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School News

Education + Communication = A Better Nation



Covering the Districts of: Centralia, Cypress, & Savanna

VOLUME 12, ISSUE 47

www.SchoolNewsRollCall.com

NOVEMBER 2018–JANUARY 2019

Cypress School District Expands Music Opportunities for Students...Again!

By Anne Silavs, Superintendent
Cypress School District

Did you know that the benefits of music extend far beyond its immediate enjoyment? Research shows that music instruction supports the development of students' auditory, language, reasoning, and critical thinking skills. Additionally, music instruction promotes creativity, social/emotional development, teamwork, and self-confidence. No wonder the Cypress School District values the role of music in its educational program and places a high priority on expanding music opportunities for all students!

General Music Program

Every student in the Cypress School District benefits from weekly music classes taught by credentialed music teachers during the regular school day. Students learn concepts that include pitch, melody, rhythm, and tempo. Music teachers use Kodály, Orff, and Dalcroze methods to develop the ear and musical understanding in a developmentally appropriate instructional sequence from preschool through sixth grade.

TK/K – 1st Grade: Students are introduced to the basic elements of music, such as beat, rhythm, and melody, to build their music literacy skills. They create music through voice and use of various percussion instruments.

2nd – 3rd Grade: Students learn basic music theory, how to match pitch, and how to sight-read music using the Kodály method. Students perform songs in unison as well as in two parts.

4th Grade: Students begin to identify notes with absolute pitch names to prepare for instrumental performance using soprano recorders. They are introduced to the nuances of music and learn to notate rhythms and analyze structure/form.



Student being introduced to his new brass instrument.

5th – 6th Grade: Students build proficiency in identifying notes with absolute pitch names and reading rhythms using the Kodály syllables. They develop their voices with various exercises and repertoire to extend their range. They also learn to play soprano recorders. This year, the district expanded music offerings for fifth and sixth grade students to include a 10-week rotation with the ukulele, during which time students acquire the skills to identify and play basic chords using proper technique.

Students at all grade levels showcase their musical accomplishments at an annual concert performed on each school campus in the spring. Collectively, these experiences are designed to cultivate deeper student interest in music. However, even if students choose not to pursue further vocal or instrumental music study, the general music program they receive in elementary school helps develop cultural literacy and an appreciation for the complexities of the musical art form.



Students exploring percussion instruments in the world music program.

In addition to general music education, our upper-grade students also have the opportunity to participate in a number of performance ensembles that include choir and world music. This year, we expanded our music offerings to include a new band program on every school campus. We currently have over 150 students taking band as well as over 100 students in choir and approximately 95 students participating in world music.

While we are extremely proud of the outstanding programs and services we provide our students in the Cypress School District, we fully recognize that the success we enjoy is built on a strong foundation of parent and community support. The district's music program was made possible through voter approval of Measure R in 2014, which allowed the district to exchange the old Mackay school site for an investment property that funds both music teachers and instruments (not to mention the district's STEM program, too). Working together with our local community, we effectively achieve our mission to inspire and empower every student, every moment, for every opportunity!

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Covering the
CENTRALIA, CYPRESS, & SAVANNA
SCHOOL DISTRICTS

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www.schoolnewsrollcall.com

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Kay Coop
Founder/Publisher

In this issue you will read about looking forward. There are articles about Engineering Design, Content Mastery, Innovation Labs, Critical & Creative Thinking, Innovative Future-Focused Learning, and much more. The world is changing at such a rapid rate and educators are up for the challenge of preparing students to compete in the 21st Century.

At this time of year we reflect on how grateful we are for our families and our men and women in the armed services. Our next issue is Feb. 27.

MemorialCare Miller Children’s & Women’s Hospital Long Beach
2801 Atlantic Ave., Long Beach, CA 90806 • 1.800.MEMORIAL • millerchildrens.org/Ortho

Jammed Finger. Could It Be Serious?



Anna Acosta
M.D.
pediatric hand and upper extremity surgeon, Orthopedic Center, MemorialCare Miller Children’s & Women’s Hospital Long Beach

Your child just smashed their finger in the door. Or maybe they caught a ball the wrong way. Now their finger is swollen and painful to move. These could be signs of a jammed finger, a condition that occurs when the finger is bent back or compressed at the joint.

As our kids become more active in sports and activities, jammed fingers become more common. When a jammed finger occurs, it can stretch or even tear the tissues around the finger joint, which can cause a sprain. However, if the impact on the finger is great enough, it can cause tendon damage or a bone fracture. Although the bones in the hand are small, a broken (fractured) finger is not a minor injury.

- Signs of a finger fracture include:
- Swelling
 - Bruising
 - Tenderness
 - Difficulty moving the finger
 - Deformity of the finger



If you see any of these signs in your child, it’s important to seek medical treatment to prevent permanent damage. Untreated sprains and fractures in the hand can cause long-term stiffness, loss of motion and arthritis.

There are several treatment options for fractured fingers depending on the severity, including splinting, casting, surgery and rehabilitation.

