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School News

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Covering the Bellflower Unified School District

VOLUME 2, ISSUE 7

NOVEMBER–DECEMBER 2013

SUPERINTENDENT



A Year of Change and Challenge

As 2013-14 has begun, let me lead the campaign to engage ourselves into a powerful and transformational school year while placing 2012-13 in our memory banks as a valuable memory. I am truly blessed to be Superintendent of BUSD and am ready to hit the challenges of this new school year with high energy and a commitment to the “Standard of Excellence; Nothing Less.” Let’s all turn our focus to the positive and wonderful attributes we possess as an educational community making this year full of outstanding recognitions.

Dr. Brian Jacobs

See **SUPERINTENDENT** • Page 12

Teaming Together to Ensure a Standard of Excellence



Character Counts at Intensive Learning Center.

*By Isel Taylor, Principal
Intensive Learning Center*

Teachers at the Intensive Learning Center are now working in Professional Learning Communities (PLC) to ensure the success of each student. They meet regularly to discuss what they want each student to learn, how they will know the students have learned it, and, most importantly, what interventions they need to put into place to assist those who are having difficulties.

Research has demonstrated that teachers who work collaboratively in Professional Learning Communities attain higher levels of student achievement. The students at the Intensive Learning Center are also working together to reinforce a positive school environment.

See **INTENSIVE LEARNING** • Page 4

Recipe for Success

By Laura Sanchez-Ramirez, President

It is with a great deal of excitement that the Governing Board joins me in welcoming you to what is already a wonderful beginning to the 2013–2014 school year. As we continue to strive to meet the needs of all students, please join me in looking forward to surpassing achievements of the past and working to meet the innovative challenges that lie ahead.

Reflecting upon last year, I am extremely proud of the accomplishments we achieved as the district continues to focus on student achievement, instructional improvement, and an action plan to ensure the most effective and efficient organizational performance. This has led me to an even stronger belief that we are capable of the

BOARD OF EDUCATION

“Standard of Excellence – Nothing Less.” Together, our ongoing challenge is to have the standard of excellence memorialized throughout the entire district and ensure we hit the markers charged to us as a high-performing school district.

As Board President, my promise to the community is to continually strive to provide a quality school district that everyone in the community can be proud of. It will always be my goal, along with my Board colleagues to give our students a safe and positive experience while they attend the schools of our district. We are blessed with great kids, supportive parents and community, and a caring staff. Those ingredients are all part of the recipe for success! Thank you to everyone who makes Bellflower Unified School District “A Great Place for Children.”

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Laura Sanchez-Ramirez
President



Donald McMackin
Vice President



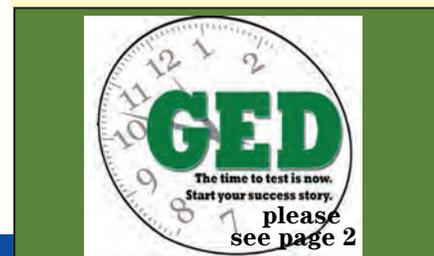
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Paul Helzer, D.C., Ph.D.
Member



Bellflower Alternative Education Center

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



Patrick Dixon
Principal

Adult Re-entry GED Preparation Class

The key to the General Educational Development (GED) test is preparation. The Adult Reentry Program prepares students for the GED test in the right way by helping them brush up on content-area knowledge in reading, writing, mathematics, science and social science found on the GED test. By the time a student takes the test, he or she will have the confidence to pass it and gain the education needed to go on to college, career training and new job opportunities.

GED preparation classes are held Tuesdays and Thursdays from 10:00 a.m. to 1:00 p.m. and on Fridays from 8:00 a.m. to 12:05 p.m. The class uses an open-enrollment/open-exit format with a flexible schedule so students can attend at times convenient for them. Preparation for the GED includes online instruction 24/7, traditional text and direct instruction by a

certificated teacher in core academic areas found in the GED test. GED preparation classes are free of charge for residents of the Bellflower Unified School District. Registration hours are Monday through Thursday from 10:00 a.m. to 11:30 a.m. and 12:30 p.m. to 1:30 p.m. You can obtain more information by calling our office.



Guidance Technician, Alyssa Skipper, (Top right) discussing conflict resolution strategies with students.



Kay Coop
Founder/Publisher



Fall is here and the holidays are quickly approaching. By the time you read this you will have enjoyed Halloween.

Dr. Jacobs sets the tone for this issue with his positive message of continuing to focus on a commitment to the "Standard of Excellence; Nothing Less." The Board of Education President continues the message and commitment.

Don't forget to enter our two contests!

Happy Thanksgiving and Happy Holidays from our staff to your families. Our next issue is January 8, 2014...Happy New Year!

School News

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Covering the
BELLFLOWER UNIFIED SCHOOL DISTRICT

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GED Preparation Class

Standard of Excellence; Nothing Less

Bellflower Unified School District Adult ReEntry Program

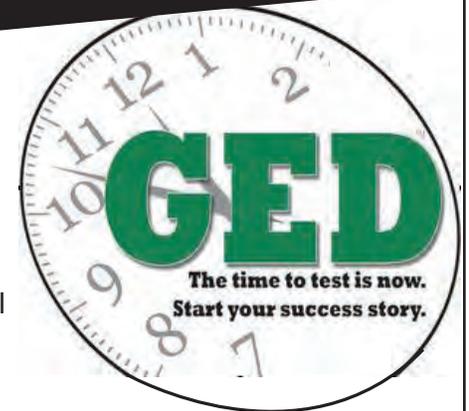
The key to the GED test is preparation. The Bellflower Unified School District's Adult ReEntry program prepares you for the General Educational Development (GED) test in the right way by helping you brush up on your content area knowledge in reading, writing, mathematics, science, and social science found on the GED test; and having better test-taking skills. By the time you take the test you'll have the confidence that you'll pass and gain the education you need to go on to college, career training, and new job opportunities.

The GED preparation class is an open enrollment / open exit format with a flexible schedule. The GED preparation class is held Tuesdays & Thursdays from 9:00 a.m. to 1:00 p.m., and on Fridays from 8:00 a.m. to 12:05 p.m.

Preparation for the GED includes on-line instruction 24/7, traditional text, and direct instruction by a certificated teacher in the core academic areas found in the GED test.

The GED preparation class is free of charge for residents of the Bellflower Unified School District.

