

School News

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Covering the Districts of: Centralia, Cypress, & Savanna

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Elevating School Food Service

*By Diane Scheerhorn, Ph.D.
Superintendent
Centralia School District*

Under the direction of Brendan Shields, Director of Food Services, the Centralia School District Food Services Department is continuously finding ways to develop and improve their services.

Three of the eight schools in the Centralia School District are serving meals that are made “from scratch” on a daily basis. These meals are made from raw products and developed into healthy and appealing meals. We make our own sauces, marinades, and seasoning rubs to use with fresh poultry and meats to create delicious entrees for our students. “Scratch” cooking has proven to be a very efficient way to spend our money and resources. It also gives us the flexibility to customize our menus to meet federal requirements without having to rely on food-processing companies. We plan to expand this concept to additional sites in the future.

For students at Danbrook School, the Food Services Department has partnered with the after-school program to provide supper for approximately 70 students every day. The students in this program receive a snack at the end of the school day and, before they go home for the



Food Service Staff Paul Ngo, Jenelyn Musngi, Cherly Bivens, Tomiko Garcia, Leann Picon, Martha Hoover, and Rebecca Ramsey are busy preparing fresh ingredients for our “scratch” cooking menu.

day, they enjoy a hot supper. The suppers are prepared at our central kitchen and delivered hot for the students to enjoy. Funding for the supper program is provided by the United States Department of Agriculture Child and Adult Care Food Program.

In addition to “scratch” cooking and suppers, our Food Services Department strives to provide a multitude of services for staff and administration as well. Lunch Express is available for staff to place online orders for fresh salads and sandwiches, made to order in our central kitchen and then delivered to their individual sites. Customizable catering options are also available for any type of event.

Over the past year, Brendan Shields has served as an ambassador for the Fresh Regional Education Supportive Healthy (FRESH) Meals at Schools Program. The FRESH Meals at Schools project is funded by the California Department of Education, Nutrition Services Division and has been developed by the California Healthy Kids Resource Center. This project supports districts across California in transforming school meals to positively impact the way students eat while meeting the requirements of the Healthy, Hunger-Free Kids Act of 2010. Centralia School District is also a culinary center for the FRESH Meals at Schools Program. FRESH Meals Culinary Centers are responsible for creating recipes to contribute to a database, which will be accessible by other districts throughout the state. These recipes will be standardized and kid-tested and will contribute to the meal pattern requirements set forth by the Healthy, Hunger-Free Kids Act of 2010. This recipe database will be available in the spring at www.FRESHMeals.org.

None of these projects would be possible without the hard work of our entire Food Services Department staff, including our district chef, John Betts. Chef John has played an instrumental part in developing recipes and processes to elevate our school meals to a whole new level.

Nurturing Healthy Minds



Dr. Al Mijares
Superintendent
OC Dept of Ed.

Sylvia is 13 years old and in the eighth grade. She was often sad and angry and felt confused. She did not have close friends and other students would tease her. Her teacher noticed that something was wrong and consulted the school counselor. Sylvia's family was notified, and the school was able to provide resources and support.

Sylvia's challenge is not a rare situation. Between 20-25% of children in the U.S. experience symptoms of emotional distress, such as depression, anxiety, eating disorders, and substance abuse. From 2000-2005, 3.22 million youth, ages 7-17, were treated for depression; this is more than double the number from the previous five years.

In order for students to be successful in school, they need to be healthy mentally, emotionally and physically. Youth who have problems in these areas are more likely to have high rates of absenteeism and to drop out of school. The annual financial costs for treatment, including lost productivity, are staggering.

Educators, families, and community members have a role to play in cultivating wellness and encouraging school and life success for our youth. We can do this by learning how to decrease the stigma associated with mental health issues, build knowledge about mental health risks and protective factors, increase awareness about the signs and symptoms, and offer resources and support to students and families.

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Covering the
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FOUNDER/PUBLISHER: Kay Coop
562/493-3193 • kay@schoolnewsrollcall.com

ADVERTISING SALES: 562/493-3193

CONTENT COORDINATOR: Barbra Longiny

GRAPHIC DESIGNER: Meshel Negrete

COPY EDITORS:

Lisa Brock, Kate Karp & Anna Zappia

CONTRIBUTING CARTOONIST:

Netragrednik by Neta Madison



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Kay Coop
Founder/Publisher



Our last issue was in November
and the holidays are a distant
memory as students are focused on
testing and the end of the year is in
sight.

