

FREE

School News

Education + Communication = A Better Nation

Covering the Redondo Beach Unified School District



Volume 11, Issue 101

November 2017

Chad Mayer, 2017 Education Advocate of the Year

From the District Staff

Congratulations to Chad Mayer, the 2017 Education Advocate of the Year. Each year Partners in Education (PIE) honors a member of the local community who gives back to the Redondo Beach Schools. RBUSD is fortunate to have many wonderful volunteers and partners; it is a privilege to honor those individuals in the community who give so much of their time and resources to support our students, staff, and schools.

The Education Advocate of the Year is an annual award given at the State of Education. This year the theme of State of Education was Riding the Digital Wave: Harnessing the Power Technology. Much like technology has transformed our lives as well as that of our students, Chad, the Executive Director of Sharefest, is a model for bringing about change in our schools and community.



Chad Mayer and His Family

Over the past ten years, Chad and his team has supported various campus enhancement projects at each school site in RBUSD. Through collaborative partnerships Chad has “harnessed” volunteers and organizations to create lasting positive change that has saved the District hundreds of thousands of dollars.

RUHS Principal Mr. Jens Brandt said, “The Redondo community is indebted to Chad Mayer for his leadership in making the RUHS Alumni House a reality. This project would not have happened without Chad’s dedication to our vision of a home for 112 years of Sea Hawk memorabilia and a place for generations of alumni to visit.”

Congratulations again to Chad. We are proud to honor you this year and we are honored to have you as a volunteer and partner with our schools.

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Health News

by Jennifer Logan, MD

What do I need to know about the flu?

Children under the age of five are more likely to be hospitalized from influenza (flu) complications than those in other age groups. Annual flu vaccines are the best way to protect your child and family from the flu.

Seasonal Influenza

Seasonal influenza is a contagious, but preventable, respiratory illness that can be dangerous for young children. Every year, approximately 20,000 children under the age of five are hospitalized because of complications from the flu, with some developing serious health problems such as pneumonia or bacterial infections. Although deaths are rare, dozens of children die from flu complications every flu season.

While influenza and the common cold are both caused by respiratory viruses, flu symptoms are significantly more severe. Although both illnesses can produce congestion, runny noses and coughs, flu symptoms often also include high fevers (over 102°F), body aches, sore throat, vomiting and diarrhea.

Prevention

Hand-washing, covering coughs and using alcohol-based gels can help stop the virus from spreading, but the most effective approach for prevention is the flu vaccine.

Unlike some viruses, influenza viruses vary from season to season. While some vaccinations provide lifetime protection against a particular disease, a new flu vaccine is formulated every year to contain the strains expected to be most common during the upcoming flu season.

Children with the flu should not go back to school until at least 24 hours after they no longer have a fever. Children at higher risk of developing complications (such as those with asthma) and children with severe symptoms (such as trouble breathing or dehydration) should be examined by their pediatricians.



Benefits of flu vaccination:

- Provides antibodies in the body to protect against infection
- Reduces risk of contracting the flu
- Reduces risk of flu-associated hospitalization
- If you do get sick, the vaccine will reduce illness severity
- Protects people around you who are vulnerable to serious illness

They may receive anti-viral medications such as Tamiflu.

Dr. Logan is a family medicine physician at the UCLA Health office in Redondo Beach, located at 514 North Prospect Ave, Suite 103



When to vaccinate

Flu season typically runs between late October and March. Children should receive the flu vaccine as soon as it becomes available as it takes about two weeks for the vaccine to develop flu-fighting antibodies. Your pediatrician or a local clinic/pharmacy can provide your child with vaccination services. Rare side effects include soreness or redness at the injection site, hoarseness, red eyes, cough and mild fever lasting one to two days. The flu vaccine, however, cannot make a child sick with the flu.

Student and Staff Safety



Dr. Steven Keller

In light of the Mexican earthquakes and the Las Vegas shooting, school safety is a very significant topic these days. Please let me start by stating this clearly—your children are safe in our schools. We are prepared for many circumstances: fire, earthquake, and an active shooter.

What makes the RBUSD such an impressive school district—good is not good enough. This too holds true when talking about student and staff safety. We expect more. Below I have summarized some of the more significant school safety improvements and facts that you, as a parent or resident, should know about:

1. In the event of a major earthquake, our buildings meet or exceed the standards set forth by the Field Act of California. Essentially, the Field Act ensures that our facilities are structurally sound and can withstand significant seismic activity. The Field Act grew out of the 1933 Long Beach earthquake and each decade the standards have improved. I often share with parents, “Schools are the safest place to be during a major earthquake—likely safer than your home, office, or neighborhood store.”
2. Each school’s main office entrance has exclusive access to improve campus safety during the school day. This safety enhancement will direct regular school access through the main office. RBPD will tell you that this is an underrated safety precaution.
3. In December, our schools will replace the paper sign in & out pages in the main office with an electronic system called School Check IN that will search the Megan’s Law database every time a volunteer or visitor signs in. There are more safety features with this new system that you will learn about shortly.
4. All of our school doors have an additional locking latch installed. This locking latch has proven to be quite effective in a “lock down” situation.
5. All of our school sites have working, state-of-the-art security cameras. We recently installed additional cameras at RUHS based on the size of the campus.
6. Each school site has a “grab and go” safety plan. These plans are modified annually. School sites practice these safety plans multiple times a year.
7. We have installed over two miles of wrought iron fencing over the last nine years, mostly on the perimeters of our school campuses. Unlike chain-link fencing, wrought iron fencing is difficult to climb.
8. The online registration for parents to update “real time” emergency contacts certainly has provided an additional layer of safety.
9. When our RB Police Chief, Keith Kauffman, arrived two years ago, RBUSD embraced a modified approach to “active shooter” training. Many of our parents, PTA leaders, appropriately-aged students, and nearly all staff members have been trained in the Run, Hide, and Fight protocol. With the support of the LA Kings Foundation and the RBPD Foundation, we are installing trauma kits in each classroom and training staff on how to use them if necessary. Thank you to RBPD and Dr. Nikki Wesley, Director of Student Services, for leading this charge.

