

FREE

School News

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Covering the Hawthorne School District

VOLUME 5, ISSUE 30

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JANUARY / FEBRUARY 2016

District-wide School Uniform Implementation

With the start of the new year, we will see another change in the Hawthorne School District...school uniforms at all eleven of our school sites. While many of our schools have had a uniform dress policy in place for several years, we are expanding the practice to all of our schools. Each school has gone through the process of working with their School Site Councils to make a recommendation to the Hawthorne School District Board of Trustees for adoption and implementation on January 11, 2016.

The schools that will see the implementation in January 2016 include: Kornblum Elementary, Ramona Elementary, Bud Carson Middle School, Hawthorne Middle School, and Prairie Vista Middle School.

We have held multiple parent meetings to inform the community of the upcoming change. The uniforms include a solid color collared shirt with a twill fabric bottom. In an attempt to make the acquisition of uniforms as simple as possible we have kept the requirements very basic.

School uniforms will assist staff in identifying students who belong on campus and helps to identify our students when out in the community. Uniforms help to establish a safe and productive culture at a school and we look forward to very positive outcomes with our implementation.

If you have any questions regarding uniforms please contact your school office for further information. I would like to wish the entire Hawthorne Community a very Happy New Year and look forward to another exciting year in 2016!



Implementación del Uniforme Escolar en todo el Distrito

Con el inicio del nuevo año, vamos a ver otro cambio en el Distrito Escolar de Hawthorne. . . uniformes escolares en todas nuestras once escuelas. Mientras que muchas de nuestras escuelas han tenido una norma del uniforme escolar implementado desde hace varios años, estamos ampliando la práctica a todas nuestras escuelas. Cada escuela ha pasado por el proceso de trabajar con el Consejo del Plantel Escolar para hacer una recomendación a la Mesa Directiva del Distrito Escolar de Hawthorne para su adopción e implementación el 11 de enero de 2016.

Las escuelas que verán la implementación en enero de 2016 incluyen: Primaria Kornblum, Primaria Ramona, Secundaria Bud Carson,

Secundaria Hawthorne, y Secundaria Prairie Vista. Hemos realizado varias reuniones de padres para informar a la comunidad del próximo cambio. Los uniformes incluyen camisa de color sólido con cuello y para la parte de abajo pantalones/faldas/shorts de tela twill (estilo casual). En un intento para hacer la adquisición de los uniformes lo más simple posible, hemos mantenido los requisitos muy básicos.

Los uniformes escolares ayudarán al personal a identificar a los estudiantes que pertenecen a la escuela y ayudará a identificar a nuestros estudiantes cuando estén afuera en la comunidad. Los uniformes ayudan a establecer una cultura segura y productiva en la escuela y esperamos resultados muy positivos con nuestra implementación.

Si usted tiene alguna pregunta con respecto a los uniformes por favor comuníquese a la oficina de

su escuela para más información. Me gustaría desearle a toda la Comunidad de Hawthorne un ¡Feliz Año Nuevo y esperamos que este 2016 sea otro año extraordinario!



Dr. Helen E. Morgan
Superintendent

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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

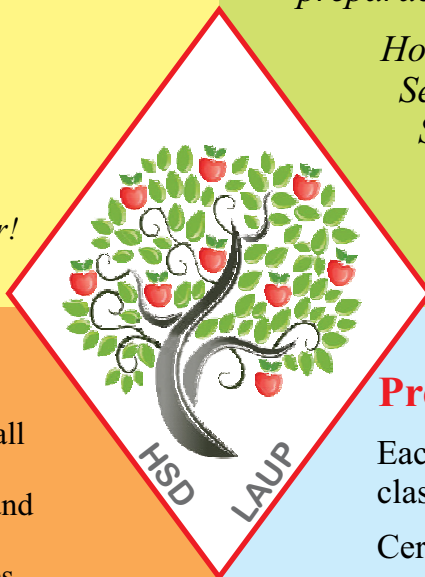
Eucalyptus Universal Preschool

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!



