

FREE

School News

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Covering the Fountain Valley, Huntington Beach Union High School, Ocean View, and Westminster School Districts

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MAY 2014

Multicultural Celebrations



Performers at Warner Middle School's Multi-Cultural Celebration.

*By Dr. Marian, Kim-Phelps, Superintendent
Westminster School District*

Amazing multicultural celebrations were held at both Stacey and Warner Middle Schools recently, and students, staff, parents, and community members joined in the festivities. The purpose of these events was to promote cultural recognition and respect. We encourage students to be open-minded about the world around them, and we try to help them develop an appreciation for each other by learning about each other. At the celebrations, students showcased different cultures through delectable food, imaginative games and crafts, international music, and eclectic performances.

At Stacey Middle School, students were given the opportunity to create booths and exhibits to highlight particular cultures. At Warner Middle School, attendees were treated to performances by the Vietnamese American Dancers, Polynesian Club, Hip Hop/Glee Club, and Steel Drums/Jazz Band.

Both of our multicultural celebrations were huge successes. Everyone had a wonderful time learning about and experiencing many different cultures. It was a wonderful way to enhance cultural awareness and to educate people about the similarities and differences among cultures.

Multicultural Day—A 30 Year Tradition

*By Patrick Ham, Principal
James H. Cox Elementary
Fountain Valley School District*

The month of March hosts a 30 year old tradition here at Cox Elementary School: The Multicultural Day.

It was an amazing day of celebration with more than 100 students participating with over 20 countries represented in the International Fashion Show. Mrs. Jennifer Hopkins played hostess as we traveled around the world as students came on stage to showcase their international heritage and traditional gowns. Diego and Cielo Chavarria, Sonny Jerome, and Aubrie DeTroya performed the traditional Mexican Hat/Folklorico Dance on Stage. The event finale was Lion Dance Performance from the Ane Thanh Group.

We celebrated the wonderful diversity that is Cox Elementary School!



Students representing the diversity that is Cox School.

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Covering the:
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OCEAN VIEW AND WESTMINSTER
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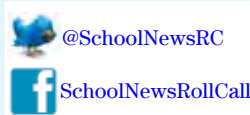
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Kay Coop
Founder/Publisher



Congratulations to the Teachers of the Year!

You ask and we listened! Thank you for your emails regarding our columnists. In response to the requests for health and fitness information, Miller Children's Hospital of Long Beach and Fountain Valley Regional Hospital continue to write about topics of concern. We appreciate the Mayor's informing our readers of the happenings in the communities. As space permits we'll continue to include the special columnists in the AHA Section including the librarians.

Our next issue is June 4.

City of Fountain Valley Office of the Mayor

10200 Slater Ave., Fountain Valley, CA 92708 • 714/593-4400 • www.fountainvalley.org

Every 15 Minutes



Michael Vo
Mayor

Since 1998, the Fountain Valley Police Department has partnered with local high schools to present a program called "Every 15 Minutes." Targeting high school juniors and seniors, the program educates students on the harmful effects of drinking and driving. The program title reminds students that someone in the United States dies or is seriously injured every 15 minutes in an alcohol-related traffic collision.

Each year, the program rotates from Los Amigos High School to Fountain Valley High School. This year, "Every 15 Minutes" will take place at Fountain Valley High School on May 22-23.

The two-day event is very dramatic and emotional. Beginning on day one, a simulated collision is staged in front of the high school. It begins with a prerecorded 9-1-1 call that triggers emergency responses by law enforcement, firefighters, paramedics, and the coroner. One the second day, the student participants return to school to attend a student body assembly to view the video of the previous day's events and share with their classmates what it felt like to die without being able to say good-bye.

During the "Every 15 Minutes" event, everyone involved is reminded that drinking and driving is not an accident, that these crashes and injuries are preventable. The Fountain Valley Police Department is very serious in working to eliminate deaths and injuries caused by drunk driving.