With the recent Las Vegas shooting, we realize there will be new “learnings” to better prepare for the worst-case scenario. Because of our excellent relationship and partnership with RBPD, we will likely adjust to new safety protocols and procedures. In RBUSD, there is always room for “greater” under the school safety umbrella.

Additionally, I encourage anyone reading this message to remember this—social media posts do not always accurately report the facts. This is something I have experienced personally; sometimes parents reach out to us with incredibly embellished or completely erroneous information they gleaned from a social media site. Please, always embrace a little skepticism regarding social media reporting. My team and I have spent unnecessary time chasing concerns that didn’t exist.

Perhaps our greatest strength to combat a worst-case scenario situation (fire, earthquake, active shooter, etc.) is having great students and great staff members. Our students and staff members are bright, care personally about one another, and are very appreciative of their schools. Plenty of research suggests that the more students and staff members are engaged in their learning community, the less likely an unfortunate incident will occur from within the school community. Of course, this may not help in the case of an earthquake, but in the other areas of crisis situations it certainly does.

Finally, if you, the reader, ever see or hear something that can compromise student or staff safety, please call 911 immediately. If it is not urgent, RBPD’s dispatch number is 310.379.5411.

The RBUSD Board of Education, administrators, staff, and the RBPD are serious about student safety. We are absolutely united in this pursuit.

Redondo Beach Unified School District
1401 Inglewood Avenue, Redondo Beach, CA 90278
(310) 379-5449 • www.rbusd.org



Kay Coop
Founder/Publisher



Neta Madison
Netragrednik

School News

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www.schoolnewsrollcall.com

Covering the

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Fall is here, but the heat wave we are experiencing as I write this certainly

makes crisp, cool weather a distance memory. Over the years we could always make it to Halloween before we turned our heaters on. It will be interesting to see if this year holds true.

In this issue you will read about the importance of art and music, making healthy choices, physical fitness, college and career readiness, and so much more. I found David Witkin's article on the following page very interesting regarding role models. (Now I must research Bob Gray, CEO St. John Knits.) Do you have a role model? More important, are you a role model?

We did not have space for a contest in this issue. However, on www.schoolnewsrollcall.com listen to our Contest Podcast for the word of the month and email it to me kay@schoolnewsrollcall.com. Our next issue is December 6. Happy Thanksgiving!



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Board of Education



David Witkin
Member

The Value of Role Models

Who are your child's role models? I ask this knowing fully that much of the time, the answer is us: parents and teachers. We understand well the need to serve as good examples of integrity, hard work, and humility.

Yet my question probes a little deeper.

One of my most enduring childhood memories is plopping down in my school library day after day and reading biographies: Larry Bird, Ted Williams, Martin Luther King, the Wright brothers. Over the course of my school years, I figured out the subjects and activities I enjoyed, partially by listening to those people I could speak to and see every day, including my own parents and teachers, but also by aspiring to be like those I could only read about.

Who is your child reading about? One of the problems with our social media age is that more and more of our and our children's leisure time is spent consuming information that may very well be fun and interesting, but is rather trivial: selfies with friends, close-ups of our latest meals, commentary on the latest political news cycle. Aside from what your child is introduced to in the classroom, is he or she being exposed to the kinds of positive, aspirational role models that I was, and you were, when we were children?

Far be it from me to suggest whom any person or child should admire. It's even trickier to have a role model in our era because the Internet will reveal unappealing details about anyone who is in the public eye. I will put myself out there, though, and give one example of a worthy role model: Elon Musk. I admire him not because of his wealth or because I think Tesla stock is a buy, but because of this:

he is trying to solve hard problems. From reducing our reliance on fossil fuels to building sustainable colonies on Mars and now figuring out better ways to build tunnels so we can reduce highway traffic, he exhibits intellectual curiosity and a willingness to take on big challenges.

A straw poll of the rest of the School Board and Dr. Keller brings some more names. Ask them about their choices, if you're interested! Brad Waller: Albert Einstein. Anita Avrick: Gloria Steinem. Brad Serkin: Warren Buffett. Michael Christensen: Abraham Lincoln. Dr. Keller: Bob Gray (CEO of St. John Knits).

Introduce your children to your own role models, or just take them to the library and let them explore their own. One way or another, their education is not just what they learn in class: it's also the things and people they're exposed to in the world beyond.

Board of Education Meeting Dates

2017

November 28*

December 12*

2018

January 9

April 24*

January 23

(Organizational Meeting)

February 13

May 8

February 27

May 22

March 13

June 12

March 27

June 26

* Due to holiday/local holiday schedule, only one Board meeting in November, December, and April.

Redondo Beach Educational Foundation

409 N. P.C.H., #310, Redondo Beach, CA 90277 • 310/954-2004 • www.rbef.org



Hanh Archer
President

Dollars at Work

We are ever thankful to our families, district leaders, teachers and staff, business partners, PTA and community for their support and investment in every child. The annual investor drive raised more dollars for our children than ever before!

RBEF fund-raising is an investment in our children by supporting instructional programs across our school district. RBEF dollars are used to employ teachers and instructional-staff personnel. RBEF supports the college-readiness culture through funding college field trips and teachers' grants. This year, your investment provides funding that will have an impact on all students in grades one through 12 in the areas of arts and music education, STEM, math, college-going culture, mental wellness and science.

Measure Q is a local \$63 million bond program. It completes the investment in our classrooms, infrastructure and facilities by improving student access to computers and modern technology, making energy efficiency improvements throughout the district, and renovating classrooms, facilities and grounds. By making our schools more energy efficient, the district can use the money saved on utility costs to put back in the classrooms.

The combination of state-of-the-art facilities and first-rate educational programs ensure that our children today and those to follow will have the best educational experience in the RBUSD. It is the reason we are a destination school district. We need everyone's support and investment to ensure that "Our Kids, Our Community, Our Legacy" will continue to thrive in the years ahead. Visit our website, and invest today!