To determine if your child’s finger is fractured, they will need an x-ray. Because a child’s bones are smaller and still growing, they will look very different than adult bones. It’s important to find a children’s hospital and pediatric specialists, such as a pediatric hand surgeons, who are experts in treating kids with conditions affecting the hand, wrist, arm and shoulder.

Julia, 12, and Emma, 15,
Sisters and Miller Children’s & Women’s Scoliosis Patients

Our specialty:
Orthopedics

Their specialty:
Bump, Set, Sisters

After a major growth spurt, Emma experienced severe back pain. Her pediatrician, shocked at the sudden onset of scoliosis, referred Emma to the Orthopedic Center at MemorialCare Miller Children’s & Women’s Hospital Long Beach, where Dr. Torin Cunningham corrected her severe scoliosis with spinal fusion surgery. As a precaution, Emma’s sister Julia, was immediately screened and diagnosed with less severe scoliosis. Today, Julia’s scoliosis is managed with a back brace, and the sisters can be found serving up some tough competition.

Specialized care. Just for kids.

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Centralia School District

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

SUPERINTENDENT



Norma E. Martinez

Flourishing and Transforming

When visiting our classrooms today, I cannot help but feel an enormous sense of pride in the quality work happening in all of our Centralia ESD schools. Centralia is a district that serves three cities, and we take tremendous joy in contributing positively in each of the communities we serve. We continue to flourish as a district, thanks to the support and trust of our parent communities.

We are in the midst of an incredible transformation, figuratively and literally, as we continue our implementation plans with Measure N and as our incredible staff continue to present students with dynamic learning opportunities in school settings that are engaging and inviting. We also continue to flourish with academic success!

In October, the California Department of Education released the scores for the 2018 CAASPP Test Results. I am very proud of our long history of academic growth among our students. Our students continue to outperform in academic growth and proficiency in English language arts and mathematics when compared to Orange County and California state scores. This success happens because our teachers are focused on delivering quality instruction to address state standards. Our academic programs are rigorous and compel our students to work toward content mastery.

	CA	OC	Centralia
English Language Arts	49.88	58.37	63.95
Mathematics	38.65	49.39	58.54

Strategic Transformation

We are transforming education through engaging teaching strategies. A few years ago, we embarked on a journey to extend the definition of learning in the elementary setting. Our teachers have embraced STEAM education, and we have incorporated STEAM instruction in the modernization of our classrooms as well as in our Innovation Labs that are continuing to be created in our schools.



Each summer, teachers have an opportunity to receive training on new teaching strategies, such as project-based learning (PBL) and Cognitively Guided instruction (CGI). Through PBL, students engage in meaningful work that engages them in solving a real-life problem or a complex question. They have the opportunity to solve these complex problems by using critical-thinking, collaboration, creativity and communication skills. Likewise, CGI is a strategy that our teachers use with students to empower them to be more confident and creative in using their critical-thinking skills to solve complex math problems. Seeing the end products of these PBL practices is always an awe-inspiring moment!

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It is my hope that as they read through the many ways in which our schools engage with our scholars, our parents and our community will feel a great sense of pride in knowing that our students are participating in learning that is preparing them for college and career readiness. On behalf of the Board of Education, I thank all of our parents for your trust in our school system. I encourage our parents to connect with our principals and to be engaged partners with us.

CENTRALIA CARES!

Centralia School District provides whole child & family supports districtwide

UCI Mobile Health Clinic
for check-ups and
free immunizations
Mondays & Fridays

Healthy Smiles
Dental Services &
Educational Programs
available

-Health Insurance Assistance
-Legal Aid
-GED & ROP Education
-Parenting Classes
-and much more!



**Neighborhood
Resource Center located
at 320 Danbrook St.
Anaheim, 92804**

"We've Got Your Back"
Weekend Food Program
with Giving Children Hope,
and monthly WIC hours



Centralia Elementary School District
6625 La Palma Avenue
Buena Park, CA 90620
714.228.3100
www.cesd.us



**Golden Bell
Award Winner 2017**



Buena Terra *Elementary*

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



Dr. Dominic Nguyen
Principal

Trip, Trap: Engineering Design!

At Buena Terra, all students learn and apply the engineering-design process. Students are provided with real-life problems and are asked to apply the engineering-design process to come up with solutions. This makes their learning more meaningful and provides our students with engaging tasks that allow them to apply their knowledge.

With the use of the “Engineering Is Elementary” curriculum, kindergarteners create bridges for the Three Billy Goats Gruff. In fifth grade, students are asked to create water filters to provide fresh drinkable water. While students work on their projects,

they collaborate and communicate with their peers as they are challenged to be creative and critical thinkers. Students are given opportunities to test and evaluate their prototype designs and make revisions and improvements. This reflective and revision phase helps students build perseverance and grit.

At Buena Terra, we are preparing our students to be future ready!



Danbrook *Elementary*

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



Erasmo Garcia
Principal

Future Perfect

Our kindergarten students will be entering college in the year 2031 and the job market in 2035. Will they be hyperlooping to school, or commuting to work in flying cars?

Dynamic environments will be all around them and will change depending on their work, interest and moods. Friends sitting in the same room will seem worlds apart in their own cyberenvironments, and coworkers halfway around the world will collaborate as if they were sitting at the same table. How do we prepare our students for these future environments?

