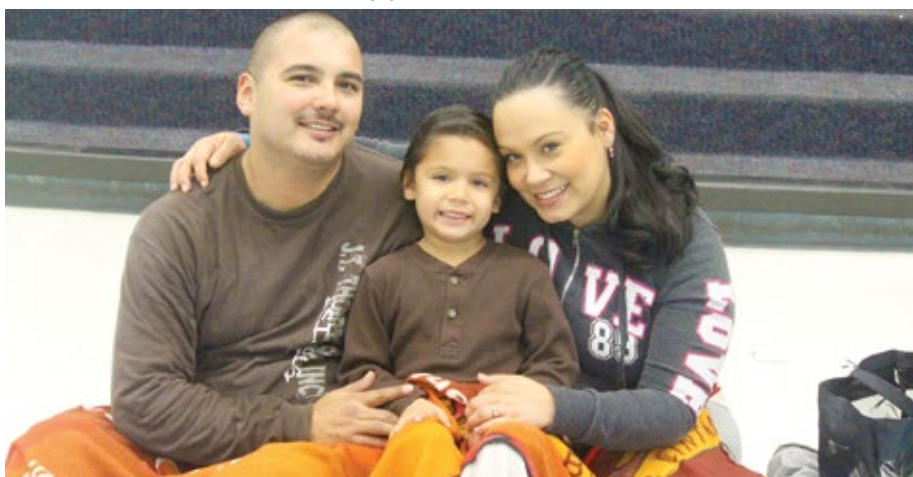
LaTima Jones
Principal

Movie Night

The Kornblum cafeteria was transformed into a movie theater one Friday evening in January. Our feature film was How to Train Your Dragon 2. Parents and students entered the cafeteria that was filled with the aromas of freshly popped popcorn and pizza prepared by our volunteer cafeteria staff.

Kornblum teachers served as ushers and greeted our families as they entered the premises. Some families sat in the front of our Kornblum Theatre on blankets. Others sat in the back in chairs to view the film. Some of our staff brought their families to the event as well. Students were excited to meet their teachers' families and show off their own to the staff.

This event was sold out, and the demand was so high that we added another showing in February. That show filled to capacity. We are honored to provide this event for our families every year.



Prairie Vista *Middle School*

13600 Prairie Ave., Hawthorne, CA 90250 • 310/679-1003 • www.prairievistamiddle.org



Christine Fagnano
Principal

Arts Integration at PVMS

By David Cooper, Special Projects Teacher

In late January I attended a screening party that included arts-integration videos. At this screening I was given an award for sharing my professional practices through video. During a short speech I encouraged my fellow educators to integrate art into the curriculum. I also provided my students with a private screening at PVMS in December. The students enjoyed a special breakfast and watched themselves on the videos.



David Cooper at Getty Premier.

This year, PVMS entered into a three-year agreement with the Getty Museum. In this "Multiple Visit Program," our sixth-grade students will visit the Getty's Malibu Villa twice and focus on Homer's The Odyssey. The sixth-grade teachers will write lesson plans to extend the learning from these visits. The Getty will post the lessons online and then take those plans to other schools to institute the curriculum that was created at PVMS.

Our sixth grade also plans to turn the classrooms into scenes from The Odyssey. The students will write dialogue, create props, and conduct performances as their culminating activities.

Prairie Vista *South Campus*

13928 Kornblum Ave., Hawthorne, CA 90250 • 310/970-7550 • www.hawthorne.k12.ca.us



David Mallchok
Site Administrator
Assistant Principal

Welcome, Mrs. Moore!

The Prairie Vista Middle School South Campus is pleased to welcome a new assistant principal, Mrs. Jessica Moore. Mrs. Moore is in her 13th year of service with the Hawthorne School District. A native of Texas, Mrs. Moore grew up in the city of Rialto. As a high school freshman, Mrs. Moore decided that she would pursue a career as an educator. She began spending her summer months volunteering with local preschool programs and youth groups. After graduating from high school, she attended University of California, Riverside, where she received her bachelor's degree in American history and a multiple-subject teaching credential with an emphasis in Cross-cultural Language and Academic Development (CLAD). She also holds a master's degree in educational administration from California State University, Dominguez Hills.

Mrs. Moore began her teaching career as a sixth-grade teacher for three years in the Inland Empire. She then served in the Hawthorne School District as a fifth-grade teacher at Eucalyptus Elementary School. Additionally, Mrs. Moore has served the Hawthorne School District as a literacy coach for six years at both Eucalyptus and Kornblum Schools.

