

School News



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Covering the Districts of: Centralia, Cypress, & Savanna

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Systems Thinkers

By Beverly M. Hempstead, Superintendent Cypress School District

Peter Senge, noted American scientist and director of the Center for Organizational Learning at the Massachusetts Institute of Technology (MIT), once stated, "Today, systems thinking is needed more than ever, because we are becoming overwhelmed by complexity." We would agree that, with the ongoing budget challenges and educational reforms, we are living in complex times.

However, despite these complex times and budget challenges over the recent years, our dedicated parents, children, staff, community, and Board of Trustees have consistently worked together to provide high-quality programs that offer the most appropriate educational support for all students.

Cypress School District is made of systems thinkers. As a district, each person is committed to looking at the big picture—Students First! With students placed first, the team looks for ways to work together to provide the highest quality education for all of our students. As a result, Cypress School District has:

- Maintained class-size averages of 26:1 at kindergarten and 29:1 in first through sixth grades.
- Continued to perform well above the 800 Academic Performance Index (API) target at each of our six schools.
- Successfully opened a new Transitional Kindergarten class offering differentiated instruction, which is operating at capacity.
- Continued to offer a Preppie Kindergarten class offering developmental instruction.
- Offered a Summer Technology Institute for teachers to support educational technology.
- Successfully implemented Study Island, a Web-based program that promotes mastery of grade-level standards.
- Received numerous awards, grants, and recognition, including the California Distinguished School designation for all schools, The *Orange County Register* Gold and Bronze Medals, the Orange County Technology Showcase Award, the Collaboration for Leadership and Improvement in Math Education (CLIME) Grant Award, the Positive Behavior Interventions Support Grant, the Cotsen Family Foundation Grant, the California Technology Assistance Project Grant, and private industry grants.
- Highly trained teachers in the areas of Collaboration for Leadership and Improvement in Math Education (CLIME), Cognitively Guided Instruction (CGI), and Thinking Maps.
- Provided affordable before- and after-school care on each of our school campuses.

The list of student, staff, and school achievements goes on and on. What is the key element to our success? We are systems thinkers. Collectively and collaboratively, we continue to put our children first and work together to look for the best solutions for our students—despite these complex times!

We are looking forward to even greater achievements this year, as the district prepares for the implementation of the national Common Core State Standards, which have now been adopted by all but five of the United States. These standards



Board of Trustees Vice President Brian Nakamura, (back) Trustee David Giese, Trustee Candice Kern, Superintendent Beverly Hempstead, Trustee Valeri Peters Wagner, and Trustee Steve Blount.

are rigorous and challenging, but they are what students need to be successful 21st-century global citizens. The stated mission of the standards is to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy." This fall, we will initiate a professional development program to support our teachers, in order for them to effectively teach to these rigorous standards. As the year progresses, you will hear more about the Common Core State Standards.

I hope you share our enthusiasm and pride as systems thinkers, in moving forward in these complex but exciting times! Our district is enthusiastic about addressing the needs of all students, as we create a curriculum that will prepare our children for the 21st century.



Electives Inside:

School Districts:

Centralia	pages 4–6
Cypress	8–9
Savanna	10–11
Cypress Library & Contest	7



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SCHOOL DISTRICTS



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Kay Coop
Founder / Publisher



As I read the front page article by Superintendent Hempstead, I was mindful of how much simpler the world was when I was in school. The academic choices for students today and the advances in technology are truly astonishing. With a difficult economy and shrinking budget the districts continue to put forth their best efforts to prepare students for the challenges they will face tomorrow.

Holidays are quickly approaching and our next issue will not be until March 20, 2013. Thus, Happy Holidays and we'll be back in the New Year!

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SUPERINTENDENT



Dr. Diane Scheerhorn
Superintendent

A Laser-Like Focus Points to Academic Success

We all hear a lot about schools raising test scores, but we seldom hear how it was accomplished. Centralia School District increased its total 2011–2012 Academic Performance Index (API) scores by an average of 35 points per school for a total increase of 286 points. We did this by focusing all our resources, time, and energy on the academic needs of all students. Strategic planning is an essential part of any growth. Along with strategic planning, Centralia School District acknowledges that each component of our system interacts or interrelates with each other and each component is central to the strategic plan.

The plan is guided by the district's vision: "Student success is our top priority." In order for that vision to become a reality, we had to develop specific academic goals.

Strategically, we approach developing academic goals by the use of a systematic approach to analyzing data in depth at each organizational level. District administrators analyze district-wide data, school administrators analyze school-wide data, and teachers analyze grade-level and cross-grade-level data. District, school-wide, and grade-level specific goals are established. The result is an integrated approach to improving instructional practices. Once the initial rigorous data analysis is completed, collaborative curricular and instructional decisions are made, based on the identified areas of strength and need at each school site. The district then calls upon the fiscal and human resource experts to assist in providing the resources needed to meet the long-term goals of the sites. Research-driven instructional practices, an aligned professional development plan, district instructional technology, and highly-qualified credentialed instructors work in unison to support all defined goals.