Here are a few ways: Fourth-grade classrooms at Danbrook School have gone paperless. Students work together on assignments through tech-integrated lessons. Teachers are able to give immediate feedback. Students submit their projects online for peer review and have access to experts in the field of study for advice.

Connected classrooms will ensure that our students are future ready.



Centralia *Elementary*

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



Tia Belt-Brown
Principal

“Bee”lieve in our Future!

Centralia scholars collaborate and use their critical and creative thinking skills to solve complex problems and become mindful global citizens.

Future-focused instructional practices prepare scholars across all curricula with 21st-century skills and experiences that will help them thrive in an ever-changing and interconnected world. Advances in technology, science, engineering, mathematics, and the arts are crucial components that employers, educators, and parents have voiced as necessary for our scholars to attain in this rapidly evolving future.



Future-focused teachers calibrate and expand upon their pedagogical practices to better understand the needs and talents of our scholars. Teachers are able to customize learning for students which not only capitalize on individual learning styles but also maintain interest and engagement.

Our fifth- and sixth-grade teams are continuously refining their instructional practices through various technological platforms. Our scholars are working in teams to create projects, all the while understanding the importance of giving back to the community.

G.H. Dysinger *Elementary*

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



Shawn Stuht
Principal

Empowering Young Learners

Dysinger implements inquiry-based learning throughout all grade levels. This hands-on, active learning process starts by posing questions, problems, or scenarios rather than simply presenting established facts or knowledge.

For example, during a recent language arts lesson, Dysinger’s first-graders inquired about the process of how a volcano erupts. Teachers Mrs. Yanes and Miss Flibbert took this opportunity to facilitate the Inquiry Based Learning Model to allow their students to attain this knowledge through critical thinking and collaboration.

Students learned that scientists ask questions and then perform research to find answers. As a whole group, they brainstormed the questions they had regarding volcanoes and volcanic eruptions. They then worked collaboratively to explore information sources and research the answers to their questions.

As a culminating activity, our students worked collaboratively in small groups to design a volcano and learned how chemical reactions cause eruptions.



Los Coyotes *Elementary*

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



Robyn Yarbrough
Principal

Future-Focused Instructional Practices

At Los Coyotes School, our students and staff are focused on the future. Incorporated into daily instruction are strategies and habits of the mind that are designed to create college- and career-ready scholars. Teachers understand the importance of collaborative work and communication.

Almost all adults currently work in fields where these are critical components. We are teaching students who will someday hold jobs that haven't yet materialized, and so it is key for them to experience critical thinking and problem-solving as an intrinsic part of their academic life.

Our teachers design their instruction to include these decisive elements: flexible grouping, inquiry-based lessons, application of new learning, and student voice/choice. Project Based Learning (PBL) and Cognitively Guided Instruction (CGI) are two ways in which this is being accomplished.

Much is expected of our Coyote Scholars, and employing a growth mindset helps keep our students positive: it is the "P" in our Coyote PRIDE!



Raymond Temple *Elementary*

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



Dr. Estela Salas-Sarmiento
Principal

Design Lessons to Redefine learning

As we challenge our students to be innovative thinkers and practitioners, school leaders and educators must also lead by example. One way to pave the way to innovative thinking is to challenge the traditional models of lesson delivery. At Raymond Temple, we embrace the opportunity of redesigning educational opportunities through practices such as project-based learning, super STEAM centers, and environmental sciences.

Project-based learning begins with a real-world problem or challenge. For example, in TK, students explore the question, "What is your favorite room in your house?" From there they

learn about the structure and function of rooms and buildings. This leads to a year-long study in communities with our RT exclusive "blocks program."

Super STEAM Centers are rotations between several classes within a grade level. One rotation focuses on digital presentations, the second rotation on engineering design process, and the third on sustaining and developing our school garden.

Redesigning lessons is about maximizing all current resources and innovative thinking approaches. We aim to reach the state of "Redefining" as defined by the SAMR model, as a process that results in the creation of tasks that previously were deemed inconceivable.

G.B. Miller *Elementary*

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



Dr. Stacy Chang
Principal

Future-Focused Learning

G.B. Miller has the future in mind as we engage students in innovative future-focused learning. All students have access to tech devices and online programs to enhance their learning. Students in grades three through six have 1:1 devices and utilize Google Classroom to create, communicate, collaborate, and think critically, building the four C's of 21st century skills.

This year, we launched our Miller Student Broadcast Team in which selected students in grades four through six to are learning to create online video broadcasts for the school community to inform them about events and programs of the school. Students are utilizing the green-screen space of our Innovation Lab and learning the skills to film, write, direct, and edit videos.

Our goal is to empower our students with STEAM and technology-integrated experiences to prepare them for college and careers of the future.



Miller Student Broadcast Team.

San Marino *Elementary*

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



Dr. Omaira Lee
Principal

An AVID School

San Marino scholars in the third through sixth grades were introduced to and used many of the AVID strategies in their daily instruction. This year our school is expanding its implementation of AVID, and is including all grades kindergarten through sixth.