Drivers under 21 are subject to zero tolerance laws. Underage impaired drivers are subject to very strict penalties, such as license revocation, fines, and community service. It does not pay to drink and drive.

During the "Every 15 Minutes" event,
everyone involved is reminded
that drinking and driving is not an accident,
that these crashes and injuries are preventable.

City of Huntington Beach Office of the Mayor

2000 Main St., Huntington Beach, CA 92648 • 714/536-5553 • www.huntingtonbeachca.gov

Have a Fantastic Summer



Matthew Harper
Mayor

The end of the school year is here and I hope the years ends on a positive note for you. Now that summer is here, it's time to explore our wonderful city and all we have to offer.

If you haven't already, please check out the new Vans Skatepark at 7471 Center Avenue next to Old World and Golden West College. I'm proud to have worked on this project beginning years ago when I was a school board member and had to close the skatepark at Huntington Beach High School. For years, we were waiting for the right opportunity to bring something special to our youth and today we have it. This free park is open to the

community and even has some of the old elements from the old skatepark that we saved years ago and installed at the new park.

This summer is filled with excitement too as we celebrate "100 Years of Surfing." Join us on Saturday, June 21 as we rededicate the pier at 9 .m. (it's 100 too!), and attempt to break the Guinness Book of World Record for the most people on a 40-foot surfboard. The Fourth of July parade planning is well underway and this year will be bigger and better than ever before as we are finalizing plans to have KABC-TV Channel 7 televise the parade to all Southern California live. And of course, the U.S. Open of Surfing comes to our beach July 26 to August 3.

Again, I hope you end the school year with flying colors and wish you all a happy and sunny summer. See you at the beach!

This summer is filled with excitement
as we celebrate "100 Years of Surfing."
Join us on Saturday, June 21
as we rededicate the pier at 9 .m.
(it's 100 too!)



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Living with Cystic Fibrosis



Terry Chin, MD
Assistant
Medical Director,
Pulmonary, Allergy,
Asthma and Cystic
Fibrosis Center
Miller Children's
Hospital Long Beach

Cystic fibrosis (CF) is a life-threatening, genetic disease that affects the lungs and digestive system of 30,000 people in the U.S., and 70,000 people worldwide, according to the Cystic Fibrosis Foundation.

People with CF have a hereditary gene that causes a buildup of thick mucus in the lungs, pancreas and other organs. There isn't a cure for CF, but tests and treatments are available to help manage it.

Living with CF:

- CF is not contagious, but a child with CF is susceptible to lung infections and should be isolated from others with respiratory symptoms
- A child with CF has a special diet, and must be allowed unlimited access to snacks and water
- A child with CF must take enzymes before meals or snacks
- A child with CF must have time to take medications and do airway clearance treatments at school
- A child with CF should have unlimited access to the bathroom
- A child with CF should exercise, but must drink water or sports drinks to replace fluids and salt lost through sweat
- A child with CF may be hospitalized during the school year and must be given the opportunity to make up work

It's vital that children with CF receive treatment from an accredited CF center, like the one at Miller Children's Hospital Long Beach. At Miller Children's, a care team of doctors, respiratory therapists, dietitians, physical therapists, social workers and genetic counselors work together to create a care plan that meets the long-term, complex needs of children with CF.



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(562) 933-8749

MillerChildrens.org/Pulmonary



High Blood Pressure and Stroke



Morgan Reider,
RN, BSN
*RN Stroke
Coordinator*

Approximately every 40 seconds someone in the United States has a stroke and roughly every four minutes someone dies of a stroke, making it the fourth-leading cause of death. The most important risk factor for stroke is high blood pressure. This condition can damage blood vessels throughout the body, causing them to narrow and clog more easily or weaken them. When blood vessels in the brain become blocked or break brain cells begin to die and the brain is not able to function properly.

