

FREE

School News

Education + Communication = A Better Nation

Covering the Redondo Beach Unified School District



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Positive Parent-RBUSD Staff Communications



Dr. Steven Keller

Mr. Erickson, Principal of Parras Middle School, and Mr. Brandt, Principal of Redondo Union High School, collaborated on this letter to parents recently (please see below). As Superintendent of Schools and as a parent of a Redondo Beach Unified School District (RBUSD) student, I found it to be very helpful. The framework clearly summarizes “how” to best approach communicating

with school personnel. So, please take the time to read on. Thank you to Mr. Erickson and Mr. Brandt.

While there are many unique styles and forms of communication, when families report issues to us, their general approach falls into two broad categories: confrontational or collaborative. After first reading these two words, if asked which is better, you would probably say collaborative. Naturally, if we are working together, we can accomplish much more than if we work in opposition. Yet—perhaps because whatever issue has occurred is so disappointing—in the heat of the moment, sometimes confrontational e-mails are written and sent. Maybe there is a feeling that the staff member you are contacting will not take things as seriously with a soft approach. And maybe you or your child has suffered so much that it feels appropriate that someone else should suffer too. While each of these justifications is understandable, the confrontational approach that results does not help you or anyone else get to a better solution, a faster solution, or a longer-lasting solution. Yet a collaborative approach can.

To make things less abstract, take a look at the two columns below to see specific contrasts between confrontational and collaborative approaches in communication:

If your communications consistently sound like those in the right column, we thank you for helping us to resolve issues as efficiently and effectively as possible. If any of your communications sound like those in the left column, we ask that the next time an issue arises, please reread this letter before clicking the send button for your e-mail. Perhaps revising the e-mail to be more collaborative will help us all get to a resolution faster and create a more positive experience for everyone involved. For instance, e-mailing just one person (and not that person’s boss or other stakeholders) on the first communication attempt is an appreciated professional courtesy. It is nice to be able to resolve matters at the most direct level possible. Of course, if and when things get stuck, it makes sense to involve administration.

Admittedly, we know that we have made mistakes and that we will continue to make mistakes. None of us is perfect. But our dedication to wanting the best for every student in our district is unflinching. And when we do fall short on any of our commitments, we will work hard to make up for it. Every family deserves that.

We thank you for taking the time to read and think about the content of this letter. There is enough conflict across the world, and we have a special opportunity in our schools and in our homes to raise a generation that will lead us to more understanding, acceptance, and connection through collaboration. Please join us in this goal.

Confrontational	Collaborative
<ul style="list-style-type: none"> • Making demands 	<ul style="list-style-type: none"> • Making requests
<ul style="list-style-type: none"> • Focusing on assigning blame 	<ul style="list-style-type: none"> • Focusing on finding resolution
<ul style="list-style-type: none"> • Using words like unacceptable, terrible, and worst 	<ul style="list-style-type: none"> • Using words like unexpected, disappointing, and unfortunate
<ul style="list-style-type: none"> • Long emails with multiple accusations 	<ul style="list-style-type: none"> • Short emails with one or two questions or concerns with proposed solutions
<ul style="list-style-type: none"> • Emailing someone’s boss on the first communication about an issue 	<ul style="list-style-type: none"> • Contacting someone directly to limit the number of people and hours involved in a resolution
<ul style="list-style-type: none"> • Thinking only of what one person/family wants 	<ul style="list-style-type: none"> • Thinking about what is fair and good for the whole school community

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

Board of Education



David Witkin
President

What is Student Engagement?

Google “student engagement definition.” The following is from the first result, from Edglossary.org:

“The degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.”

I’ll have more of that, Sir!

In all seriousness, setting aside the topics of test scores, career pathways, social-emotional wellness and all the rest, our students are in school to learn and ideally to be motivated in doing so. I don’t think I’m going out on a limb to say that higher student engagement is a universal goal all parents have for their children.

So, how good is student engagement in Redondo? The answer is, it’s probably pretty high, judging from school tours, conversations with staff and teachers, and my own experience with my child. But each of our 10,000-odd students would probably give a different answer—some more positive, some less so—and the metrics by which we would measure engagement are by their nature imprecise.

Therefore, at our January board meeting, I asked staff to make a presentation on the topic. What is student engagement, what are different ways we can measure it, and how can we improve it?

The last four years of my school-board term have flown by, and, no doubt, the next term will as well. My hope is that four short years from now, we can look back and say that through this process, which is only now beginning, we made the level of student engagement much higher for the benefit of our entire community.

Board of Education 2019 Meeting Dates

March 12	May 28
March 26	June 11
April 23**	June 25
May 14	

***Due to holiday/local holiday schedule,
only one Board meeting in April.
(4/23/2019 – Organizational Meeting)**

Redondo Beach Educational Foundation

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



Hanh Archer
President

PE and the Whole Child

We all know that physical exercise is necessary for a healthy life. Physically active children have improved strength, flexibility, muscular endurance, body composition and cardiovascular endurance that help to reduce childhood obesity. Studies have indicated that children who perform aerobic-type exercises such as playing basketball, soccer or jumping rope two to three times a week for

at least 20 minutes have healthier hearts compared to those who don’t take part in physical education and activities.