Our scholars will continue to learn about organization, study skills, communication, and self-advocacy by using the AVID systematic approach to Writing, Inquiry, Collaboration, Organization and Reading (WICOR). San Marino is future focused, and has taken on the appearance of an AVID culture

both outside and inside the classrooms.

These changes include posting flags from various universities throughout the campus, wearing university shirts on Fridays, hanging banners announcing that San Marino is an AVID school, and incorporating a morning chant. Within the classrooms there are college flags, teachers' alma mater displays, student research of different colleges, Growth Mindset projects, and multiple examples of students using academic language and collaboration. Every student also has an organized binder.



Cypress School District

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

SUPERINTENDENT



Anne Silavs

Supporting Academic Achievement and Social-Emotional Learning

It has been said that you can't "Bloom" until you "Maslow." In other words, students can't perform at high academic levels (Bloom's Taxonomy) if their basic physiological and psychological needs are not being met (Maslow's Hierarchy). Physiological needs include food, shelter, and safety. Psychological needs include love, belonging, and self-esteem. This is what teachers and school principals frequently refer to as educating the whole child.

In support of this endeavor and the quest to provide our students with an exceptional, well-rounded education, the Cypress School District recently applied for a grant from the Orange County Department of Education. The district was awarded \$25,000 and is currently participating in Cohort 3 of California's Scaling-Up Multi-Tiered System of Support Initiative, which is funded through State Assembly Bill 104. The purpose of the initiative is to support school districts in developing and aligning systems of academic, behavioral, and social-emotional learning support to effectively meet the needs of California's diverse learners in an inclusive school environment.

So, what does this mean for the Cypress School District? During the course of the 2018/19 school year, a district team representing general education teachers, special education teachers, school psychologists, and administrators will participate in eight full-days of training and facilitated planning at the Orange County Department of Education. As our team learns more about the California Multi-Tiered System of Support Framework and the essential components necessary to ensure the system thrives, they will work with experts to develop a plan to meet the needs of the Cypress School District, one that engages all stakeholders—students, families, schools, the district, and county, regional, and state partners. After a full year of training and planning, implementation is expected to begin next fall.

Arnold Elementary

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



Dr. Rena Gibbs
Principal

Lions Love Starbase!

Arnold School has established strong partnerships with families as well as local organizations to provide unique learning opportunities for our Lions. One such partnership affords our fifth-grade students the privilege of attending the Starbase Learning Lab, located at the Los Alamitos Joint Forces Training Base.

Starbase is a youth program sponsored by the Department of Defense. The program engages students through an inquiry-based curriculum and a variety of hands-on activities. This year, our fifth-graders had the opportunity to study Newton's Laws, Bernoulli's Principle, nanotechnology, navigation and mapping. Students utilized

technology to design space stations, all-terrain vehicles, submersibles and rockets. In addition, students applied a variety of mathematical concepts and problem-solving skills as they explored, explained, and evaluated projects.

Students thoroughly enjoyed their five days at Starbase and are already applying some of their newly acquired knowledge in their classrooms at Arnold!



Arnold Lions exploring STEM at Starbase.

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King Elementary

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



Jacki Teschke
Principal

May Look Like Playtime...

Transitional kindergarten students at King School may think that they are merely playing with blocks; however, they are engaged in an important stepping-stone to learning and applying the engineering design process! In all grade levels at King School, engineering lessons are designed so that students work collaboratively throughout every part of the process, beginning with exploring to eventually creating and then testing, improving and retesting.



Transitional kindergarteners work collaboratively to address an engineering design challenge.

During the process, students practice working through setbacks and collectively analyzing the design for improvements. They also practice using the combined ideas of the group to build something better than what they designed in isolation. By using the engineering-design process, students start to pick up on concepts such as how physics and math are applied to real-world challenges. Furthermore, students learn and become familiar with vocabulary associated with engineering.

Landell *Elementary*

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



Kim Benaraw
Principal

Bringing Learning Outside

Landell is taking learning outside for its students. Landell was awarded a Zero Waste Project grant run by the Inside the Outdoors program through the Orange County Department of Education. This grant supports waste reduction in the school's garden by teaching students how to compost.

The goal for the three-year grant is a schoolwide composting program. Students are applying Next Generation Science Standards to their outdoor science experiences through project-based learning.

Sixth grade students will learn from a traveling scientist and also experience educational field trips to regional parks. The grant also allows for beautification of the school by providing a variety of planters throughout the campus with sensory, butterfly, vegetable, and California native mini gardens.



Landell Leopards working in the garden.

Morris *Elementary*

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



Helen Lu
Principal

Building Character

The success of any organization, family, school, community or place of work is rooted in a solid foundation of respect, discipline and self-control. School and home working together can create a safe, welcoming environment for learning when all parties exhibit respect for all members.

The focus at our flag ceremonies this year is to teach students the necessary social skills for interacting with others by showing respect for adults and peers. It is important for home and school to work together to build strong character in our children. When it comes to character building, family is the key. There is simply no substitute for parents who form a loving and supportive circle around the child, providing guidance and definition for their children both by what they say and how they live. This creates standards of good conduct.