**Registration Hours: Monday-Thursday
10 a.m. to 11:30 a.m. and 12:30 p.m. to 1:30 p.m.**



Las Flores *Home Education/Independent Study Academy*

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



Tamara Zylla
Program
Administrator

Growing Gains, Not Pains

In September of 2012, the Home Education Independent Study Academy opened its doors to fewer than 30 students in kindergarten through sixth grade. By September 2013, it has expanded to encompass seventh and eighth grades with more than 80 students enrolled. As a result of this influx, two new teachers were added to our faculty. Mrs. Sylvia Talamantes eagerly took on the role of middle school teacher, while Mrs. Jennifer Silveira warmly embraced the primary students in second and third grades. Both teachers have been an incredible addition to our team. They are top-notch educators who seek to better their instructional practices to ensure that they are continually meeting the needs of their students; thus, each has worked countless hours collaborating with the other teachers to ensure consistent instruction across the grade levels and to maintain our “one-room schoolhouse” feel.

The addition of students has brought with it the challenge of an increased potential for conflict. Consequently, the teachers and site leadership have worked diligently to maintain high standards for behavior. Utilizing the concept of Positive Behavioral Interventions and Supports (PBIS), we have set forth appropriate behavior expectations for students on the playground and in the classroom and modeled these behaviors for both environments. We offer daily reminders to the students about proper behavior and openly praise those who make appropriate choices. In addition, we have continued our character education program that requests that students and parents, during their monthly assignments and goals, delve into each positive trait and create a project that best represents what it means to them. Throughout the month, students are commended, awarded Student of the Week, and acknowledged in the school newsletter for stellar exhibition of the focus trait of the month. Through these efforts and the involvement of the family, we believe that we are



Instructor Ms. Kattie Xu teaches 2nd and 3rd grade students how to make and feel the sounds of the Chinese alphabet.

teaching students skills that will enable them to avoid conflict and maintain the positive atmosphere our school has possessed since its inception.

Finally, this year the Home Education Independent Study Academy has expanded to the Far East! Students now have the opportunity to learn Mandarin. Each week, Ms. Kattie Xu teaches small groups of students how to speak the language and provides a variety of activities that allow the students to develop an appreciation for the culture. The students who are participating in this unique program have been elated and have shared with their parents, teachers, and me that this is an amazing experience for them! They are truly growing both intellectually and socially.

In closing, the staff and I do not shy from the challenges that growth brings to our school. We welcome them. Together we will revel in our growth.

Bellflower Unified School District

Standard of Excellence; Nothing Less



Home Education Independent Study Academy Grades K-8

The Home Education Independent Study Academy offers homeschooling parents the best of both worlds: the opportunity to learn at home or at the Las Flores Educational Center. In addition, parents have the assistance of a credentialed teacher and access to standards-based textbooks while retaining the autonomy to design their own student's learning based on California standards. Our goal is to assist parents with the implementation of a creative, well-rounded, standards-based curriculum that is tailored to the abilities and interests of their own children.

Bellflower Unified School District Exciting Opportunities for Homeschool Parents

Classic Model

Grades K-8: Parents are the primary teacher five days a week. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays.

Core Model

Grades k-8: Students attend school three full days per week and are taught at home two days. Students and parents meet at least once a month with a credentialed teacher to review the work and set goals. Students may also participate in enrichment learning experiences on Fridays.

Enrichment Fridays

Each week students have the opportunity to come to Las Flores Educational Center for half a day to participate in an engaging, standards-based lesson and activity as well as both a music and technology class.



For More Information go to:

www.BUSD.k12.ca.us

Call: (562) 804-6565 Ext. 6600

or visit us at:

Las Flores Educational Center

10039 E. Palm Street, Bellflower, CA, 90706

Intensive Learning Center

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



Continued from Page 1

Each student had the opportunity in September of attending the Friendship Adventure assembly. This is where friendship and cooperation (along with bullying prevention) is highlighted. Through role playing, our students learned how interactions based upon respect and trust can help them get along with their fellow students.

Isel Taylor
Principal

This year, our student council will also be presenting the Character Counts “Student of the Month” awards, as well as weekly words of wisdom. As we prepare students for college and future careers, we know that citizenship is an essential skill that they must possess in order to meet the rigors of the college classroom and workplace.



Parents at the Intensive Learning Center are coming together to support our efforts at providing the best education possible. This year, our PTA is funding the Meet the Masters program, as well as providing volunteers to teach the classes in each room. Additionally, they continue to support our Accelerated Reader program and field trips. They will also be purchasing Spanish books for our school library to help support the new dual English/Spanish language program.

Teachers, students and parents are working together to build a positive learning community at the Intensive Learning Center: that’s called preparing for the future!

Albert Baxter *Elementary*

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



Sue Curtiss
Principal

Intervention Helps Students Succeed

At Albert Baxter Elementary School, we are using a model called Response to Intervention (RtI) to teach language arts in our primary grades. Students are given reading assessments and placed at their instructional reading level for 45 minutes of the day. Some students receive instruction from their homeroom teacher and some students receive instruction from our intervention teachers. The teachers work together to plan reading lessons that meet the students’ needs. Ms. Myers, an intervention teacher, said, “This approach to teaching allows us to provide targeted instruction to students to bridge the gaps in their learning.”

RtI is a multi-level prevention system that includes three levels of intervention. At the first level, students receive high-quality instruction from their teachers using our core reading materials. Level two interventions include small-group tutoring with our teaching specialists as well as before- and after-school classes. The third level of intervention is more intensive individualized instruction with supplementary materials for students who show little response to the second level of intervention. “Our goal is to have students reading literature and informational texts independently and proficiently,” stated Ms. Myers. Our RtI program is designed to prevent students from falling behind in reading.



First graders Ashley Almodovar, Jessalyn Contreras, Chyna Lewis, and Julia Lopez are reading independently.

Our school will soon be developing a new behavior plan based on the RtI model. Positive Behavioral Interventions and Supports (PBIS) aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. The interventions are also based on a three-tiered system, with each level providing intensive behavior support to students with increased behavioral needs.

Are you looking for this logo
for the contest on page 13?



Stephen Foster *Elementary*

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



Deirdre Reyes
Principal

The Power of Positive Behavior

At Stephen Foster, we believe in praise and positive reinforcement for good behavior. Based on the principles of Positive Behavioral Interventions and Support (PBIS), our teachers use a wide variety of strategies to encourage and strengthen positive behavior.

School rules are underpinned by the six pillars of Character: Respect, Responsibility, Trustworthiness, Citizenship, Caring and Fairness. Every day, one of our teachers introduces a student at our school-wide flag salute who exemplifies the characteristic of the month. The teacher then describes how the student incorporates the character trait into their daily behavior at school.