Blood pressure is expressed in two numbers that are measured in millimeters of mercury (mmHg). Normal blood pressure is less than 120/80 mmHg. Blood pressure is considered to be high if it is 140/90 mmHg or higher.

Blood pressure can be controlled by making lifestyle changes or taking medication.

- Reducing salt in foods
- Eating healthy foods: fruits, vegetables, whole-grain foods, low-fat or fat-free dairy products, lean meats, and low-fat snacks
- Maintaining a healthy body weight
- Engaging in physical activity on a regular basis by exercising
- Limiting alcohol intake: no more than two alcoholic drinks a day for men and one per day for women
- Not smoking
- Taking medications as directed by your physician to lower blood pressure

For more information about high blood pressure, talk with your doctor or visit the American Stroke Association Web site at www.strokeassociation.org.

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* For participants holding an eligible California Education Specialist Credential.



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Hospitals that have been certified as stroke centers specialize in the treatment of stroke and make exceptional efforts to foster better outcomes for stroke care.

Fewer than one in five Americans can recognize a symptom of a stroke. A stroke, or "brain attack," often causes physical and emotional disabilities including speech problems, memory loss and paralysis. Emergency treatment with a clot-buster drug called t-PA must be given within 3 hours of the onset of symptoms to help minimize or completely eliminate these disabilities.



Fountain Valley Regional
HOSPITAL & MEDICAL CENTER



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Look for an
uneven smile



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arm is weak



S **PEECH**
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speech



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first sign

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Fountain Valley School District

10055 Slater Ave., Fountain Valley, CA 92708 • 714/843-3200 • www.fvsd.k12.ca.us

SUPERINTENDENT



Dr. Marc Ecker

Orange County School Leaders Advocate for Students

Annually in the spring, Orange County members of the Association of California School Administrators head to Sacramento to advocate for funding and policy that benefits our students. This occurred again in early April. Representatives from Fountain Valley and other Orange County school districts traveled up to our state's capitol to advocate specifically for a multi-year investment in the Common Core State Standards implementation. Schools received a one-time funding for instructional materials, technology, and professional development in 2013. We need a second round of funding and possibly a third to assure that the implementation of the Common Core and its accompanying Smarter Balanced Assessment takes place in an effective and efficient manner.

School leaders urged legislators to keep in mind that, as the new funding formula for schools continues to play out, it is important to note that California continues to lag nearly last in the nation in the number of dollars spent on each of our students. We urged consistency in school funding to protect the minimum guarantee of proposition 98 as we seek to raise monetary support for our students, who receive more than \$2,100 below the national average.

School leaders in Orange County advocated for AB 1892, the English Learner Reclassification Funding and Accountability Bill. The bill focuses additional funding on the 22 percent of our state's students who are not fluent in English, ensuring these students have access to quality instructional programs that enable them to gain proficiency in English and achieve academically. The important element in this bill is that once English learners are reclassified as fluent, support for their continued growth continues for an additional two years.

Orange County is rich in outstanding school leaders, whose advocacy for their students goes beyond their district's boundaries. They are committed to making our county and our state a better place for public school students, and I applaud their efforts in support of their own students as they advocate for the 6.2 million in California.

BOARD OF TRUSTEES



Jeanne Galindo
Member

Getting Prepared for the 21st-Century Student

Focusing on developing skills that will prepare our students for the work world is one goal of the Common Core State Standards curriculum. Pondering the significance of that goal, it occurs to me that the workplace may not be ready for students who come to them armed with these skills.

The culture of many businesses is one of a top-down mentality, where the chief executive and staff set goals and expectations and employees strive to achieve them. So, where in that workplace is there room for employees who demonstrate qualities such as independence, creativity, challenges to basic assumptions, and vetting of sources of information for accuracy? Where is there room for the employees who critique the reasoning of their peers and "the boss"? Will thoughtful questioning be welcomed?