Once the instructional and curricular components are defined and resources are allocated, the task of educating students begins. Through an ongoing process of data collection, which includes continuous checking for understanding during instruction, trimester benchmarks and weekly formative assessments, the instructional and curricular components are analyzed for effectiveness by peers and site-level leadership. The result is twofold; student interventions are immediate, focused and deliberate, based on individual student needs, and professional development is aligned to teacher needs. The District Instructional Guidance Team (composed of peer teacher leaders) focuses the professional development and provides expertise for curriculum and instruction, thus empowering teachers through peer support. This team is responsible for developing a trimester English language arts and math curriculum, as well as the benchmark assessments using Intel Assess. Along with these responsibilities, they also create pacing charts and lessons and assist individual teachers to further develop their professional expertise. The site-level principals are also engaged in professional development, learning how to coach and develop master-level teachers in a positive, supportive manner.

Still, after all of the data analysis and planning, it takes student support, skilled instruction, and the innate artistic and creative qualities of today's teachers to meet all the needs of our students. They have been asked to teach to high academic standards, integrate the arts and physical education, and meet the social needs of today's children. We know that they will continue with high student expectations and be prepared for the new requirements of Common Core State Standards to ensure even greater success for all of our students.

We are proud of all Centralia staff members who provide support to our students and staff and ensure that all needs are met, including health and safety for all.



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Buena Terra *Elementary*

8299 Holder St., Buena Park, CA 90620 • 714/228-3220 • www.cesd.us



Peter Cole
Principal

Maximizing Instruction

Despite the difficult economic times, Buena Terra Elementary School parents and staff want students educated for the future. Last year's PTA Techno Wipeout fun run raised enough money to upgrade the computer lab with powerful new computers. In fact, we added enough computers that even the largest class can work on individual computers! There is a teacher computer that projects on the screen so students can follow along to learn new programs, which enables students to practice and perfect skills, experiment with new creations, or research topics taught in class.



Ms. Kamhi assists teachers Mrs. Cox and Mrs. Robbins hone their "smart board" skills in the newly reconditioned computer lab.

Along with the school's computer lab, every classroom has a SMART Board, which works like a giant touch screen tied directly into the teacher's computer. It allows students to interact with the teacher's presentation and allows the teacher to go back and review or expand on the lesson for greater understanding.

At Buena Terra, our goal is maximize powerful instruction.

Centralia *Elementary*

195 N. Western Ave., Anaheim, CA 92801 • 714/228-3210 • www.cesd.us



Norma Martinez
Principal

Technology is Integral

Technology plays a big part in the day-to-day instructional program at our school. Centralia School has ample technology resources available for both students and staff. Recent upgrades in hardware and software programs facilitate more dynamic teaching, with tools that provide us immediate student data on language arts and math progress.

All classrooms have a special device called a SmartBoard or a Bright Links projector. These devices serve as “electronic blackboards” that allow teachers to design multimedia lessons on their computer and project these from their device onto the electronic blackboard, giving students a greater visual connection to what is being taught.

While we have a computer lab for weekly class use, our classes also have access to five rolling netbook labs, each equipped with 28 to 32 small, child-size laptops. These netbooks provide our students with more immediate use of technology to access our two “must have” software programs: Study Island and Accelerated Reader. Study Island is a Web-based program that supports students in the areas of language arts and math and offers hundreds of questions for students. It tracks their progress and automatically incorporates building-block lessons to help remediate when needed. Accelerated Reader is a comprehension program that assesses students on the comprehension level of books they read. The points are tabulated, and goals are set for students by the teacher.

Centralia School is a buzzing school environment. Technology has helped us to provide an even better instructional program for all scholars!

G.H. Dysinger *Elementary*

7770 Camellia Dr., Buena Park, CA 90620 • 714/228-3240 • www.cesd.us



Randy Helms
Principal

To Middle School...and Beyond!

On September 21, Dysinger School was treated to an amazing site. The Space Shuttle Endeavor flew directly over our school, piggybacked to a Boeing 747 and escorted by two fighter jets. Students and staff were understandably delighted, and some of our youngsters chased the magnificent craft across our field, laughing and screaming. It was awesome to see them so excited by what is actually now an obsolete spacecraft. Yes, they are obsolete and will no longer be the method by which human beings venture into space.