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

Nutrition and Wellness

At our LAUP preschools, we focus on shaping the overall development of each child. We take a look at students' learning, social development, as well as their nutrition and wellness. We encourage our preschool staff to embrace their roles as guiding lights for preschoolers and families by teaching ways to incorporate healthy food and exercise every day. We hope you will play a role in reinforcing these themes at home because as parents, you are your child's first and most important teacher in life.

Nutrición y Bienestar

En nuestros preescolares LAUP, nos enfocamos en formar el desarrollo completo de cada niño. Observamos el aprendizaje de los estudiantes, el desarrollo social, así como su nutrición y bienestar. Animamos a nuestro personal del preescolar a adoptar su papel de guía de luz para niños en edad preescolar y las familias mediante la enseñanza de formas de incorporar alimentos saludables y hacer ejercicio todos los días. Esperamos que usted juegue un papel en reforzar estos aspectos en casa, porque como padre, usted es el primer maestro y el más importante en la vida de su hijo.

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

Bud Carson *Middle School*

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



Mark Silva
Principal

SLAM!

Bud Carson Middle School is excited to have our Self-esteem, Learning, Access, and Musical expression (SLAM!) afterschool music program again this year! SLAM! brings University of California, Los Angeles undergraduates to our campus twice a week to teach music to our students. Bud Carson students have the choice of guitar, keyboards, percussion, or voice.

SLAM! develops instrumental skills, theoretical expertise, and musical camaraderie. It also helps to fill that critical need to give students something fun to do at school. All of the necessary instruments are provided. The SLAM! program has a 5:1 teacher-to-student ratio to ensure that students get personalized instruction.

At the end of each 10-week session, students participate in a showcase to display their talents. At the end of the year, parents are invited to watch the showcase. We feel honored to provide the opportunity to foster our students' talent!



Kay Coop
Founder/Publisher



Happy New Year!

It is always fun to start a new year focused on our goals. Superintendent Morgan's message on the front page is informative about the district-wide uniform dress policy.

We had a record number of entries in our two contests! There are two contests in this issue and you'll need this page number for one of them. Have fun.



Our next issue is March 2nd.

Eucalyptus *Elementary*

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



Mike Goldstein
Principal

More Individualized Attention

If you have been to Eucalyptus lately, chances are that you've seen some new faces on campus. Thanks to an improving state and district budget, we have

been able to lower class sizes and hire new teachers!

Smaller class sizes allow each student to receive more individualized attention, which will help them to achieve success. Our list of new teachers includes Graciela Vargas, kindergarten; Mandy Richardson, first grade; Jennifer Banach, third grade; Stephanie Rodriguez, third grade; Cristina Hernandez, fourth grade; and Giovana Schroeter, fourth grade. Teachers accepting new positions include Brittney Sanderson, math intervention; Kathleen Rodda, literacy coach; and Evelyn Chavez, fourth grade.

In addition to new teaching positions, we've also hired several other staff members to join Koala Nation, including Angela Ortiz, dean of students; Lucia O'Cleary, full-time computer tech; Christopher Marquez, night custodian; and Lesli Quinto, afternoon health clerk. Please make sure to welcome our new Koalas on campus!



First Row: Ms. Vargas, Mrs. Banach, Mrs. Rodda
Second Row: Mrs. Schroeter, Mrs. Chavez, Mrs. Sanderson, Mrs. Richardson
Third Row: Ms. O'Cleary, Ms. Hernandez, Mrs. Ortiz, Mrs. Richardson

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Covering the
HAWTHORNE SCHOOL DISTRICT

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Hawthorne *Math & Science Academy*

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



Esau Berumen
Principal

Introducing Our Counseling Department

By the HMSA Counseling Department

The HMSA counseling department is dedicated to guide and support student development and well-being for every student through academic, personal/social and postsecondary college planning. We offer students opportunities to help them grow and to build characteristics that will help them succeed.

"I meet students where they are at, but I also challenge students to stretch, learn and grow," said counselor Julia Bui. "I am also a single parent of a teenager and understand those specific rewards and challenges."

"My goal is to provide all students and their families with the necessary resources and information to succeed at HMSA," said counselor Jessica Vazquez.

"I strive to help ninth-grade students adjust successfully to the rigorous academic demands and the social-emotional challenges of the first year of high school," said transition specialist Deanna Jordan.