It would be prudent for school administrators, School Board members, principals, and teachers to lead by example in the acceptance of these behaviors. School districts could model these skills in their everyday work world. Encouragement could be given to collaborating, questioning basic assumptions, researching source information, listening intently, and embracing diverse points of view. This model could showcase the benefits of accepting a new mindset and welcoming the skills of this next generation.

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James H. Cox *Elementary (K-5)*

17615 Los Jardines E., Fountain Valley, CA 92708 • 714/378-4240 • www.jhces-fvsd-ca.schoolloop.com



Patrick Ham
Principal

Multicultural Day Cox Elementary
(Please see the front page)

Roch Courreges *Elementary (K-5)*

18313 Santa Carlotta, Fountain Valley, CA 92708 • 714/378-4280 • www.fvsd.k12.ca.us/courreges/courregs.html



Chris Christensen
Principal

Teacher of the Year

Amanda Varrone (5th grade teacher) has been selected as the 2014 Courreges Teacher of the Year. Amanda has had a tremendous impact on both students and staff members at Courreges. As a teacher, Amanda goes above and beyond to meet the individual needs of her students. She differentiates her instruction to meet all levels of students in her class, as well as gives special attention to those students in most need of educational and emotional encouragement. This year alone, Amanda has been a "stand-out" in her approach in embracing the new Common Core State Standards, as well as teaching the Common Core while implementing the school's new Differentiated Instruction (D.I.) model. Congratulations to Amanda for being selected as Courreges Elementary School's 2014 Teacher of the Year.



Harry C. Fulton *Middle School (6–8)*

8778 El Lago St., Fountain Valley, CA 92708 • 714/375-2816 • <http://fultonms.fvsd.ca.schoolloop.com/>



Jennifer Perkins
Principal



Matt Ploski
Assistant Principal

8th Graders Travel 26 Miles Across the Sea!

At the beginning of March, the 8th graders at Fulton Middle School traveled by boat to Catalina Island for a three day study trip. They stayed at the CIMI Camp at Toyon Bay and had not only a fantastic learning experience, but a great time as well. The trip was coordinated by Fulton’s 8th grade activities director, Staci Flores, and supported by teacher and parent chaperones. While at camp, students got to

snorkel, hike and learn about the environment they were in, explore the touch tanks and terrestrial labs, rock climb, and participate in an astronomy night hike as well as learn about creatures of the night. It was a fun and educational experience for all! Memories were made and hands on learning experiences were had that will never be forgotten!



Kazuo Masuda *Middle School(6–8)*

17415 Las Jardines W., Fountain Valley, CA 92708 • 714/378-4250 • www.masudams.fvsd.ca.schoolloop.com



Jay Adams
Principal



Jennifer Kajdasz
Assistant Principal

Teacher of the Year

Masuda Middle School is proud to honor Mrs. Charlene Bosl, a seventh- and eighth-grade English/language arts teacher, as our Teacher of the Year. Mrs. Bosl works incredibly hard to make sure that each and every student who leaves her classroom has full mastery of the Common Core State Standards. One of her special passions is working with at-risk students.

Mrs. Bosl’s

nominating peers have all used the same phrase to describe her—extremely hardworking! She serves as the department chair of our English Department and goes to great lengths to make sure all of her fellow teachers are prepared, up-to-date, and on the same page. She is the true definition of a high-class educator!

We are blessed by Mrs. Bosl’s “can-do” work ethic. She has a motivated, “get-it-done” mindset, which we know we can always count on to benefit the entire Masuda student body. The parent community and her teaching peers also benefit immensely from all that she has to offer!

We are proud to present her as our Teacher of the Year for her outstanding contributions to the lives of the children—and adults—whose lives she touches daily.



Charlene Bosl

Robert Gisler *Elementary (K–5)*

18720 Las Flores, Fountain Valley, CA 92708 • 714/378-4211 • www.regs-fvsg-caschoolloop.com



Erin Bains
Principal

Teacher of the Year: Anne Rogers

Gisler is proud to nominate Anne Rogers as our 2013–14 Teacher of the Year.