She thoroughly enjoys being married to her husband of 12 years and being the mother of two boys. Mrs. Moore is also a huge tennis fan. She enjoys cooking and reading about familiar and unfamiliar topics.

Raising a family of five girls, her parents emphasized, "Always strive to plan your life's work and persevere to work your life's plan." Mrs. Moore wholeheartedly believes that, through her new opportunity as an assistant principal, she will continue her mission of providing an enriching education to the students of the district.

Washington *Elementary*

4339 W. 129th St., Hawthorne, CA 90250 • 310/676-3422 • www.hsdwashington.org



Angela Ortiz
Principal

Workshop Math!

Imagine an evening at home filled with fun, laughter and learning. Well, we're here to help you make it happen!

Parent workshops are one way that we strengthen the home/school connection with our Wildcat families, and our last "Math: Make and Take" workshop was no exception. Parents reviewed math content that's being learned in class and games that can be played with their children to reinforce their learning at home. Parents were given time and materials such as beads, modeling dough, Popsicle sticks and flash cards to make the items needed for the activities.



Wildcat parents making FUN math games to take home and enjoy with their children.

Playing educational games with students ensures that they see that math is not just a topic in school but rather all around them in everyday activities and can be lots of fun. If you have any questions regarding Parent Workshops or ways to extend your child's learning at home, please do not hesitate to contact us.

Ramona *Elementary*

4617 W. 136th St., Hawthorne, CA 90250 • 310/675-7189 • www.hsdramona.org



Michael Collins
Principal

D-Fending Literacy

On January 22, the third-grade Two-Way Bilingual Immersion classes of Mrs. Rivas and Mrs. Lovato were treated to a visit from Eloy Vargas, a center for the Los Angeles Lakers D-League team, the Los Angeles D-Fenders.

Students listened to Eloy, a fluent Spanish speaker and a graduate of the University of Kentucky, read several Spanish books and then asked him questions. Students learned that being a basketball player takes a lot of hard work and dedication, but it also takes a good education.

One student asked Mr. Vargas, "Why don't you just do all these fancy dribbles and shoot the ball all the time?" Mr. Vargas responded, "I play with a team. If I were to dribble the ball all the time to make the shots, what's the point of playing basketball? You have to pass the ball around to win." Students learned that being successful in life also takes teamwork.



York *Elementary*

11838 S. York Ave., Hawthorne, CA 90250 • 310/675-1189 • www.hsdnyork.org



Jennifer Beekman
Principal

Super Stars!

Monthly, two students are recognized for being “Super Stars”! York students earn a chance to be in a special drawing, which is held to recognize individuals who have had outstanding behavior at school. All students who participate in the monthly drawing have not had a red slip/detention, an office referral or a suspension during the month! Thus, almost all of the York students are able to submit a green slip into a drawing, which may make them a lucky winner of a beautiful backpack. Each backpack is filled with school supplies.



York SUPERSTARS for January.

York is so lucky to have a former family who has been donating these beautiful backpacks to our school for the past two years. Thank you so much for your generous contribution that allows us to have this opportunity to recognize outstanding students as a part of our Positive Behavioral Incentive System (PBIS) at York School.

Zela Davis *Elementary*

13435 S. Yukon Ave., Hawthorne, CA 90250 • 310/679-1711 • www.hsdzeladavis.org



Kathy Carbajal
Principal

Looking Toward the Future

By Joel Garber, Fourth Grade Teacher

We are excited to have Mathew Rohrer as the new dean of students at Zela Davis Elementary School. He has implemented many new ideas for improving student growth. One is the Young Male Achievement Academy. This group is comprised of roughly 20 fourth- and fifth-grade students, who are focusing on social and academic skills to get them excited about higher education. Recently they paired up with students from Bud Carson Middle School (BCMS) for peer tutoring and mentoring. The BCMS students come once a month and have really bonded well with our students.



Also, the Zela Davis technology program, headed by Louis Avina, is growing rapidly! The focus has been on preparing students for the Smarter Balanced Assessments using netbooks and computer-lab sample tests. We have improved the device to student ratio, providing more computer access for students, and Google Docs and other Google accounts are being used by both faculty and students.

Rules!!!