Mental health is also positively impacted by physical education. Keeping active can relieve stress, anxiety and tension. Physical education and exercise also helps school-age children maintain focus and concentration, thereby enhancing their academic performance. Exercise is good for their brains!

Equally important, exercise and physical activities have a positive impact on a child’s social and emotional development. They have the opportunity to learn and practice social roles and to become more confident, assertive and independent.

RBUSD has identified physical education as a key priority in supporting and developing the whole child. With a \$250,000 grant from the Redondo Beach Educational Foundation, our district will continue to provide weekly physical-education classes taught by credentialed PE teachers. This grant benefits more than 4,600 elementary students this school year.

In addition to the \$250,000, another \$10,000 grant from RBEF through LA84 will support intramural sports programs at both of our middle schools. This grant will be used for the multisport program that includes soccer, basketball, flag football, softball, volleyball, track and field, and cross-country.

RBEF is proud to partner with our district to provide physical education and support intramural sports that improve the overall mental, social, and physical health and well-being of our students. To learn more about our grants, visit our website.

Special education programs are authorized by federal and state laws.

These laws require that a free and appropriate public education shall be offered in the least restrictive environment to all students identified as disabled. Through the District’s Student Study Team process and other procedures, a continuous effort is made to locate and identify individuals who might qualify for special education services.

The law also provides that parents may initiate a request to have their child assessed to determine eligibility for special education and/or related services.

This request should be in writing and submitted to:

The Office of Special Education
1401 Inglewood Ave., Redondo Beach, CA 90278





Kay Coop
Founder/Publisher



School News

Education + Communication = A Better Nation

www.schoolnewsrollcall.com

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The cover photo from Washington Elementary School is one of my favorite

and represents so much about RBUSD. We all have so much to be grateful for and encouraging students to take the time to reflect is a powerful message. I have to admit at my age I am a bit taken back by the fact that educators have to teach kindness. "In my day" kindness was taught at home. Please and thank you were among a child's first words. In a family with multiple children, boundaries were understood... if it isn't yours ask permission. Life seems to have gotten more complicated and educator's responsibilities are greater for which we should all be grateful.

Dr. Keller's message on page 2 addresses the subject of communication. It is not by accident that Our *School News* motto is "Education+Communication=A Better Nation".

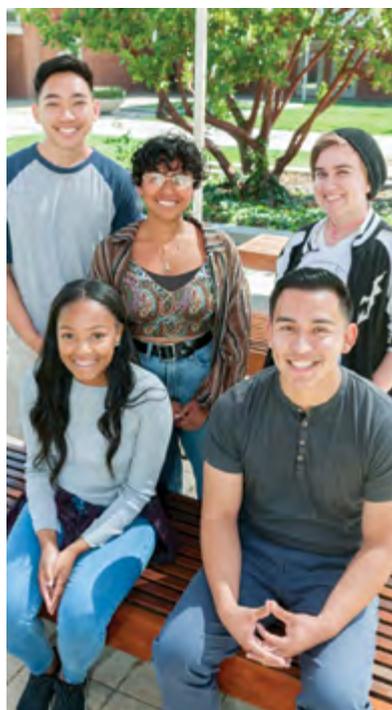
Our next issue is April 3. Have a fun Spring Break!



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Free College Classes for South Bay High School Graduates!

Enrollment fees for the first year will be paid for full-time students who are enrolled in the El Camino College **SOUTH BAY PROMISE**.

To be eligible, in-district high school students must complete the Steps to Enrollment and complete a South Bay Promise form by **April 30, 2019**.

SOUTH BAY PROMISE students receive priority registration, access to in-demand English and math courses, and additional support to connect with student success programs and services.



El Camino College

For more information, go online:
www.elcamino.edu/southbaypromise

Beach Cities Health District

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



Ali Steward, MPH
Director
Youth Services

Don't Hit Snooze on this Public Health Epidemic

Yawn.

Is reading that word enough to make your mouth stretch agape?

And if you have a high school student living in your house, you are probably not alone in catching more yawns than zzz's.

At its most basic, insufficient sleep results in reduced attention and impaired memory, hindering student progress and lowering grades.

And it's not just academic and performance outcomes. According to the Centers for Disease Control & Prevention (CDC) – which recently declared this sleep shortage a public health epidemic – adolescents who do not get enough sleep are more likely to:

- Be overweight
- Not get enough physical activity
- Suffer from depressive symptoms
- Engage in unhealthy risk behaviors such as drinking alcohol, smoking tobacco and using illicit drugs

While teenagers need eight to 10 hours of sleep nightly – and younger students need several hours more – only 30 percent of students report getting that amount, according to survey data collected by the CDC.

In an informal focus group conducted recently with a group of Beach Cities teenagers, sleep shortages were shared unabashedly.