According to a nominating peer, “Anne Rogers is one of the most amazing, dedicated and hardworking teachers at Gisler. She constantly strives to be her very best, and more importantly,

she does what’s best for students. For the past few years, Ms. Rogers has been a leading force in the numerous changes that have happened at Gisler. She not only is a natural leader among staff but also a mentor to many. She has helped bring about Leveled Reading, CGI, Fosnot math, Junior Great Books, Writers’ Workshop, Readers’ Workshop and numerous Cotsen grants that have impacted the entire school and staff. Ms. Rogers is the epitome of what hard work and dedication are and absolutely deserves to be out Gisler Teacher of the Year.”

Ms. Rogers has always been a conscientious, hardworking teacher who is respected by students, families and the entire staff. She is warm and nurturing with her students, and they adore her. She has built strong relationships with her students and families, which has created a positive effect on student success and achievement. It is an honor to have her represent Gisler Elementary School.



William T. Newland *Elementary (K–5)*

8787 Dolphin St., Huntington Beach, CA 92646 • 714/378-4200 • www.wtnes-fvsg-ca.schoolloop.com



Chris Mullin
Principal

Lunch On the Lawn

We recently held Lunch on the Lawn at Newland. This is where we invite parents to come and eat lunch with their students in a picnic-like atmosphere. It’s a fantastic event that helps build strong bonds and community support.

We know that when students find their school environment to be supportive and caring they are less likely to become involved in bullying and other problems, and more likely to develop positive attitudes toward themselves and others.

This year, my first at Newland, I was hoping that Lunch on the Lawn would meet with great success. I was not disappointed! This may well have been the best-attended event of the year. I estimate that Newland had over 1,000 students and family members in attendance.

I have been pleased to hear many positive comments from both parents and students regarding this event. It was a wonderful way to promote Newland and the family.



Isojiro Oka *Elementary (K-5)*
9800 Yorktown Ave., Huntington Beach, CA 92646 • 714/378-4260 • www.ioes-fvsd-ca.schoolloop.com

Urbain H. Plavan *Elementary (K-5)*
9675 Warner Ave., Fountain Valley, CA 92708 • 714/378-4230 • www.uhpes-fvsd-ca.schoolloop.com



Erik Miller
Principal

Wolves Leading the Pack

Oka recently held its annual Jog-A-Thon. This event benefitted from some great weather as our student runners were cheered on by a number of parents and family members.

Oka students were also able to enjoy a variety of music that helped rock the track, thanks in part to “A Night to Remember.” Upper-grade students began the event with a ceremonial lap. An authentic Olympic torch made its way around the track as it passed from one student to another at each quarter lap.

The students also heard from an Oka parent, Mr. Hansen, who shared an inspirational and personal message for students that they should never give up, even when they get tired. On multiple occasions he has run for 24 hours at a time, sometimes completing over 100 miles.

Oka students were very motivated to reach their fund-raising goal of \$30,000, because the top class is looking forward to covering Mr. Miller with lots of silly string!



Students in Action.



Julie Ballesteros
Principal

Thank You, Nancy Barnes!

We are proud to celebrate Mrs. Barnes for her 38 years of service as an outstanding speech pathologist for Fountain Valley School District. Nancy began her journey at Plavan Elementary School in 1976, where she has educated thousands of children in speech and language and theater. Her talents led to 24 years of the famous Plavan play. From “Princess and the Pea” to “Jack and the Giant,” she has kept the love of theater and the arts alive.



Mrs. Barnes knows she will miss Plavan but is excited to begin a new chapter in her life. She is looking forward to spending time with her family and friends and is excited to have the time to travel, work in her garden, play bridge, and spend time with church activities.

Mrs. Barnes will be remembered for her loving personality and endless dedication to the education of children. She has blessed our lives, and we wish her a wonderful retirement. Congratulations, Mrs. Barnes!