At recess and lunch, students can earn BAMs (Because Actions Matter) whenever our school personnel observe exemplary behavior, and again the behavior is described and tied to a character trait. Earning five BAMs leads to a trip to the principal's office and a prize from the treasure box.

Our kindergartners recite a chant that describes safe playground behavior when they walk from the cafeteria to the play area. Students in the third through sixth grades can earn the Student of the Month award. There are also several SuperStar assemblies throughout the year that reward those students who consistently display excellent behavior in all aspects of school life.



Safety and Respect

Our instructional programs are now well underway. Teachers use Direct Interactive Instruction to make sure all students understand new concepts and are engaged in learning. At many grade levels, teachers have implemented Response to Intervention (RtI), where they work collaboratively with each grade-level student to ensure that all academic needs are being met.

Our Gifted and Talented Education Program (GATE) is being planned for the school year, with classes in classical music, geography, science and chess set to begin. A parent/student book club will also take place later in the year.

We have had a busy start to the school year, and look forward to many more educational opportunities. We are proud of our students and the effort they make to work and play in a safe and respectful manner.

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

Rewards of P.R.I.D.E.

One of the missions at Bellflower Middle/High School is to promote school spirit, pride in our school and a positive behavioral intervention and support program. To promote these positive attributes and actions, we have created BUC P.R.I.D.E. awards: Positivity, Respect, Integrity, Dedication and Excellence.

Every adult on the Bellflower Middle/High School campus has been given a bundle of BUC P.R.I.D.E. award tickets. These small tickets are distributed to students by adults upon viewing one of the actions we are trying to promote. An adult tells the students what a wonderful job they are doing and sends them to the ASB office to drop their coupon in the BUC P.R.I.D.E. box. Every Tuesday, three or four names are drawn. These students are then recognized over morning announcements to the entire school for showing that BUC P.R.I.D.E. Students also receive incentives such as gift cards and gift certificates from local restaurants and other businesses.



We hope this will generate greater spirit, *pride* and more importantly, a place where all BUCS are determined to do the right thing on a daily basis. We are also encouraging students to show prosocial skills and behaviors both in and out of school.

We are Bellflower High School, and success is attainable if we are all working together!

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Esther Lindstrom *Elementary*

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



Deborah Apple
Principal

Ready, Set, Go!

Esther Lindstrom is off to one of its best starts of the year to date. Our teachers are already off and running with implementing the Common Core Standards. They meet within their PLCs (Professional Learning Communities) to share student data and work together on creating amazing lessons that incorporate these standards. Students don't seem to notice the change in rigor because our staff has already been increasing it since implementing "Standard of Excellence; Nothing Less."



Several other programs servicing our students this year are the GATE program, RtI (Response to Intervention) and PBIS (Positive Behavior Intervention and Supports). With approximately one-fourth of our student population qualifying for GATE, it is essential that we provide them with differentiation within the classroom that specifically meets their diverse needs. This is why each student is provided with an IPD (individual program design). To also increase enrichment opportunities, we are offering a variety of GATE classes and extended-learning opportunities after school. For those students that need a little extra support to meet the rigorous academics, many grade levels are rotating during a specific period to provide the necessary interventions. Sometimes, behavior has a way of interfering with academic success. Therefore, this year, we will be implementing a new program called PBIS. This program will provide positive intervention supports that will thus allow our students to access the curriculum successfully.

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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

Powering Our Way to the Top

I am happy to introduce Mayfair's newest A-G approved elective course: Creative Writing. Laura Ellis has developed a two-semester elective course that was recently approved by the College Board as a college-prep elective. Students will write fiction and nonfiction pieces that cross several genres. They will improve as writers by analyzing the works of established writers and the works of their classmates.

"You have to wear several different hats during the writing process," Mrs. Ellis said. "Good readers make good writers. Good writers make good editors."

We have also introduced a new instructional strategy to the campus this year. It is known as Thinking Maps. It inspires me to see teachers experimenting and discussing our newest instructional practice. This strategy is new to the secondary school sites this year. Mayfair's teachers have embraced them with gusto. I have seen dozens of examples of effective Thinking Maps in the classrooms, and I trust that the effectiveness will spread through our departments and professional learning teams (PLT's). It makes me proud to be the instructional leader of such a dedicated and invested staff. Go Soons!

Thomas Jefferson *Elementary*

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



Dina Hernandez
Principal

Technology Paves the Way

Technology is strongly emphasized in the newly adopted Common Core State Standards. This year at Thomas Jefferson, our classrooms have been enriched with new document cameras, laptops, computers and projectors. Some classrooms have also implemented Mobis and Mimios, and interactive whiteboards, to help align with the new standards.

This new technology helps teachers present information to the students to make lessons more engaging. Document cameras project an image from a flat surface onto a bigger screen on the



board. Mimios help lessons come alive by converting a regular whiteboard into a smartboard, which allows students to interact with the information being displayed. Mobis give teachers a mobile pad that can project information onto a whiteboard from anywhere in the classroom.

These wonderful devices make learning much more student-centered and interactive. They also provide teachers with a host of additional and engaging features

that enhance instruction. It is very exciting to see our students engaged and interacting with these lessons in the classrooms!

Thomas Jefferson is continuing to provide its traditional "Standard of Excellence; Nothing Less" to each and every student!

Ernie Pyle *Elementary*

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



Lisa Paioni
Principal

High Energy

The Pyle Elementary School Panthers are off to a strong instructional start to the school year. This year we have added an intervention teacher. The

intervention teacher will work with kindergarten through third-grade teachers to identify students in need of additional academic support and provide intervention based on identified needs. Fourth-through sixth-grade students who are in need of additional support in reading comprehension and fluency will be invited to attend the Read Naturally before-school intervention program.

Our wonderful teachers continue to collaborate to provide standards-based instruction, utilizing instructional strategies that engage all students. Many of our classrooms are utilizing interactive white boards and mobile tablets. Still others have learned whole-brain teaching strategies to more fully engage students with lesson content.

Exciting things are happening at Pyle and we look forward to sharing more with you as the year progresses. We are Pyle Panthers! Watch us climb!



Ramona *Elementary*

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



Bonnie Carter
Principal

Exceeding Our Goals

The new school year is well underway, and the students at Ramona Elementary School are fully engaged in learning. Teachers are incorporating instructional strategies that encourage engagement, such as Direct Interactive Instruction and Whole Brain Teaching to help motivate students and ensure that 100-percent participation occurs during classroom instruction. We believe that planning lessons that inspire students to participate automatically increases their chances of exceeding their academic goals.