"My goal is to support the school's effort to maintain a safe, healthy and supportive learning environment for every HMSA student," said school psychologist Luis Mendez.

Hawthorne *Middle School*

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



Rudy Salas
Principal

Tech Hits Home Runs!

Hawthorne Middle School received an invitation to bring a small group of students to a local baseball stadium one evening in November to take part in the first-ever Demo Day for the team's brand-new accelerator technology system for start-up businesses. The event took place on the stadium field with a reception in the Dugout Club. Students from the Network for Teaching Entrepreneurship—Start-Up Tech class were able to attend this event.

The accelerator was designed to deal with the fastest-changing sports market in history, ushering in a new era for teams and their fans and creating unprecedented opportunities to innovate and shape industry growth. Our students were able to experience, before the general public did, innovative technologies that the team management wishes to bring to their fans in the 2016 season.

Students saw firsthand many powerful consumer experiences in all aspects of the sports-technology industry. They saw presentations and demos of apps that cater to the growing fantasy-sports and fitness industry. They saw live demos of apps that allow fans to order and pay for food and refreshments right at their seats. There were also apps that helped high school athletes gain a better share of college recruitment attention.

Team president Stan Kasten gave the opening remarks and welcomed our students with about 300 members of the media and entrepreneurs from Southern California.

Jefferson *Elementary*

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



Wendy Ostensen
Principal

Visual and Performing Arts

Jefferson is in its second year of the Visual and Performing Arts (VAPA) program. Teachers bring the curriculum to life through various art activities aligned to themes. Our staff works with the lead art teacher, language arts coach and South Bay regional arts coordinator to focus on integrating these creative activities.

The California Dance Institute provides weekly professionally taught music and dance classes for third-graders and after-school classes for selected fourth-graders. These students will participate in an end-of-year performance. More after-school dance opportunities are planned for spring.



The "Secrets of the Heart" culminating performance with Mrs. Arevalo's Kindergarten class.

Kindergartners enjoyed the "Secrets of the Heart" six-week residency program in music, dance, theater and visual arts along with monthly assemblies with a music-and-dance specialist.

In addition to these VAPA activities, we're planning a spring musical and in-class art lessons. We're excited to discover the hidden talents our students possess, and we know that students and parents appreciate these wonderful experiences!



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Kornblum *Elementary*

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



LaTima Jones
Principal

Cardinal Parents Support PBS

Our Kornblum parent volunteers have taken on numerous projects to help support student activities.

This year they are supporting the Positive Behavior Support (PBS) program. PBS encourages students to make the right decisions by reinforcing positive behaviors. Students can also earn "Gotcha Tickets" when they practice our four Cardinal Rules: be respectful, be responsible, be safe, and give your best effort.

Students can collect Gotcha Tickets and redeem them at our monthly Gotcha Ticket sale. Each month our parents set up the sale, organize the prizes, label the prizes, and manage the students as they wait to make their purchases.

In addition, they run our weekly popcorn sale in which the students can buy popcorn with their Gotcha Tickets. They also assist with our monthly spirit

assembly on set up, and pass out awards and Brag Tags. They even monitor the prize redemptions and manage the picture lines.

We value the commitment of our parent volunteers. They are a huge part of the success of the PBS program here at Kornblum.



Prairie Vista *South Campus*

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



David Mallchok
Site Administrator
Assistant Principal

A Special Day

This fall season brought yet another successful Harvest Festival to our Pre Pare Preschool students, parents, and staff members at Prairie Vista South Campus.

Parents, students, staff, and community members celebrated the event with a cornucopia of games and activities. There was a pumpkin patch, an arts and crafts table, musical chairs, ring toss, a pumpkin carving table, popcorn and nacho stands, a piñata, and much more.

It was very enjoyable to see all of the Pre Pare Preschool students getting into the spirit of the day dressed up in their costumes. Some of the adults wore costumes, too. The Pre Pare Preschool staff organized and held a structured and enriching event indeed!



Everyone in attendance agreed that all of the hard work, preparation, and dedication that it took to decorate, set up, and host the activities paid off. Everyone had a memorable learning experience on this very special day.

