

FREE

School News

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Covering the Bellflower Unified School District

VOLUME 1, ISSUE 3
SUPERINTENDENT

JANUARY–FEBRUARY 2013



Thankful for the Past; Looking Forward to 2013

Looking back at the last several months of 2012, and anticipating a fantastic 2013, I need to once again acknowledge the hard work and dedication of each and every

Brian Jacobs, Ed.D.

employee. As an educational entity, we have encountered some of the worst economic times in history. Yet the teachers, classified staff, and administration banded together to keep the focus on the outcome goal of student success. Each group made a commitment to the students of this district and focused their efforts on academic achievements and personal growth. Thank you for that desire to help our children and young adults

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New Opportunities



Students participating in the Run for Funds event.

By Isel Taylor, Principal
Intensive Learning Center

A few months ago, our PTA sponsored a Run for Funds event, where students were given the opportunity to raise money to support the implementation of our Meet the Masters Art program, Accelerated Reader, and standards-based field trips for all grade levels. With the gracious support of the PTA, and student participation, the Intensive Learning Center (ILC) was also able to purchase a school-wide Web-based keyboarding program, called Type to Learn 4.

Our students are able to access the program not only at school, but also from home for additional practice. Learning how to use the keyboard effectively and efficiently is an essential 21st-century skill that

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Get the Message Out!

A Note from Instructional Personnel & Programs

If you have not been to the District website, I would encourage you to do so. It is located at www.busd.k12.ca.us. There you will find all sorts of information related to the operation of the District as well as a link to each of the school sites.

In fact, just released earlier this month was the new teacher e-mail system. This new teacher e-mail system has been turned on for all of our elementary sites. When you visit the District website, just click on the school site you desire, and you will see a button in red. The red button is next to "Staff email list."

If you click on that, it will bring up a list of teachers for that school. If you click on the teacher's name, a message box will open. It will ask you to state your name, e-mail address, subject and message. You then need to enter the code found in the code box before hitting "Send."

It is the goal of this new system to encourage and sustain ongoing communication with our parents to our teachers. If there are any questions, do not hesitate to call your school directly.

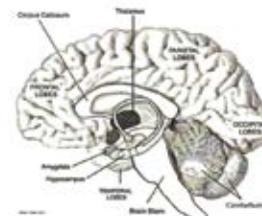
BUSD Extends Learning Opportunities through GATE

The Bellflower Unified School District offers unique and differentiated learning opportunities for students who have potential that exceeds their peers who are the same age. GATE programs begin in grade 3 and extend through grade 12. Students may be identified through multiple pathways, including standardized test scores, teacher referral, intellectual evaluation and advanced achievement in the performing arts. Students participating in GATE have opportunities for differentiated learning aligned with their individual abilities and talents and develop critical thinking and problem-solving skills.

This year, GATE teachers and parents had the opportunity to participate in workshops to discuss select issues unique to GATE students. These workshops were presented by David Ghoogasian, an educational consultant who is an expert in brain research. Teachers in BUSD learned concepts about the brain that when applied to the classroom have a positive impact on attention, engagement, comprehension and retention of information for

students. In his parent workshop, Mr. Ghoogasian shared strategies to help GATE students at home. Two parent workshops were offered, and altogether more than 300 parents attended Mr. Ghoogasian's presentation and gained practical strategies for supporting their children.

An example of what was shared with both teachers and parents was that when we learn, we are forging and strengthening connections between thousands and thousands of neurons in the form of neural circuits or neural networks. This was just one aspect of a very detailed presentation on learning about a GATE child's brain.



The potential of a gifted mind is endless, and the Bellflower Unified School District recognizes that we partner with families to promote higher-level thinking and learning opportunities to advance our gifted students. When parents provide a healthy structure at home and the school provides the appropriate challenging experience, the possibilities are limitless for our students.

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Kay Coop
Founder / Publisher



Happy New Year!

After the holidays it always seems the months go by quickly as seniors have applied to the colleges of their choice and now await the results, eighth grade students are deciding the high school of their choice, and all students are focused on academic excellence.

The positive involvement of parents and the community are essential to the success of the students.

Thank you for including *School News* among your reading choices. Our next issue is March 13.

School News

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www.schoolnewsrollcall.com

Covering the
BELLFLOWER UNIFIED SCHOOL DISTRICT

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Las Flores *Educational Center*

10039 E. Palm St., Bellflower, CA 90706 • 562/804-6565 • www.busd.k12.ca.us/homeEducation.htm



Tamara Zylla
Program
Administrator

A Community of Learners

Las Flores Home Education-Independent Study Academy is an institution where myriad learning situations regularly occur. To begin with, the Las Flores teachers and I share and model effective teaching strategies with one another. One can often find us together before and after school planning lessons and discussing ideas to improve upon our instructional delivery. We cheerfully welcome input and actively seek educational advice from one another.