Parents and Morris staff have a sacred mission to prepare the children under their care to become respectful, caring and compassionate citizens of the future!



Student Council leading the way.

Luther *Elementary*

4631 La Palma Ave., Cypress, CA 90623 • 714/220-6918 • www.cypsd.k12.ca.us



Denine Kelly
Principal

Expanded Music Offerings

Luther students and families are super! Also, each school in our district now offers an after-school choir and band program.

Some have argued that music is humanity's greatest creation. It can break down barriers to unite people from different backgrounds and cultures. It can draw people together and uplift them emotionally. On an academic level, researchers have long studied the benefits of music education, recognizing a strong relationship between music instruction and academic achievement.

We are grateful for these expanded opportunities for our students to engage in the arts!



Fifth grade students are learning to play chords on the ukulele.

Vessels *Elementary*

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



Mark Holman
Principal

Curriculum Meets the Mark

At Vessels, we continue to push our students to achieve and excel in the classroom and beyond. We are proud of our students and their continued success both socially and academically. Our staff continues to be amazed at their willingness to take on new challenges with open hearts and open minds.

As a district, we have adopted a new English language arts (ELA) curriculum called Benchmark Advance. With the new curriculum comes a positive shift in the rigor of daily ELA instruction.

Instructional blocks provide students with more balanced and integrated reading, writing, listening, and speaking opportunities that nudge all grade levels toward mastery. The best part of the new curriculum is that it is based on a small-group station approach which shies away from the more traditional whole-group structure, and is ultimately more conducive to learning.

Want to learn more? Follow us on Instagram at [vessels.bulldogs](https://www.instagram.com/vessels.bulldogs).



Students engaged in small-group, station work.

Savanna School District

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

SUPERINTENDENT



Dr. Sue Johnson

What an amazing beginning to the 2018-19 school year it's been as we continue to prepare Today's Learners to be Tomorrow's Leaders! We're proud of our continuing focus on the implementation of our new English Language Arts/English Language Development program, taking a 'deeper dive' into data to drive the instructional program and our continuing commitment to STEM-Science, Technology, Engineering, and Mathematics! A combination of a rich, well-rounded curriculum, highly qualified and caring staff and a long-standing commitment to excellence is continuing to prepare our students to be successful 21st Century citizens. Our dedication to integrating STEM across the curriculum ensures we provide students with real-life applications to meet the demands of an ever-changing global society as we create the workforce of tomorrow.

Students and teachers have been immersed in integrating technology throughout the instructional day. We're excited to share the success of our students as they utilize a variety of technological tools on a daily basis. It's amazing to see how proficient even our youngest students are on iPads and computers; these children are indeed digital natives using technological tools to support their learning! From transitional kindergarten to sixth grade, students are adept at using classroom computers for iReady, listening to audiobooks on iPads, identifying initial consonants using Osmos, accessing personal math trainers on iPads and classroom computers, demonstrating their comprehension of library books with Accelerated Reader tests, using Starfall for specific skills, practicing keyboarding using Typing Agent, creating finished projects using Spark videos and accessing Benchmark Advance lessons to further their understanding of concepts and skills. Throughout the day, students are accessing a wide variety of apps and websites to reinforce their learning. As we continue moving forward with technology, we are indeed preparing Today's Learners to become Tomorrow's Leaders as we ensure students have digital literacy skills that will propel them into college and career readiness.

Our students and teachers have embraced the Next Generation Science Standards as they've engaged in a variety of hands-on science lessons. From lessons on erosion to designing and flying their own paper airplane, working together to analyze their flight data to determine the best designs for getting planes to travel the farthest distance, students are excited about science! Our second graders have created hats to protect them from the sun and absorb sweat while sixth graders are designing mechanical hands! It is clear that Today's Learners will become Tomorrow's Leaders as they engage in hands-on science through building projects that will make our world more sustainable and designing tools that will help future generations in a myriad of ways. We invite you to follow the excitement of learning on our FaceBook page at <https://www.facebook.com/SavannaSchoolDistrict/> where you will be able to see the many ways students and staff are engaged in educational activities and celebrating accomplishments on a daily basis!

We're excited to provide academic enrichment programs for students, further ensuring that Today's Learners will become Tomorrow's Leaders. Now in its sixth year, our regularly scheduled Saturday Academy program provides reinforcement and enrichment programs for students. Attendance at Saturday Academy provides the opportunity for a student to make up absences and to receive additional academic support. Knowing that good attendance at the elementary school level is the responsibility of parents, Saturday Academy is NOT punitive. Instead, students are exposed to engaging lessons as well as have the opportunity to participate in hands-on academic activities. Exact lessons will vary from week to week with a strong emphasis in the areas of reading, writing, science and technology. In partnership with Cal Poly University, Pomona, we were able to provide a Summer Academy with a focus on STEM, with technology infused across the curriculum. Through Summer Academy, we were able to provide academic support and enrichment programs

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not otherwise possible for the nearly 300 students in attendance; the staff and student teachers did an outstanding job of ensuring that we're helping Today's Learners to become Tomorrow's Leaders. Summer Academy staff hosted a delegation of 44 educators from the Jiangsu Province of China who were on site to learn about American schools and see our program in action. It was so interesting to hear both groups of teachers comparing the differences (such as classroom sizes and pedagogy) in Chinese and American education systems. They left with new ideas and an excitement for how teachers in America teach.