Prairie Vista *Middle School*

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



Patricia Ray
Principal

Celebrating Our Success

Prairie Vista Middle School (PVMS) recently received the California Gold Ribbon School and Title I Academic Achievement Awards. We are extremely proud of our students and staff and have recently installed these two plaques. One set is in the quad, and one set can be seen from Prairie Avenue.

Tom Torlakson, State Superintendent of Public Instruction, describes Gold Ribbon Schools as "academically successful, vibrant, and innovative centers of learning and teaching." PVMS was recognized primarily for the use of project-based learning to integrate the arts into the core curriculum.

PVMS was recognized as a Title I Academic Achieving School because we receive Title I funds. Federal Title I funds are used to assist with meeting the educational needs of low-income students.

We are proud of our accomplishments, but we are not resting on our laurels. We are committed to improving our practices so that our students will be college and career ready.



Ramona *Elementary*

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



Michael Collins
Principal

Reading on the Roof

By Germaine Paredes, Literacy Coach

Where can a person just clock in some uninterrupted reading time?

Where else but the roof of Ramona Elementary School? That's exactly what our principal, Mike Collins, did on November 9.

What a trooper he was! At one point; the wind kicked in, a blanket of grey hovered above campus, and it began to "rain on his parade." Without hesitation, he took cover under his umbrella chair and continued to read.

The challenge was part of a partnership Ramona has had for a number of years with a national pizza chain. The restaurant provides personal pizza coupons so teachers can reward students who achieve their reading goals. Although Mr. Collins did not receive a pizza coupon, he did receive a T-shirt and many curious questions from students and teachers regarding the book he was reading and a number of requests to join him for a "read-in" on the roof.



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Washington *Elementary*

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



Maritza Cruz-Brown
Principal

Parent Academy

By Wayne Salmon

The Washington Wildcats have taken great pride and pleasure participating in the Hawthorne Parent Academy throughout recent years. This year, Washington School reinstated the kindergarten “Jumpstart” program.

The parental response has been tremendous. The parents as well as our students receive invaluable information regarding the kindergarten experience. The HPA has introduced topics such as discipline and reading development to our kindergarten parents.

This year, each kindergarten class is performing for our parents at the end of our informative presentations. Mrs. Scheers’ class did an amazing job with their performance for the month of November. This simple addition has more than doubled our HPA attendance.

We realize that our parents are among the most valuable members of our educational team. The kindergarten parents have responded in large numbers to the needs of our school and, more importantly, to the needs of their children.



York *Elementary*

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



Jennifer Beekman
Principal

Mathematical Minds

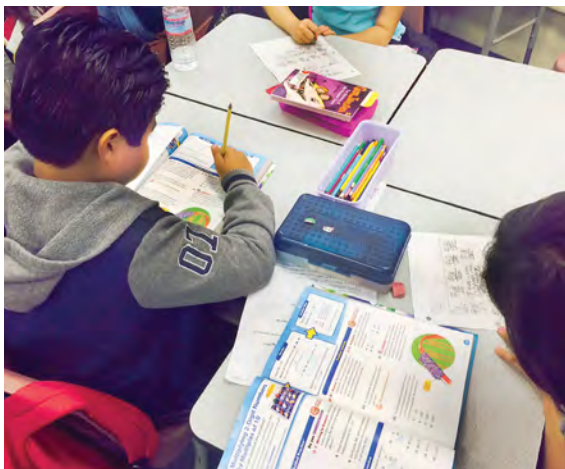
The students at York School are working hard on their mathematic skills. It is enjoyable to watch our superstars process the mathematic equations and share how they obtained the answers with others. Staff members have also been actively involved in professional development to learn additional instructional strategies to improve student achievement levels.

Our math coach, Mr. Burke, has been meeting with all the teachers to discuss student data and math content. Mr. Burke, along with other staff members, has been attending weekend math trainings at the University of California, Los Angeles Curtis Center. They return afterwards enthusiastic and ready to share newly acquired knowledge with their colleagues.