The Centralia Superintendent's
article on the front page highlights
the improvements in nutrition at
school. That is very exciting!

The November contest winners
were Lakshman Manickam for the
Word Search and Mindi Hoffman for
the Seek'n Find. We did not have
space in this issue for a contest, but
we have a contest on our web site
www.schoolnewsrollcall.com.

Our next issue is May 7.



Miller Children's Hospital Long Beach

2801 Atlantic Ave., Long Beach, CA 90806 • 562/933-KIDS • MCHLB.org

Kids with Asthma



Eliezer Nussbaum,
MD

Medical Director,
Pulmonary,
Allergy, Asthma
and Cystic Fibrosis
Center

Asthma is one of the most common chronic childhood
disorders affecting an estimated 7.1 million children in the U.S.
according to the American Lung Association. It's the third leading
cause of hospitalization among children under the age of 15.

Although there is no cure for asthma, we know what common
asthma attack triggers are and strive to educate children and
their families how to avoid their triggers.

Take action in your home to protect your children from
triggers like: dust mites, mold, animal dander, strong odors and
second-hand smoke.

There are some triggers that can't be avoided like changes in
the weather and pollen in the air, but many common triggers are
caused by our environment and the people and things in it.

It's surprising the impact making a few changes in your
everyday life can have on the community. A cleaner environment can mean
fewer hospitalizations for children with asthma, decreased absenteeism from
school and a community where they can breathe easy.

Consider adopting a few of these strategies for clean air:

- Drive less – think about walking, riding your bike or carpooling
- Maintain your car – get regular checkups for emissions
- Don't "top off" your gas tank
- Use alternative fuel or vehicles, such as hybrid or electric cars
- Don't leave your car running for extended periods of time
- Conserve energy – turn off appliances, lights, etc. when you leave a room
- Remove indoor asthma triggers from your home to help avoid an attack
- Use environmentally friendly cleaning products
- Quit smoking – it's good for you and others

Miller Children's Hospital Long Beach

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

Corey was born a healthy and happy full-term baby.
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allergies. Even a slight atmospheric change would send
his allergies spinning. A move to Southern California
landed Corey in the hospital because of a severe reaction
to his new surroundings. Miller Children's was able
to design a treatment plan tailored just for him. Now,
Corey can shoot hoops and focus on landing MVP
honors, instead of in the hospital.

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Allergies**

Corey's specialty:
MVP Hoop Hero

Corey, 12-years-old,
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Centralia School District

6625 La Palma Ave., Buena Park, CA 90620 • 714/228-3100 • www.cesd.us

SUPERINTENDENT



Dr. Diane Scheerhorn

A Gift from Japan

An old Japanese tradition called origami was shared with students in the After School Education & Safety (ASES) programs by Thomas Trinkle and his wife, Naoko, both of whom are passionate about sharing and teaching.

Origami is the art of folding paper into shapes, such as birds, animals and even functional items. Students and adults alike became intrigued with each fold they were guided to make. Soon the participants had completed samurai hats and bowls to carry origami birds that Naoko had made for each student.

Mr. Trinkle explained that in Japan's spring time, when oranges and tangerines are ripe, Japanese mothers and their children make paper bowls to hold the fruit and peels, keeping areas neat and clean. A wonderful new learning experience was gained through our two visitors from Japan.

Mr. and Mrs. Trinkle are relatives of Centralia School District Board of Education Trustee Mr. Irv Trinkle. Mr. Thomas Trinkle is a professor at the Nichi-Bei School in Tokyo, Japan, and Naoko Trinkle is a linguist who teaches Japanese as a second language.



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Buena Terra *Elementary*

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



Peter Cole
Principal

Parent Involvement

Keeping parents involved is a key component for the Buena Terra community. From weekly phone calls to up-to-date web pages, we want parents to know all the good things that are happening for their children.

One opportunity for parent involvement is through our annual son and daughter events. This year, it is Mother/Son and Father/Daughter. The purpose is to allow for an enjoyable evening for parents with their children at school.

In January, the theme for the Mother/Son night was the video game Minecraft. The multipurpose room was transformed with paraphernalia from the game. The food came in squares, like the game, and the disc jockey wore green and had great games for the boys and their mothers to participate in.

Father/Daughter night took place in February with the theme of Hollywood, complete with a movie and food—including, of course, popcorn!



Ben Beasley and brother Adam Alonso pose with their mother Mrs. Andrea Beasley at the "Mine Craft" themed Mother Son Night.