In addition, the daily routines at Las Flores encourage the students to continuously collaborate. The multiage classrooms at our school enable younger students to learn from their older peers while also establishing opportunities for older students to strengthen their foundational skills. Furthermore, the teachers and parents at Las Flores are constantly gaining information from one another. Workshops and classroom visitations provide parents with instructional strategies that they can implement at home with their students. Many of these techniques allow parents to support and enhance their children's classroom learning experiences at home.

Likewise, the Las Flores parents have proven to be an enormous asset to the teachers and me. Many of our parents have ideas that approach teaching in a unique way, and all of the parents possess invaluable insight into their children's learning modalities. Several of our Friday enrichment activities have even been planned and executed by our amazing parent partners.

It is exciting to have been able to watch the evolution of our parents creating their own learning community. Over the past few months, I have witnessed parents teach one another's children, share ideas, plan community after-school learning excursions, and establish global communication avenues. I am proud to say that Bellflower Unified's Home Education-Independent Study Academy is a place where parents, students and educators have a symbiotic learning relationship that equally fosters the growth of all stakeholders.

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Albert Baxter *Elementary*

14929 S. Cerritos Ave., Bellflower, CA 90706 • 562/531-1602 • www.busd.k12.ca.us/baxter.htm



Sue Curtiss
Principal

Tech Connects with Success

Technology plays a major role in helping students at Albert Baxter Elementary to acquire 21st century skills. Our campus has two computer labs and technology-supported classrooms with document cameras and LCD projectors.

Computer-software programs in our labs support and enhance student learning. Students in kindergarten through second grade access our early-literacy program, Waterford. Beginning readers sing songs, blend sounds, and record their own voices as they read in the computer lab. Upper-grade students utilize the SuccessMaker program, which focuses on English language arts and math activities. Sixth-grader Stephanie Trinh explained, “We go to SuccessMaker for half an hour every day. When you get questions right, the

computer screen says, ‘Great job.’ It keeps you motivated.”

Since the SuccessMaker program can be accessed from home, parents can also track their children’s progress. It is with this type of focus and instructional support that our students are striving each day for the “Standard of Excellence; Nothing Less.”



Sixth graders Mathias Weckx, Zack Thompsen, Nisy Coronado, Chizaram Iwuanyanwu and Stephanie Trinh

Stephen Foster *Elementary*

5223 E. Bigelow St., Lakewood, CA 90712 • 562/804-6518 • www.busd.k12.ca.us/foster.htm



Deirdre Reyes
Principal

Meeting the Needs of all Learners

Many grade levels at Stephen Foster use a model known as Response to Intervention (RtI) when teaching language arts. Using this model means that students are grouped according to initial assessments in English Language Arts and teachers work together to provide each student with instruction and intervention for one hour each day. The instruction is targeted directly toward their needs and moves them to the next level in reading.

The model not only benefits struggling students but also ensures that high-achieving students are challenged and offered opportunities to excel and extend their learning beyond the curriculum. Grade-level teachers work closely and collaborate regularly in order for students to continuously succeed and improve academically during this important instructional time. Grouping is flexible, and a student can move into another group as his or her needs change.



A variety of interventions that include computerized programs are utilized to thoroughly cover all domains of language arts. Students and teachers have been very excited about the improvement in reading skills and the increased motivation to read for all of our students as a result of this instruction.

Bellflower *Middle School / High School*

15301 McNab Ave., Bellflower, CA 90706 • 562/920-1801 • www.busd.k12.ca.us/bellflower-high.htm



Michael Lundgren
Principal

Important Dates

Welcome back! I hope you all had a wonderful Christmas break, spending time with family and friends.

As we move into January, we have some important dates coming up here at Bellflower Middle/High School. First semester finals will take place on Tuesday, January 29 and Wednesday January 30. On the 29, students will take finals in periods 1, 3, and 5, and, on the 30, students will take finals in periods 2, 4, and 6. We will be on a block schedule for those two days, with classes lasting two hours each. The semester ends on Thursday, January 31. The 31st is a minimum day; students will be dismissed at 12:16 p.m. Friday, February 1 is a non-student day.

On Tuesday, February 5 and Wednesday, February 6, all 10th-grade students will take the California High School Exit Exam (CAHSEE). All California students are required to pass the CAHSEE in order to be eligible to graduate from high school. There are two parts to the CAHSEE: English language arts and mathematics. The English language arts section contains multiple choice questions and an essay. The mathematics section has only multiple choice questions. Please make sure your 10th-grade student is in attendance on February 5 and 6 the CAHSEE! We are confident that our students have been well-prepared for this exam, and we look forward to celebrating their test results this spring.