As the year progresses, students will have multiple opportunities to participate in enrichment activities. During school, activities such as Harvest of the Month, Reading Buddies, Gifted And Talented Education (GATE) cluster classes, Meet the Masters, and, for upper grade students, chorus and band are available. Last year, our band students earned the Musicianship Award for being the district's elementary school with the most solo performers. This year's band is booming and dedicated to being the best elementary band in the district.

Ramona students strive to be scholars in all aspects of their educational lives, and the teachers and support staff take seriously our mission to provide a foundation for our students to grow socially, behaviorally, and academically.

Go, Rams!

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for the contest on page 13?



Established in 1990, Zinsmeyer Academy is a California State certified, nonpublic, nonprofit, fully accredited Western Association of Schools and Colleges (WASC) school, that provides excellent academic and vocational education services to children needing small class sizes and individual instruction and tutoring.

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For enrollment information contact:
Noemi Delgado at 562-961-6109



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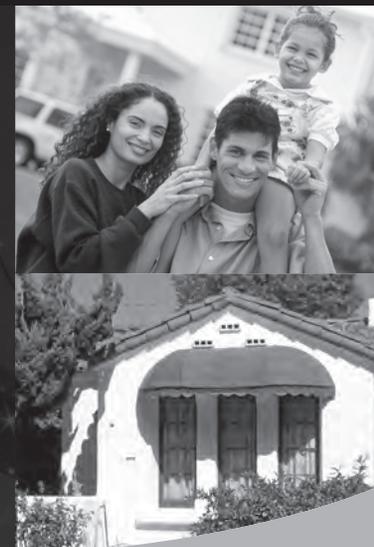
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Somerset *High School*

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



Mark Kailiponi
Principal

Effective and Rigorous Instruction

Somerset High School strives to maintain a safe environment that is conducive to learning. Students and staff realize that negative behaviors require stronger actions to help them become successful, and follow the expected behaviors that are required.

Somerset's implementation of a Schoolwide Positive Behavior Intervention and Support (SPBIS) allows staff to teach, reinforce and monitor positive behaviors. This means not just academically, but also by reinforcing the proper way of behaving and reacting to one another.



One aspect of SWPBIS is the implementation of solution teams. Solution teams are part of the "No Bully" system that allows students and teachers to work together to resolve issues of on-campus bullying. This process improves our students' ability to become innovative problem solvers in a collaborative setting, and also helps prepare them for the challenges they will face as young adults in college and the workforce.

Student academic achievement through effective and rigorous instruction and learning experiences is fostered at Somerset High School. The use of Direct Interactive Instruction can help our students master content and then apply their knowledge to think critically.

Tolerance and Prejudice

Mr. Magnera and Mrs. Kroese created such a learning experience for their students through a grant from the Museum of Tolerance. The Museum donated over \$400 towards admission for 32 students and two staff members. The students were able to visit the Museum and learn about the historical instances, causes and negative effects of prejudice and intolerance.

Before the visit, teachers used Thinking Maps to help the students clarify what they knew about prejudice and intolerance. Afterwards the students communicated what they felt was the most important thing they had gained from the experience. Our students learned that it is each individual's responsibility to stand up against prejudice and intolerance. They came away with the belief that one person can make a difference.

All on-time graduates at Somerset High School are eligible for a scholarship that is provided through the fund-raising efforts of students and staff. To qualify, graduates must continue their education at a community college, a four-year university, or an accredited technical institution.

Every college class taken in which the student earns a "C" or better entitles them to have all of the textbooks paid for by the scholarship as well. Thousands of dollars in scholarships have been earned by Somerset students through this program.

To keep this fund solvent, outreach is necessary, and so Somerset held its first scholarship fundraiser, a car wash. The ASB students and teachers worked together washing cars from 9 a.m. to 12 p.m. on Saturday, September 28. The students raised over \$500 in three hours. Their efforts were recognized with a barbecue put on by Somerset teachers and staff.

Every day our students are taught the importance of academic and behavioral expectations. This translates into a Somerset student/citizen who will have a profound impact on society.

Washington *Elementary*

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



Sulema Holguin
Principal

Focusing on Positive Discipline

Washington Elementary is excited about implementing a School-Wide Positive Behavior Intervention System (SWPBIS). SWPBIS is an approach to teaching and supporting positive behaviors and meeting the needs of all students. This schoolwide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of SWPBIS and our character traits are the three schoolwide expectations: *be safe, be responsible* and *be respectful*. In addition to our schoolwide behavior expectations, SWPBIS has other components that include a behavior-expectations matrix that explains behavior expectations in each school setting, a discipline matrix of the school's discipline techniques, and individual STAR and Class POINT recognition matrices that outline individual and class rewards.



By focusing on positive behavior, our teachers use proactive management strategies that help teach the appropriate behavior in a positive and educational way in hopes of changing the negative behaviors to more positive ones. Parents become part of the program by looking for the weekly STAR point given at the end of the week to students following all areas of the discipline matrix. All students work collaboratively in a team effort to earn a Class POINT. The positive communication is consistent throughout K-6, and all stakeholders participate.

Students had the first opportunity to purchase prizes and felt proud of their achievements. Parents became part of the recognition by volunteering at our Patriot store and allowing students to turn in their STAR points for prizes. When we focus on positive attention, we get positive results!

Are you looking for this logo
for the contest on page 13?



Frank E. Woodruff *Elementary*

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



Beverly Swanson
Principal

Academic Excellence

At Frank E. Woodruff, our school year has begun with a clear vision toward academic excellence. This started with individual student assessments in literacy, English-language skills and higher-level thinking. All students were assessed one-on-one for a variety of literacy skills that included decoding, fluency, comprehension and vocabulary. Students who are struggling with mastery of reading skills will then be placed in leveled groups to target that identified area of need. Woodruff's Intervention Team will focus their efforts on small-group instruction dealing with phonics, phonemic awareness, fluency and comprehension. Our English learners have been assessed in the areas of reading, writing, listening and speaking. Teachers are working together to teach English learners in small groups at their language-proficiency level. All English learners will have an additional 30 minutes of instruction per day.

Potential Gifted and Talented Education students were also assessed on higher-level thinking skills. Students who qualify for GATE will be offered after-school enrichment classes, an overnight field-learning experience to the Aquarium of the Pacific and a weekend learning experience to Catalina Island Marine Institute.