Danbrook *Elementary*

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



Erasmo Garcia
Principal

Common Core Standards

The Common Core sets standards that reflect the knowledge and skills needed for success in college and careers. The standards ask that students think critically and study materials in depth rather than using memorization and repetition. It is more important than ever that learning communities be progressive and forward thinking.

Teachers at Danbrook engage in academic conferences in a system of interdependence. The grade-level team is greater than the sum of its parts. Danbrook teacher and District Instructional Team member Jennifer Lee offers her perspective: "As a team, we aspire to have productive collaboration time. Professional discussions help us internalize and make sense of the Common Core Standards. It is a process of working through new methods of teaching with trial and error and adding to our pedagogy."



Centralia *Elementary*

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



Richard Mojarro
Principal

Our Vision

As an individual in the position of leadership, I have embraced this excellent opportunity to ensure that Centralia Elementary School has a future orientation for the implementation of the Common Core State Standards. A shared vision, created collaboratively, will be the driving force that guides our work towards a common goal. This vision will not only provide a meaningful purpose for our efforts, but it will serve as inspiration and motivation to compel the staff, parents, and community to work towards attaining it. This vision will continue to be our goal for the future and represents our compelling commitment to establish a standard of excellence in educating our students.

Our vision is to develop lifelong learners and thinkers who are eager and well-prepared to make positive contributions in a diverse global community. The Centralia Learning Community is committed to creating a safe and nurturing learning environment, where students can develop to their fullest potential in order to be better prepared to meet the rigor of college and fulfill their career goals. The staff is dedicated to the implementation of Common Core State Standards and the alignment of classroom instruction to these standards. They are committed to providing all students with Common Core State Standards-based instruction supported by research-validated and data-driven best practices such as Close Reading, a multi-tiered systems of support assessments and interventions, and Thinking Maps.

G.H. Dysinger *Elementary*

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



Maria Poulin
Principal

An Effective Environment

Research shows that when a school environment is positive, students feel safer, perform better academically, score higher on tests, make better behavioral choices, and have an overall reduction in out-of-school suspensions and disciplinary referrals.

When Dysinger students meet school-wide expectations they receive positive reinforcement. This includes special praise, and even coupons that can be used to purchase items in the classroom or at monthly drawings.

This year we have a new reward for the upper-grade students called "Principal's Table." Our food service department provides lunch on china plates, actual silverware, formal invitations, and special meal options. The director serves the lunch, and the cafeteria chef is on hand to answer questions about the meal. We are excited about this new reward for positive behavior.

Dysinger celebrates positive behaviors as skills to be developed, and we approach good behavior as an instructional need. This philosophy helps create a school environment that is conducive to teaching and learning.



Los Coyotes *Elementary*

8122 Moody St., La Palma, CA 90623 • 714/228-3260 • www.cesd.us



Robyn Yarbrough
Principal

Community Involvement

Los Coyotes School has a long and valued tradition of community involvement. Through their participation in various events, our students learn about important life concepts such as cooperation, generosity and community pride. They also begin their journey towards becoming involved citizens.

In October, our students participated in the La Palma Red Ribbon Week Challenge. They were asked to donate some of their time on a Saturday morning to help decorate La Palma Central Park. About one-third of our students, or 179, turned out to demonstrate their support, and add a little red décor to anything that didn't move! For these efforts we took home the Red Ribbon Week Challenge trophy for the sixth straight year.

In November, the Los Coyotes students, parents and staff members participated in the annual La Palma Days Parade, complete with our spirit squad and student council officers as honored guests. This year our students took home the Spirit Trophy.

In December, the students participated in two food drives for the holidays, both of which were organized by the PTSO. The students put together enough holiday dinner buckets to help approximately 30 families in need. They also collected cake and brownie mix to assist "Helping Other People Every Day," an organization that distributes food to needy families in our community twice a month.

Los Coyotes also has ongoing recycling drives to promote a greener planet and raise funds for technology. Our students are learning that there are many different ways to give back to the community!

San Marino *Elementary*

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



Stacy Chang
Principal

Encouraging Positive Behavior Every Day

San Marino believes that positive student behavior is a factor that impacts our students' sense of safety and access to quality education. As such, we have been implementing PBIS, or the Positive Behavior and Intervention System. PBIS is a sustained school-wide decision-making and problem-solving action plan about student behavior.

As part of PBIS, San Marino students

and staff members gather together every morning for a special flag ceremony. Along with the Pledge of Allegiance, we also recite our RAMS motto: "We are respectful, act kindly, make responsible choices, and are safety-minded." Our San Marino RAMS also learn positive new words, get their RAMS Reminders, and dance to an uplifting song to get ready for a "RAMTASTIC" day.