In addition, our support staff works hard to provide valuable one-hour workshops. Parents are provided with the opportunity to attend our monthly parent workshops, where we share ideas and suggestions to help children with

math at home. York will host another Family Math Workshop after the winter vacation. During these events, parents and their children work together to learn fun activities and games they can do together at home. Our goal is to have all students learning mathematics using higher-level thinking skills.

Our students have embraced the challenge, and they truly love learning math!



Zela Davis *Elementary*

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



Kathy Carbajal
Principal

Learning Positive Behaviors

The Zela Davis Positive Behavior Intervention System (PBIS) promotes positive behavior. It also provides our students with a safe and engaging learning environment.

Our practices are founded on the expectation that all children can exhibit appropriate behavior. Led by Tasha McDonald, our school’s new dean of students, and the PBIS team, we have identified three school-wide expectations that can help our students both learn and exhibit positive behavior.

The students are taught to work collaboratively, respect personal space, and walk in all designated areas. They can also earn “Stem Praise Tickets” for following these school-wide expectations. The tickets can be used to purchase items from the classroom store, the school store, or to enter in one of our monthly PBIS reward events.

We are very proud of our Zela Davis students, and appreciate the support that is provided by all of our staff members and parents.



Hitting the Right Notes

Using Music to Teach



Saskia Garel

As a parent, if you're like me, you obsess about your child being ahead of the curve when it comes to learning everything from reading and writing to potty training and manners. You also want to ensure that any obstacle they face will be easily overcome with the skills you provide them with. In my experience, music has been my greatest collaborator. Not only in the "play classical music for my baby to make him a genius" kind of way, but



actually using music to teach any type of information or skill. With my son, I would put on a one-woman show at mealtime, playtime, bedtime and basically every time in between. Yes, it was a bit or a lot excessive, but I just didn't want him to struggle or be bored and uninspired. I wanted to stimulate his little brain and expose him to everything.

What I began to notice was that he had an unbelievable ability to learn and retain information because of the songs I entertained him with. By utilizing the combination of lyrics, rhythm and melody, music can aid in the learning experience. Tristan could spell his name as early as he could talk because I taught him the letters in his name to the tune of Twinkle Twinkle Little Star. At Tristan's daycare, I remember other parents marveling over his ability to recite, not only our home phone number but our cell numbers and his address—in case he ever got lost or separated from us in a crowd. At 6, he was one of the few people in his Scouts Troop that knew the entire pledge by heart by the second meeting, all because I put a melody to it...and to this day he remembers it verbatim, without even having to sing it.

It has been the same with my daughter, Mixie. Since I witnessed the power of music and the fantastic effects it had on my son's learning, I added to our repertoire. At two years old she can read phonetically as I never sang the ABC song to her in the traditional way. I sang it to her phonetically so when she sees a letter, instead of saying its name, she says its sound. If I show her a three-letter word like CAT, she basically sounds it out right away instead of having to discern that the letter C makes the CUH sound. I went as far as to make up songs that highlight sight words, letter blending, prefixes and suffixes. Even as they grow older the songs that I created for them as babies remain ingrained in their little heads. They never suspected that they were learning.

So, try music the next time you want to teach your child anything at all. You can use traditional melodies with your own words or make up your own tunes altogether. I promise you, you don't have to have a beautiful singing voice or impeccable rhythm...you just have to be enthusiastic and fun. A little tip: record yourself so you don't forget the wonderful creations you dream up! I did just that and put together a CD of 24 songs that I sing to my kids all the time. It's called *All in a Day's Play* and is available on iTunes and CD Baby.

BTW, Tristan is now 8 and hasn't conquered eating over his plate. I'm convinced there is just no song for that unfortunately, unless you count "Eat the Crumbs Right off the Floor" sung to the tune of Head and Shoulders Knees and Toes!!

Saskia Garel is a Mom/Singer/Songwriter/Author/Artist
Please visit www.saskiagarel.net

Musical String Instruments Word Search Contest

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 Hawthorne in the subject line)

Entries must be received by February 15, 2016.

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

BALALAIKA	GUITAR	SITAR
BANJO	HARPSICHORD	UKULELE
BASS VIOL	LUTE	VIOLA
CELLO	LYRE	VIOLIN
CLAVICHORD	MANDOLIN	ZITHER
CONTRABASS	ORGAN	
DULCIMER	PIANO	

Congratulations to **Nathan Gonzalez**
Winner of the November Word Search Contest!