Because student and staff safety are paramount, we are continually assessing the safety and security needs of our campuses and are proud of the systems we have in place. We have consistently undertaken measures to ensure the safety of our schools in the past and will continue to do so. Furthering our commitment to student and staff safety, additional cameras have been added in a variety of areas throughout the District. In addition, we've worked toward the implementation of NaviGate Prepared which will provide staff with immediate, real-time access to all the information and tools they need to help ensure the safety of students and staff in an emergency situation. We are extremely grateful that we've been able to complete much-needed enhancements that will provide students and staff with safe, secure facilities to meet the demands of 21st Century learning. These projects and more will impact our children's education and our community for generations to come.

As we celebrate student success in so many ways, I can't help but show my pride in the excellent staff we have as well as the many programs available to our students. We believe that schools must work closely with parents and community members to ensure that the needs of all students are met. What our community thinks and feels is very important to us, and we want encourage our community to participate in providing feedback on our schools and programs through an online discussion; this process poses open-ended questions to gather thoughts and ideas that will inform the planning process for our schools and will be considered along with various sources of information as we make decisions and plan for the future. Please visit the Savanna School District home page at <http://www.savsd.k12.ca.us/> and click on the ThoughtExchange link to share your thoughts, ideas, and input. Our communities' input is important to us, so please take this opportunity to share your thoughts and be part of this important conversation. On behalf of the students we serve, thank you for your participation; we look forward to continuing to work together to make our schools the best they can be!

When I reflect on what makes a good school district a GREAT school district, I recognize that it is "people;" people like our staff who are committed to what they do each day to ensure student success that we can be proud of; people like our parents who provide the home support for our students so that they can reach their potential; and people like all those in our community who have contributed to our successes in so many ways. Because of all of the support from a wide variety of people in our community, the 2018-19 year is continuing to be a successful one in which we take tremendous pride; it is through these successes that we believe today's learners will be amazing future leaders!

Cerritos School

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



Dr. Heather Cash
Principal

Sprinkle Kindness Like Confetti!

Cerritos School students and staff members are recognizing large and small ways to show kindness! Research shows that practicing kindness improves attention, develops pro-social behavior, and supports cognitive learning.

Upon entering our school, visitors are met with a brightly decorated wall covered with good examples of the many ways our Cheetahs show kindness every day! From helping a friend tie his shoe to sweeping up crumbs at lunch, our Cerritos Cheetahs show that kindness makes a difference.

Cerritos School's amazing PTA is also fueled by kindness! PTA volunteers help walk students to health screenings, plan and organize fundraisers to support our school, provide a welcome back lunch to Cerritos staff, support our flu mist administration, and recently held a Fall Family Dance where the students were able to show off their costumes! Our PTA uses kindness to help build a strong school community here at Cerritos.

November will find us kicking off another great year with our Watch D.O.G.S. (Dads of Great Students) learning what it is to be a Cheetah, while also providing positive role models for our children. Students and dads alike love this home-school connection that strengthens academic and social connections through the gift of time and kindness!

Hansen School

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



Nicole Fischer
Principal

CyberPatriot Partnership

Hansen School has formed a partnership with Cypress College that provides our students with the opportunity to take part in the CyberPatriot Program. The CyberPatriot Program was founded by the AFA (Air Force Association) in 2009 in order to educate students on various STEM-related careers, including cybersecurity.

Throughout the course, Hansen sixth-graders will learn how to strengthen and defend simulated networks from being "hacked" as they prepare to compete in the National Youth Competition later this school year. The students will work as a team on a scenario in which they are responsible for securing vulnerabilities.

Our Hansen Huskies started the school year off on the right foot, and have continued to do so with our P.B.I.S. (Positive Behavior Intervention Support) program. Huskies demonstrate their PRIDE (Polite, Respect, Integrity, Determination, Enthusiasm) daily through positive behavior.

At the beginning of the school year, every student and teacher walked our campus station by station to reinforce all of the rules here at Hansen. Teachers worked to make posters and signs to reinforce appropriate playground, lunch area, library, and classroom behaviors, proper ways to walk down the hallways, and even our dress code. The teachers worked hard to make the day a success. Our Hansen students were exceptionally well-behaved!

When a student shows us their best, they receive a PRIDE slip that can be redeemed for a variety of prizes from our PRIDE store. The students have continued to make us proud, and are earning their PRIDE slips along the way. Our Huskies are full of PRIDE as we venture forward with the school year!

Please visit the Savanna School District home page at <http://www.savsd.k12.ca.us/> and click on the ThoughtExchange link to share your thoughts, ideas, and input.



<https://www.facebook.com/SavannaSchoolDistrict/>

Holder School

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



Dr. Jerry Friedman
Principal

Books for our Library

The Holder PTA supports our students and staff in a variety of ways. One way is by holding Book Fairs at which students, staff, and parents can purchase books and educational materials to expand their personal libraries. As an added bonus, Holder School earns Scholastic Dollars to purchase books for the Holder School Library.