Samuel E. Talbert *Middle School (6-8)*
9101 Brabham Dr., Huntington Beach, CA 92646 • 714/378-4220 • www.talbertms.fvsd.ca.schoolloop.com



Cara Robinson
Principal



Jennifer Morgan
Assistant Principal

Fitting In and Getting Fit

At Talbert Middle School, the physical education teachers have established a culture where all students fit in and learn about the importance of nutrition and exercise, based on a healthy lifestyle. Students truly have fun while participating in physical education. It is not uncommon to hear music booming as students stretch or to see Mr. Howard jumping right into the hockey game with the students.

Students rotate to different physical education teachers throughout the year, really getting to know the staff. Rotations enable Talbert to offer a wide variety of sports, from those that are more traditional to sports like golf, lacrosse, disc golf, and hockey. Mr. Petrilla is a certified personal trainer and incorporates his expertise in what he calls “alternative fitness,” teaching students unconventional ways to exercise with the use of physical fitness equipment made from materials around the house, as well as yoga and Pilates. Students learn to build strength and agility, while having a great deal of fun. Mrs. Barton is famous for her square dancing and step aerobics and is quite the golf instructor as well!

The year culminates with the Talbert Rainbow Races. All physical education classes are assigned particular colors to wear, and the classes compete in over 20 activities. The winning class each period wins a barbecue meal prepared by the one and only Mr. Fockler.

The physical education staff of seven teachers does a fantastic job connecting students to school through physical education.

Hisamatsu Tamura *Elementary (K-5)*
17340 Santa Suzanne St., Fountain Valley, CA 92708 • 714/375-6226 • www.htes-fvsd-ca.schoolloop.com



Kathy Davis
Principal

Teacher of the Year: Mr. Daryl Osborne

Daryl Osborne is Tamura Elementary School’s Teacher of the Year because we believe he is the cog that keeps Tamura’s wheels turning. He is involved in the science committee for the district and has attended many events over the past two years, helping to develop science standards and implementing curriculum for the district and the county. As technology coordinator, he makes an effort to help others with their computer problems. Recently, he even took on the responsibility of creating a running club at Tamura, where students are preparing to run in the Orange County Marathon.

One of his best qualities is his rapport with his students and the families of Tamura. He helps with our noon leagues, and he continually adds unique equipment to the playground, such as ping pong tables and shuffleboard. He teaches the students how to solve three-dimensional puzzles, even though it frustrates the other teachers because the students become obsessed with them. He is a magician extraordinaire and loves to perform during the Friday Fun Time in the multipurpose room, where he leads the fifth grade in square dancing and line dances. He has been at Tamura longer than any other staff member, and he is considered by some to be the heartbeat of Tamura!



Ocean View School District

17200 Pinehurst Ln., Huntington Beach, CA 92647 • 714/847-2551 • www.ovsd.org

SUPERINTENDENT



Gustavo Balderas

Improvements Ahead

After nearly five years of waiting, this summer the Ocean View School District will be receiving approximately \$23 million in school modernization grants from the State School Facilities Program. The district applied for these grants to modernize the 11 district schools that are eligible under the program.

The State School Facilities Program provides modernization grants on a 60/40 state and local sharing basis for improvements that are necessary due to the age of a district's facilities. The most critical improvements for our facilities are related to legally mandated building code upgrades, such as new fire alarm systems and compliance with the Americans with Disabilities Act.

The state budget crisis has repeatedly delayed the funding of these grants. Now that our applications are at the top of their list for funding under their economic stimulus plan, the district is extremely excited to begin its modernization efforts.

The district has developed a plan on how to meet the 40 percent match required by the state by taking out a loan that will be repaid by non-general fund revenues, such as the ongoing lease payments that the district receives for its closed sites. This solution will allow the district to obtain the full state grant amounts and make the needed improvements without impacting the general fund or its ability to provide outstanding learning and growth experiences for all students. This is a wonderful opportunity for the Ocean View School District to enhance the school sites with minimal to no impact on the general fund.