One word in the list is NOT in the word search.
When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com (Please put HAW in the subject line)

Entries must be received by April 15, 2015

From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

- | | | |
|----------|----------|------------|
| ALKALINE | HUMMUS | SALMON |
| ALMONDS | KALE | SEEDS |
| APPLES | LEMONS | VEGETABLES |
| CARROTS | MINERALS | VITAMINS |
| CHICKEN | NATURAL | WATER |
| FIBER | NOURISH | |
| FRUITS | NUTS | |
| HEALTH | PROTEIN | |

**Congratulations to Ricardo Oretga
Winner of the January Word Search Contest!**

Whole Health Everyday Word Search Contest

A	D	I	C	F	Q	R	H	F	G	V	D	Z	J	C
T	L	T	G	V	P	M	R	S	D	N	O	M	L	A
E	O	K	J	Y	Z	S	P	N	I	S	T	U	N	R
Y	X	O	A	H	A	R	C	I	S	N	E	H	U	R
O	G	S	D	L	F	H	B	M	T	O	A	E	T	O
H	L	N	M	Q	I	Y	I	A	I	U	Y	K	D	T
B	B	O	O	C	B	N	A	T	U	R	A	L	M	S
R	N	M	K	K	E	I	E	I	R	I	F	H	B	F
V	D	E	A	R	R	E	D	V	F	S	Z	S	G	C
U	N	L	A	E	H	T	L	A	E	H	H	C	I	Y
F	E	L	T	C	K	O	H	L	I	M	N	Z	O	F
A	S	A	P	R	W	R	P	E	D	O	T	W	F	N
O	W	P	R	V	C	P	Y	X	R	U	U	G	W	K
V	E	G	E	T	A	B	L	E	S	E	R	K	W	H

The Jazz Age: The Roaring Twenties

By D.H. Coop

In American social history, the 1920s period is often overshadowed by the Great War, Prohibition and the Stock Market Crash of 1929. Yet, it was a period of sudden change in the home, on the road, in the economy, in attitudes, and in behavior. These changes seem so second nature to us today that we think they have always been around.

Starting in the home we can see changes in workload, entertainment, and travel spread across the social environment. Prior to the '20s, the housewife scheduled her work according to the days of the week. Washing was done by hand and took all day, along with preparing the meals and caring for the children. Her workload was lightened with new time-saving devices, such as the electric vacuum cleaner, the electric refrigerator and stove, and the electric iron.

Also, the radio changed home entertainment. Before the radio, communities were informed of the local news by the newspaper or gossip at the market or pub. Now it was broadcast (a word from farming for scattering seeds by hand) right in their front rooms, along with other programs. Family entertainment then shifted from board games and singing to sitting and listening to the radio. As the price of the radio dropped, the children moved off to their own rooms with their very own radios. During the day, the programs were centered on housewives and sponsored by soap companies, thus the birth of the “soap opera.”

Availability of the automobile changed all aspects of life. It provided the housewife with more independence and a more convenient way to do her shopping. Automobiles required better roads and better roads cost money, which caused a shift from railroads to automobiles being the force driving the economy. Restaurants became roadside cafes, hotels became motels, and crime became more mobile. To get the car into everyone’s hands, Henry Ford produced the Model T from 1914 to 1927 with the sales pitch of “in any color (black).” Ford outsold all other carmakers until 1927. General Motors allowed credit and sold cars in multiple colors, finally overtaking the Model T in sales.

Credit shifted the sales pitch. Advertising became more scientific, with research and studies. Slogans and sayings were rooted in the '20s, such as “Say it with flowers” and “Don’t light three cigarettes with one match.” Advertising was given a boost with the Silver Screen and the images it portrayed in dress and style.

Finally, the '20s saw the development of sports and entertainment on a mass scale. Baseball became a national spectator sport. The local bar became a speakeasy that respectable couples could go to and have a drink. The new drink to appeal to women was called the “cocktail”—drinks with decorations. The drinks required illegal alcohol, which was provided by bootleggers in fast cars, which gave birth to the modern race called National Association for Stock Car Auto Racing (NASCAR).

All in all, the 1920s changed the modern home, transportation, the economy, and social life.

Note-ables

Build It Back Again



Kate Karp

I’m delighted whenever I come across a collection for children featuring music that isn’t formulated, childishly cute or backed with electronic tracks. *Build It Back Again* by the Billy Jonas band is none of this, even with the use of a toy piano as a percussion instrument. The melodies are catchy compositions performed

by a full range of vocal and instrumental mastery—even that little piano—and the lyrics do more than instruct and educate. They traverse sometimes wonky pathways to communicate profound messages of determination, maintaining humanity in a technological world, balance and historical significance.