As a result of Holder PTA efforts, we recently purchased over \$2,000 worth of books for our library. Thank you, Holder PTA!

Within the first week of school, Holder students began using the iReady software program. iReady is an adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level; it provides lessons and practice at student instructional levels. Students can even access the program from home!

After students completed the first diagnostic assessment, teachers began collaboratively looking at the data and designing lessons and interventions to best meet student needs. We are optimistic that this instructional tool will ultimately increase student achievement and assist with ensuring that all student academic needs are met. Keep up the hard work, Holder Hawks!

Holder School's Fall Festival was held on October 12th. It was once again a tremendous success thanks to our PTA and countless other dedicated and committed parents and volunteers! At the after-school Fall Festival, students, parents, and family members enjoyed a wide variety of carnival-style games, a Cake Walk, and a variety of delicious foods.

The Holder School PTA is always looking for additional volunteers; whatever time you can donate would be appreciated. Please stop by the school office to find out more information about how you can help. The Holder School PTA is an integral part of Holder School.

Twila Reid School

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



Erin Helenihi
Principal

New STEM Center

A new S.T.E.M. (Science, Technology, Engineering, and Math) Center has been added to the Twila Reid campus.

Teachers and students alike are excited about the new space dedicated to creative thought and design. The teachers at Twila Reid School have continued to develop 21st-century skills by providing opportunities for our students to solve real-world problems using critical thinking while also collaborating with their peers.

To prepare our students for their futures, we want to give them as many experiences as we can in which they can combine all of these skills. In the new building, which was just dedicated by the Savanna School Board in August, our teachers can provide a different environment as they provide learning experiences in science, technology, engineering, and math. The space is larger than our classrooms, so classes can collaborate. It has whiteboard walls for planning and problem solving, and plenty of Makers Space areas for constructing models and building.

It is also equipped with TV's in which teachers and students can mirror their devices to share ideas. The creative space also has a storage area to hold necessary materials as well as projects that are in process. This new area gives teachers added opportunities to provide lessons that promote creative thought and problem-solving, skills that are much needed in our 21st-century world.

As we look to the future, we know that students need technology skills, and should be able to adapt their thought processes and skills while problem solving. I have loved seeing students engaged in constructive, creative thought with their collaborative groups. Twila Reid staff and students are very excited for the new space, and are so encouraged by the support that the Savanna School Board has continued to show for the development of our STEM program.

Contest!!

These students are somewhere in this publication. When you find them, email the **page number** to:

Kay@schoolnewsrollcall.com
Please put CCS in the subject line.



Your entry must be received by December 15, 2018.
From the correct entries, we will draw a winner
to receive a GAZUMP dice/card game.

Jade Duran won the last issue contest!

Cypress Library

5331 Orange Ave., Cypress, CA 90630 • 714/826-0350 • www.ocpl.org

Join Us for Fun Events!

Noon Year's Eve—11:30am 12/31—All Ages. Celebrate the new year at NOON!

Totally Untidy Toddlers—10am 2/16—Ages 1-3. Read books, sing songs, then squish and smooch through different activity stations. Dress to mess.

Baby Lapsit Storytime—10am Wednesdays—Ages 0-2. 20-minute program plus independent playtime for babies and caregivers.

Toddler Storytime—9:30am Mondays—Ages 18-35 months. Stories, songs, fun! (Enter through North parking lot door.)

Preschool Storytime—10:30am Mondays—Ages 3-5. Stories, songs, fun! No Baby, Toddler, Preschool Storytimes 11/12-11/21, 12/24-1/2, 1/21, 2/11-2/20.

Read to a Dog—6pm 1st/3rd Wednesdays—Kids/Families.

Family Storytime—10:30am Saturdays: 11/10, 12/15, 1/19, 2/23—Unique stories, songs, crafts, including sensory play, bilingual Español/Chinese.

Books & Bites—5:30pm 2nd Wednesdays: 11/14, 12/12, 1/16 special, 2/13—Grades 3-5. Activity-based book club with snacks. Didn't read the book? Come anyway!

Homework Help—3:30-4:30pm Mondays/Wednesdays (off 11/12, 11/19-11/21, 12/17-1/2, 1/21, 2/18)—Grades K-8. Teen-led homework assistance within focused time limits. Bring all supplies, materials. Rookie Readers—3:30-4:30pm Tuesdays (off 11/20, 12/18-1/1, 2/12)—Grades K-5. 1-on-1 reading practice with a teen.

S.T.E.A.M.—Second Thursdays: 11/8, 12/13, 1/10, 2/14—First 24 kids each: 3:30pm Grades K-2, 4:30pm Grades 3-5. Hands-on fun! Registration recommended.

Teen Volunteer Opportunities—Grades 8-12. Regular/flexible programs available. Apply in person. Anime Club—Twice monthly (see calendar)—Teens. Watch anime, win PRIZES, learn Japanese phrases, EAT.

Teen Program—3:30pm 12/6. TBA.