Thomas Jefferson *Elementary*

10027 Rose St., Bellflower, CA 90706 • 562/804-6521 • www.busd.k12.ca.us/jefferson.htm



Dina Hernandez
Principal

Celebrating the Arts

In such a rapidly changing world, it is very important to celebrate innovation and creativity. Now more than ever, we need to celebrate and incorporate the arts in education. The arts help to foster academic achievement, social and emotional development, civic engagement, and equitable opportunities. The arts help improve motivation, concentration, and confidence in young children, helping students make gains in math, reading, cognitive ability, critical thinking, and verbal skills.

At Thomas Jefferson School, we incorporate the arts to help close the achievement gap. In November we had a wonderful fall festival. Our first-grade students performed songs and poems, which incorporated all different academic areas. We also encouraged our students to enter the PTA Magic of the Moment art contest and received a significant number of entries, which included photography, paintings, and poems. Entries were displayed in an art gallery for all to visit and enjoy. We also had a magnificent chorus show. Our fifth- and sixth-grade students executed a great performance of songs and scenes of a “Pirate Holiday.” Our band students had classroom presentations and a performance in the Bristol Theater.

We are so proud of all of our students for participating. Art is about expressing oneself and exploring the world through creativity and imagination. Here at Thomas Jefferson, our students will always have the opportunity to be expressive and creative learners through the arts!



Esther Lindstrom *Elementary*

5900 N. Canehill Ave., Lakewood, CA 90713 • 562/804-6525 • www.busd.k12.ca.us/lindstrom.htm



Deborah Apple
Principal

K-Kids

Lindstrom Elementary School is very proud to offer students in grades five and six the opportunity to participate in K-Kids. K-Kids is an elementary school service club that feeds into the Key Club at the high school level and the Kiwanis Club during adulthood.

K-Kids develops the leadership potential of students while focusing on positive character traits and providing opportunities to work together in school and the community. Student officers of K-Kids are mentored by the student officers of the Key Club at Mayfair High School. With Mr. Hamilton as the facilitator,

Lindstrom students work together to develop and plan community and school service options. They learn to appreciate one another's ideas and focus on positive traits of one another.



Erica Indiongco, Lissette Rojas, Kasey Aguspina, Mariah Melendez, Estela Luque, Priscilla Lee, Caleb Williamson, Joy Umeh, Joyce Dela Cruz, Brianna Navarro, Jacob Villa Real, Damian Marin, and Ashley Vanderschaaf

Some of our K-Kids activities include making blankets, collecting socks and donating food for the homeless, collecting toiletries for women's shelters, beach cleanup, planting flowers to beautify our school, making holiday cards for the convalescent homes and our soldiers, and annual participation in Pasta for Pennies. All of these events are successful in enhancing leadership skills and positive character of K-Kids members as well as servicing our local community.

When asked what they like about being part of K-Kids, our students said, "It's a fun environment for kids to help people. We really like making cards for people in convalescent homes so they don't feel so lonely. It makes us feel good to help others less fortunate. I think maybe one day, someone I care about might need help."

Mayfair *Middle School / High School*

6000 N. Woodruff Ave., Lakewood, CA 90713 • 562/925-9981 • www.busd.k12.ca.us/mayfair-high.htm



Matt Eeles
Principal

Service in Action

As we begin 2013, it is with great pride that I reflect on the generosity of Mayfair Middle/High School. Our staff and students continuously demonstrate the value of giving.

In September, our case managers, Socorro Melgarejo and Myra Rodriguez, collected more than 300 pieces of clothing for the Clothes Closet. Mayfair adopted 15 families for Thanksgiving, providing them with full meals to enjoy. In December, our sixth annual giving tree provided gifts for monsoon families in need.



Coach Sal Marroquin and his girls' soccer team were one of many groups that volunteered to brighten up Mayfair.

Under the direction of Ms. Candy Gomez, one of our teachers, over 500 student volunteers participated in the Don't Mess with Mayfair clean-up day. The Mayfair family donated more than 50 coats during our coat drive, 40,000 cans for Project Shepherd, and 125 pints of blood to the Red Cross.

The culture at Mayfair is one that personifies service, and the values our students are learning on a daily basis are irreplaceable.

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Ernie Pyle *Elementary*

14500 S. Woodruff Ave., Bellflower, CA 90706 • 562/804-6528 • www.busd.k12.ca.us/pyle.htm



Lisa Paioni
Principal

New PTA's First Fund-Raiser

Ernie Pyle is proud to have a very talented, dedicated and enthusiastic new PTA Executive Board. A strong partnership between home and school is essential for student success, so we are very happy to have a strong partnership with this very important parent advocacy group.