RBUSD Alternative Education

1000 Del Amo St., Redondo Beach, CA 90277 • 310/798-8690 • <https://rshs-rbusd-ca.schoolloop.com>



For Eco-Conscious Artists

By Unique Campa

The art program at Redondo Shores High School seeks to explore three avenues of art education: cross-curricular connections, environmental art and community-based practices.

This year, the art students at Redondo Shores have been tasked to collaborate with the West Basin Municipal Water

District by painting a rain barrel that will be used to raise funds at the Water Harvest Festival. In creating unique rain barrels for residents in the South Bay, Redondo Shores is working alongside West Basin to promote water conservation.

While it is the first year that our art department is working with the water district, Redondo Shores has been taking students on field trips through the science department for several years now. By participating in this project, the art department will receive a donation from West Basin. The funds will be used to enhance the art program at Redondo Shores by purchasing supplies and providing access to field-trip opportunities.

The rain-barrel project is one example of how our art students are contributing to their community, integrating art with environmental projects, and making connections across the curriculum.



Tanner Bettes (12), Danie Kuratani (12), and Dylan Uyemura (12) worked together to design and paint a rain barrel for the West Basin Municipal Water District.

South Bay Adult School

3401 Inglewood Ave., Redondo Beach, CA 90278 • 310/937-3340 • www.southbayadult.org



Technology in the Adult Learner Classroom

Teachers in the 21st Century have the most advanced means of instruction through technology the world has ever seen. Through the integration of new technologies and thoughtful course design, students report increased engagement, motivation, and feel that technology is better preparing them to be successful and independent learners outside of the classroom.

Here are some of the ways teachers at South Bay Adult School (SBAS) are making technology work for them and their students:

Online Curriculum — Acellus from the National Academy of Science is used as our online learning tool in a blended-learning environment for adult learners seeking their high school diploma or high school equivalency. Students enrolled in either of these programs attend classes as well as have access to curriculum twenty four hours a day via Acellus.

Apps — Apps on cell phones are great ways for students to learn and have fun. Kahoot is one app used at SBAS to help build students vocabulary and reinforce learning. Other apps such as Google translate, dictionaries and flash cards can help students with pronunciation and rules of grammar.

Virtual Lectures or Field Trips — Teachers are able to take their students beyond the classroom walls on an adventure without leaving the classroom. Students are able to visit locations around the world for rich and immersive learning experiences.

In addition, ESL teachers at SBAS are utilizing View Sonic Boards as a in the classroom. The Boards allow the teacher to access their curriculum online as well as connect student learner to the real world in a second. Thus far, the Boards have proven to be valuable learning and teaching tool for teachers and students alike.

Beach Cities Health District

514 N. Prospect Ave., Redondo Beach, CA 90277 • 310/374-3426 • www.bchd.org



An Attitude of Gratitude

If there's one groan-worthy Thanksgiving tradition that most families can agree upon, it's the expression of gratitude that we impart around the dinner table once a year.

But what if we wedged this "attitude of gratitude" in between our coffee and carpool, instead of between our pumpkin pie and pigskin? In other words, what if we made giving thanks a regular routine instead of limiting it to an annual tradition?

Scientists who spend their days studying the human brain have discovered that the simple act of gratitude is a way for people to appreciate what they have instead of always reaching for something new, or thinking they can't feel satisfied until every physical and material need is met. Which means, more gratitude = more happiness.

So what's actually happening in the brain when you acknowledge the "why" behind your thanks? Expressing gratitude causes a rush of dopamine, a neurotransmitter in the brain that makes us feel great, both physically and emotionally.

But if you're curious to learn more, ask your 3rd grader. Every elementary school student in Redondo Beach is learning about the neuroscience of gratitude and the positive psychology of expressing these emotions through the MindUP social-emotional well-being program. I'd bet they could even tell you what the amygdala does in triggering emotional responses (and they can also explain what the amygdala is).

It's simple enough – with gratitude, people acknowledge what's good in their lives. According to experts, in the process, people usually recognize that the source of that goodness lies at least partially outside of themselves. Another way to put it: much of our time and energy is spent pursuing things we currently don't have. Gratitude reverses our priorities to help us appreciate the people and things we do.

So while it's that time of year to conjure up feelings of gratitude and thanks, it doesn't need to be limited to one season.

Now if only that could be said for the pumpkin pie.

Ali Steward, MPH
Director
Youth Services

Redondo Beach Council PTA

1401 Inglewood Ave., Redondo Beach, CA 90278 • www.rbusd.org



Calling All Dads!

One out of every three children in America —more than 24 million in total — live in a home without their biological father present, according to a 2012 White House Fatherhood Report. And, roughly one out of every three Hispanic children and more than half of African-American children also live in homes without their biological fathers.

More engaged fathers and father figures — whether living with or apart from their children — can help foster a child's healthy physical, emotional and social development. There's no doubt of the positive impact male role models can have on their children's lives. Following are some ways to encourage more male involvement in our schools:

Just ask – Nearly half of men who responded to a recent National PTA survey said they haven't gotten involved in their child's school activities simply because they weren't asked. Those involved said their spouses' participation led to their own involvement. So, we should encourage our school sites to invite the men in their student's lives to get involved.

Create men-focused groups and events – Surveys also show that men prefer to volunteer for hands-on projects and dad-only events with clear expectations. So, organize special events and groups for dads to enjoy working on and being involved with together and define volunteer roles and expectations.

Respect time – More than 70 percent of recently surveyed dads said time was a barrier to involvement. Make efforts to schedule events with workday schedules in mind so all parents can participate.

Celebrate engagement – When you start getting more men involved, it's great to celebrate! Letting the school community know will help emphasize and publicize school as a welcoming environment for all parents.

Remember -- we're all in it together for our kids!