But in defense of teens everywhere, it's not because they don't want to sleep. It's because their brains naturally work on later schedules and aren't ready for bed. During adolescence, the body's circadian rhythm (an internal biological clock) is reset, telling a teen to fall asleep later at night and wake up later in the morning.

Technology and social media aren't helping. Screen time is a constant companion, which is particularly problematic for sleep. All of that blue light suppresses the body's naturally producing melatonin, the hormone that signals it's time to sleep.

Let's turn the lights out on this epidemic.

Cyberbullying.
Stress.
Vaping.

Talk About **It.**

Resilience.
Alcohol.
Empathy.

You're the most important influence
in your child's life.

Whatever "it" is, have the talk.
Find tips at bchd.org/talk.



Kids with Asthma Can Play and Excel in Sports



**Jen Jen Chen,
M.D.**

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

Exercise can be a common trigger for children with asthma. However, if asthma is controlled, student athletes can and should exercise normally. Most kids with asthma can successfully participate in sports with proper guidance.

Sensitive airways in the lungs along with a lot of mucus and spasms cause asthma — where the airways become narrow and restrict the flow of air.

Some children are affected by asthma only during physical activity, which is referred to as exercise-induced bronchoconstriction. This is frequently treated with a hand-held inhaler used only when needed to open the airways by quickly delivering medication, albuterol, to the lungs.

However, other kids have a more persistent condition that manifests outside of exercise, and they use inhalers delivering steroids on a regular, daily schedule.

Kids with asthma can stay healthy and excel in sports, but they need to take their medication, take it consistently and do it the right way. If parents are ever in doubt, they should follow their child's asthma action plan.

Parents often recognize asthma symptoms before their children do. When children are exercising, keep an eye out for these symptoms that may indicate an asthma flare up:

- Coughing
- Wheezing
- Having trouble taking a deep breath
- Tightness in the chest halfway, often described as feeling like someone sitting on the chest

MemorialCare Miller Children's & Women's Hospital Long Beach has outpatient specialty centers from the South Bay to South Orange County, allowing a child with asthma to be treated by a specialist close to home.



2801 Atlantic Ave., Long Beach, CA 90806
800-MEMORIAL • millerchildrens.org/Pulmonary

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think he's
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Redondo Beach Council PTA

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



**Patricia
Harris DiLeva**
President

Mental Health Matters

As parents, it's important that we focus on the whole child. We spend endless amounts of time making sure that our children eat nutritious food, get enough sleep and exercise. It's equally important that we do our best to monitor their emotional well-being too.

Mental health affects the way our children think, feel, relate to others and behave. Like physical health, mental health can and does evolve throughout life.

Symptoms of mental health conditions are often invisible and can be easy to miss. It may be difficult to distinguish age-appropriate thoughts, feelings and behaviors from those that may be signs for concern and warrant professional intervention.

If you are concerned about your child's mental health, ask yourself the following questions:

Intensity – How intense are your child's behaviors, thoughts or emotions?

Frequency – How often does your child feel or behave this way?

Duration – How long do these individual episodes or periods last?

Functionality – Most of all, how well is your child functioning at home, at school or with friends?

Emotions or behaviors that are more intense, frequent or longer lasting than most other children your child's age and that are causing difficulties in their daily functioning may be signs for concern and might warrant a discussion with your pediatrician or a mental health professional.

Teach your children that mental health is as important as physical health by modeling that there is nothing wrong with seeking help when there are signs for concern. The earlier you intervene, the more likely your child can receive the help they need and prevent a larger issue down the road.

And it's not just about focusing on the negative. Good mental health can also refer to the presence of positivity, of being able to successfully navigate through life's disappointments and setbacks, maintain positive relationships with friends and family and to have the ability to appreciate and enjoy life.

Good mental health matters.

RBUSD Child Development

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



Theresa Van Dusen
Director

Just Like Michelangelo

By Iryna Kuzmich, Preschool Teacher

In November, Tulita preschoolers were on their journey of exploration and learning with an exciting topic called "The Five Senses."

This topic focused on how we use our senses to explore, investigate, and understand ourselves and our world. The teachers introduced a unique perspective of creating visual art by taping paper to the

bottom of a table and encouraging the children to lay on the floor and draw with crayons, just like Michelangelo did!

Preschoolers naturally explore the world around them through their senses, and benefit from the activities that provide them with opportunities to do so. Upside-down art was an open-ended activity that encouraged our preschoolers to explore drawing while also developing their hand and arm muscles and their senses of sight and touch, all while interacting with their peers. Exciting and engaging experiences make our preschoolers successful learners!



CDC students having fun under the table.



CDC students explore upside down drawing.

RBUSD Alternative Education

1000 Del Amo St., Redondo Beach, CA 90277 • 310/798-8690 • rshs.rbusd.org



Anthony Bridi
Principal

Social-Emotional Well-Being

By Chelsea Gallucci and Lissa Watts

In keeping up with the demands of a 21st century lifestyle, many people are feeling stressed out and anxious. Therefore, it is vital to identify ways to reconnect with your surroundings and find healthy outlets to relieve stress.