On top of all of this, Woodruff teachers have been collaborating to assess each student's specific learning needs and create differentiated instruction to target individual goals. Our next task will be to develop a three-tiered intervention model that focuses on behavioral supports. Within each of these elements in place, the academic- excellence target is well with reach!

Craig Williams *Elementary*

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



Keisha Sawyer
Principal

Continuing to Soar

With our goal to make sure that every student acquires new knowledge day by day, we at Craig Williams are working diligently to ensure the academic success of our students.

Teachers are fine-tuning their instructional practices by using Direct Interactive Instruction (DII). Students are participating in lessons designed to engage and provide the structure and processes they need for course objectives and mastery of standards. On any given day you can walk into a classroom and see students working together to create meaning out of the

content they are being taught.

As we continue to improve our instructional practices, we also want to make sure that we foster positive character traits in our students. We begin each morning pledging to be Peace Builders. This year we will also implement Positive Behavior Intervention and Support (PBIS) to assist our students in committing to character development and productive citizenship.

Additionally, we have also added support for students in need of intervention, as well as extra enrichment for high-performing students. Students in need of meeting grade-level standards have been assessed, and will be participating in RTI during the day to help them meet grade-level standards. High-performing students will participate in STEM enrichment activities (science, technology, engineering and math) after school, as well as in field trips throughout year.

We are well on our way to excellence, but we need and encourage your support and participation. If you need assistance, or can be of assistance in any way, please feel free to reach out to us at any time.

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Kay Coop, Publisher
School News Roll Call

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Instructional Personnel & Programs

16703 S. Clark Ave., Bellflower, CA 90706 • 562/886-9011 • www.busd.k12.ca.us



Lisa Azevedo
Assistant
Superintendent

Teacher of the Year

The 2013-2014, teacher of the year is Mrs. Tiffany Dominguez. Mrs. Dominguez joined the Washington elementary staff in 2000. She currently serves as the Title I Intervention teacher. Tiffany was selected to represent the district based on her character, commitment to students, and talents. She is organized, honest, efficient, passionate, responsible, and motivated. Tiffany's passion for education and heartfelt desire to positively impact the lives of children goes beyond the classroom. Her work ethic is admirable; Tiffany constantly exceeds what is asked of her and she has an insatiable desire to improve and evolve as a professional. Mrs. Dominguez is a teacher whose professional skill is truly invaluable in improving student achievement in the learning community.

Mrs. Dominguez is a life long learner. She is currently working on her administrative credential and seeks any staff development opportunity in the areas of curriculum and leadership as a way to enhance her skills to best support students and teachers. She seeks professional input and opens her door to any teacher, administrator, or stakeholder who is willing to help enhance her practices. She has participated in many district staff development opportunities that include Direct Interactive Instruction, Thinking Maps, and Nancy Fetzner trainings.

Tiffany is a highly dedicated teacher. She exudes a high level of energy in which she demonstrates a tireless commitment to students, colleagues, and parents. As the intervention teacher, she understands that once students enter her room for support, her colleagues trust her with those students, and that it is her obligation to ensure that her instruction is of high quality. Tiffany holds herself accountable for the academic results of the students she serves.

Mrs. Dominguez is a well deserving honoree for the recognition of Bellflower Unified School District Teacher of the Year. Her professional skills, commitment and personal attributes represent a Standard of Excellence; Nothing Less.

Classified Employee of the Year

The 2013-2014 Classified Employee of the Year for Bellflower Unified School District is Mrs. Lisa Sequeira. "Mrs. Sequeira has been the glue that holds Mayfair together for the past sixteen years." In her typical day, she executes several crucial tasks that make campus life possible for more than two-thousand students. She is the organization behind standardized testing, the master calendar, activities, and graduation. During the standardized testing window, she sacrifices evenings and weekends to ensure that six days of testing for students go smoothly. In addition to STAR testing, Mrs. Sequeira organizes five CAHSEE tests a year, including the testing of the entire sophomore class. She is meticulous and accurate in her work. She organizes Mayfair's facilities with ease and precision.

Mrs. Sequeira is well known for putting the needs of others first. She has trained several other classified employees in their new jobs, and continues to be a historical resource for the entire staff. Mrs. Sequeira values efficient and effective work, and serves as an inspiration to others.

Everything that Lisa does at Mayfair High School serves students. In her work to plan graduation and other events, she ensures that the senior's special day will be perfect. In her daily organization of the announcements and student activities, she provides the pathway for improving school culture. Much of what Mrs. Sequeira does goes unseen and that is a testament to her dedication and intellect. She makes her job seem easy. Lisa is the face of Mayfair with community partners; a job she does with ease and professionalism. Mrs. Sequeira is a well deserving honoree for the recognition of Bellflower Unified School District Classified Employee of the Year.

Common Core State Standards

The Common Core State Standards provide a clear path for the Bellflower Unified School District's students to exit our district, college and/or career ready. Beginning in the 2012-2013 school year, the district established a three year implementation plan to transition from the California Content Standards to the Common Core State Standards. Full implementation of the standards in grades K – 12 is an expectation for the 2014-2015 school year.

To support our staff in this transition, Bellflower Unified formed teacher groups called implementation teams. The teams were made up of grade level and subject similar teachers. The teachers had the opportunity to participate in Common Core background training and a bridge materials conference. Throughout the conference, teachers were able to view the newly aligned text materials. The implementation teams provided input on how to best move the district towards full implementation on the Common Core State Standards.

The recommendation was made to fully implement the standards in grades K – 2 for the 2013-2014 school year. Additionally, to begin the transition in secondary math, teachers created a seventh grade bridge course that addresses the previous California State Standards and introduces the Common Core. Based on teacher feedback, Bellflower Unified School District purchased a curriculum support system called The Synced Solution.

The Synced Solution provides teachers access to organized units of math and language arts instruction. The units cover the standards by grade level. The standards are broken down into measurable objectives that teachers then use to develop lessons. The Synced Solution organizes appropriate resources to meet each lesson's objectives. All resources are identified by the grade level content experts.

Over the summer, K – 2 content experts from various sites met to align current materials with units built in The Synced Solution. The Synced Solution provides teachers the "what" of instruction not the "how." The "how" is left to our teaching professionals. The "why" of Synced Solution, is the expectation that the Common Core State Standards are implemented in 2014-2015 districtwide.

To assist the entire district in beginning to transition to Common Core, Instructional Personnel and Programs offered district wide professional development for teachers in August.