Our new PTA's first project involved students, family and the community in a recycling drive to raise funds for a family holiday event.

In one week,

Ernie Pyle families collected 9,476 recyclables, translating to \$376.17. Guess who our top recyclers were—our kinder classes! Room K-2 brought in 1,378 recyclables, and Room K-3 brought in 1,236. The kindergarten classes are the classes to beat for our next drive. I can't wait to see if another room can beat our amazing kinder recyclers!

Great fun was had by all, and it is these types of schoolwide projects that help foster a sense of school connectedness for all stakeholders: kids, staff and family members.



Ramona *Elementary*

9351 Laurel St., Bellflower, CA 90706 • 562/804-6532 • www.busd.k12.ca.us/ramona.htm



Bonnie Carter
Principal

Great Expectations

The students at Ramona Elementary School start learning what it means to be a scholar on the first day of school in every grade level. As the year progresses, students learn how to be role models for their fellow classmates and lead and inspire students to use the six pillars of character every day. Once our students enter fifth and sixth grades, they have the opportunity to enrich their leadership skills by joining our student council.

Ramona's student council is more than spirit days and fundraisers. Every morning, our student council members organize and lead the morning assembly, where they recognize classrooms for school pride and remind students to use the six pillars of character. This year, they have also organized school-wide writing and drawing contests and a school-wide paper recycling program. Student council will also be attending the California Association of Student Councils leadership workshop in February to help continue to develop their leadership skills.

We have high expectations for our student council members, and we are proud to say that they live up to those expectations every day!



Ramona Elementary Student Council Members

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Somerset *High School*

9242 E. Laurel St., Bellflower, CA 90706 • 562/804-6548 • www.busd.k12.ca.us/somerset-high.htm



Patrick Dixon
Principal

Our Annual Turkey Day Feast

Turkey Day has been a Thanksgiving tradition at Somerset High School for the past 45 years. The original Turkey Day began with the home economics teacher preparing a traditional turkey dinner for the entire student body and staff. Today, the annual Turkey Day brings together not only the students and staff but also members of the school community who support the Somerset program.

The traditional feast of turkey and all the trimmings is hosted and served by the student council. Students give, and the community gives back with donations for the Somerset Book Assistance Fund, a fund that reimburses Somerset graduates for their college textbooks. Additionally, Somerset's woodworking class took orders for handcrafted wooden cutting boards and clipboards. The day was a tremendous success, with 400 students and guests savoring the tradition.



Student servers at Turkey Day

Craig Williams *Elementary*

6144 Clark Ave., Lakewood, CA 90712 • 562/804-6540 • www.busd.k12.ca.us/williams.htm



Keisha Sawyer
Principal

We Join the "800 Club"!

The hard work and dedication of the entire school community at Craig Williams have resulted in our school exceeding the state API target of 800. Our 2012 API is 805!

Much of our success comes from our staff: a high level of commitment to ensure that all students succeed. We are focused on implementing effective strategies and using materials and programs proven to increase student achievement. Through our Response to Intervention (RTI) program, we focus on addressing the needs of students who are not yet meeting standards. We monitor students' growth toward proficiency and plan appropriate actions for success. For the past three years, building positive relationships and offering alternative approaches for student discipline have also maximized instructional time and increased achievement for our most at-risk students.

Through partnering with our parents, we expect continued growth. 850, here we come!

Washington *Elementary*

9725 Jefferson St., Bellflower, CA 90706 • 562/804-6535 • www.busd.k12.ca.us/washington.htm



Sulema Holguin
Principal

Meeting Students' Academic Needs Through DII

The teachers at Washington Elementary School have been working hard to implement new instructional strategies, which were introduced to them through district-wide training in Direct Interactive Instruction (DII). The strategies are focused on promoting higher levels of student engagement in order to ensure students are learning through specific objectives, which will lead them to the mastery of grade-level standards. The instruction teachers are providing is very intense, specific, and intentionally based on clear objectives and a lesson structure with clear steps.

All of our teachers recently went through a second step of DII staff development, in which they witnessed a demonstration lesson using the strategies with our own second- and fourth-grade students. The teachers were very impressed with the student engagement and how well students were able to master the objective of the lesson. Teachers had the opportunity to debrief and collaborate and came up with next steps of implementation.

One of the strategies observed was "I Do It and You Watch; We Do It Together; You Do It. I Support; and You Do It." Teachers were impressed with the flow of the lesson using this strategy, and it is now a strategy you can see in practice throughout classrooms at Washington. Through a good first teaching using this format, we are focusing on seeing higher levels of student engagement and achievement. Students are responding well, as they know clearly what part of the lesson the teacher is currently focusing on and what their role is.