Mental health comes in many forms. In Alternative Education, we strive to provide multiple opportunities for students to receive social-emotional support and encourage our learning community to utilize coping strategies. Some direct examples include counseling provided by outside agencies such as South Bay Children's Health Center, the Purpose Group Workshops funded through Beach Cities Health District, and school-based counseling. A more universal

approach includes our Wellness Center, a comfortable setting for students and staff to gather and relax. In addition, we have school-based clubs and programs that foster mindfulness.

These services and supports are beneficial to our school climate. We challenge everyone to take some extra time for self-care and channel energy in thoughts of gratitude and appreciation.



Students enjoying downtime in the comfortable environment of the Patricia Drezler Wellness Center.

RBUSD Educational Services

1401 Inglewood Ave., Redondo Beach, CA 90278 • 310/937-1221



Dr. Annette Alpern
Deputy
Superintendent,
Educational
Services

School is Out Early Again?

Occasionally I hear this question from our parents. It goes something like this: "How come it seems like my child's school is always getting out early, or taking extra days off when it's not a holiday? It must be nice to be a teacher!"

The short answer is, "Yes, it is nice to be a teacher." The longer and more accurate answer is, "It is nice to be a teacher because it can be an extremely rewarding experience to positively impact and influence the life of a student."

But teaching can also be hard, and with it comes a weight of responsibilities that many are not prepared to endure. According to the U.S. Department of Education, between 40 to 50 percent of teachers leave the profession within the first five years. The best and most successful teachers are those that are engaged in formal and informal ongoing professional development.

In the RBUSD, we take pride in the commitment our educators have to being life-long learners. All professionals need time to learn about the innovations in their field, or to make sure that they are apprised of the new legal mandates

and research, and have the means to network with others in their best and most effective practices.

If you work in sales, can you imagine spending 100 percent of your time face to face with clients? Likewise, would you want to spend time with your medical doctor knowing that he or she had not kept up with the latest research in their chosen specialty?

I recently spent the day with 200 of our elementary teachers immersed in learning a new science curriculum. One of the activities in which they were engaged was the taking of a practice test in the new fifth-grade state science program that is coming out this spring.

Wow! Was that eye-opening for some of our primary grade teachers! The overwhelming feedback from the evaluations was how much each grade-level teacher's science instruction was dependent upon the next grade level. Every grade level counts!

If you have ever wondered why it is that school is out early again, please ask your principal about how your children's teachers are utilizing their time. I am certain that you will be impressed with the commitment of time that they are making to improve instruction and achieve ever-higher levels of growth.

South Bay Adult School

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



Dr. Maribel Galan
Interim Director

South Bay Family Tree-Parent Education

South Bay Family Tree offers Parent Education and a Preschool Program under the umbrella of the South Bay Adult School. We have cared for children for over sixty years with programs for families with children from birth to pre-kindergarten. Our fully credentialed teachers provide a safe, nurturing, high quality program for your child with a parent education component.

Our curriculum is focused on problem solving, exploration, and socializing for both our children and their parents. Each class includes activities appropriate to the developmental age of the child embedding

opportunities for music, art, painting, movement, inside and outside structured play and activities. Participants make lifelong friends, receive support and direction in their parenting concerns and learn effective child rearing strategies. We help families develop lifelong friendships while learning parenting techniques from top quality experts. We are constantly improving our program to make it something that the whole community is proud of.

Enrollment for the 2019-2020 school year will begin March 4, 2019 for our current families and March 11, 2019 for new families. We encourage you to visit classes now and find the right class for your child. Please call our office at 310-376-6211 ext. 11 or 12 to arrange a tour.



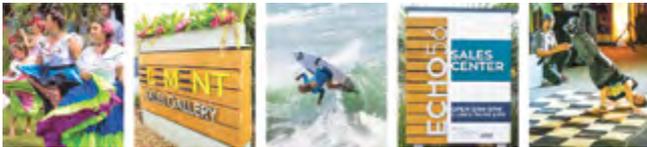
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PROMOTIONAL & EVENT PHOTOGRAPHY



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Manhattan Beach

Manhattan East
on Peck Ave. North of M.B. Blvd.,
Manhattan Beach

More info? Call 310.376.6211 x11 or x12

**Redondo Beach Unified School District
Kindergarten Enrollment**
STARTS: MARCH 1, 2019

Enrollment for children who plan to enter kindergarten for the 2019/2020 school year will be held at all district elementary schools starting Friday, March 1, 2019.

For more information, please visit www.rbusd.org

Adams Middle School (6–8)

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



Lisa Veal
Principal

Building Resiliency in Adolescents

Middle school brings with it many questions and concerns from parents. They will often ask, “How can I help my child transition well?”, or “What will help them be successful?” I encourage them to help their children develop sound study habits; promote increased independence; and most importantly, help them develop resilience.

What makes one person manage one of life’s curveballs with strength while another faced with similar challenges crumble? When life lashes out, do you rise up or fall down? How individuals cope with life’s events is impacted by their resiliency. Resilience is defined as “the ability to recover from or adjust easily to misfortune or change.” Adolescents who are resilient are more likely to deal positively with stressors in life and have an advantage when it comes to meeting the responsibilities and challenges of adulthood.