Patricia Harris DiLeva
President



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RBUSD Educational Services

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Dr. Annette Alpern
Deputy
Superintendent,
Educational
Services

College and Career Readiness

College and Career Readiness skills for students encompass many areas: academic preparation, technological skills, social/emotional readiness and resiliency for life beyond high school. All of these fall into the category of CCR or College and Career Readiness. CCR skills are not a “thing” we work on in our honors or Advanced Placement classes; nor are they skills that are only developed in our core content area classes. These are skills that we work to develop with our students throughout their educational experiences with us; on the field, in the classroom, and throughout their extra-curricular pursuits.

To make College and Career Readiness skills more tangible for our teachers and students, our schools have chosen to focus on the 4 C’s. The 4 C’s include the skills of Communication, Collaboration, Creativity and Critical thinking.

These 21st century skills require that our students:

- Work effectively and respectfully with others
- Actively listen and communicate their thinking
- Make sound judgments and decisions
- Think innovatively and apply multiple perspectives to complex, real world problems

Whether in our transitional kindergarten classrooms or in our most advanced college-level math and science classrooms, our students today are engaged in more complex learning than they were just five years ago. Students today are coming up with solutions to problems that adults have spent generations attempting to solve. Granted, there will likely always be a place and need in our schools for “learning and practicing the basics.” But offering our students the best means that we want so much more for our students than the basics. We want them to thrive in a world that is changing faster than the adults in charge can imagine. What an exciting time to work in education!

RBUSD Child Development

1401 Inglewood Ave., Redondo Beach, CA 90278 • 310/798-8683x1312, 1321 • www.rbusd.org



Theresa Van Dusen
Director

How We Realize Greatness

By Andrew J. Riggle, Site Supervisor

The Redondo Beach child development centers have a well-earned reputation for being a diverse, authentic program that is achieving greatness on a daily basis. Our teachers do this in part by implementing an integrated curriculum and working with all students to develop socially.

In a great child development classroom, teachers provide an authentic learning experience that focuses on many areas of learning to utilize multiple modalities. They know their students and their students’ interests, and they create projects and lessons with which their students can engage and expand their own knowledge and skills. Doing so allows students to connect

to their topics and make connections across a vast array of disciplines. For instance, in many of our classrooms, we will have community members such as a firefighter come and speak to the students about safety. This simple conversation can provide connections to many other disciplines such as mathematics to analyze how many feet it is to the door or literacy as they write on pads of paper and draw pictures about a prospective day in the life of a firefighter or their own future dreams. They might build a fire truck in class out of cardboard, paint and paper and use their imaginations to feel and see what their days may look like, all while socializing with their peers.

Diversity and Community

Our teachers actively promote a sense of community within their classrooms. We encourage students to bring in items each week that might be part of a diverse home culture and share those items with others to help students develop connections through their similarities and differences. Our students work on group projects large and small throughout the year to learn skills that help them collaborate and negotiate conflicts. In the event of a conflict, our teachers assist students to think through what may have happened and help them to find the words they need to elucidate their feelings and provide suggestions for solving the problem. Ultimately, we strive to ensure that every student feels like she or he belongs and to teach the importance of respecting others.

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Recognizing Gastrointestinal (GI) Conditions in Your Child



**Barry Steinmetz,
M.D.**

*pediatric
gastroenterologist,
MemorialCare
Miller Children's &
Women's Hospital
Long Beach*

Pediatric gastrointestinal (GI) conditions affect a child's gastrointestinal tract, or organs of the digestive system, which include the esophagus, stomach, large and small bowel, liver, gallbladder and pancreas.

Millions of children are living with pediatric digestive and nutritional disorders. Some of the most common conditions, include:

- **Gastroesophageal Reflux Disease (GERD)**

GERD is a chronic disease which occurs when stomach acid or stomach contents flow back into the food pipe. More than 7 million people in the U.S. have some symptoms of GERD.

- **Crohn's Disease** is a type of inflammatory bowel disease. It causes inflammation of the digestive tract lining. The rate of which Crohn's disease is occurring in children has nearly doubled over the last decade.

- **Celiac Disease** is an autoimmune condition brought on by ingesting gluten, which is a protein in wheat and many other grains. It is estimated that approximately 1 in 500 people in the U.S. have celiac disease.

GI conditions make themselves known in different ways, but there are five common signs that your child could have a gastrointestinal condition:

- Vomiting
- Recurrent abdominal pain
- Alternation of routine bowel patterns, such as constipation or diarrhea
- Abdominal distention (belly swelling)
- Burping and heartburn

If you recognize these signs in your child, they may need a referral to a pediatric gastroenterologist.

MemorialCare Miller Children's & Women's Hospital Long Beach has hospital-based outpatient specialty centers from the South Bay to South Orange County, allowing a child with a gastrointestinal condition – from common to complex – to be treated by a specialist close to home.



2801 Atlantic Ave., Long Beach, CA 90806
1.800.memorial • MillerChildrens.org/GI

Our specialty:

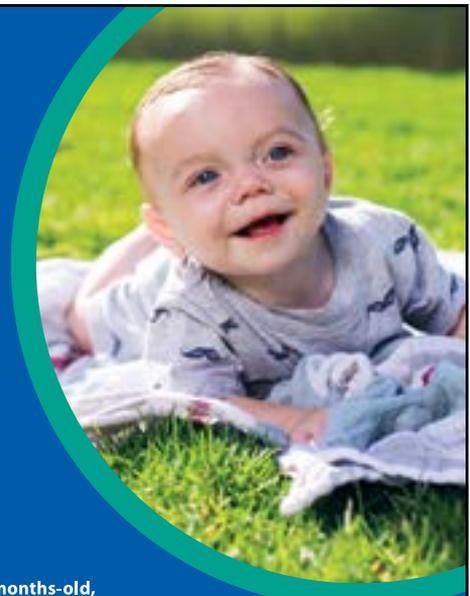
Gastroenterology

Our specialists are the leaders
in children's health care.