It made me think about the enormous changes that have taken place over the last 25 years, including in our own field of education. The United States is no longer able to rest on our laurels, calling us the best educated people in the world. Many other countries are surging ahead of us in the area of education, and, if we are to keep pace in this rapidly changing world economy, we need to change our idea of what school is and what gets done there. School is the training ground for future physicists, chemical engineers, economists, sociologists, and more. That is why it is imperative that we continue the reforms we have begun and, in elementary school, ensure that every student has the basic skills in reading, writing, and mathematics they need to pursue their own dreams. That foundation is the key which will push the United States back to the forefront of education in the world and nourish the minds of future generations.

Danbrook *Elementary*

320 Danbrook St., Anaheim, CA 92804 • 714/228-3230 • www.cesd.us



Erasmo Garcia
Principal

Test Scores

One year ago, I challenged the students at Danbrook Elementary School: if they worked really hard and produced a 40-point gain in their Academic Performance Index (API) on the Standardized Testing And Reporting (STAR), I would restyle my hairdo into a blue Mohawk. Teachers and students accepted the challenge. The teachers collaborated to find best teaching practices. They engaged students in learning through the use interactive technology and active participation strategies. They set goals, constantly monitored student progress, and made adjustments in instruction as needed. Students took ownership in their learning by becoming active participants in the classroom and immersed themselves in reading at school and at home.

In true believe-in-yourself Danbrook fashion, the academic rigor and intensity reached new levels. Danbrook gained not 40 points but an amazing 81 points!

As we celebrate our successes, we continue to teach and learn with laser-like focus. As for me, I am preparing myself for my new Mohawk look.



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Los Coyotes *Elementary*

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Robyn Yarbrough
Principal

Opportunities

At Los Coyotes School, the beginning of fall brings exciting opportunities. While our focus is always on academic excellence, becoming a well-rounded individual is also of critical importance. To that end, various after-school programs are available to Los Coyotes students. To develop and encourage physical fitness, the La Palma Fit 'n' Fun program operates three days a week, is open to all students in grades one through six, and runs to the end of the school year. To inspire the artistic and creative side of our students, the Young Rembrandts program conducts art training that focuses on improving core art and fine-motor skills and increasing attention to detail.

Los Coyotes is also very excited to host the Centralia Education Foundation-sponsored String Orchestra Program two days a week. It's open to both beginning and intermediate musicians. Beginning in November, Chess Masters is back on campus. This program is designed for chess players of all ages and ability levels and helps to build strategic thinking skills. Students can also participate in a chess tournament or be part of team chess.

For our sixth-grade students, the La Palma Police Department offers the Police Interaction with Youth (PIY) Program with Officer Les Parsons. PIY provides youth with a process and motivation to make proper choices when faced with peer-group pressure and familiarizes them with general safety information.

G.B. Miller *Elementary*

7751 Furman Rd., La Palma, CA 90623 • 714/228-3270 • www.cesd.us



Jeanette Salinas
Principal

Second-Grade Garden

Miller second grade started a class garden two years ago. The second-grade team began with one small area, and it has grown into two within the last year. The team wanted to have a school garden so the students could witness firsthand where their food comes from and how much work is involved in the process. They have planted lettuce, tomatoes, cabbage and zucchini. Last year, they were able to make a cabbage salad for the grade level with the abundance of cabbage that was grown.

The teachers matched a number of second-grade standards in social studies, science and writing to the learning activities. They include students describing food production and consumption, understanding that organisms reproduce offspring of their own kind, and understanding that flowers and fruit are associated with reproduction in plants. The students enjoyed watching the process as well as getting their own hands dirty. Students in other grades have taken mini-trips to the garden to observe the growing process and be a part of the experience.

Having a school garden is a wonderful opportunity to bring the classroom outside to learn. Our hope is to add to our garden this year. We have definitely produced some green thumbs in second grade throughout the last two years. We are hoping to produce many, many more in the future.

San Marino *Elementary*

6215 San Rolando Way, Buena Park, CA 90620 • 714/228-3280 • www.cesd.us



Maria Poulin
Principal

Nonfiction Reading and High-Frequency Words Matter

Reading nonfiction is important. Studies show that familiarity with nonfiction books builds skills needed to read textbooks, prepares children to use reading skills in real-life situations, and shows that reading nonfiction can be pleasant. Reading nonfiction boosts knowledge about the world, which helps with future learning. It motivates children to read, since their interests and questions are being addressed, and improves vocabulary in ways that reading fiction may not, especially when parents or teachers read aloud.

High-frequency words are written words that readers see often, such as *I*, *me*, *dog*, *open* and *school*. Becoming familiar with them is important because it makes reading much easier. Here at San Marino, each grade has a specific number of words to master each year. Ask your child's teacher for a list of sight words, or log onto our school website and click on the tab High-Frequency Words. Then make homemade flash cards with simple pictures at first, if you wish, to practice reading them.