BOARD OF TRUSTEES



John Ortiz
President

New Testing

School districts throughout the state are in various stages of Common Core State Standards implementation. Ocean View School District has fully implemented these standards in all grades—and with new standards come new assessments.

On October 2, 2013, Governor Jerry Brown signed into law AB 484, which suspended most of the assessments that were part of the Standardized Testing And Reporting (STAR) Program. Assembly Bill 484 established a new assessment system, now called the California Assessment of Student Progress and Performance (CAASPP), which replaces the STAR Program. The CAASPP assessments include the new Smarter Balanced Assessment Consortium (SBAC) tests, which are aligned to the new standards, as well as the California Standards Tests (CSTs) in science. The SBAC tests are replacing the CSTs in English-language arts and mathematics. The history-social science CSTs will no longer be given.

Along with thousands of schools across California, Ocean View School District students in third through eighth grades are participating in the Smarter Balanced Field Test in English-language arts and mathematics during assigned testing windows from March 25 – June 6. Students in fifth through eighth grades also took the CST science test during the first week of May.

SBAC field testing is critical to ensure that assessment items are accessible to all students and produce results that are valid, reliable, and fair. The field test is fully computer-based and will give students, teachers, administrators, and districts valuable exposure to the future assessment system. These tests will not yield individual, school, or district scores, but will be more of a valuation of the test.



John Ortiz
President

Ocean View School District Board of Trustees



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Pleasant View *Ocean View Preparatory Preschool*

located at Pleasant View School, 16692 Landau Ln., Huntington Beach, CA 92647 • 714/845-5000



Paul James
Principal

Our Terrific Teachers

There's a children's book with the title, *What Do People Do All Day?* The stories in this book discuss the important roles that people have each day. It also describes the process of each part of a job, and how things are made in our world.

Stories such as "Building a Road," or "Constructing a House" and "Making an Airplane," are explained in intricate detail. We learn about how each job is successfully completed in a step-by-step process.

Here at Pleasant View/OVPP, a chapter of the book should read, "Who Are the Builders of Builders?" That's because we are fortunate to have a team of "builders" who provide the foundation for children to learn, explore and grow in a caring atmosphere. This fantastic team of teachers plans, prepares and creatively thinks about how to help our students succeed each day.

They magically work their craft to perfection, and reflect on each child's need to "build" their students so that they can become the builders of future generations.

We are thankful to have Cindy Atkinson, Christina Llata, Kathie Favazza, Marie Schools, Elke Day, Katy Nachbaur, Michelle Wall, Kim Hunter, Genie Peterson, Caroline Rodriguez and Theresa Crockett as our own builders. We look forward to them continuing the amazing "chapters" of the lives they touch each day.

Circle View *Elementary*

6261 Hooker Dr., Huntington Beach, CA 92647 • 714/893-5035 • www.ovsd.org



Carol Furman
Principal

Thinking Maps

Students at Circle View are becoming increasingly proficient in the use of Thinking Maps! Just like a road map, Thinking Maps help guide students through the thought processes necessary for critical thinking and academic success! Thinking Maps consist of eight visual patterns, which are each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area. Each Thinking Map is designed to answer guiding questions related to a specific thought process. Here, Mrs. Chavez is using the “Bridge Map” to help her 2nd grade students see the analogy between repeated addition and multiplication! When you walk into any class at Circle View, you will be sure to see students and teachers using these “maps” to guide their thought process!!



Golden View *Elementary*

17251 Golden View Ln., Huntington Beach, CA 92647 • 714/847-2516 • www.ovsd.org



Elaine Burney
Principal

Cultural Night

School, family and community are part of our Golden View PTO’s mission. This group helps to develop school connectedness, bring families closer together, and build strong connections. One event that we always look forward to at Golden View is our annual Cultural Night. After opening with grade-level performances, our students pick up special “passports.” With these they are able to visit booths that represent different countries from around the world.