As an infant, Parker struggled to gain weight. He was referred to pediatric gastroenterologist, Dr. Robert Tran, at the Children's Specialty Center in Irvine. Dr. Tran diagnosed Parker with cystic fibrosis (CF). CF is a life-threatening genetic disease that affects the lungs and digestive system – and was the culprit of Parker's failure to thrive. In the first week under Dr. Tran's care, Parker gained 1 lb. – a significant accomplishment. Now, he's growing strong and mastering the art of tummy time.

Parker's specialty:

Tummy Time



Parker, 7-months-old,
*Miller Children's
Gastrointestinal Patient*


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Adams Middle School (6–8)

2600 Ripley Ave., Redondo Beach, CA 90278 • 310/798-8636 • <http://www.adamsmiddle.org>



Lisa Veal
Principal

Healthy Choices, Healthy Lives

Middle school-aged children are faced with many choices, both academically and personally. As we support students moving into their teenage years, and eventually adulthood, we strive to equip them with the knowledge and skills they need to make healthy and informed decisions.

Today's physical education classes are vastly different from those of 10 or 20 years ago. Physical fitness is still promoted and highly valued of course; however, our teachers are extremely creative, and they strive to design engaging lessons that will get their students moving. It is not uncommon to see children playing bumper ball on the field, climbing the rock wall in the fitness center, or using a wave board on the blacktop.

Our Adams' PE teachers recognize that there are many things which constitute living a healthy and well-balanced lifestyle. In addition to daily physical activity, students are educated on nutrition awareness

and emotional well-being. Our Eagles learn to keep food journals to track consumption and ensure that they are maintaining balanced diets. They are also afforded multiple opportunities to work collaboratively, engage in team-building exercises, and further develop their social skills.

Our at-risk counselor, Ashley MacDonald, works in partnership with the Beach Cities Health District and our teachers to ensure that students are taught the necessary skills to make wise life choices and abstain from engaging in risky behaviors. These alcohol, tobacco, and drug prevention lessons occur over a 10-week time period, and are designed to equip students with key skills to make safe and knowledgeable life decisions.



Adams students "flexing" for fitness!

At Adams, we are dedicated to developing balanced and happy students who understand what it means to live healthy, who can make informed lifestyle choices, and who will refrain from engaging in behaviors that can jeopardize their health and/or futures.

Alta Vista Elementary (K–5)

815 Knob Ave., Redondo Beach, CA 90277 • 310/798-8650 • <http://altavista.rbusd.org>



Susan Wildes
Principal

From Good to Great

Going from good to great. It's not magic—it is passion, purpose and action.

Our goal at Alta Vista is to help every student find his or her own greatness. The Alta Vista staff in collaboration with our fabulous families and community members is working to provide a rich and diverse learning experience that will inspire students to become who they were destined to be. Through programs such as Hands on Art, PBIS, band and music coupled with rigorous academic experiences in the classroom, Alta Vista students will learn to face challenge with perseverance and stamina. They will take risks with their learning. They will keep asking better and better questions that get them closer to their goals. They will turn resistance into growth, and they will learn to fully immerse themselves in the learning experience.

Here are three ways that parents can help their children go from good to great:

Help them find the compelling why. Help them find at least one thing they are interested in or passionate about.

Encourage them to become dream machines. Facilitate experiences that will allow them to follow their dreams and envision the end in mind. The *why* is the drive, and you find your *why* by answering the question "Why do we do what you do?"

Help your child acquire a growth mindset. People with growth mindsets believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting points. This view creates a love of learning and a resilience that are essential for great accomplishment. Children who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Model the best. The best learn it from the best models. They find the best examples of what they want to accomplish and who they want to be, and they learn from them. Be that model for your children. Speak the way you want your children to speak. Stand up for what you believe in. Have a growth mindset, and go after your own dreams. You are your child's first and most important model.

Beryl Heights *Elementary* (K-5)

920 Beryl St., Redondo Beach, CA 90277 • 310/798-8611 • <http://beryl.rbusd.org>



Karen Mohr
Principal

Physical Fitness and Good Nutrition

Each day, our students are diligently preparing their minds and bodies through daily exercise, standards-based education, nutrition lessons, and Mindful breathing exercises and lessons. Our California physical fitness testing for our fifth-graders will take place in March, and they will prepare throughout the year with all of the wonderful programs we have here at Beryl

Elementary School. Through hard work and determination, our students are keeping their bodies in good physical condition and learning about fitness, including engaging in eight minutes of exercise every morning. Beach Cities Health District has been a long time partner of Redondo Beach Unified School District, and it is through this partnership that our Live Well lessons are taught by our parent docents. Students are learning the value of good nutrition and how it affects their minds and bodies, helping them to be successful in school and in life.

Each grade level has its own garden planter, and the students and parent volunteers harvest and plants vegetables so that each student may enjoy the fruits of their labor. Our school cafeteria menus have also improved



Third grade students gardening

tremendously by providing a salad bar along with fruit, vegetables, and water, which are offered at lunch time. This contributes to our gold status with the Alliance for a Healthier Generation and teaches our students healthy habits.

This year, our Race to the Finish event, which is one of our big PTA fund-raisers, will take place Thursday, November 9. It will showcase several obstacle courses for our students to complete.

At Beryl, our motto is to strive to be the best that we can be, to put forth our best effort in all that we do, and to be successful. Our students are learning how lifelong fitness, activity, and nutritional choices will impact them in the future and help them to be productive citizens when they get older.



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Wednesday, November 15

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RSVP: www.elcamino.edu/collegenight



El Camino College



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Birney Elementary (K-5)

1600 Green Ln., Redondo Beach, CA 90278 • 310/798-8626 • <http://birney.rbusd.org>



Mira Baskaron
Principal

Art and Music in Full Swing

Birney students are enjoying another year of enrichment with art and music.

Our wonderful PTA supports Hands on Art, where the students are engaged in meaningful and fun art lessons. The classroom art docents recently took part in an on-site training, where they were engaged in lessons about the art plan for the year as well as lots of other important information.