So, what does this look like? How can one build resiliency? Research has identified key characteristics that are associated with resilience in adolescents:

- Having a strong emotional bond with one or more adults
- Having an easygoing, sociable disposition
- Identifying one or more things they do very well
- Having positive friend groups and influences
- Developing a sense of purpose
- Being able to problem solve
- Having empathy and care for others
- Having a belief in oneself and trust in the ability to make sound decisions
- Being able to take responsibility for one’s actions

It’s important to note that resilience is more than just coping. Adolescents that are resilient are better equipped to find ways to reduce the negative effect of stress in their lives in positive ways such as exercise and practicing relaxation techniques. Resiliency can also help them better avoid risky behaviors such as substance abuse and violence.

Children will always be faced with challenges; they are a normal part of everyday life. The best way to equip your child for success in middle school and beyond is to help them learn to cope with them by themselves. Allow them to fumble and have faith in their ability to manage them. It will not only build confidence but will help them learn from their failures which too is a natural part of life.

Alta Vista Elementary (K–5)

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



Dr. Dale Hillier
Principal

Look for the Good

Student Leadership began our Great Kindness Challenge in January with the “Look for

the Good Campaign.” With guidance from Assistant Principal Andrew Estrada, these eight students motivated our entire Alta Vista community to connect with kindness.

The students created a Kindness Wall in the library where our student body was able to post notes about why they were grateful. Every day the students were given a new topic to write about. Subjects such as “Gratitude for Someone Inspirational” or “Gratitude for a Family Member” were discussed in class. Our parents were also invited to have nightly Gratitude discussions.



Jack joined other students by standing on The Gratitude Spot.



The proud Elite 8 show off their Gratitude Wall.

This two-week campaign had a profound impact on our community. One of our students, Mattias, noted that, “Students are writing things from the heart that they are grateful for.” He and his peers have noticed a major change on our campus.

Beryl Heights *Elementary (K-5)*

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



Karen Mohr
Principal

PTA/Hands-On Art/ RBEF

Our very first Family Art Night was a huge success! It was so successful that we had to open a second night for our families to participate. One of our dedicated

teachers wrote a teacher grant to the Redondo Beach Education Foundation and it was funded so that we could hold this event at our school!

Our amazing Hands-on Art docents, supported by our strong PTA, drew over 200 participants in two nights, thus making this one of our most-attended events. This wonderful experience allowed our students and their parents (or their extended family) to attend our Art Night and create a one-of-a-kind Pop



**Parent, Student, and
Principal at Art Night**



**Mr. Barnhart, teacher, and wife
displaying their art**



Meaningful Art

Art skateboard masterpiece. Our facilitators and art teachers, Stephanie and Victoria, led the way to a successful evening.

We are so fortunate to have the Redondo Beach Education Foundation in our community. Many Beryl families have donated to the Foundation in order to help raise money for our schools. The RBEF continues to support programs that would not otherwise happen due to budget constraints.

Thank you, RBEF, PTA, and all of our wonderful Beryl volunteers. As Helen Keller said, "Alone we can do so little; together we can do so much."



Father and Son at Art Night

Birney *Elementary (K-5)*

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



Mira Baskaron
Principal

Our Bobcats Can Sing!

It is no surprise that whole-child education is what we believe is best for students districtwide. Students within the Redondo Beach Unified School District are exposed to many enriching opportunities that contribute to ensuring that students receive a well-balanced education. Thanks to the support of the Redondo Beach

Educational Foundation (RBEF), students in grades one through five receive vocal music within RBUSD with Scott Hughes, who is funded by RBEF. Mr. Hughes engages students in lessons each week that not only meet the Visual and Performing Arts Standards but are also fun and engaging.

Students learn an enormous amount during their weekly vocal music lessons: how to read and notate music; listen to, analyze, and describe music; apply vocal and instrumental skills; compose, arrange, and improvise; the role and diversity of music in relation to a historical and cultural context; and so much more. Although students dig deep into understanding and learning the various components with the Visual and Performing Arts Standards, they are



Third graders performing during their Vocal Music Concert.

also strengthening their language skills, improving self-esteem, and contributing to their brain working harder.

Whole child education will continue to be in the forefront of what we believe is best for students. With the support of the Redondo Beach Educational Foundation, we can have programs like vocal music in which students reap many benefits and perform better academically. After many months of lessons and practices, students participate in a vocal-music concert in which they showcase their singing to parents and family members. We are so proud of our Bobcats for a great concert!

Jefferson *Elementary* (K-5)

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



Jeff Winckler
Principal

An A+ for Instructional Assistants

While a student's teacher can be the primary difference-maker for a child on a daily basis, at Jefferson there are a variety of additional staff members who also make a positive impact on the lives of our students as well.

From the front office staff to the noon duty supervisors to our custodial team, Jefferson staffers put a lot of energy and focus into ensuring that our students feel connected to the school, and are certainly a valued part of the Team Jefferson community.