We will continue working on improving our practices, focusing on our standard of excellence in order to ensure we are constantly monitoring student achievement through effective practices.

Frank Woodruff *Elementary*

15332 S. Eucalyptus Ave., Bellflower, CA 90706 • 562/804-6545 • www.busd.k12.ca.us/woodruff.htm



Beverly Swanson
Principal

Stride Toward Excellence

Frank E. Woodruff Elementary School has implemented Response to Intervention (RtI) classes for approximately 200 students. Our Title I teacher and four instructional aides are providing literacy interventions for students in grades one through six for 30 minutes per day. Each grade level has a targeted, 30-minute block of time, where students are grouped according to ability levels. Class sizes range from six to 20

students. Those who are performing below the proficiency bar are in the smallest groups and are being taught using research-based programs to improve reading skills.

Intervention classes focus on decoding, phonics, letter blends, comprehension strategies, vocabulary, and fluency. During RtI time, classroom teachers are building literacy skills through reading comprehension strategies, word study, vocabulary development, literature circles, leveled reading, reader's theater, and Accelerated Reader. We are already seeing progress as students apply literacy skills to everyday classroom activities.

It is through these types of programs that our children are taking the stride toward excellence!



Bellflower *Alternative Education Center*

16703 S. Clark Ave., Bellflower, CA 90706 • 562/866-9011

Welcome to the Bellflower Alternative Education (BAE) Center!

The Bellflower Alternative Education (BAE) Center is a community day school in close proximity to the district office. The school accommodates approximately 80 students who attend from local campuses. The BAE Center affords an alternative educational option specifically designed for students in seventh through 12th grades who: have been expelled from the school district; have been transferred for problems with absenteeism, excessive behavior, and/or academic failure by the School Attendance Review Board (SARB), school administration or probation; or exhibit certain characteristics of high-risk youths. The program's purpose is to teach students to make appropriate decisions about behavior, have regular attendance, and strengthen their academics in order for them to return to their regular schools and be successful. Because of the structure of the program and small class sizes, the BAE Center has a low recidivism rate.

Students who have been expelled work toward goals outlined in their Rehabilitation and Educational Plan, which is established by the Bellflower Unified School District's Board of Education at the time of expulsion. In order to return to comprehensive schools, students must maintain C grades in all classes, meet the behavioral and attendance goals, perform community service, and attend counseling classes. An administrative hearing panel reviews the individual student contracts, credit completion, and disciplinary and attendance records and recommends return to home school. Students on administrative transfer work on their individual goals, which are established at the time of placement, in order to exit the program and return to the traditional, general-education setting.

The BAE Center also focuses on the development of pro-social skills, student self-esteem, and resiliency. Students benefit from the learning support services, which include a guidance intern and school psychologist, paraprofessionals, and collaborative services that work with at-risk youth to enable them to develop educational purpose and exhibit respectful behavioral attitudes, which extend beyond the school environment.

Classes are held Monday through Friday from 7:30 a.m. to 2:10 p.m. The school is also open for a five-week summer session. The program features a highly structured environment, which includes challenging academic standards at appropriate instructional levels. Classes are small in size, often 20:1, with a teacher and an instructional aide. Individualized Rehabilitation and Educational Plans focus on education and behavioral goals established by the Board. The school also provides district support services and resources. Due to the tremendous support system, students experience a high success rate.

The BAE Center is accountable to meeting every student's academic, social, and emotional needs, which will help students make a successful transition to re-enter local schools.

Intensive Learning Center

4718 E. Michelson St., Lakewood, CA 90712 • 562/804-6513 • www.busd.k12.ca.us/



Isel Taylor
Principal

NEW OPPORTUNITIES • from page 1

all students must develop. Language arts skills are reinforced within the lessons, along with activities and typing games. These keyboarding typing games reinforce phonics, grammar, vocabulary, proper usage of punctuation, sight words, frequently misspelled words, and other elements of written language.

We are also very excited about two new programs coming to the ILC very soon. This February through June, we will be hosting a Jump Start Kindergarten class. We currently have 32 students enrolled. This class has been specially designed to prepare students who turn five years old between December 3 and February 4 for kindergarten.



Additionally, we are preparing for the introduction of a Spanish/English dual-language kindergarten program for 2013–2014. Dual-language immersion is a program where students learn to speak, read, and write in English and Spanish. The dual-language immersion program is modeled on the Canadian approach, which has been tried and proven for over 30 years. The goals of a dual-language immersion program are threefold: fluency in a second language; an intellectual challenge;

and cultural enrichment. Students in the dual-language immersion program learn the same curriculum and are held to the same high standards as in all Bellflower Unified School District schools. The curriculum taught will be aligned with the Common Core Standards. We are very excited about the opportunity to bring this research-based program to the ILC and provide our learning community with additional educational options.