Vocal music, funded by the Redondo Beach Education Foundation, is in full swing as well. Mr. Hughes, the vocal music teacher, is currently working with students in the third and fourth grades. They are engaging in this wonderful enrichment opportunity every week.

Students in the first and second grades will enjoy this same vocal music experience during the second half of the school year. The fifth-grade students are also engaging in a band activity a couple of times per week, with two wonderful band teachers funded by the Redondo Beach Education Foundation.



Hands on Art Docents are engaging in a training to get ready to kick off another fantastic school year.

We are so grateful for all of the staff members and volunteers who continue to provide our students with wonderful experiences in art and music. We are dedicated to educating the whole child, and these art and music experiences are just two ways in which we are ensuring an enrichment experience that will support all of our students.

Jefferson Elementary (K-5)

600 Harkness Ln., Redondo Beach, CA 90278 • 310/798-8631 • www.rbusd.org/jefferson



Jeff Winckler
Principal

Ready, Set, Jog

With the arrival of November comes one of Jefferson's signature events of the school year. The PTA's Jog-a-Thon is a fun filled day for students, staff and families. It represents not only the PTA's most significant fundraiser of the year, but a day that students at Jefferson at always remember. This year the Jog-a-Thon is on Friday, November 3rd. Beyond jogging and having fun, the aim of the event is to raise funds for opportunities for our students such as field trips, Hands On Art, assemblies and more. Because of everyone's collective efforts Jefferson is wonderfully supported by the work that goes into making this event a success. So now that November is here and it's time for all of Jefferson job dolphins to get out and jog.



Jefferson students hit the track for the Jog-A-Thon

Lincoln Elementary (K-5)

2223 Plant Ave., Redondo Beach, CA 90278 • 310/798-8646 • <http://lincoln.rbusd.org>



Jason Johnson
Principal

The Jog-A-Thon

Running a marathon will likely remain off my bucket list. While this dog is happy to learn new tricks, his stamina is another matter!

Nevertheless, I am a captive audience for friends who

have run a marathon. There is something mesmerizing about how they describe their experience of accomplishment, especially in those final moments before finishing. While most of us may never run a marathon, running with purpose is an experience we should all try. The Jog-A-thon Event on Wednesday, November 15, is an opportunity for our students to have that moment.

This PTA fundraiser is an opportunity for our students to experience an association between exercise, accomplishment, and community. I wish every event had a crack at that. This year we would like to go a little bigger and further their sense of accomplishment. Top runners



Lincoln students run for a healthy cause.

in exercise is a contribution towards a cause worth supporting: our school community. When our PTA holds a family night or sponsors an assembly, we should let them know that they had a big part in making this happen.

In uncertain times, teaching our children the importance of physical health and community service has taken on new meaning. The Jog-A-thon is an excellent conversation starter for why these values are important. If you are not buying my high-minded appeal, then come on out for music, bubbles, and a chance to watch your child have a blast.

and fundraisers will earn amazing prizes, including a bike to promote healthy habits. We will also begin a tradition of trophy awards to memorialize their achievements.

I encourage you to attend this event and cheer on your son or daughter. Let them know that their accomplishment

Madison Elementary (K-5)

2200 MacKay Ln., Redondo Beach, CA 90278 • 310/798-8623 • <http://madison.rbusd.org>



Drew Gamet
Principal

Raising Level of Music

Many of the jobs that we are preparing students for don't even exist yet. With the rapid changes that are occurring in our world economy, technology and culture, four areas of focus for student learning have been laid out by the National Education Association that support what students will need in the 21st century. Those four areas have been encapsulated in the Framework

for 21st Century Learning as communication, collaboration, critical thinking and creativity. This framework begs us to revisit our techniques of classroom instruction and to make sure that what has traditionally been considered core instruction—language arts, mathematics, science and social studies—is taught in such a way as to emphasize these 4 Cs. It does, however, also demand that we reenvision what subject areas we should consider core in order to fully teach the four C's. For hundreds of years, the arts have focused specifically on the skills of communication, collaboration, critical thinking and creativity. Regardless of whether a student is studying music, visual arts, dance or drama, students have had to focus on the four C's as a matter of necessity; while

old-school instruction in ELA might demand no more than memorizing the rules of grammar or old-school mathematics might require memorizing standard algorithms.

To help raise the level of music instruction in the district, the Redondo Beach Education Foundation has generously provided the funds to hire fully credentialed teachers to bring music instruction to students in grades one through five this year. At Madison Elementary School, instructor Scott Hughes is bringing a style of music instruction to our students—it's known as Orff Schulwerk. Developed by German composer and educator Carl Orff in the 1920s, this technique of instruction allows students to perform and explore music in a classroom environment. To see the possibilities of what your child can learn with these educational experiences, make sure to attend our concerts in December and June.



Madison Elementary students participating in an Orff Schulwerk lesson.

Parras Middle School (6–8)

200 N. Lucia Ave., Redondo Beach, CA 90277 • 310/798-8616 • <http://www.parrasmiddle.org>



Dr. Lars Nygren
Principal

Marching to a Different Beat

By Greg Erskine, Band Teacher

The more time music students spend playing instruments, the better they get. This is a no-brainer reality that every veteran band adult I meet has had a firm grasp on ever since he or she started using the phrase *I used to play an instrument...* We all know what happened, too: practice became a chore along the likes of doing dishes or

changing the cat box.

Music is something that we strive to celebrate at Parras. While nobody is under any delusion that every Parras band student will someday headline at Carnegie Hall, we do try to make it an experience that even those whose clarinets or trombones bury their way deeper and deeper into the closet will someday reflect fondly upon.

Practice is an inescapable reality but isn't one that needs to be approached begrudgingly. At Parras, we are lucky to have opportunities for every student to fulfill his or her practice requirements on campus through our tutorial period during the day or in a more social environment after school in our new band room. During both of these, students have access to help from either me or from other students.