These assemblies are student-driven, and our principal strives to inspire positive behaviors in each classroom. The ceremony helps to build a strong sense of community throughout our school, and sets a positive tone for the entire school day.



Our Student Flag Crew sets up for the Morning Assembly every day. Students are selected based on merit and character.

G.B. Miller *Elementary*

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



Jeanette Salinas
Principal

Community Service

Miller School's mission is to provide a challenging learning environment that enables students to become productive, contributing citizens. Student Council, led by Mr. Hunt and Mrs. McClure, creates an environment where students learn the concepts of representation, democracy, leadership and student government. Students are encouraged to share ideas, plan events, and represent their classmates. This year's president says, "We want to ensure that students get the best out of school. We want to enrich programs and make school fun but learn at the same time."



Student Council helps bring together the school community through contests and special events in addition to opening our school to our local community through service projects and outside events. Student Council meets once or twice a month and organizes one event monthly, including La Palma Days Parade, Food Drive, Santa Grams, Pennies for Patients, Valentine Grams and the schoolwide Talent Show.

Raymond Temple *Elementary*

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



Sara Pelly
Principal

Transitional Kindergarten: The Gift of Time

Several years ago, the state of California began to gradually push back the required birthdate for kindergarten entry. The first year, children had to be five years of age by November 1 to start school. Those who were born November 2 through December 2 were eligible for Transitional Kindergarten (TK), which is the first of a two-year kindergarten program. Centralia offered two TK classes that year in which those "early fives" were able to attend school and be exposed to a curriculum designed specifically to better prepare them for kindergarten.

The TK curriculum focuses on teaching developmental, social, and academic skills, which are key to success not only in kindergarten but in the years beyond. Research shows it plays a significant role in helping children pave a path to success in school, and it translates into higher graduation rates, less crime, and a better workforce. It also gives low-income students a head start, as many of them do not attend pre-school or Head Start programs.

Raymond Temple School is excited to have two TK classes this year, which include students who turned five between October 2 and December 2. They have been busy learning important social skills, such as getting along with others, sharing, and problem-solving, as well as academic skills, such as sequencing, retelling stories, letter sounds, counting, and recognizing numbers.

We are pleased to give these students the gift of time to help them develop into lifelong learners.



Cypress School District

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

SUPERINTENDENT



Beverly M. Hempstead

The Changing Face of Technology and Learning

As California begins implementation of the Common Core State Standards (CCSS) and associated Smarter Balanced Assessments, districts are tasked with developing plans for meeting the challenges, not only instructionally, but technologically as well. A vast array of technologies is available to support the educational program each district presents to its community. At Cypress School District, we are well on our way to meeting these challenges so our students have the tools they need to become true 21st-century learners.

We began work by upgrading our network infrastructure—the backbone of our students' connection to the world. Our network speeds are now eight to nine times faster than before, and we are gearing up to double those speeds by the start of the 2014–2015 school year. Infrastructure is important because CCSS will require more research by students and will be much more media-intensive.

Cypress is currently rolling out electronic tablet Computers On Wheels (COWs). With the infusion of these devices, we will effectively reduce our student-to-computer ratio to 4:1. In addition to computerized testing, the COWs will be available for general day-to-day use. These tools, along with programs such as My Big Campus, will extend the learning environment into “the cloud” and supplement small-group learning and collaboration.

Finally, we are thinking ahead to the possibility of allowing the use of personal devices at school. This could potentially reduce our student-to-computer ratio to 1:1.

The future is indeed bright for our students, and we are doing our part to let them shine.

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Arnold Elementary

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



Denine Kelly
Principal

Arnold Students are Thinking

As part of a district-wide staff development initiative, all teachers in Cypress School District were recently trained in the use of Thinking Maps. Thinking Maps are based on eight cognitive skills that students use for life-long learning across disciplines. They help students become aware of these thinking skills and how they can apply them as they progress through the grade levels to develop more complex understanding. Arnold teachers have introduced their students in all grade levels to each of the eight maps and are integrating them into their daily lessons. Thinking Maps are another tool we are using to help our students increase their depth of knowledge and prepare them for the 21st Century.

King Elementary

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



Carol Erbe
Principal

Our Door to the Core

King students and staff have a new “language” for learning. This language, called Thinking Maps, consists of eight visual patterns, each based on a fundamental thinking process. Our students use these Maps to organize information, make connections to previously learned content, and analyze text.