Raymond Temple *Elementary*

7800 Holder St., Buena Park, CA 90620 • 714/228-3290 • www.cesd.us



Sara Pelly
Principal

Healthy School Initiative

This year Raymond Temple School is beginning a Healthy School Initiative as we strive to teach our students the benefits of eating healthy and getting plenty of exercise, which can help enhance student learning. We are fortunate to already have a special lunch program in place which includes "made from scratch" food, made fresh in our central kitchen daily and delivered hot to our school daily!

In addition we will start parent walking groups and promote healthy activities for families to enjoy together. Parents will be involved in giving input about the activities they are interested in and will help coordinate and recruit other parents to join the fun.

As always, teachers are encouraging students to be healthy in the way they eat, think and move, but this year we are challenging students to "think healthy" and incorporate healthy habits in their everyday lives.

Parents can help reinforce this initiative. Send healthy snacks to school with your child avoiding sodas, chips and candy; send healthy foods only for birthday celebrations and holiday parties. School lunch standards have changed to include more vegetables and fruits. Lunches from home should include healthy foods, not fast food. Encourage your child to exercise after school and on the weekends, limiting television time and video games. Walk your child to and from school, or park a few blocks away for a little extra exercise and avoid the busy parking lot!



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Events for Children and Teens



Helen Richardson
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By Susan Pina, Youth Services Librarian

Need help with your homework or a quiet place to study? Beginning Oct. 15, our homework help center will be open on Mondays and Wednesdays from 3:00-5:00 p.m. Elementary, middle school, and high school students are welcome to drop in for FREE homework help from teen volunteers.



Turkey Time Kid's Craft: Join us on Monday, Nov. 19 at 3:00 -4:30 p.m. for a Thanksgiving themed craft session! (ages 5-10)

Read to Bodey the Dog: Our faithful furry friend loves to be read to! Bodey's here on the 1st and 3rd Mondays of the month from 6:30-7:30 pm. Won't you come and read to him?

Story Time: Join us for music, rhymes, and stories on Wed. mornings at 9:30 (toddlers) and 10:30 (preschoolers). Fall dates are:

9/5, 9/12, 9/19, 9/26; 10/24, 10/31, 11/7, 11/14; 11/28, 12/5, 12/12, 12/19

For Teens: for ages 12-17

Do you need volunteer hours or want to be involved? Join the Teen Activities Group (TAG). TAG meets at 3:30 p.m. on the 2nd Thursday of the month. FREE Snacks!

Titles & Tunes Book Club: If you like books and/or music drop in to Titles & Tunes at 3:30 p.m. on the last Thursday of the month. FREE Snacks!

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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 is the word you email to: Kay@schoolnewsrollcall.com (Please put "Contest District" in the subject line)

Word Search by Gunnar Coop

Entries must be received by December 15, 2012
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| Independent | Trustworthy |
| Initiative | Understanding |
| Intelligent | |

Congratulations to Jacqueline Chai
Winner of the September Seek 'n Find Contest!



Cypress School District

9470 Moody St., Cypress, CA 90630 • 714/220-6900 • www.cypsd.k12.ca.us

SUPERINTENDENT



Beverly M. Hempstead
Superintendent

Nutrition Grant: Healthy Lifestyles Make Healthy Kids!

Seven years ago, the Cypress School District was awarded a state grant from the Network for a Healthy California, a federally funded nutrition education and physical activity promotion program dedicated to creating healthy school environments. The mission of the network is to empower low-income students and their families to increase fruit and vegetable consumption and physical activity, with the goal of preventing obesity and other diet-related chronic diseases.

We are currently entering our eighth year of the grant, which provides nutrition and physical education for students at King School.

Health care experts know that health behavior is developed during childhood. Preventable diseases are on the rise, with incidences of childhood diabetes increasing ten-fold over the past 30 years and childhood obesity quadrupling in that same period. The primary cause is poor diet and inactivity. Lenette Brown, Director of Food Services, said, "It is critical that our children be given the tools they need to become healthy, productive adults." The National Institute of Health (NIH) has stated, "Preventive programs need to be initiated in elementary school, since by the time children reach middle school more than 20 percent are obese."

With the help of our grant consultant, Dr. Rasha Abdrabou, students at King School have participated in the Harvest of the Month program, which promotes a new fruit or vegetable each month and allows students new experiences with healthy foods. Students are also educated about healthy eating habits, including portion size, reading food labels, and hidden fats and sugars in foods. In addition, physical activities help to reinforce the link between physical activity and health. Nutrition education has been tied to the California Content Standards, with students studying the ancient civilizations, such as Greece and learning about Greek food, for example. All materials and all food for cooking activities are provided using grant funds.

In addition to healthy activities tied to the grant, the Cypress School District Board of Trustees has made it a priority, with the leadership of Child Nutrition Services Director Lenette Brown, to be proactive in monitoring children with food allergies and ensuring that they are protected while at school.