Staff members show their spirit at Halloween.



Instructional assistants pose with students.

One group of employees in which to shine a spotlight on are our instructional assistants. Instructional assistants function in a variety of capacities, ranging from supporting groups of students in one of our Learning Centers to individually supporting one student in a classroom. The support that instructional assistants provide can be academic, social, behavioral, or physical, depending on the needs of the student.

As a result, instructional assistants have the opportunity to work in a unique context and develop meaningful and constructive relationships with students.

Lincoln *Elementary* (K-5)

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



Jason Johnson
Principal

Social-Emotional Learning

Lately, I have been grappling with my toddler crying a lot. I mean, a lot. For those snickering this moment about a young dad recognizing the obvious, you would be right. For the past month or so I have been asking, begging, and demanding that she...stop crying. I come from a "rub some dirt on it" kind of family.

Ironically, this is the exact opposite of what I expect of our staff and students. Helping our students to understand and process through their emotions is a high priority. Starting last school year, we got serious about social-emotional learning (SEL). We reviewed data from behavior incidents, counseling support, and climate surveys, and recognized the need to form a SEL committee. Together we have taken steps to broaden our support for students.

First, we have taken SEL to the classroom. Every two weeks, teachers provide instruction from the MindUp curriculum which features lessons about how the brain works, mindfulness, and perspective. We also have our counselor, Ms. Puentes, perform guided lessons in the

classroom to connect students directly with coping strategies, peer relationship support, and communication skills.

Next, we doubled down on counseling. Our counselor works tirelessly to provide individual counseling, group counseling, and lunch-bunch groups. We even got our interns running lunch-bunch groups! With support from the district, we also expanded counseling availability on campus through a partnership with South Bay Children's Health Center.

Finally, the committee is about to launch the Lincoln Mentorship project. This is an opportunity where teachers will purposefully connect with a student outside their classroom in order to form a meaningful bond with a child who may benefit. This entirely teacher-driven effort strives to ensure that all children possess a meaningful relationship with an adult on campus. If nothing else, it provides an additional person with whom being vulnerable is A-OK.

So what's my problem with my toddler crying? Well, I believe it demonstrates that we all have something to learn about emotions. A great resource suggests other statements besides saying stop, such as, "I hear you," or, "I will help you work it out." Or even, "It's okay to be sad." Well put!

Madison Elementary (K-5)

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



Drew Gamet
Principal

Learning Science by Doing

A vital science lesson to teach our students is how our daily lives on this planet impact the future of our environment. A core tenet of RBUSD science is that “all students regularly have access to high-quality, 21st century science learning experiences that support them to be lifelong critical thinkers and scientifically and environmentally literate citizens.”

Today’s science standards mandate that students understand the core concepts behind physical, life, earth and space science and understand the techniques and practices that scientists and engineers use to examine such concepts and work with science in a real-world manner. If you were taught science in an elementary school in the 1980s, you probably spent a lot of time memorizing facts from books. If you were lucky, you might have made a papier-mâché volcano with vinegar and baking soda.

But these kinds of activities have little to do with science. Memorizing facts and figures from a book has nothing to do with experimentation or any type of scientific

or engineering process. When it comes to the infamous volcano activity, it’s certainly a great artistic endeavor to create a model representation of a volcano and use household cleaning supplies to create an “eruption.” However, it does nothing to stimulate a student to ask the most important question ever asked: Why? Why do volcanoes erupt? Why is magma hot? Why are there often earthquakes near volcanoes? Students never arrive at really important questions like “How can people that live near volcanoes be kept safe?” or “Is it possible to harness the energy of a volcano as a source of power?” Students need to explore the world around them, think critically about why things happen or why errors occurred in their data, and use their reasoning to answer questions in ways that may not have been previously considered.

I love that RBUSD has created an environment for students to truly learn science by doing. The only thing that I would add to the RBUSD vision for science comes from the motto of Royal Society of London for Improving Natural Knowledge, founded in 1660: *Nullius in verba*, or take nobody’s word for it!

Parras Middle School (6-8)

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



Jonathan Erickson
Principal

Celebrating Our Counselors!

By Mr. Jonathan Erickson, Principal;
and Mrs. Rachel Andrews, Counselor

February 4th through 8th was National School Counseling Week, a time when we acknowledge the unique contribution made by school counselors to the overall success of our students. School counselors make a positive impact on our schools by forming relationships with students through classroom lessons, group counseling, and

one-on-one counseling sessions. Counselors are distinctive members of the school community in that they are both mental health professional and educational leader, which positions them to meet the needs of a diverse student population.

Linked to a reduction in negative behaviors, an increase in attendance and test scores, and a positive school climate, school counselors play an integral role in the success and well-being of students. Parras counselors follow the ASCA National Model, which means they provide direct services in three domains: social-emotional, college-career, and academics.