This year, our K – 2 classes will fully implement the Common Core State Standards in language arts and math. Course planners will continue to meet throughout the year to complete all the unit resources for both subjects. The mathematics framework is expected to be released in November with possible instructional materials available to be purchased in the spring. The language arts framework is currently being developed.

With the signing of Assembly Bill 484, our students will have a change to their annual testing protocol. The STAR test has been eliminated for many of our students. The following groups will still participate in testing: Grades 2-11 CAPA, Grades 5, 8, and 10 Science, Grade 11 English Language Arts, Algebra II and Summative High School Math for the Early Assessment Program. District benchmark testing will be eliminated. The California High School Exit Exam, California English Language Development Test and Physical Fitness Test exams will remain and are not impacted by Assembly Bill 484.

The elimination of the majority of the STAR testing and benchmark assessments will allow our teachers to spend more time focusing on implementing the Common Core State Standards within their classrooms. For more information regarding the Common Core State Standards and Assembly Bill 484, please visit our district website at: <http://www.busd.k12.ca.us/CommonCore.htm>.



Educational Services

16703 S. Clark Ave., Bellflower, CA 90706 • 562/886-9011 • www.busd.k12.ca.us



Joe Perry
Assistant
Superintendent

Positive Behavior Intervention & Support System at the School Level

The vision of the Bellflower Unified School District is based on District, State, and National Standards of what students should know and be able to perform at the completion of learning units. The vision is congruent with current educational research and practices, state curricular frameworks, powerful teaching and learning, and standard-based and embedded assessment. These assessments ensure that all students are successfully achieving the core curriculum and expected schoolwide learning results as measured by California standards tests, benchmark testing and other assessments.

The attainment of the district's vision depends on maintaining school campuses and classrooms that are conducive to learning. This effort can only be achieved and maintained through the cooperation of all students and a positive, supportive relationship between home and school. Every student has the right to be educated in a safe, orderly, respectful and welcoming learning school environment; and every educator has the right to teach in a classroom atmosphere free from student disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the school district has adopted and is implementing in all school locations a comprehensive and proactive approach to student discipline commonly referred to as *Schoolwide Positive Behavior Intervention and Support (SPBIS)*.

What is Schoolwide Positive Behavior Intervention and Support (SPBIS)?

Schoolwide Positive Behavior Intervention and Support (SPBIS) is based on research-validated strategies designed to create school environments that promote and support appropriate behavior of all students. These environments are brought about through the identification of positive behavioral expectations for the school that are valued by the school community such as be safe, be respectful, and be responsible; and can apply to all students in all school settings and situations (e.g., classrooms, cafeteria, library/media center, restrooms, assemblies, playground, etc.). These common expectations are directly and explicitly taught to all students to create an atmosphere in which students know what is expected of them at all times. Furthermore, in *SPBIS* framework, students are systematically and frequently acknowledged for their appropriate behavior. Undesirable behavior, when it occurs, is responded to swiftly and consistently. A school environment is therefore created that (a) teaches students skills to behave appropriately, (b) positively acknowledges students engaging in those behaviors, and (c) provides consistency and stability in interactions among students and staff members.

Best Practices

The procedures that define the school's *SPBIS* program are organized around three main themes: Prevention; Multi-Tiered Support; and Data-based Decision Making. Investing in "Prevention" of problem behavior involves defining and teaching core behavioral expectations in all locations within the school, acknowledging and rewarding behavior (e.g., STAR Student

Awards), and establishing a consistent continuum of consequences that are developmentally appropriate for the age of the students. For example, "be responsible" in the classroom means bringing appropriate materials to class and turning in homework assignments. The same expectation in the cafeteria is defined as putting garbage in the trashcan and lunch trays in the sink. The second feature, "Multi-Tiered Support," goes beyond the prevention level for those students with at-risk and antisocial behavior who are capable of being responsible but the exhibited behavior needs to be stopped. Difficult students require tertiary or intensive interventions that provide more specific instructions and stronger back-up actions to make them successful in following the expected behavior for them to become successful learners and school citizens. The third aspect is "Data-based Decision Making" to measure the level of implementation in six areas: behavioral expectations defined, behavioral expectations taught, behavioral expectations rewarded, systematic response to rule violations, information gathered to monitor student behavior, and district and school-level support.

School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Positive consequences including systematic recognition for appropriate behavior frequently leads to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and he or she is expected to work to improve the behavior so that it should not occur again.

SPBIS improves disciplinary climate, creates more time for available instructional minutes, enhances academic achievement, provides greater family and community relations, and improves capacity to address the needs of students who need more intensive behavior and/or academic supports to be successful.

Summary

Creating a positive school culture, improving behavior and developing appropriate student discipline practices are top district priorities. *Schoolwide Positive Behavior Intervention and Support (SPBIS)* is an effective framework for creating school environments that promote behavior for all students. Within that framework, preventive methods are incorporated that address the behavior of all students, including targeted groups of students and students needing intensive individualized support. The result is a schoolwide system in which a culture of appropriate behavior is expected and demonstrated by students and acknowledged frequently by adults. Problem behavior is largely prevented and when it occurs is responded to swiftly and consistently. Data is collected and used to make decisions about how to best address student behavior. *SPBIS* will allow schools to promote and support the behavioral success of all students, which in turn can have a profound impact on the climate, culture and academic achievement of the school community.





Dr. Brian Jacobs

Looking forward, I want to begin by sharing our Strategic Actions for Bellflower Unified School District. These Strategic Actions are what drives the District to achieve the “Standard of Excellence; Nothing Less.” It is important that we go all-out for this “excellence” each and every day. With the support and assistance from parents and powerful teaching staff members, the Strategic Actions can and will be attained. Each day the teachers of BUSD enter their classrooms ready to deliver rigorous and engaging lessons. As a result, students are able to meet each of the identified academic learning markers. As a District Team

we “Believe” that each child can find academic excellence.

Bellflower Unified School District is surrounded by extraordinary people in our schools! It takes an extraordinary person to choose to work and/or volunteer with children, shaping and molding the future of a community, and ultimately a state, and nation. It takes an extraordinary person to care about other people’s children as much as they care for their own children. Those are the people in our classrooms and in other support positions throughout the district.

As parents, each of you plays an important role in the lives of your children. Your children are beginning to excel within academic achievement markers, and even taking steps to provide community service activities. They are also learning how to demonstrate their determination and collaboration skills as well as problem-solving proficiency – all 21st Century skill sets. Much of this is a result of your love and guidance as a parent/guardian.

Bellflower Unified School District remains focused on three Strategic Actions:

Strategy I: Provide a high quality, well rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.