Taking Action to Advance Civic Learning



Arturo Delgado, Ed.D.
Superintendent

In its latest report card on U.S. history, geography and civics, the National Assessment of Education Progress has presented a dismal picture. Only 23 percent of eighth-graders tested at or above proficient in civics with no significant sign of progress since 2010.

These numbers serve as a call to action.

California and our nation are facing a crisis in civic learning. The problem is growing by nearly every measure – including record low voter turn-out – and this is putting our democracy at risk.

Preparing students for informed, engaged participation in civic and democratic life is not just essential; it is entirely consistent with the goals of increasing student achievement and closing achievement gaps.

In response to this problem, California Chief Justice Tani G. Cantil-Sakauye teamed up with State Supt. Tom Torlakson to establish the California Task Force on K-12 Civic Learning.

The Task Force has released a report with recommendations to elevate the status of civic learning in schools.

We now also have a pilot network of six local partnerships. Los Angeles County – along with Alameda, Butte, Fresno, Sacramento, and San Diego counties – is taking action.

I am leading the Los Angeles County Civic Learning Partnership, along with David Rattray, executive vice president of the Los Angeles Area Chamber of Commerce and Associate Justice Laurie Zelon of the Court of Appeal, Second Appellate District.

We are reaching out to districts to adopt school board resolutions, policies and Local Control Accountability Plans that incorporate the Task Force recommendations.

At LACOE, our California Democracy School Civic Learning Initiative has provided schools professional development, coaching and technical assistance, as well as mini-grants to create innovative programming at each site.

This year, we are creating a series of 12 online professional development webcasts that will be available to districts at no cost. These resources are available on our website, lacoe.edu.

Civic learning deserves a lot more attention and support in the education community. We need to ensure that our students develop the knowledge and skills they need to participate in our democracy.

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.

Contest!

Our office tortoise, Cheeseball, is somewhere in this issue on his snowboard. When you find him, email the **page number** to:
Kay@schoolnewsrollcall.com
Please put HAW in the subject line.

Your entry must be received by
February 15, 2016.
From the correct entries, we will draw a winner to receive a \$20 gift certificate redeemable at Barnes and Noble.



Congratulations to Joy Acosta
November Winner

Isabella's Book Review

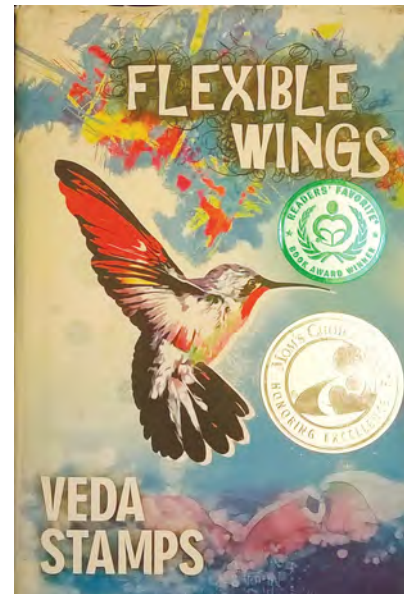
A Page-Turner



Isabella A.

Flexible Wings is Veda Stamps' first full-length novel. The main character, Summer, wants to be on a swim team, but her parents are in the military and move around often. When she's finally on a team, she doubts if she wants to participate. To make matters worse, her mom is deployed! Dad says that Grandma would come while Summer's mom is gone. Soon, Summer makes new friends, but fights with her younger sister, Emiko. To make up she throws a surprise party! But the party becomes a disaster when Emiko is unable to breath because of a bee sting. Emiko does get better. Phew! The family survived this disaster, but will they survive what lies ahead- without their mom!

I give this book 5 stars, because every page has an extraordinary family, events, details and tragedies. This book is definitely a page-turner and will keep you reading until the end!



Isabella is a fourth grader who loves to write based on her experiences fictionalizing them into stories that relate to young readers. Isabella wants to be an author of realistic fiction when she grows up. She will rate the books 1 to 5 with 5 being the best.