Highlights of the school counseling program at Parras include CJSE, an honors society that performs community service (such as lunch-time peer tutoring) and visits universities; Career Day, where students learn about possible future jobs; Hangout Spot, a place where children



**Counselors Ashley MacDonald,
Rachel Andrews, and Lisa MacMillan.**

can make friends and practice social skills; and WEB, a school-wide eighth-grade mentorship program that helps connect incoming sixth-graders and new students to friends and support in school.

Counselors teach Project Alert/SEL curriculum, coordinate school-wide mindfulness and Red Ribbon Week activities, provide intern supervision, teach students about post-secondary possibilities, work with AVID students, and connect families with community resources. They serve on numerous committees in various roles to provide their expertise, and run a Counseling Advisory Board to get program improvement input from the community.

Our school counselors at Parras strive to reach every student with messages of kindness, motivation, and balance.

Redondo Union *High School*

One Sea Hawk Way, Redondo Beach, CA 90277 • 310/798-8665 • www.redondounion.org



Jens Brandt
Principal

Hey Sea Hawks, RU ready for SBAC?

Smarter Balanced Assessment Consortium (SBAC) is a customized test using a computer adaptive format: questions get harder when students answer correctly and easier when they answer incorrectly, allowing students to better demonstrate what they know.

The online format with extended research, writing, and problem-solving tasks measures the critical thinking and problem-solving skills students need for success in college and career. SBAC is designed for all students, providing additional supports to make the assessments accessible to students with disabilities and English language learners. The tests, delivered in grades 3 to 8, and 11, were developed by states and are aligned to college- and career-ready standards.

Smarter Balanced continues to work with higher education to increase the number of institutions using the Grade 11 assessment. Currently there are around 200

colleges and universities that use Smarter Balanced scores as part of placement. Specifically, in California, there are 101 institutions: 23 California State University campuses and 78 community colleges.

SBAC focuses on the content areas of English and math. RUHS eleventh-grade students will take the SBAC English portion towards the end of April and the math portion towards the end of May. Our goal at RUHS is to increase the overall levels of proficiency in math and English, and for each student to demonstrate personal growth from when they last tested in eighth grade.

We are excited to be celebrating students for their personal growth and achievement levels. To help your student do well, remind them of the upcoming SBAC tests and why they are important. Make sure that they get a good night's sleep before each day begins, and that they start the day with a light and healthy breakfast. It's important too that they dress comfortably and arrive at school on time.

The SBAC is one of many indicators that help us understand what our students have learned. As Sea Hawks, we strive to be the best that we can be in all areas.

Tulita *Elementary (K-5)*

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



Dr. Tanaz Bruna
Principal

Growing Empathetic Children

Tulita Elementary was fortunate enough to have our PTA bring Katie Hurley to visit our campus and speak to both students and parents. Katie Hurley, LCSW, is a child and adolescent psychotherapist, writer and speaker. Ms. Hurley is the author of

The Happy Kid Handbook: How to Raise Joyful Children in a Stressful World and the award-winning *No More Mean Girls: The Secret to Raising Strong, Confident, and Compassionate Girls*.

Ms. Hurley spoke to third-through-fifth-grade students at Tulita about bullying and relational aggression. She taught students the difference between mistreatment, being mean and bullying. She emphasized how gossip and rumor are not characteristics of an "upstander." She taught students what empathy means and steps they can take to be more empathetic friends. Some of the ideas she shared with them were how to handle rumors, meeting a negative with a positive, how to support a victim of bullying, and the importance of seeking adult help.

That same evening, Ms. Hurley spoke at a parent-education evening. She shared that empathy matters. It helps children make independent decisions, become more



Katie Hurley speaking.

self-confident, avoid negative peer pressure, and have better social interactions. That directly leads to academic performance and overall happiness. Ms. Hurley discussed with parents that in order to help students develop empathetic skills, they can teach empathy and model it, teach coping strategies, uncover hidden problems that may be going on with students, and work with school staff to teach upstander behaviors.

One of the research points that Ms. Hurley shared with parents came from Google. Google did a study researching the top seven characteristics

of their successful employees, and they found that those skills included "soft skills." These are skills such as good communication and listening, perspective taking, critical-thinking, being mindful and loyal, and having empathy.

Through mindful lessons, growth-mindset skills, and bringing in speakers like Ms. Hurley, Tulita is helping our students work on empathy, being an upstander, and resilience, which in turn lead to an overall positive campus climate.

Washington Elementary (K-5)

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



Andrea Bittick
Principal

Changing Mindsets with Gratitude

By Andrew Estrada,
Assistant Principal

In the Redondo Beach Unified School District, we pride ourselves on meeting the social, emotional and physical needs of all students.

This is also known as focusing on the whole child.

In an effort to fulfill this commitment, Washington's student leadership led a two-week program called the Gratitude Campaign. With the guidance of Ms. Olmedo, Ms. Mosqueda and volunteer Alice Snyder, the student leaders implemented a schoolwide initiative to broaden students'



Fourth graders stop and think at one of the Gratitude Spots.

awareness of a wider range of positive thoughts and actions. Not only does this make students more constructive and creative but it also builds resiliency and promotes kindness.