The Maps provide a common visual language, and enable easy transfer and continuous development of thinking processes. They can be used individually or in combination as an integrated set of life-long learning tools, across every grade level and in every curricular area. Our students and teachers have embraced Thinking Maps and made them a part of our school's culture and methodology.



But Thinking Maps are just one of the many instructional shifts we're using to move our students towards the Common Core. In conjunction with text-dependent questioning, use of complex nonfiction text, working collaboratively with peers, and persevering through problem-solving, Thinking Maps will lead us closer to the goal of college- and career-readiness for every one of our students.

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Landell *Elementary*

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Rena Gibbs
Principal

Engineering a Better Tomorrow

Collaboration, communication, creativity and critical thinking are alive and well at Landell.

Our fourth-grade engineers are a good example of this. Miss Pfafflin's students are learning how energy can be converted to heat, light and motion. In addition to researching and learning about energy, the fourth-graders are also engineering model homes out of poster board and tracking how thermal energy moves within a structure.

Using incandescent light bulbs as their heat source, and a thermal imaging application on the iPad, the students take photographs to see where the greatest heat loss is taking place in the home. They also use digital thermometers to record the actual loss.

After collecting this data, the students will insulate their homes by using a variety of materials to improve their structure. They will then take new thermal images and temperature readings to evaluate the effectiveness of their improvements.

The next stop: engineering the homes of tomorrow!



Luther *Elementary*

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



Jacki Teschke
Principal

Student Advisory Committee Shares Ideas and Concerns

As part of our effort to improve student morale and meet the educational as well as emotional needs of our students, Luther School has formed a Student Advisory Committee. This committee is comprised of students in fourth through sixth grades, who are selected by the principal and represent all facets of our school demographics, including Special Education.

The students meet with the principal twice a month for an informal lunch and chat. Students on the committee enjoy sharing what they like and don't like about school life. They offer constructive criticism and ideas on how to make our school a better place. All ideas are welcomed and shared by the principal with the School Leadership Team.

Our goal is to create an environment where school life is enriching and pleasant for all students, both in and out of the classroom, and we believe that our Student Advisory Committee has been integral in doing this.



Morris *Elementary*

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



Lori Hernandez
Principal

Morris PRIDE

This year, Morris Elementary is going through the process of establishing, teaching, and

enforcing school-wide expectations for behavior. These expectations are based on the acronym PRIDE: Practice Safety, Respect, Integrity, Do your Best, Encourage Others. The school's leadership team established a matrix of expected behaviors for each common area on campus.

The first day back from winter break, teachers facilitated a "Kick-Off Day" where students went through rotations throughout our campus to learn the expectations and procedures for each area. Students also completed writing assignments in their classrooms on the topic of positive behavior. Now everyone has a common language around how to act at school, and we've seen a decrease in problem behaviors.



Vessels *Elementary*

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



Helen Chung-Lu
Principal

The Bulldog Beat—A Newspaper, Not a Snoozepaper!

One of the many new and exciting things happening at Vessels this year is the school newspaper, *The Bulldog Beat*. Speech-language pathologists Rachel Pyon and Margaret Vento-Wilson and school psychologist Raechel Beaudoin are working with students, teachers and staff to create a bimonthly newspaper highlighting various people and events. Students from Student Club and Social Skills Group have the opportunity to sign up and write various articles about what's been going on in our school, the local community and the world.



Contributors to the December *The Bulldog Beat*.
(Back) Carolyn Nickell, Grant Wilson, Evan Buchan, Chris Lanning.
(Front) Alpha Nguyen, Megan McClintock, Madison Menor

led by our Student Club members and a kindergarten teacher interview. There are so many exciting projects and collaborations happening at Vessels!

If you'd like a copy of *The Bulldog Beat*, please contact Ms. Pyon at rpyon@cypsd.k12.ca.us.