Note-ables

Smiley Face Sticker, Mr. Palindrome



Kate Karp

Ding, dong! Madame, I'm Adam. Said the flea, let us fly; said the fly, let us flee!

Those are examples of onomatopoeia, palindromes and alliteration. Big words, but not so big that Mr. Palindrome, aka Australian musician Natan Kuchar, thinks that your young child can't have fun learning them. His new CD features a song for each of the aforementioned types of figurative language. "Alove Alliteration" actually rolls off the tongue. "Onomatopoeia" asks, "Do you have any i-de-ah what's an onomatopoeia?" and sings out examples. The palindrome has two songs, "The Palindrome Song" and "Backwards Alphabet," which practices singing the ABC's backward, stopping and starting with the British English *zed*, and shows how a word like *kayak* is spelled the same backward and forward.

"The Real Adventures of Incy Wincy Spider" will encourage parents, teachers and children to compose further adventures of favorite storybook characters. And to let you know that the collection isn't just about the lyrics, "Smiley Face Sticker" has a great melody line and thumping beat, enough to leave you with an incy wincy earworm.

Mr. Palindrome, as he puts it, wants to teach very small children very big words with very silly songs. Even better, your child's experience with figurative language will be enhanced by some even sillier videos and doodlings available free, along with lyrics to all the songs, on Mr. P's website, www.mrpalindrome.com.

Kate Karp is an editor for *School News Roll Call* and a freelance writer and editor.

Thank you for reading *School News!*

Remember When?

Helping Out



Charlene Ashendorf

I remember as a child my parents would “help out” at school. I really don’t recall them using the word volunteering, in those days they were just helping out. I believe that in the beginning, my “parent volunteers” started out as a way to quell my separation anxiety. Holding onto dad’s hand that first week of kindergarten gave me the security I needed to take the first steps toward independence. In actuality, dad was a yard duty volunteer in the morning, but to me, it meant that I would be able to spend ten more minutes with him before taking the walk into the classroom on my own.

The transition to first grade meant long days away from home. To help me cope, dad would come into my classroom each week, and sitting on a child’s size chair as we crowded around his feet, he would read to my friends and me. It was comforting and familiar, just like those nightly bedtime stories.

Because my mother worked during the day and dad worked a night shift, it seemed natural to me when dad became the room parent! Mother would bake cookies after dinner and package them for dad and me to take to school the next morning, but having a dad as the room helper a special treat!

Fourth and fifth graders seemed to want their parents around less often, but having dad help with the SRA reading program meant he’d have a watchful eye on my progress in school. I recall him being so kind to the some of the children who weren’t fast readers. I believe my friends didn’t feel the pressure from him as from their own parents.

In middle school my parents wanted to help out more in school; I wanted them around less. So the subtleties of parental involvement came into play. Because I was a “joiner,” there were school plays, talent shows, poetry memorization contests and pre-teen jeopardy. With each of the extracurricular activities, parent volunteers were needed. What I learned in the process was that my mother and dad were great to have around behind the scenes; helping with set designs, costume fixes and even as judges!

The distance grew between my parents and me. I was a teenager and the last thing I wanted was to see my mother or dad on my high school campus. And yet, having my mother involved in the parent teacher association or seeing my dad selling cookies and drinks at the snack bar to raise funds for school sports meant more to me than I ever let on.

My parents had this simple philosophy: “There are so many wonderful things that will never get done if we don’t take the time to do them.” I am grateful that they were just helping out!

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>

A Bit of History

Music in History

By D. H. Coop

I remember my first years in school with finger painting, drawing and music. The class would listen and sing songs together, playing with blocks wrapped in sandpaper and striking triangles and other instruments to accompany our songs. My teachers exposed us to classical music with the *Surprise Symphony*, explaining the story behind it. Then around third grade, the art and music stopped, the students with the best voices joined choir, and those interested in art took art classes. What I liked about the art and music were the stories behind their creation.