Breakerspace!—3:30pm 1/24—Ages 10-13 (First 24). Learn how things work by breaking them apart.

Tabletop Games—1-4pm: 11/3 (International Games Week Kickoff... 5-6:30pm: 11/5-11/7... & a week of giveaways!), 12/9, 1/6, 2/3—Adults, teens, supervised kids ages 9+. Play games and check some out. ESL Fun Club—2-3:30pm Saturdays: 11/17, 12/1, 1/12, 2/9—Adults/teens. Practice English conversation.



Educators and Girl Scouts: Stronger Together!

Unleash the power of **G.I.R.L.** (Go-getter, Innovator, Risk-taker, Leader)TM at your school. Together, let's ensure every girl is prepared for a lifetime of leadership, success, and adventure!

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- ▶ has 4 program pillars: STEM, Outdoor, Life Skills, Entrepreneurship
- ▶ is the only place where girls can earn the most prestigious award for girls in the world—the Girl Scout Gold Award!

From earning her first Daisy petal in kindergarten to achieving the Girl Scout Gold Award in 12th grade, Girl Scouts is the premier leadership development program for girls in the world!

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girlscouts.org/educators



The **Girl Scout Gold Award** is a one-of-a-kind opportunity for girls to engage in a rigorous process that calls for leadership at the highest level, as they tackle issues they feel passionately about.

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- Demonstrate high educational and career outcomes
- Are active in their communities
- Access a powerful and supportive Girl Scout network

Learn what Girl Scouts are doing in OC at girlscoutsoc.org

Support local Orange County Girl Scouts right now by welcoming us into your schools to: participate in Back to School Nights, host Parent Information Nights, and distribute flyers.

A Happy Kid in the Digital Age



Happiness is a warm puppy. If you're happy and you know it, clap your hands. Don't worry, be happy! Rules for how to live happily are nothing new. But lately, our well-being -- and that of our kids -- seems to be in free fall. Depression, anxiety, and even youth suicide rates are increasing, as is cell phone and device use and the constant expectation

to be "on." Raising kids to be happy in today's world isn't impossible: Many generations of parents have managed to do so when the threats were way worse than FOMO. We just need to rewrite the rules for the digital age.

The quest to make sure our kids are happy may have led us in the wrong direction. While media and tech deserve some of the blame for our collective stress, no one really knows how much. However, we do know that turning everything off doesn't magically make us happier. In fact, studies show that some types of screen-based activities can be beneficial -- and we all know the warm, fuzzy feeling we get when we enjoy media together. As more research emerges on the impact of media and tech on kids' mental health, it confirms what we've always known about how to be happy: Supportive relationships, a feeling of self-worth, strong character, and other positive influences are what really matter. And while you can't mandate joy, supporting your kid -- both online and off -- creates an environment where happiness is there for the taking. These tips can help you raise a happy kid in the digital age:

Get gritty. Grit -- the combination of perseverance and resilience that helps you bounce back from disappointments -- plays an important role in well-being. At school, online, and even with friends, kids feel pressured to achieve something on the first try. Instead, instill what's called a "growth mindset," the process of trying, failing, and learning from mistakes. When they feel defeated, their inner voice will say, "You got this!"

Nourish their sense of self-worth. Likes, comments, and other indicators of online status are part of kids' social-media lives. But there's a tipping point when a kid's perfectly natural curiosity about what others think about them turns into a harmful fixation on peer validation that can cause depression. You can help inoculate your kid against this by fostering an internal sense of self-worth. Encourage activities and hobbies that give kids a sense of accomplishment on their own terms.

Be grateful. Being aware and thankful is a tried-and-true life hack that leads to a stronger sense of well-being. You can actually use media and tech to cultivate a sense of gratitude. Check out sites and apps that let kids help make the world a better place. Watch TV shows and movies that inspire gratitude. At home, create a culture of appreciation by discussing what you're grateful for.

Go outside. Seriously, that's all you need to do. Nature is scientifically proven to boost well-being. If you need inspiration, watch nature movies or download apps that encourage outdoor exploration. Or just put down your phone, close the laptop, turn off the TV, and go for a walk.

Foster connection. In the digital age, kids can make new friends and strengthen existing relationships online, whether it's in a rousing game of Fortnite, a few hearts on Instagram, or even a FaceTime session with the grandparents. But the happiest people are the ones who consistently find a balance between screens and the rest of life. And as the grown-ups, we're the ones who need to model healthy habits. So, carve out screen-free times at home. Unplug everything so you can make eye contact and really listen to family and friends without distractions. By all means, enjoy media together -- but set limits so it doesn't interfere with face-to-face interactions.

Common Sense Media is an independent nonprofit organization offering unbiased ratings and trusted advice to help families make smart media and technology choices. Check out our ratings and recommendations at www.commonsensemedia.org

Teachers See the Possibilities

At Oaks Christian School, Mary Kay Altizer applies her passion for the arts and educational technology as she leads the school's performing arts department, including a cutting-edge digital recording and production program.



Oaks Christian School, Advanced Digital Recording Class, Performing Arts Chair, Mary Kay Altizer, M.A. '15

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