School News

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Crystal the Snow Fairy



Alana F.

In *Crystal the Snow Fairy* by Daisy Meadows Kirsty and Rachel find out that the weather fairies are in trouble. Jack Frost has stolen the seven weather feathers, which help keep the right weather in the right seasons. Without these feathers, the weather will be all crazy—like snow in the summer! Kirsty and Rachel set out to help the fairies by taking a magical trip to Fairyland.



I liked this book because it has a lot of details about how Fairyland looks so you can picture it in your mind while you read. I like the way it is written because it is suspenseful and surprising. The author does a very good job writing this book because she describes a lot about how the characters feel and act.

I would rate this book a 5-star book because it is exciting and makes you want to keep reading. I encourage you to read the books in the fairy series by Daisy Meadows. They are chapter books, but they are engaging for young readers.

Alana F. is a student at Intensive Learning Center. Alana is our newest syndicated columnist and will begin by reviewing the Daisy Meadows Series. She will be rating the books on a scale of 1—5.

Flat Gingerbread Man Came to Visit from Colorado

The Kindergarten class of Bear Creek Elementary School in Monument Colorado is enjoying the story of *The Gingerbread Man*.

Since he likes to run and travel, they thought he would like to come and say hi.



Crystal the Snow Fairy 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 BUSD in subject line)

Entries must be received by February 15, 2013
From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

- | | | |
|------------|-----------|-------------|
| AUTHOR | FAIRYLAND | SEASONS |
| CHARACTERS | FEATHERS | SURPRISING |
| DAISY | KIRSTY | SUSPENSEFUL |
| DETAILS | MAGICAL | WEATHER |
| ENCOURAGE | MEADOWS | WRITING |
| ENGAGING | RACHEL | |
| EXCITING | READERS | |

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

Congratulations to Rosio Arreola
Winner of the November Word Search Contest!

BOARD OF EDUCATION



**Paul Helzer,
D.C., PhD.
Member**

Dr. Helzer Completes a Very Successful Year as President

Following are just a few of the accomplishments during the 2012 term he has served as President.

Dr. Paul Helzer, a resident of the City of Bellflower, was first elected to the Board of Education in 2001.

He served three terms as Board President, and two terms as Board Vice President and Board Clerk. Dr. Helzer has long been an active member of the community, and is a member of the Bellflower Noon Lion's Club.

Dr. Helzer has lived in the City of Bellflower for 55 years.

He has been married to his wife Beverly for 30 years. They have 4 daughters and 4 grandchildren. Dr. Helzer has been in Family Practice in the City of Bellflower for 37 years.



**Laura
Sanchez-Ramirez
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Bellflower Unified School District Board of Education



**Donald
McMackin
Vice President**



**Jerry
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**Debbie
Cuadros
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**Paul
Helzer, D.C., PhD.
Member**

Elected Office

- Elected to the Board of Education - 2001
- Board Clerk – 2001, 2006
- Board Vice President – 2003, 2007
- Board President – 2004, 2008, 2012

Board Achievements 2011-2012

- Continued to provide Regional Occupational Program (ROP) and Head Start-Added ROP program- Wild land Fire
- Expanded the Medical Outreach Program with Lakewood Regional Hospital
- Expanded the Gifted and Talented Education (GATE) program
- Esther Lindstrom Elementary School designated as a California Distinguished School
- Established Jumpstart Kindergarten (JK) and Transitional Kindergarten (TK) programs
- Supported monthly Caring Connections meetings that reinforce the district's vision and goals
- Supported the Citizens' Task Force (CTF) and District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC)
- Continued to provide the APPLE after school program to support student learning
- Created virtual learning opportunities for students in extended year
- Maintained clean, safe, and attractive campuses throughout the district
- Established the Las Flores Educational Center for Core and Classic home schooling education
- Suburban League championships and CIF participation from both comprehensive high schools
- Continued support of arts and performing arts education
- Somerset Continuation High School received recognition as a Model Continuation High School for the sixth consecutive time
- Participated with Read Across America and other K-6 literacy school events
- Provided multiple opportunities for professional development
- Passage of Measure BB

What Is a "Professional Learning Community"?

In theory a Professional Learning Community is to create a professional learning structure that has a focus on learning rather than teaching; teacher's working collaboratively; and holding yourself accountable for results. This is the idea behind developing and creating a highly successful professional learning community here in BUSD.

The professional learning community model has reached an integral part of operation for the Bellflower Unified School District. This form of a collaborative teacher learning and sharing will lead to even stronger student achievement results in the immediate future.