Parras's music course offerings include four levels of concert wind ensembles and a jazz ensemble. We also offer low-commitment extracurricular ensembles that include an after-school drumline and pep band as well as a student-led wind ensemble that meets at lunchtime. These ensembles will perform throughout Southern California at festivals and campus and community events, and will soon start exploring the world of technology-assisted music learning—because even some of the world's best musicians would rather be playing a video game than being forced to practice!



A Parras student leads the band

Redondo Union High School

One Sea Hawk Way, Redondo Beach, CA 90277 • 310/798-8665 • <http://www.redoundunion.org>



Jens Brandt
Principal

Challenge Success

Advanced Placement (AP) courses. Athletics. Leadership positions. Afterschool jobs. Family time. Studying. Club sports. Internships. College applications. Career goals. Clubs. Tests and projects. Friendships. Volunteer work. Social media. GPA. SAT. ACT. PSAT. Learning to drive. Student loans.

It can make your head swim a little to think about the many commitments and considerations that our students take on, and the list above is far from exhaustive. While Redondo Union High School (RUHS) is proud to offer so many avenues for students to connect and excel. We are also committed to supporting the emotional, social, and physical well-being of RUHS students (and families and teachers) in the face of so many potential stressors.

This past month, a team of four teachers, a counselor, a parent, and two administrators joined schools from across the US for a weekend at Stanford University. Working with Challenge Success, we engaged in round-table discussions



The RUHS Challenge Success team at Stanford University for a weekend training.

and workshops covering a variety of topics, including strategies to grow a climate of care and techniques for learning more about our students' daily experiences.

Challenge Success, a research-based organization based out of Stanford University, aims to redefine success as more than just

academic excellence or admission to top colleges. Redondo Union is excited to have the opportunity to partner with this organization. Already we have begun to explore data about student perceptions of homework, average number of hours slept—which is far too few for far too many—and physical indicators of stress reported by students.

How will the Challenge Success project specifically impact our campus? We do not yet know. We are eager to use this year to better understand the myriad experiences of our Sea Hawk students. As we expand to include students on the Challenge Success team as well as additional teacher and parent perspectives, we will move forward with a commitment to whole person wellbeing for everyone in the Sea Hawk community.

Tulita Elementary (K-5)

1520 Prospect Ave., Redondo Beach, CA 90277 • 310/798-8628 • <http://tulita.rbusd.org>



Dr. Tanaz Bruna
Principal

Connecting Students and Families

It is no secret that the fine arts are an important way for students to express themselves creatively. With the different art forms available, the possibilities for our students are endless.

The arts have the power to inspire and change people, or their outlook on the world. Research studies have shown that students enrolled in art classes perform better in other school classes. Most importantly, the arts can help children find what they are truly passionate about.

Our school is fortunate to be connected to some very dedicated organizations that continue to keep the arts alive at Tulita. With the support of our PTA, each of our students has the opportunity to participate in the South Bay Hands on Art program, creating six unique art pieces throughout the year. Our Tulita Wellness Council also recently partnered with the PTA's Hands on Art, and with the funding support of a micro-enrichment grant from the Beach Cities Health District, Tulita held its first-ever Family Art Night!

This successful event allowed families to connect with each other through an evening of art. Taught by Tulita

teacher Julie Tamashiro, Family Art Night centered around the work of artist Mary Blair. Blair is known for her influence on early Disney animation, from *Peter Pan*, *Cinderella*, and *Alice in Wonderland*, to treasured Golden Books and Disneyland's beloved ride, *It's a Small World*.

Family Art Night was a success, with each participant walking out with their own masterpiece after hearing about how art can impact their lives.



Tulita family and staff engaged in Family Art Night.

Washington Elementary (K-5)

1100 Lilienthal Ln., Redondo Beach, CA 90278 • 310/798-8641 • <http://washington.rbusd.org>



Andrea Bittick
Principal

Music Benefits the Brain!

We are so grateful to have music as part of the curriculum in RBUSD! Washington students benefit from both vocal and instrumental music instruction. Music instruction has multiple benefits for children, including improvements in memory, spatial learning, literacy and verbal intelligence. Musicians are also more skilled at processing speech in environments where there are large amounts of background noise.

Music and math are also correlated in that by understanding beat, rhythm and scales, students learn how to divide, create fractions, and recognize patterns. The Brain and Creativity Institute at USC began a five-year study in 2012 in partnership with the Los Angeles Philharmonic Association and the Heart of Los Angeles (HOLA). The study examined the impact of music instruction on children's brain development, indicating that music instruction speeds up the maturation of the auditory pathway in the brain and increases its efficiency. Gottfried Schlaug, MD, PhD, from Harvard Medical School is an expert on music, neuroimaging and brain plasticity. He said that "music might provide an alternative access into a

broken or dysfunctional system within the brain. Music has the unique ability to go through alternative channels and connect different sections of the brain."

Dr. Schlaug said that listening to and creating music is an auditory, a multisensory and a motor experience. Making music over a long period of time, then, can change brain function and brain structure.

Developing Great Brains!

Washington third- and fourth-graders participate weekly in vocal music and band in fifth grade. Fifth-graders are given the option to play instruments such as the flute, clarinet and trumpet. For some students, this may be their first opportunity to learn how to play a musical instrument. These enrichment programs would not be in place without the support of the Redondo Beach Education Foundation (RBEF). We also recently had the Alley Cats, a local doo wop group that sings popular music from the 1950s and 1960s, perform for our students at Washington. Washington's PTA coordinates for three different cultural assemblies each year that are often focused on dance or music, and these experiences support the development of the whole child through exposure to music, art and dance.



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Lucy's Book Review

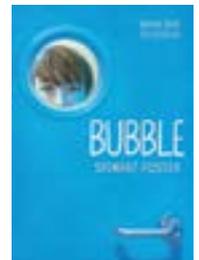


Lucy Davis

Funny and Honest

Author: Stewart Foster

Joe has been in the hospital due to his SCID. Trapped in a bubble, as he would say. Everything has to be exactly as instructed: air purity, foods in foil, and not being



able to go outside. He passes much of his time with comic-book superheroes, his imagination, and his best friend Henry.