The title song features a strong tempo with words to match. From the



architecture of ancient Greece to the ravages of Hurricane Katrina—and certainly not stopping there—the band sings of the resolve of the human spirit to rebuild, often in new ways. The rollicking “Monkeys Driving Cars” tells how necessary it is to advance ourselves as humans to the same extent as technology if we want to survive as people. In a primal atmosphere of percussion, “Moment of Noise” seamlessly transitions from the creation of the universe to thankfulness and appreciation for every little sound and what causes it.

The CD is heavy but not any means ponderous. The songwriters also love wordplay, especially as it increases vocabulary and wallows in punning, as in “Hairy,” “Maybe Maybe Not” and “What Kind of Bear Are You?”

The Billy Jonas Band has dug a sturdy foundation in *Build It Back Again*—good stuff for any group discussion that involves young minds.

Remember When?

Technology... Things of the Past



Charlene Ashendorf

“I’ve got gadgets and gizmos a-plenty. I’ve got whozits and whatzits galore. You want thingamabobs? I’ve got twenty! But who cares? No big deal, I want more”. If you are not familiar with these lyrics, you might just have to ask a little girl! Most likely she is familiar with Ariel and “The Little Mermaid.”

Doesn’t it seem that young people are bombarded by “must have” stuff? I remember a simpler time. I can remember the words as if I uttered them yesterday: “Mom, It’s lovely and it lights up and every one of my friends has one.” Yes, I had to have one too... that turquoise princess phone. Of course, today, many nine year olds have a cell phone; and landlines, well, kids may not be familiar with that word.

When the Brownie Bullet camera (in the yellow box) was introduced, I had to have one! Photos, film and processing (all terms dropped from our vocabulary) cost me my weekly allowance time and again. But just anticipating the results of my photo shoot was exciting!

At the age of nine I had already written my first short story. The operative word here is “written” as in pen and paper written. The tale of a young girl and her elephant growing up on Mount Kilimanjaro when a chasm in the earth separates the two was one I couldn’t write fast enough. I begged my parents to buy me a typewriter. That dream became a reality in 1961 with the release of the IBM Selectric. What a fabulous invention, it was. No longer would the typewriter use the typebar that moved up with great force to strike a ribbon. This mother of all inventions used a typeball that actually pivoted. And what’s more, it could be removed and changed which introduced a multitude of fonts! The Selectric changed my life. More coveted than the television, the Selectric was every writer’s dream. Now granted it was not a computer with spell check, but ultimately a self-correcting feature became life changing to this young writer. Enrolling in a typing class in middle school added confidence, speed and accuracy to my budding interest in writing.

The history of technology includes many wonders, we never dreamed of: the computer, a PC, the MAC, a tablet, a chrome book, kindle, and the iPad. However, looking back, nothing can compare to the imagination one was forced to unlock with the IBM Selctric. Yes, Growing up with “technology” means many different things for many of us. Most of them, like us... obsolete.

Charlene remembers growing up in Chicago with hot and humid summers, leaves that turned colors in the fall and endless winters. Active in her community and church, she advocates for seniors, affordable housing, literacy and libraries. Her hobbies include reading, writing and visiting art galleries. Charlene resides in Costa Mesa with her husband, Dennis who is a teacher in the Newport Mesa Unified School District. <http://about.me/cmash>

Rising to Rachel's Challenge



Arturo Delgado, Ed.D.
Superintendent

Rachel Scott was a kind-hearted teenager with a big dream. She believed that the smallest act of kindness could ripple out and start a chain reaction, and this was how she wanted to change the world.

On April 20, 1999, her life abruptly ended – and the movement to keep her dream alive began.

Rachel, at 17 years of age, was the first victim to be shot and killed at Columbine High School, during a rampage by two of her fellow students.

Rachel's dream lives on through her writings and has changed millions of lives since her death.

Rachel's Challenge, an inspirational program based on her writings, offers a message that focuses on inspiring others to replace acts of violence, bullying and negativity with acts of respect, kindness and compassion.

The project was created by Rachel's dad and stepmother, Darrell and Sandy Scott. It aims to motivate and equip students to start and sustain a chain reaction of kindness that transforms schools and communities.

Rachel's Challenge includes a series of student-empowering, educator-motivating programs and strategies called the "Awaken the Learner Five-Step School Improvement Process." This process equips students and adults to create and sustain safe, caring and supportive learning environments essential for academic achievement.

Darrell has spoken to more than five million people in live settings around the world, not counting the millions he has spoken to through programs such as Oprah, Larry King Live, CNN, and the Today Show. He has authored or co-authored five books, and meets with politicians and educators regularly concerning issues of school violence.