During the two weeks, students and staff wrote notes of gratitude each day, which were displayed on the Gratitude Wall outside the cafeteria. Gratitude Spots were located throughout the school to encourage students and staff to stop and be mindful

of the positivity they have in their life. Finally, orange Kindness Cards circulated school during the campaign to recognize acts of kindness and remind others that "You Matter."

And now it's time for my note of gratitude: Thank you to the Washington family that ensures student success each and every day!



Kindergartners place their notes of gratitude on the Gratitude Wall.

Flowers –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 RBUSD in the subject line.

- | | |
|------------|-----------|
| ROSE | LILY |
| HYDRANGEA | DAISY |
| PEONY | COLUMBINE |
| IRIS | GARDENIA |
| CALENDULA | AZALEA |
| PORTULACA | MOSSROSE |
| LAVENDER | SPIREA |
| GERANIUM | AMARYLLIS |
| BELLFLOWER | FUSCHIA |
| GALLARDIA | PETUNIA |
| SALVIA | |

Entries must be received by April 15, 2019

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



Congratulations to
Brooklynn Siefker and Michelle Light
Winners of our February Word Search Contest!

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B is for Book



Bailey

Princess, Interrupted

The Goose Girl,
 by Shannon Hale
 An exciting tale of betrayal and fantasy! If you love fairy tales or adore *Princess Academy*, I guarantee you'll relish *The Goose Girl*.



Anidori was born a princess. Even so, her aunt taught her the language of nature. She could understand birds, horses, and swans. As firstborn, she's crown princess. But when her mother takes that away, Ani is forced to move to another kingdom and hide. Soon after, she rebels to take what is rightfully hers.

I liked this book because it could fit into many genres (fantasy, romance, adventure!). It was entertaining and well written. I especially liked it kept to the time period. I give this book 5 out of 5 stars.

Will Ani get back her royal title? Will she find herself among the unexpected? Read it and find out!

Bailey is a 7th grader who loves being with her friends and reading. When she isn't doing these things, she's dancing ballet or lyrical.

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Contest!

This student is in a picture somewhere in this issue. When you find him, email the page number to:
Kay@schoolnewsrollcall.com
 Please put FHOW in the subject line.

Your entry must be received by April 15, 2019. From the correct entries, we will draw a winner to receive a \$20 gift certificate redeemable at Barnes and Noble.

South Bay Hands On Art

Hands on Art Teaches about Shade and Shadows

By Co-Chairs Sandi Arthur and Karen Ford Cull

Children have been unlocking the secrets of adding realistic dimension to their art with a project called “Shade and Shadow Bowls.” In this lesson, kids learn about drawing a 3-dimensional shape that appears hollow. They learn that “higher and smaller” will appear farther away in an image than “lower and larger.”

Then, using black and white oil pastels, children learn how light moves and how to create highlights and cast shadows in their work.



The project is taught by local artist Nan Young who reminds us that “while we may not keep every piece of art from our childhood, the lessons children learn can stay with them for a lifetime.”

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www.southbayhandsonart.com

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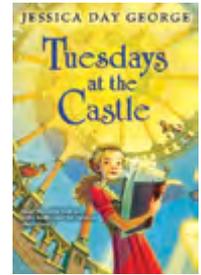
Sophie's Choice



Sophie O.

Tuesdays at the Castle

This book is the start of an amazing story written by Jessica Day George. In this book, there is an adventure, a little bit of mystery, danger, and stealthiness. Tuesdays



at the Castle is based on the Glower Family, who live in Castle Glower. Castle Glower is magical and every Tuesday a new room appears. Let me introduce you to the main characters, Lulath, Lilah, Rolf, Pogue, Celie, Bran, and Queen and King Glower. But, beware you might not want to put this book down. The King and Queen go to Bran's graduation, and on the way back they are thought to be killed! A funeral is taken place in which they meet some cruel and evil people, and find out that you can't trust everyone. This book definitely deserves a five-star review. Read this book and the whole series if you're curious to find out what will happen to the Glower Family.

Sophie O. is a 6th grader who loves to play soccer and bake. She's an avid reader and writer and is working on writing her first book. She hopes to be an architect one day

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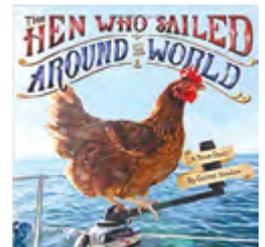
Manhar's Book Review



Manhar M.

A True Story

The Hen Who Sailed Around the World by Guirec Soudée is an amazing true story where a boy describes his voyage around the world with his brave and adorable red hen



named Monique. They took three and half years to complete the journey. This book talks about the special bond between animals and the humans. The book is full of interesting photographs and maps that helped me to visualize their exciting trip. My favorite photograph is the one taken by a drone when they were in the middle of icebergs!

After reading this book, I also want to have a pet and go on a long sailing trip! This book is a must read for all ages.

Manhar M. is in Kindergarten. Manhar likes science, math, coding, traveling, hiking, reading about world news and spending time in building robots from Legos.

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