But that changes when he meets at new nurse, Amir. He 'borrows' twelve TVs for his room, and might be able to do the impossible — allow Joe to be outside.

When Joe is able to step into the outside world and pop his bubble, change hits him hard in ways he never expected. Will these changes help life take a turn for the better?

I liked this book because it was funny and honest. At first, it reminded me of another story (*Everything, Everything*) but soon was good and true in its own way. I give it three and a half bookworms.

Lucy is a 6th grade student. When she isn't immersed in a book, she loves musical theater, ballet, and singing. She enjoys stretching her imagination by writing short stories of her own. Lucy will rate the books 1 to 5 bookworms with 5 being the best.



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@ Oak Street Gym

Intermediate & Advanced Players Grades 6th-12th

@ LA Galaxy Soccer Center

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Grades 9th-12th**

**Sunday, November 5th 5:00-7:00pm
Sunday, November 13th 5:00-7:00pm
Location: LA Galaxy Soccer Center**

Boys Club Teams

Boys Ages 14 & Under Tryouts:

Sundays 3:00-5:00pm @ LA Galaxy Soccer Center

High School Boys:

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(310)382-0899**

**Girls Ages 14 & Under Club Teams
Grades 3rd-8th**



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1780 Oak Street, Torrance, 90501

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310-546-9150

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South Bay Hands On Art

Hands On Art Has a Story to Tell

By Co-Chairs Sandi Arthur and Karen Ford Cull

Author and artist Brian Andreas is the inspiration for South Bay Hands on Art's first project, "What's Your Story, People?" It's a whimsical project in which children create a drawing of a person or animal using a feather and ink, but without the use of their eyes! Then, when they get to look down and meet their creation, they will bring it to life with detail, color and write a little anecdote to go along — Storypeople style.



**Docents concentrate on not
looking down at their paper.**

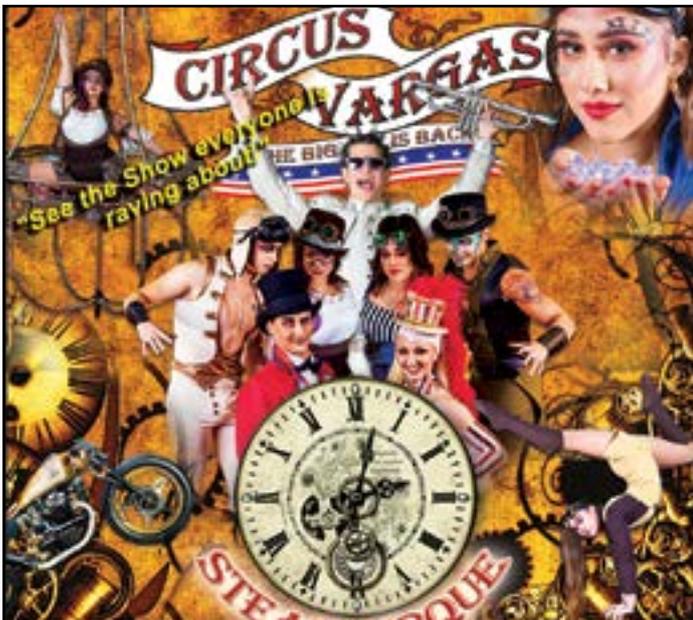
drawing. They will get to use their imaginations in new and wonderful ways!

I like to imagine impossible things, because when I only imagine possible things, I pretty much see stuff I already expect to see.

— Brian Andreas, Storypeople

The project was designed by local artist and SBHOA volunteer Erika Snow Robinson. Children learn to embrace imperfection and go along for the ride on a blind

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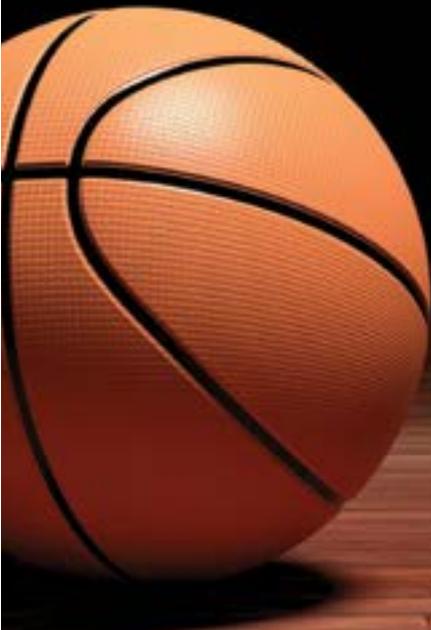
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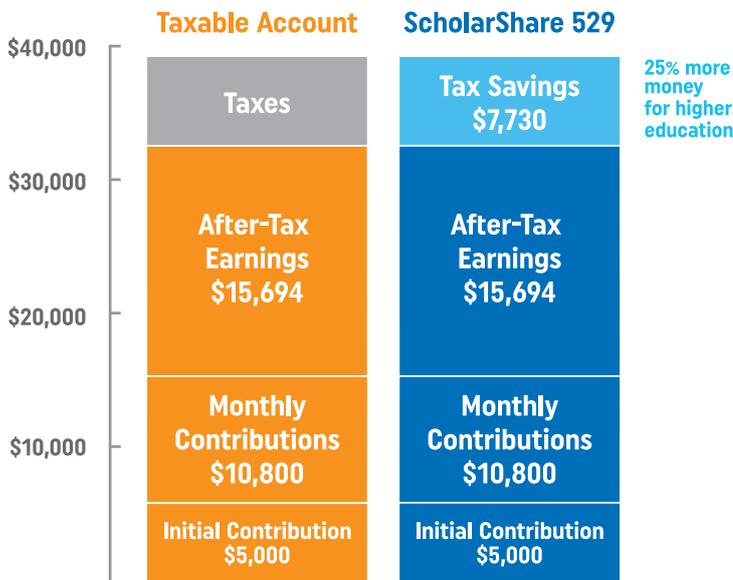
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