Arnold *Elementary*

9281 Denni St., Cypress, CA 90630 • 714/220-6965 • www.cypsd.k12.ca.us



Denine Kelly
Principal

Making Great Strides

Congratulations to Arnold Elementary School students and staff for a job well done. On the California Standards Tests (CSTs), 75 percent of Arnold's students scored proficient or advanced in English/language arts and 76 percent scored proficient or advanced in math. This represents growth in both areas. Arnold also saw growth in almost all of our significant subgroups. We are very proud of our students' achievement. While official Academic Performance Index (API) scores have not yet been released by the state, we anticipate our API to show growth as well. This year we are already working hard to ensure our students continue to make great strides.

Our goal at Arnold is to prepare our students for success in the 21st century. We are in the process of making the transition to the new Common Core State Standards. This means that in addition to the "three Rs," there will also be an emphasis on the "four Cs": communication, critical thinking and problem solving, creativity and innovation, and collaboration. Our teachers have been participating in ongoing staff development, which will help us to support our students and their continuous improvement. We know that our continued growth will help students continue to make gains in learning.



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King *Elementary*

8710 Moody St., Cypress, CA 90630 • 714/220-6980 • www.cypsd.k12.ca.us



Carol Erbe
Principal

King Kids ROCK!

King Elementary School students are Responsible, Organized, Careful and Kind—they ROCK! Our students and staff are excited to begin the school year with our Positive Behaviors Support and Interventions (PBIS) in place. We are benefiting from our three-year grant program, which offers continuous training and support and allowing us to participate in the PBIS program. This process for creating safer and more effective schools uses a systems approach to enhance the capacity of a school to develop a research-based, school-wide behavior support system.

The process focuses on improving a school's ability to teach and support positive behavior in all students. PBIS includes school-wide procedures and processes understood and enforced for every student by every staff member in all settings around campus. This team-based process introduces strategies for problem solving and contains the components of planning and evaluation by the school staff. We feel this approach will create a safe, positive, and productive learning environment, where our teachers can teach and all students can learn to their fullest potential. Students know what is expected, and we focus on recognizing students for doing the right thing, while minimizing negative consequences.

King is a cohesive school with enthusiastic students and supportive staff members and families. We look forward to fully supporting continued academic growth, such as our more than 30-point Academic Performance Index (API) gain and our California Distinguished School status, along with social growth to help contribute to and enhance our positive school atmosphere. King kids ROCK!

Vessels *Elementary*

5900 Cathy Ave., Cypress, CA 90630 • 714/220-6990 • www.cypsd.k12.ca.us



Jane Snyder
Principal

Our PTA Goes Over and Above!

The Frank Vessels PTA has an exciting 2012–12 school year planned! There are fun events for the families, enriching activities for students to support their curriculum, and appreciation and support for staff.

Some of the family events that PTA has hosted or will be hosting are the Kindergarten Tea, Jog-a-thon, Harvest Night, Pancakes for Pops, Muffins for Moms, Bingo for Books and the Love Ones Luncheon. All of these family events are free for our families to come and enjoy!

Our Vessels PTA are strong supporters of the fine arts. PTA funds three weeks of Meet the Masters. During these weeks, students learn about different artists and then have hands-on experiences creating similar artwork. This is the second year PTA is providing choral opportunities. The students practice every Wednesday morning before school and have a variety of performances. In April, PTA will be instrumental in the production of the Talent Show.

In addition, our PTA supports field-trip costs, helps with the replacement of playground equipment, donates funds for the purchase of library books, and covers the cost of student planners and folders. They also fund the Imagination Machine assembly, which is one of the favorite assemblies because it showcases our own student authors. Not only do our students benefit but also the entire Vessels staff feels very pampered with the before-school luncheon, staff-appreciation week and the extras PTA does to support them.

The entire Vessels community is very fortunate to have a strong, hardworking and generous PTA!

Landell *Elementary*

9739 Denni St., Cypress, CA 90630 • 714/220-6960 • www.cypsd.k12.ca.us



M. J. Beatty
Principal

Camp Landell Brings Families Together

Research indicates that activities designed to foster parent involvement and support for local schools is a key factor in exemplary schools. Landell School has a long history of promoting family activities at our site. Thanks to the wonderful support of PTA volunteers and an enthusiastic staff, Landell offers many programs that keep our children highly motivated and our families bonded to the school.

Most recently Camp Landell provided a great opportunity for our families to stay off the roads over the Labor Day weekend and spend quality family time together. Almost 100 families enjoyed an evening of music, dancing, and great food. The entertainment also included a movie and stargazing. An educational assembly company brought three telescopes for viewing a star cluster, a binary star system, and, the biggest hit of all, the moon.

The event concluded with a delicious breakfast, prepared by volunteers from the Knights of Columbus.