Strategy II: Build strong relationships with students, families, and the community to increase trust and shared responsibility. Ensure that every classroom has a high-quality, effective educator, supported by high quality effective administrators and support staff.

Strategy III: Align resources to accomplish priorities within a balanced budget.

Our Mission of Bellflower Unified School District is — To Provide the pathway for all students to attain expertise and develop skills of academic excellence that will empower them to:

- Become life long active leaders
- Perform successfully in their chosen field and in society
- Demonstrate respect for themselves and others in a dynamic, diverse, and global society
- Become responsible, informed, productive, independent, and contributing citizens

I welcome you to partner with the District to ensure that we attain these Strategies and Mission, while attaining the belief that all of our children will achieve.

Another critical link to the success of our students and schools is that of our administrative team. It is important that each school site and district level administrator provides a unique opportunity to re-invent current practices at schools and across the District. Rather than embracing only those values which we identify as uniquely “BUSD,” we have an obligation to consider new possibilities in procedures, instruction, relationships, and vision with a new collection of leadership selections and assignments. The prospect of considering new ways of approaching teaching and learning should have most of us truly excited! With the addition of four new elementary assistant principals, high school counselors, and divisional leaders, we are on our way to new achievement heights!

Leadership expectations continue to be rigorous for the administrative team of BUSD. Those expectations are contained within the five following principles.

- 1) Lead with “WHY”
- 2) Lead with CHARACTER
- 3) Lead & Operate as a Team
- 4) Enjoy Work & Have Fun
- 5) Lead with Accountability

Leading by example with these guiding principles, schools in BUSD will achieve and sustain academic excellence.

Some other areas to note as we begin this new school year are the following:

Fiscal outlook

For 2013-14 school districts throughout the State will be operating under a new fiscal structure known as the Local Control Funding Formula (LCFF). For the first time in several years Sacramento adopted an on-time budget which provides the healthiest budget for public education in the past few years. For BUSD it means 179 days of instruction and a goal of re-establishing class size reduction in K-3, advanced technology into classrooms, and additional Professional Learning Communities and planning time for teachers.

Common Core State Standards

Whether educational experts use jargon cloaked in 21st Century language or common core vocabulary, one thing is clear: the level of expectations for student and teacher performance all across the nation is rising sharply -- and quickly. Now that the State has confirmed that the new Smarter Balance Assessment will be given statewide in the 2014-15 school year, the imperative for every certificated employee in BUSD will be to gear up quickly to ensure that our local K-12 students can compete with students across the State. With new resources provided by Sacramento for this express purpose, District leaders will be moving quickly to infuse improved teaching strategies, materials, and technology into each of our schools within the next 18 months. Our students and their families deserve nothing less.



A final word...

When first selected to this position two years ago, I suggested it was a time for “new beginnings” in Bellflower Unified. Although we began this new era with great hope and promise, fiscal circumstances quickly worked to curtail the path of our journey. With that fiscal storm beginning to lift, I suggest it is time to put the past behind us and to focus on the wonderful possibilities of what still lies ahead.

In his inaugural address in 1961, President John F. Kennedy told a fractured American people hoping for improved national leadership: “So let us begin anew— remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof.” So too, in Bellflower Unified, we must begin anew and progress with forward thinking and actions for the betterment of our clients (the students).

On behalf of the Governing Board, I wish for the entire BUSD community a powerful and exciting 2013-14. Please join me this school term in working towards the most productive and peaceful school year in the last several decades!

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Remember When?

A Season of Sports - It Must Be Fall



Charlene Ashendorf

I was an only child and I was Daddy's girl. My father was the youngest of nine. I grew up with loads of uncles and lots of cousins, male (mostly). So my bonding experiences with Dad and the relatives were spent in Wrigley Field, Soldiers Field and the Chicago Stadium.

For a Chicago sports fan, memories of playoffs and championships are more often bitter than sweet, with the exception of "da" Bulls. Growing up in Chi-town it wasn't a matter of whether you followed sports or not, you just chose your alliance to the north or south side as is the case with baseball. And, if like me, you recall seasons as a Cubs fan, those were years of frustrations.

When we moved to the left coast I realized all too soon my biggest loss would be sports. California had far too many baseball and basketball teams. Now it's true there was this team called the Kings, but imagine what a silly name for a team in a land where hockey would never rule.

For me, nothing could compare to the excitement of taking the bus and heading to Wrigley Field seeing apartments rise up from the pavement on Sheffield Avenue while sitting in the bleachers. There were vines that were planted in the '30s and then there was—the wall...and peanuts, hot dogs and cokes. Oh, and that "Take me out to the ballgame" organ. It was simple and so sweet. I grew up knowing the name of Ron Santo, Billy Williams, Joe Pepitone and Ernie Banks as well as I knew those of my neighbors. Even though there was never a post season appearance by my Cubbies in the 50s, or 60s or 70s... they were a fans team.

And then there was the only true sport, the game of hockey. How lucky I was to be able to tag along with Dad and his band of brothers to the Chicago Stadium. This place was huge. (You know how sometimes your memory plays tricks on you and things aren't really as big as you remember?) Actually it was the largest indoor sporting arena in the world. And if you thought the organ at Wrigley Field was something...As I remember the story my Dad told, this organ was built in the late '20s in Wisconsin and was so big, it took 24 railroad cars to transport it to the stadium. When my dad said we were going to the "Madhouse on Madison Avenue" my face would light up like the stars in the heavens! The Blackhawk's were known to have kept the fans on their feet with fights on the ice and in the stands.

1960 was a turning point in my life. The family relocated to Florida and the Blackhawk's would win the Stanley Cup without me. I never recovered from that season. Until Wednesday, June 6, 2007 when the Anaheim Ducks (first known as MIGHTY) would become the first team in west coast history to raise the Stanley Cup across the ice at the Honda (once upon an Anaheim) Pond.

It's fall, that season of sports is in the air and I will be watching my favorite teams on the sidelines while my dad will be looking down from that big arena in the sky.

Remembering when...

Contest!!

This Common Core logo is in 5 places in this publication. When you find it, email the page numbers to:

Kay@schoolnewsrollcall.com
(Please put BUSD in the subject line)



Your entry must be received by December 15, 2013
From the correct entries, we will draw a winner to receive a \$20 gift certificate redeemable at Barnes and Noble.

Los Angeles County Office of Education

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Arturo Delgado, Ed.D.
Superintendent

Keeping Students in Class

I have joined an exciting partnership working to recognize September as School Attendance Month in communities across Los Angeles County. At a recent press conference, we raised an urgent issue: Too many children are missing too many days of school.