Our first edition included a principal interview, a movie review, a Winter Olympics preview and a summary on USC football. The next edition, which came out out in February, featured an interview with our superintendent Beverly M. Hempstead, a philanthropic project

Savanna School District

1330 S. Knott Ave., Anaheim, CA 92804 • 714/236-3800 • www.savsd.k12.ca.us

SUPERINTENDENT



Dr. Sue Johnson

Fulfilling Our Great Expectations

What an exciting, eventful school year this continues 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 throughout the district that support and enhance learning for our students. The combination of a rich, well-rounded curriculum, a highly qualified and caring staff, and a long-standing commitment to excellence is continuing to provide

our students with the opportunity to be prepared and successful 21st-century citizens. This is what Savanna has been and what we strive to be for every child every day. Parents, students, and staff take great pride in the Savanna School District’s Great Expectations. They have high expectations that the children who attend our schools will be challenged to learn and grow to their full potential and achieve to the highest standards. Our recently redesigned benchmark assessments will allow us to continue to ensure that students are learning; these assessments will also provide teachers with valuable information on areas where re-teaching is necessary. We have seen remarkable growth in students’ reading comprehension and fluency. This commitment to having Great Expectations for our students and the community’s ongoing support of and belief in our students has resulted in incredible success as just one example of “The Best Is Yet To Come!”

Another indication of “Great Expectations...The Best Is Yet To Come!” is our transition from the current California Content Standards to the California Common Core State Standards (CCSS) in math and English language arts. As we do so, it’s important to know that 70 to 80 percent of the standards will remain the same. The real difference is in the cognitive rigor of what we are asking students to do (i.e. students will be reading more complex and varied texts). The shift toward the CCSS will infuse a systemic change in California’s educational system with a focus on ensuring students are college- and career-ready upon high school graduation. Built upon not only what students need to know, but also on how they arrive at solving complex problems, the CCSS will help students learn unique skills they will need to be successful in a rapidly changing global economy. CCCS is not a federal mandate imposed upon us; the standards were driven by several states’ need to agree on common standards to measure college readiness. This set of shared national standards will help to ensure that students in every state are held to the same level of expectations that students in the world’s highest-performing countries are and that they gain the knowledge and skills that will prepare them for success in postsecondary education and in the global arena.

In addition to new instructional strategies and a realignment of the curriculum at all grade levels, the CCSS requires a new system of assessment. The Smarter Balanced Assessment Consortium (SBAC) is currently creating new assessments for use across the country. Similar to the shift in standards, students will participate in the new Smarter Balanced Assessment pilot in spring 2014, aligned to the Common Core. The SBAC assessments require online testing. This is a major departure from the paper and pencil tests students have taken in the past. As a result, technology will need to be infused into the curriculum, providing students with the necessary skills to demonstrate their knowledge in an online environment. Our Great Expectations for our students to be technologically literate can be evidenced in our recently developed technology curriculum that identifies what students should know and be able to do at each grade level, beginning in transitional kindergarten, as teachers infuse the use of technological tools into the curriculum.

As part of our Great Expectations for students, Savanna’s certificated staff members are participating in professional development throughout the 2013–2014 school year to learn more about the CCSS and the steps we will be taking over the next several years as we shift from California State Standards to implementing the Common Core. The wonderful news is that we’ve already implemented several instructional programs that align well with Common Core, including our district-wide writing program, Write From the Beginning, Explicit Direct Instruction, Student Engagement Strategies, and Thinking Maps. These programs have helped to transform teaching and learning in our schools. The goal is that all of our students will promote to seventh grade with skills necessary to succeed in junior and senior high school as well as be college- and career-ready. The Common Core will include the incorporation of the Four Cs—communication, collaboration, creativity, and critical thinking—as we help our young people to become independent thinkers rather than simply memorizing rote facts. Our students deserve nothing less; we as educators could give them nothing more important. The Common Core professional development programs and the shift to helping our students solve complex problems will impact our children’s education and our community for generations to come, demonstrating “The Best Is Yet to Come!” as we prepare to leave a legacy for tomorrow’s generation.

Our Great Expectation that we must continue to partner with parents to support students both at school and at home was evidenced during our 22nd annual Reach the Reader family reading night. Throughout this fun-filled evening, parents and children were involved in activities that focused on literacy. Parents participated in a keynote session led by internationally acclaimed Dr. Laura Kiesler, a noted professor at California State University, Fullerton and an expert in the field of reading. Parents learned strategies they could use at home to help support their children in reading while children were involved in a variety of reading-related activities. With nearly 1,000 parents and children in attendance, it was apparent to us that our school community is eager to learn how they can help children become better readers, how to motivate children to read for fun, and how to instill a lifelong love of learning in children! This annual event would not have been possible without the tremendous support of the entire Savanna School District staff, with over 100 volunteers who generously donated their time to present student sessions, provide infant care, assist with parking and serving dinner, and much, much more, demonstrating once again that through “Great Expectations...The Best Is Yet to Come!”