Family Camping at Landell

Morris *Elementary*

9952 Graham St., Cypress, CA 90630 • 714/220-6995 • www.cypsd.k12.ca.us



Jeannette Lohrman
Principal

Making an Impact

Morris Elementary School is proud to announce the establishment of our new student group, Impact. The concept was created by two teachers, Ms. Armour and Mrs. Ferreira, who wanted to organize a group of students to serve as good role models for their peers. The group also gives the students the opportunity to create events involving the entire student body, showing pride in Morris School and the community.

The Impact group recently hosted Family Fitness Night, which educated Morris families on ways to get and remain healthy.

During the event, there were many stations offering information on topics such as nutrition, dental health, and getting fit at home. Resources available in our school library were also displayed. Physical activity stations, including family relay races, musical movement, and ZUMBA, were enjoyed by all.

The rock-painting fund-raiser was an extension to the book *Only One You*, which was read at the beginning of the event. Proceeds from this fund-raiser will go toward the Morris garden, which is currently in the planning stages.

Remember, you are never too young to make an impact!



IMPACT Family Fitness Event

Luther *Elementary*

5851 Newman St., Cypress, CA 90630 • 714/220-6918 • www.cypsd.k12.ca.us



Jacki Teschke
Principal

Appreciating Our Differences

Students who attend school with others from diverse backgrounds and whose cultures are different from their own have rich, rewarding experiences, and each student grows academically and socially and gains a more complete education. Alternately, if all students have similar backgrounds and have similar life experiences, their learning and development is impeded.

When Swain School closed, many of its students merged with the existing Luther School student body, creating a very diverse campus. From this blending, we were given a tremendous opportunity to grow, drawing on our culturally diverse environment to enrich students' learning. All students have benefited from the diversity that demonstrated to us the differences between cultures, but more profoundly reminds us how we're all the same. When students collaborate, communicate their ideas, imagine, and problem-solve together, their diverse backgrounds bring about a comprehensive, rigorous learning environment.

Many events at Luther have allowed us to maximize opportunities that enable students to learn about the cultures of other students in the school. A few that stand out are: various PTA programs, the Gifted and Talented Education (GATE) and English Learner (EL) Potluck, the talent show, and the dance group that brings together our GATE and Special Day Class students. Our students are enriched by the various backgrounds and experiences present in the classroom and beyond. We all learn and are enlightened by the diversity at Luther as we grow to genuinely appreciate and understand cultural differences in a positive way.

Savanna School District

1330 S. Knott Ave., Anaheim, CA 92804 • 714/236-3805 • www.savsd.k12.ca.us

SUPERINTENDENT



Dr. Sue Johnson
Superintendent

Great Expectations

What an exciting year 2012–2013 is shaping up to be for students and staff in the Savanna School District with our philosophy of “Great Expectations...The Best Is Yet To Come!” Because we hold great expectations and believe that the best opportunities are yet to unfold, wonderful things are happening and will continue to happen for students throughout the school year. We’re very excited about the academic achievement of our students, thanks to the efforts of the wonderful staff in the Savanna School District. We recognize that while the amazing growth shown by our students on the recently released Academic Performance Index (API), based on last spring’s standardized test scores, is important, these standardized tests are only one measure of how our students are

progressing. Teachers utilize a wide variety of assessment measures throughout the year to measure student progress and drive instruction; however, we want to celebrate the increases in API scores of our schools. These results, coupled with our district’s benchmark assessments and ongoing evaluation of student progress toward state standards, are another example of our Great Expectations for student achievement!

Recently Savanna’s certificated staff members received training in the implementation of a new standards-based report card, which will be implemented this year, as well as training in the use of our new writing program, Write From the Beginning. These inservices, combined with teacher training on Explicit Direct Instruction, Student Engagement Strategies, and Thinking Maps, have helped to transform teaching and learning in our schools. These inservices and more will impact our children’s education and our community for generations to come, demonstrating “The Best Is Yet To Come!”

Our Great Expectation that our Transitional Kindergarten program would benefit students has yielded tremendous results for our children who were part of this program last year. Transitional Kindergarten is the first year of a two-year kindergarten program designed to prepare young kindergartners for school success. The Transitional Kindergarten program follows the kindergarten curriculum, while adding a developmental focus taught at a pace designed to meet each child’s individual social and emotional needs. It is an option for those students who turn age five between July 1, 2012 and December 2, 2012, and whose parents believe their child is not ready socially or academically for an academic kindergarten program. This program provides students with a strong educational foundation by giving children a stimulating environment that fosters physical, social-emotional, and intellectual development. The Transitional Kindergarten curriculum, daily schedules, report cards, and art projects are all different than those students experience in the academic kindergarten program. Some students just require more time than others in order to be ready for academic kindergarten. The Transitional Kindergarten is one more example of “The Best Is Yet To Come!” for our kindergarten students, as they enjoy the benefit of increased instructional time. We are considering adding a semester-long Transitional Kindergarten program for children with birthdates between December 2, 2007 and January 31, 2008 in January 2013. If you or a family member is interested in having a student considered for this expanded program, please contact your local school.