I invited Darrell to speak about Rachel's message at our leadership conference at LACOE and at our Superintendents Convocation last year.

Event participants found the message to be simple but powerful. Many of them sat in silence, teary-eyed, at the end of Darrell's presentation.

Rachel's message is that we all can have the power to make positive changes through acts of kindness and compassion – and the challenge for educators and other members of the education community is to empower our students to make their positive impact in the world.

My hope is that we all rise to Rachel's challenge.

Arturo Delgado, Ed.D., was appointed superintendent of the Los Angeles County Office of Education in July of 2011. With headquarters in Downey, the Office is the nations largest regional educational agencies, providing a range of programs and services to support the county's 80 public school districts and 2 million preschool and school-age children.

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Every Step – a Journey!



Tyler Robert Armstrong

I am 11 year old, Tyler Armstrong, mountaineer. At age 9, I set the World Record as the youngest person ever to climb Mt. Aconcagua (22,841 feet). I also set the record for the youngest person to climb Mt. Whitney (14,505 ft) in a single day (age 7), and was the second youngest to climb Mt. Kilimanjaro (19,341 ft) (age 8).

Everyone always wants to know why a kid would want to climb mountains? I wanted to start climbing because when I was 6 I watched a nature documentary on the Great Divide. What was interesting about that documentary was that you hiked all the way from Canada to Mexico! Also, my dad had just come back from a hiking trip and showed me some videos. After the video was over I was inspired by what he just had accomplished! The next night I told my parents I wanted to start hiking! Then, after my dad got home I told him, "Let's go jogging." At first I could only go about a quarter mile. The next time I went jogging my goal was a half mile and it kept building from there. About a month later after a lot of hard work, it was time for my first hike!

My first hike was for about 6 miles and I could climb only to about 5,000 feet elevation, but at that time it was very challenging to me. I slowly made it to the top of the mountain and back, but I still made it all the way! The next day I was very sore. About a week later I told my dad that I wanted to do something bigger. We went on the internet and found more mountains that I was ready for. After climbing other local mountains and longer distances, I was ready for my test - Mt. Baldy (10,064 ft)! My dad decided to take a difficult trail up Mt. Baldy for 6,000 feet of elevation gain and 12 miles round trip. That day was very tough and tiring, but I was ready because of my hard training. When we got to the top I could see every thing. I was so high I could see LA! It was amazing that everything was under me, even the clouds! And right there I knew what I wanted to do... Mountain Climb!

After months of hard work I was ready to try to set a record by ... (to be continued).

Publisher's note: I read an article about Tyler and immediately invited him to be a guest columnist. He is such an inspiration and I want our readers to hear his amazing stories. If you can't wait for the next column, please enjoy Tyler's web site! www.topwithtyler.com and www.facebook.com/topwithtyler and www.youtube.com/user/TopWithTyler

SUPERINTENDENT • From Page 1



Dr. Helen E. Morgan
Superintendent

Me gustaría volver a invitarlos a que visiten nuestro sitio web y revisen nuestro LCAP. Estamos en el proceso de actualizar el documento para el próximo año escolar. Habrá una oportunidad para sugerencias en el documento a través de una encuesta y reuniones futuras. En el Distrito Escolar de Hawthorne están aconteciendo algunas cosas muy interesantes. ¡Estoy muy agradecida y orgullosa de ser parte de ello!

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*Sugar in a 20 oz. soda.
Calculation based on a 3 gram sugar packet.

Extra calories from all that sugar leads to weight gain that can put people at risk for lifelong health problems such as diabetes and heart disease.

- Soda is the top source of sugar in the American diet.
- U.S. teens drink twice as much soda as milk.
- Americans spend \$73.9 billion annually on sugary soft drinks.
- Sugary drinks do not make you feel full, and may actually make you hungrier a few hours after drinking them.



rethink
YOUR DRINK

Piénsalo dos veces antes de beber!

Las calorías adicionales del azúcar hace que la persona aumente de peso y pueda poner en riesgo su salud de por vida, como la diabetes y enfermedades del corazón.

- El refresco es la principal fuente de azúcar en la dieta estadounidense.
- Los adolescentes estadounidenses beben el doble de refresco como leche.
- Los estadounidenses gastan \$ 73.9 mil millones al año en bebidas azucaradas.
- Las bebidas azucaradas no te hacen sentir lleno, y realmente te pueden hacer sentir que tengas más hambre dentro de unas pocas horas después de haberlos bebido.

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