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 do 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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Cerritos *School*

3731 Cerritos St., Anaheim, CA 92804 • 714/236-3830 • <http://savsd.k12.ca.us/Cerritos/cerrhome.html>



Dr. Paul Lavigne
Principal

Charging into Learning

This year, Cerritos School has begun a new program called Cheetah Charge! Cheetah Charge is a leveled reading program that provides students with the opportunity to receive reading instruction at their current level.

During this time period the students leave their regular classrooms and “charge” into their leveled reading groups for additional instruction. Students who are advanced readers get the opportunity to explore deeper into the texts, while those in need of more support can receive intensive instruction in a small-group format. Our students can be seen throughout the day happily “charging” their way around the campus as they develop a lifetime love for reading.

Engaging students in the use of technology is also a main focus at Cerritos. It is our goal that the students will be proficient in age-appropriate computer literacy. The Cerritos classrooms are thus equipped with a variety of tools for our teachers and students, including six new computers in each room, overhead LCD projectors with voice amplification, and student-response devices for immediate feedback.

Our students also have access to a variety of educational software to help develop their keyboarding skills, as well as enhance their supplemental math and reading instruction, and monitor academic progress.

Each Monday our students and teachers also gather together for their weekly flag ceremony, which includes a patriotic song of the month. Here the students and their classrooms are recognized and rewarded for their good attendance, positive behaviors, and keeping our campus clean. What a great way to begin each week!

Holder *School*

9550 Holder St., Buena Park, CA 90620 • 714/236-3840 • <http://www.savsd.org/Schools/Holder/holdhome.html>



Dr. Jerry Friedman
Principal

Outstanding Behavior and Notable Achievements

Academic success is certainly a priority at Holder School; however, we also encourage and reward outstanding behavior. Holder Hawks who receive all “outstanding” in the behavior areas on their report cards receive wrist bracelets. For the first trimester, there were approximately 150 students who were awarded bracelets. Incentives are provided to encourage students to proudly display their outstanding behavior and bracelets.

The Holder Hawks were recently recognized at our awards assemblies for their incredible achievements in both academics and citizenship. Each recognized student received a certificate, a pencil, and a rousing round of applause from our school community, including students, teachers, and many proud parents!

Preparing to Go “Home”

Thanks to funds from Measures N and G, the buildings, internal structures, and facilities at Holder School are currently being modernized, upgraded, and updated. If you have driven past the campus on Holder Street, you have certainly noticed all the construction occurring. As we pass the halfway point of the current school year, we are beginning to anticipate and prepare for returning to our “home!”

We’re very excited to invite our entire school community to attend the ribbon-cutting ceremony showcasing Holder School’s completed modernization project which is scheduled for Wednesday, May 28 at 2:30 p.m. at the Holder School campus located at 9550 Holder St., Buena Park. This will be a great opportunity to see firsthand the great improvements we’ll go “home” to!

Hansen *School*

1300 S. Knott Ave., Anaheim, CA 92804 • 714/236-3835 • <http://www.savsd.org/Hansen/hanhome.html>



Shannon Wyatt
Principal

Students Show PRIDE!

All staff members at Hansen are participating in professional development on Positive Behavior Intervention Support (PBIS) in order to develop schoolwide behavior expectations. As we brand our expectations, we want students to show their PRIDE—Polite, Respect, Integrity, Determination, Enthusiasm—each day. This acronym will soon be everywhere on our campus! It’s the goal of the Hansen staff that each and every student, staff member and parent at Hansen School will soon be able to say “I am polite and respectful; I show integrity, determination and enthusiasm every day.”

PBIS is a proactive schoolwide approach to discipline that focuses on teaching and supporting positive behavior for all. The system reduces the frequency and intensity of misbehavior by providing students with examples of positive replacement behaviors. After PBIS implementation, the majority of schools report a decrease in problem behavior, an increase in positive social skills, an increase in the overall academic achievement and an increase in instructional time.

We’re striving to create a positive learning environment for our students in classrooms, hallways, on the playground, and as they arrive and leave Hansen every day.

The Tile Wall

Thanks to our wonderful PTA, Hansen School is planning to install a tile wall in the center of our campus. We’re looking for all current and former students, parents, staff and community members who want to leave a lifelong legacy with a tile on this special wall.