Our Great Expectations that the use of a variety of technological tools will enhance the instructional program has provided wonderful opportunities for students and teachers alike. New for 2012–2013 is the expansion of our pilot of the use of tablets and student response systems in our schools. Through the use of the handheld student response “clickers,” students respond to in-class questions on remote-control-like devices that allows all responses to electronically display on the teacher’s tablet instantly in bar graph form. This allows teachers to review students’ understanding of the material, as well as analyze the results of each lesson’s mastery. Teachers can poll students at any time during class to assess progress. Based on student responses displayed, teachers can determine whether they need to review, re-teach, or proceed with the remainder of lesson, demonstrating indeed that “The Best Is Yet To Come!” Also new for 2012–2013 is the implementation of a standards-based, online report card, as well as standards-aligned benchmark assessments to ensure that students are meeting grade-level standards. We are also proud of our updated district Web site, which allows parents to deposit funds electronically into their child’s lunch account, as well as providing contact information for teachers, allowing parents to e-mail questions or concerns, demonstrating indeed that “The Best Is Yet To Come!” as we continue to infuse technology into all areas of operation.

The difference between a good school district and a GREAT school district is people: people like the Savanna School District staff, who are committed to doing everything they can daily to demonstrate that “The Best Is Yet To Come!”; people like our parents, who provide the home support for our students so that they can meet our Great Expectations; and people like all those in our community, who contribute to our successes in so many ways. Our successes are YOUR successes. We’re excited to be well on the path toward demonstrating Great Expectations...The Best Is Still Yet To Come!

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SAVANNA SCHOOL DISTRICT

BOOK DRIVE

November 5 – 30, 2012

**HELP US COLLECT BOOKS
FOR PRESCHOOL CHILDREN!**

Types of Books Needed:

- *Picture books
- *Infant Books
- *Toddler Books
- *Preschool books

Please bring any gently used preschool children's books to any Savanna School District school or to our District Office.



Donated books will be cleaned and distributed to preschool children in our District. Research shows that children need at least 25 books in the home to greatly increase their chance of academic success!

Cerritos *School*

3731 Cerritos Ave., Anaheim, CA 92804 • 714/236-3830 • www.savsd.org/Schools/Cerritos/cerrhome.html



Dr. Jerry Friedman
Principal

'Paws' to Host, Clean and Learn!

We had a great turnout of parents for our Back to School Night recently! Our new multipurpose room was filled for our PTA meeting as well as for the introductions of our teachers to the tune of "Let's Get Ready to Rumble!" Parents then visited the classrooms, where teachers informed them of the class schedules, procedures, curriculum, discipline policies and so on. Additionally, our wonderful PTA had many informative booths and stations to support our Cheetah Community!

The Cerritos Cheetahs are so fortunate to be on a newly renovated campus, and we all want to keep it sparkling clean and in tip-top shape. Every week, one class will take on the responsibility of helping to keep our campus spotless. It will be up to each individual classroom to decide how students want to help by doing anything from combing the campus and



picking up trash to stationing themselves by the lunch benches in order to ensure that students throw their trash in the appropriate place.

If you walk into any classroom at Cerritos School, you will see that the Cheetahs are already thinking about going to college. Teachers know that referring to colleges and universities on a regular basis will have a lasting impression upon their students. We also have a School Spirit Day in which all staff and students wear the colors or jerseys of their favorite college or university.

Holder *School*

9550 Holder St., Buena Park, CA 90620 • 714/236-3840 • www.savsd.k12.ca.us/Holder/holdhome.htm



Ona Sandi
Principal

Soar to Success

One of the key indicators schools are evaluated by is their Academic Performance Index (API). It's official! Holder School's API for 2012 is 829—an increase of 48 points from 2011! The four major factors which contributed to this amazing achievement were Holder's staff, students, parents, and instructional programs. The staff, including teachers, classified personnel, and specialists, continue to be dedicated to the belief that every child can and will learn. Throughout the 2011–2012 school year, teachers utilized explicit direct instruction, which included student engagement strategies and checking for understanding. The curricular focus was English-language arts and math, which directly correlated to the California State Power Standards.

The students in second through sixth grades set individual learning goals. They worked diligently to master the state standards. We established a school motto for the year: "Be a Superhero! Score 8-0-0!" Holder's parents supported our school goals through ensuring regular student attendance and helping reinforce good school habits. Finally, we expanded our Hawk Walk, a leveled reading program for first through fifth grades, in order to match instruction to the range of diversity among our students. Intensive reading interventions were a key component of this program. In partnership with the Literacy Project Foundation, non-proficient readers in third through fifth grades participated in and benefited from additional phonics instruction.