The movement to develop professional learning communities within the Bellflower Unified School District is to provide the teachers a chance to reflect critically on the concepts of instructional strategies and student achievement. When looking at the implementation of a PLC environment, important elements are the "big ideas." These big ideas represent the core principles of professional learning communities. It then becomes our challenge to ensure that these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school.

Here are some of the "big ideas" that create an effective PLC at each of the schools within BUSD.

• **Big Idea #1: Ensuring That Students Learn**

- What do we want each student to learn?
- How will we know when each student has learned it?
- What will we do with the results?

• **Big Idea #2: A Culture of Collaboration**

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all.

Removing Barriers to Success

Schools must stop pretending that merely presenting teachers with state standards or district curriculum guides will guarantee that all students have access to a common curriculum. Schools must also give teachers time to analyze and discuss state and district curriculum documents.

• **Big Idea #3: A Focus on Results**

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school.

All of this requires hard work and commitment. Something that is demonstrated daily by the teaching staff of the BUSD. The professional learning community model is an excellent design, and creates a powerful new way of working together that affects the practices of teaching and learning. But the challenge with initiating and sustaining the aspects of a PLC environment requires hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement. When educators do the hard work necessary to implement these principles, then student achievement and the school culture will be enriched and sustained.



**Brian Jacobs,
Ed.D.**

attain great success this school year. Everyone should be proud of the fact that our students continue to perform at high levels in academics, the arts, athletics, and especially community involvement. Thank you!!

Speaking of high levels of student performance, the early accomplishments of our winter athletes was outstanding. Not only individually did our high school students soar, but each of our team sports had wonderful success. In the arts, the district celebrated the Christmas season with a variety of shows ranging from "A Pirate Holiday," put on by the Elementary Choral Program, and a fantastic Gifted And Talented Education (GATE)

Band Performance to each middle and high school choral and band show being phenomenal. In fact, the Bellflower High School Choral Group performed at the annual Disneyland Candlelight show. A huge thank you to our fine arts teachers for producing such excellent performances!

Instructional leadership and supporting highly effective teaching protocols have been an emphasis for all of the school and district-level administrators. The school year began with the expectation that all of our instructional leaders (principals) would embark on what I refer to as "instructional rounds." These instructional rounds allow every principal and district-level administrator an opportunity to see some of the outstanding teaching techniques, classroom learning environments, and strong academic qualities our schools have to offer each student. The instructional rounds encompass small clusters of administrators visiting several classrooms at each school site. At the completion of the rounds, there is a detailed debriefing as a total leadership team to analyze the effective teaching strategies and student engagement taking place in the classrooms.

To support the expected high levels of learning occurring in the classrooms, the district initiated a new era of instructional techniques. This new era of instruction is known as Direct Interactive Instruction (DII). All of the teachers were provided two days of professional development in August and follow-up support during the first three months of school. The professional development focused on teaching techniques and strategies specifically to assist with the focus of classroom instruction from the standards and objectives to student engagement, motivation, and assessment strategies. The training is designed to enrich and strengthen the teaching techniques and student support mechanisms currently used in many of our classrooms.

All of the instructional leaders/administrators have also been trained in the teaching strategies of DII. DII is a proven teaching modality that has a direct impact on student engagement and motivation, teacher to student engagement during learning, and a process to ensure that the student is taking the necessary steps towards attainment of the content and grade-level standard. The strategies and practices of DII will have an impact on student achievement for the district and for the lifelong learning of our students.

The district is also looking at implementing an Intensive Intervention Program to assist students who are not currently proficient as measured on multiple assessments. The goal of the intervention program would be to assist identified students with meeting the district-wide goal of "every student achieving to at least one band of academic growth," a realistic goal for everyone across the district. Between the additional leadership team support, teacher training, and new technology, this goal is attainable and sustainable.

In closing, I think it is important to share with everyone that all of the successes we have experienced so far this year have taken place even with the loss of programs and revenue due to the fiscal hardship of the state and federal governments. Currently, the district continues to wrestle with budget reductions for the 2012–2013 school year. There is no doubt that the passing of Proposition 30 was welcomed, but it does not bring with it new revenue, just an assurance that there will be no mid-year budget cut.

The district is still hampered by four years of budget cuts totaling \$24 million dollars. The impact of this continued negative funding not only hurts all of our employees, but our students as well due to the loss of teachers, support staff, and instructional materials. State and federal accountability markers continues to rise, yet the monetary support for students and classrooms places California near the bottom for per-pupil funding. Though I am grateful for the passage of Proposition 30 and the support of those voting for school funding, it still does not do away with deferrals, which still impact the cash flow and operation of the district.