Twila Reid *School*

720 S. Western Ave., Anaheim, CA 92804 • 714/236-3845 • www.savsd.k12.ca.us/Reid/reidhome.htm



Dr. Bob Pipes
Principal

Rams Run Toward Success

In order to match instruction to the range of diversity among our students, the Reid staff has implemented a leveled reading program for second through sixth grades that focuses on intensive reading interventions. Titled “Reid Ram Run,” the program is used for students to learn comprehension skills and reading strategies to improve their ability and boost their reading confidence as they are provided in-depth instruction and individual attention. Students in the advanced level are able to soar as they are challenged to reach as high as they can. Students

in the benchmark level receive instruction focused on comprehension skills, while struggling readers receive instruction in comprehension, vocabulary and word-attack skills through small-group instruction. When students return to their homeroom class, they are more likely to feel confident about the concepts and more comfortable participating in class discussions. Reid Rams are running toward success in reading!

Music Masters: Strings Lessons

Reid School students in the fourth through sixth grades have the opportunity to learn to play a stringed instrument such as violin, viola or cello. Julie Metz, a professional concert violinist, has taught for the Music Masters Program at Reid School for over 20 years. Each May, string players from all four schools of the Savanna School District—Hansen, Cerritos, Holder and Reid—along with Orangeview Junior High and Western High School students hold a concert for families, teachers and interested community members. If you’d like to hear how well our students have progressed in their ability to play their instrument, I encourage you to attend our spring concert!



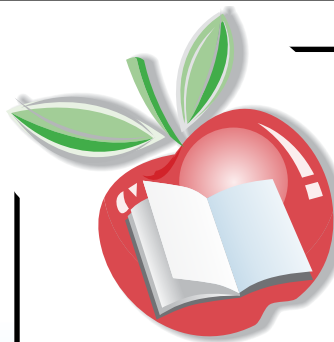


Savanna School District Community Health Fair

Saturday, April 12, 2014 • 10:00 am – 2:00 pm
Hansen School
1300 Knott Ave.
Anaheim, CA 92804

Sponsored by the Children & Families Commission of Orange County

- Free Immunizations
- Free Dental Screenings
- Information on free and low cost health services
- Prizes!
- Activities for children
- Much, much more!



Savanna School District

Full Day Kindergarten and Transitional Kindergarten Programs 2014–2015 School Year

Cerritos School
3731 Cerritos Ave.
Anaheim, CA 92804
 8:05 am – 2:35 pm

Hansen School
1300 S. Knott Ave.
Anaheim, CA 92804
 7:50 am – 2:20 pm

Holder School
9550 Holder St.
Buena Park, CA 90620
 7:40 am – 2:00 pm

Reid School
720 S. Western Ave.
Anaheim, CA 92804
 8:30 am – 2:55 pm

For registration information,
 call Savanna School District:
714-236-3800



Ribbon Cutting



9550 Holder St, Buena Park, CA 90620



- Wednesday, May 28
- Beginning at 2:30 p.m.
 with tours until 5 p.m.

Savanna School District

OC DEPT. OF ED • From Page 1

To nurture youth resilience, mental health, and well-being, the Orange County Department of Education leads a K-12 Student Mental Health Initiative. This initiative is part of a statewide effort funded by Proposition 63 and the California Mental Health Services Authority (CalMHSA) through the California County Superintendents Educational Services Association (CCSESA). The Orange County initiative focuses on prevention and early identification of youth mental health issues. The initiative provides services and conducts demonstration projects including:

- Training for school staff in prevention and identification of student mental health issues; fostering positive school climate to support academic, social and emotional development; and reducing stigma associated with behavioral health challenges
- *Eliminating Barriers to Learning through the Early Identification of Student Mental Health Issues* train the trainer program
- Collaborating across agencies to enhance mental health services for foster youth
- Providing access to information on age-appropriate, culturally relevant, evidence-based mental health programs, strategies, and resources
- Providing local referral resources and information for parents, educators, and the community
- Providing stress management education for teachers and students
- Developing an online school climate survey for middle school students to gather and assess indicators of student stress, anxiety, and depression

These efforts can prevent and reduce the risk of mental disorders, support the social and emotional health of students, and effectively place students on the path to college and career readiness and success.

For additional information, visit www.ocde.us/healthyminds. To access resources that promote the mental health and wellness of students, visit www.regionalk12smhi.org.

Orange County Department of Education
 200 Kalmus Drive, Costa Mesa CA 92628 • 714/966-4000 • www.ocde.us

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 - STUDY SKILLS
 - ACT/SAT PREP
 - HOMEWORK ASSISTANCE
- AT ALL LEVELS

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A – Clean Slate at School

A = A Trip to the Tutoring Club

30 Hours
at
\$35 per hour
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Expires May 15, 2014

\$100 Off
Summer Program
if you sign up by
May 15, 2014

"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