Later as I became an adult, I started to notice that some of the songs I sang in school were tunes that were reworked. In the 1960s, my uncle could not believe what they had done to “I’m Going to Sit Right Down and Write Myself a Letter” from the 1930s. Some of the rewrites were unknown to my generation, such as “A Paper of Pins” from the colonial days that was redone as “The Bus Stop Song” and “Mockingbird,” about the price of love. Then with rock ‘n’ roll came the civil rights movement.

Music before rock ‘n’ roll fell into groups. At the top was popular music and classical that was mainstream. All other ethnic music was called race music. Elvis changed the music world in the 1950s. Yet he was not the first. Back in the 1840s, Louis Moreau Gottschalk introduced a sound that mixed European and African slave sounds from the parks of New Orleans. “Le Banjo” is Gottschalk’s attempt to make the piano sound like the banjo, an instrument developed by slaves. That sound can be found in Scott Joplin’s “The Entertainer,” which seems to be a favorite melody of ice cream trucks. Joplin’s sound became known as ragtime, and it turned into jazz, which spread out of the South into cities in the North after the Great War.

Aaron Copeland took the sound and introduced it into classical and big bands, which turned it into swing. After World War II, big bands fell out of popularity. Bill Haley and the Comets hit the stage with “Rock Around the Clock,” which brings us back to Elvis the King.

Elvis is not the one I want to use to demonstrate the value of music in history, although he played a major role. Instead, I want to mention Johnny Cash and his influence on country music. Country music groups before Cash did not include a drum player. Cash’s songs all sounded the same to me. Then I learned the stories behind some of his songs. “I Walk the Line” introduced the drum into country music. He made the drum sound by placing a piece of sandpaper under the strings of his guitar. Then with “Ring of Fire,” he introduced the Mexican trumpet into country music.

Rock ‘n’ roll went on to play a very important part in the civil rights movement and the Cold War. Rock ‘n’ roll went to the Soviet Union, where individuals cut tracks on x-ray plates to copy songs of the Beatles and others from the West. Then during the protests in the 1990s in China, Cui Jian sang “Yi Wu Suoyou” (“Nothing to My Name”) in rock ‘n’ roll. In this country, Billy Joel’s “Allentown” as well as his “We Didn’t Start the Fire” is an indictment against the Greatest Generation for broken promises.

So the next time you hear a song, it may not be just a tune and words. It may be social change, protest, a story, just entertainment or part of the historical picture.

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What is in My Drink? ¿Que contiene mi bebida?

MILK is full of calcium and vitamins • WATER keeps us hydrated
LECHE está llena de calcio y vitaminas • AGUA nos mantiene hidratados



Sodas, energy drinks, and other sweetened drinks are packed with **hidden sugars** and are unhealthy for us.

Sodas, bebidas energéticas y otras bebidas azucaradas están llenas de **azúcares ocultos** y no son saludables para nosotros.

540, 5th grade students were surveyed @ HSD.
Here is what they said about beverages at home!

- 32 % drink regular soda daily
- 42% drink sweetened drinks daily
- 78% intend to drink more water

Esto es lo que 540 estudiantes en el 5to grado dijeron sobre las bebidas en el hogar!

- 32 % beben sodas diariamente
- 42% beben bebidas azucaradas diariamente
- 78% tienen la intención de beber más agua

Do not buy soda or sweetened beverages at home! If you don't bring it home, they will drink it less. You are in charge of the home environment. Encourage your child to drink more low fat milk and water so they can grow healthy and strong!

At school, soda is not served or allowed at school during the school day. Even 100% fruit juice is limited in portion sizes, (4-8 oz) and frequency. We serve mostly whole fruits. Our milk is 1% or nonfat white. And nonfat flavored milk is only offered at middle and high school.

No compren bebidas azucaradas para el hogar! Si usted no las trae a casa, beberán menos. Usted está a cargo del ambiente en su hogar. Anime a su hijo a beber leche baja en grasa y agua para que puedan crecer sanos y fuertes!

En la escuela, no se sirve, ni se permite sodas durante el día escolar. Incluso hasta el jugo 100% de fruta está limitado en tamaño de porciones (4.8 oz) y las veces que lo toman. Generalmente servimos frutas. Nuestra leche es de 1% o sin grasa. Leche sin grasa con sabor sólo se ofrece en la escuela secundaria y preparatoria.



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