Educators are well aware that whether absences are excused or not, the resulting loss of instructional time is substantial and can lead to serious academic consequences.

Let me share with you some facts:

- Nationwide, as many as 10-15% of students – 7.5 million – miss nearly a month of school every year. That's 135 million days of lost time in the classroom.

- Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.

Here in LA County, the truancy rate is 32.4 percent – higher than the state average, which is 28.5 percent.

Truancy is a complex issue that involves students, the family and the community. While we often think of truants as students who simply do not want to go to school, many times truancy can be a result of underlying issues. Many of our students deal with medical issues, mental health problems and economic factors – including homelessness – that contribute to missing school. Poor school attendance impacts academic achievement and serves as a warning sign that interventions are needed. If those interventions don't take place, students may become disengaged and eventually drop out.

Our role at the Los Angeles County Office of Education (LACOE) is to provide technical guidance and support to school districts. We work with school districts to help them develop comprehensive systems and provide feedback to the Local School Attendance Review Boards or SARBs. We share best practices and strategies related to attendance.

School districts are strongly encouraged to develop comprehensive systems to identify and intervene when they see poor attendance patterns. A comprehensive plan includes prevention, identification and intervention.

Prevention efforts include establishing and communicating expectations related to attendance, promoting positive messaging and helping students build connections to schools. The "I'm in" campaign would be a part of those efforts.

Identification involves monitoring attendance. School staff reaches out to the families of students who are missing school.

Intervention includes sending truancy letters, holding parent conferences, conducting home visits, and so on, to identify the barriers to regular school attendance and to link parents to resources.

Model School Attendance Review Boards or SARBs are outstanding examples of comprehensive systems.

I'm proud to report that four of our local SARBs – Alhambra, Bellflower/Paramount, Montebello and South Bay – have been designated as Model SARBs for 2013. South Bay – which includes El Segundo, Hermosa Beach, Manhattan Beach and Redondo Beach – received the Distinguished Model SARB Award.

These local SARBs lead the way in implementing outstanding results-based school attendance improvement programs. They serve as mentors to other SARBs throughout the County and the State.

While schools alone can't do all it takes to improve student attendance, every successful initiative ultimately relies on educators making the reduction of chronic absence a priority and implementing solutions that work.

I'd like to thank all the school districts – more than 25 school districts so far – that have pledged to offer incentives and implement programs aimed at reaching students who struggle with attendance and rewarding those who stay in school.

I encourage other districts to join us and be a part of the "I'm In" campaign. I also call on parents and community members across LA County to raise their voices and join the effort to improve attendance starting in the early grades.

Chronic absence is a problem we can solve when schools, families and community partners work together to create a culture of attendance.

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Note-ables

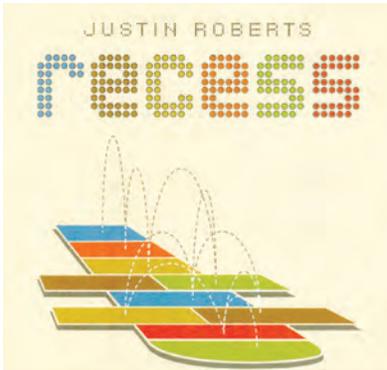
Recess



Kate Karp

Recess is here, and just in time, too. Award-winning musician Justin Roberts, along with his Not Ready for Naptime players, has whipped up a whimsical collection of songs to play, imagine and relax along with and have a generally good time in the process. Just like recess.

Everyone, whether a dreamer or a doer, has a song here. “My Secret Robot” and “Otis” concern a couple of most unusual imaginary friends—the name Otis is a clue to one of them. “The Princess Wore Pink” is a fantasy of how a gently subversive individual—OK, she happened to be a princess, so she had perks, but she used them for leadership—made a much-needed change to her town. “Looking for Trains” is a lovely, lilting song reminiscent of autumn evenings with an added flavor of Simon and Garfunkel. “Every Little Step,” dedicated to Roberts’s dog, Udo, sounds just like what a dog would think and feel: “There’s no trouble as big as my heart is wide.” And if you’re a teacher and “School’s Out (Tall Buildings)” doesn’t choke you up with happy tears, I don’t know what will.



The collection is available on CD, and there’s a limited edition that includes a pop-up robot and special web links for craft activities and bonus media.

Who among us hasn’t waited for that last enchanted click of the minute hand that rings the bell? Take a little break and enjoy *Recess*!

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

Alana’s Book Review

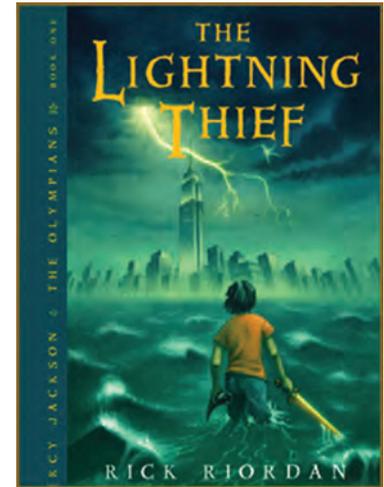
Action Packed Greek Mythology Book



Alana F.

The Lightning Thief by Rick Riordan
Percy Jackson and the Olympians Series, Book One

In modern day New York, dyslexic 13-year-old Percy Jackson just finds out that he’s a demigod. As the half-human son of Poseidon, the Greek god of the sea, Percy is sent to a camp for half-bloods like him. When he arrives at camp, he finds out that Zeus, god of the sky, is accusing him of stealing his magical weapon, the Lightning Bolt. If he doesn’t return the lightning bolt to Zeus by the Summer Solstice, a war between the gods will destroy humanity.



I enjoyed this book because there was a lot of action, and everything happened very quickly. One minute Percy is sitting at home and the next he is battling a gigantic monster. If you want to learn about Greek Mythology without being bored out of your mind, this is a perfect series to start. I would rate this as a five-star book because of these reasons.

Alana F. is a student at Las Flores Educational Center. Alana a columnist invited to review her favorite books for our readers. She rates the books on a scale of 1–5 with 5 being the highest.

Leadership 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 December 15, 2013
From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

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| Confident | Intelligent | Teamwork |
| Determination | Organized | Trustworthy |
| Drive | Powerful | Understanding |
| Enthusiastic | Responsibility | |
| Focused | Role Model | |

**Congratulations to Laura Bachle
Winner of the September Word Search Contest!**

Word Search by Gunnar Coop

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



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