One new and exciting piece of information related to the fiscal hard times was the passage of the local school bond, Measure BB. This bond will bring a much-welcomed relief financially to our aging facilities and technology access for the students. That is certainly good news for our students and our employees.

I thank our Board, both collective bargaining groups, PTA, and the community for the strong support in passing Measure BB. Because of the district's solid years of good stewardship with our fiscal resources, the addition of the Measure BB bond money will mean potential new and definitely improved facilities for the children of Bellflower Unified School District. It will also provide an improved working environment and use of technology for our employees to assist in delivering outstanding educational programs district-wide.

It is with a renewed excitement and encouragement that the Standard of Excellence, Nothing Less is better and brighter now and most definitely in the years to come.

BELLFLOWER UNIFIED SCHOOL DISTRICT Standard of Excellence; Nothing Less

If your child was too young for kindergarten
in September, you might be eligible for...



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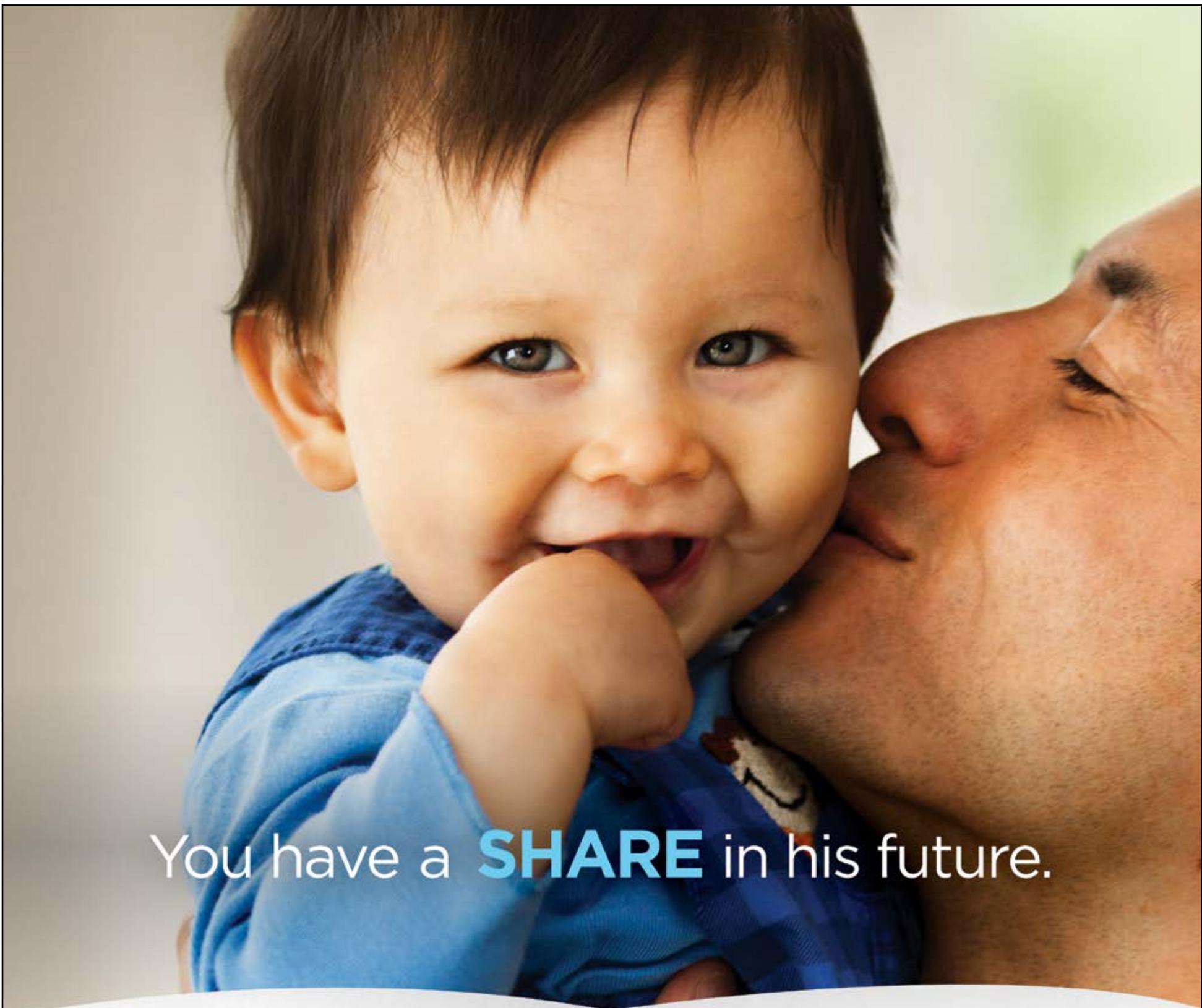
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