Holder Hawks soared past 800 thanks to the dedication of the staff, students, and parents! We will continue soaring toward greatness this year; we've set our new API goal at 850!

Hansen *School*

1300 S. Knott Ave., Anaheim, CA 92804 • 714/236-3835 • www.savsd.k12.ca.us/Hansen/hanhome.htm



Shannon Wyatt
Principal

Future Authors

Each year at Hansen School we pick a part of the curriculum that we wish to focus on. This year that focus is creating great writers. To help our students become better writers, the Savanna School District has adopted a new writing curriculum, Write From the Beginning.

Last year, students at Hansen School were introduced to Thinking Maps. Thinking Maps consists of eight specific visual tools, which correspond to eight fundamental thinking processes.

More than simple graphic organizers, they can be utilized individually or in various combinations to form a common visual language for students and teachers at all grade levels, in all subjects. Research points to the use of certain thinking skills and the use of graphic representations as having a positive effect on student learning. After the implementation of Thinking Maps, Hansen School showed great success. Last year 94 percent of our fourth-grade students passed the state writing test!

Hansen staff will build on the use of Thinking Maps through the use of the Write From the Beginning curriculum, which utilizes Thinking Maps to develop students' writing habits. Staff development was provided over the summer to train lead teachers, and those lead teachers have shared their knowledge with their colleagues. Now all of our kindergarten through sixth-grade students will be "talking off the map" as they create wonderful pieces of writing.

Twila Reid *School*

Corner of Holder and Orange Ave.s, Buena Park, CA 90620 • 714/236-3845 • www.savsd.k12.ca.us/Reid/reidhome.htm



Dr. Bob Pipes
Principal

Business as Usual

Twila Reid School has been relocated to an interim site for the 2012-2013 school year while the regular campus is undergoing renovation. This is the result of Measure G being passed by the voters in June of 2012.

We are conducting business as usual at the interim site. Students arrived on the first day, found their classrooms, met with their teachers, and started a new school year. We had many parents attend Back to School Night, and the year is now successfully underway.

The Reid School staff will continue to focus on providing our students with the highest-caliber learning experience possible. We will continue to use and refine strategies that can engage each student in every lesson throughout the entire school day.

We will also continue to use and refine all components of Explicit Direct Instruction, and ensure that our students are being taught in accordance with the California Content Standards. All of this will happen in a caring and nurturing environment, so that our students will feel valued and respected and will develop a love for learning.

Students benefit when they come to school every day and arrive on time. Daily attendance increases academic achievement. Regular attendance and punctuality teaches students that good work habits are necessary for their entire education and career. Student attendance is essential to ensure that each child receives access to our high-caliber educational program.

It is important that each child arrives to school on time every day, and ready to learn!

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A Class Above. Guaranteed.™

www.TutoringClub.com



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with the SES Program
Sign up through your
school district

Are your kids asking for extra academic help this year?

A Trip to the Tutoring Club

\$666 for 18 hours

includes testing and registration

Get them the help they need at the Tutoring Club.

\$150 Off
ACT/SAT Prep

new software that tracks progress,
identifies weak areas and sets up a timeline

Expires March 31, 2013

Dates of Testing

SAT Dec. 1, Jan. 26, March 9,
May 4, June 1

ACT Dec. 8, Feb. 9, April 13,
June 8

"I want to express my sincere gratitude for the academic support you and your staff have provided to my son during the past year. I can attest to the significant impact the Tutoring Club experience has made in his life. As a result, he has earned A's and B's and is less frustrated when given difficult homework assignments. Beyond this, he has developed the academic self-confidence needed to be successful. I attribute a great deal of my son's academic success to the team at the Tutoring Club. Thank you for making a difference!!"

Paul R. de Dios
Dean of Cypress College

"My son always fought me to do homework, and this would be an all night thing. I tried everything, and then found the Tutoring Club. Putting him in the Tutoring Club's the best thing I could have done for him. His 2011 California Standards Test was proficient in everything!!!!"

Mother of student at
Landell Elementary, Cypress

"I am the mother of 3 children and my oldest son was having reading problems. The Tutoring Club helped my son and myself to learn new reading strategies. With Tutoring Club's help my 6 year old son was able to sound out words and read. He is very proud of himself and I am so happy and proud of him as well. He couldn't have made the growth without the Tutoring Club. Thank you Tutoring Club for giving my son the help he needed."

Mother of 1st grader – SES Student
Norwalk-La Mirada School District

Let Us Help With Homework This Year

(714) 995-READ (7323)

Cypress/Garden Grove • Campus View Center (Valley View at Lincoln) 9111 Valley View St. Suite 115, Cypress, CA 90630