The booths have a variety of items from each family’s heritage and culture. Once the students answer questions about each country they can turn their passports in for a prize.



Not only did our students and families enjoy visiting the different booths this time, they also ended up learning a great deal! An exciting addition to the evening was watching the performance by Mexico Lindo. Yasmin Jaramillo, Jessica Nava, Paula Rodriguez and Fatima Maldonado delighted everyone with their traditional dances.

College View *Elementary*

6582 Lennox Dr., Huntington Beach, CA 92647 • 714/847-3505 • www.ovsd.org



Kathy Smith
Principal

How Does Your Garden Grow?

We all know that water, soil, and sun are essential for plants to grow. However, at College View School, it also takes a collaborative effort by a dedicated staff, community members, and the district. Mrs. Patricia Morgan, one of College View’s kindergarten teachers, applied for a garden grant from a natural supermarket chain. The school grant program was funded for \$2,000, and Mrs. Morgan quickly organized a garden committee. She utilized the talents of our community members to bring her vision to fruition.



She also recruited Christopher Whipple, who is building planter boxes as his Eagle Scout project. Pictured are Mrs. Morgan, Mr. Aaron Schilleci, and Mr. Bill David on a Saturday work day. The completed project will include six raised planter boxes and an irrigation system. The goal is for each grade level to have its own planter box to utilize in cross-curricular Common Core State Standards units of study.

Harbour View *Elementary*

4343 Pickwick Cr., Huntington Beach, CA 92649 • 714/846-6602 • www.ovsd.org



Cindy Osterhout
Principal

Saturday Academy

The students, parents and staff at Harbour View Elementary School are all loving Saturday Academy! With an average of 100 students attending each of our academies, we are definitely calling this innovative idea a success! The Saturday Academy offers students an opportunity to make up absences from the school year while the schools recoup lost revenue. Last year Harbour View received a check for \$8,500 as our portion of the recaptured funds.



Teachers plan grade-level lessons to enrich student’s learning, providing educational opportunities that are both valuable and fun. At our most recent Saturday Academy students participated in Career Day, highlighted by presentations from the Huntington Beach Police Department and Huntington Beach Fire Department. Our day was even featured in the Huntington Beach Independent. Hats off to Mrs. Pamela Schrub, our Academy lead teacher, for seeing that every Saturday runs smoothly! Hurray for Saturday Academy!

Hope View *Elementary*

17622 Flintstone Ln., Huntington Beach, CA 92647 • 714/847-8571 • www.ovsd.org



Carrie Haskin
Principal

Hope for the Future: Make a Difference Today

We're inspired to continue to be a Positive Behavioral Intervention Support (PBIS) school and continue to work closely with staff and students to be effective.

The year begins with a "snake tour" in which expectations are clearly defined and modeled. Our mission—providing a safe environment that nurtures high academic achievement and strong social values by promoting responsibility and respectful behaviors—incorporates being Safe, Respectful and Responsible.

Our character-education program introduces a new character trait at the beginning of each month during our schoolwide weekly flag assembly, directed by PBIS coordinator Mrs. Sjogren and our fifth-graders. Mrs. Sjogren works closely with students as they introduce and give examples of the character trait, using Thinking Maps and specific examples. April's character trait was *honesty*; May and June's is *perseverance*.

The traits are revisited during grade-level monthly award assemblies, the Monday-morning message, character lessons and distribution of Make a Difference Today (MAD) tickets awarded during the year as positive-behavior reinforcements. One child from each class is acknowledged weekly during the flag assembly.

Under the direction of Mrs. Sjogren and with the support of Mrs. Burokas and Mrs. Weschler, our fourth- and fifth-grade Hope View Helpful Hawks volunteers are trained to work as conflict managers with other students and to be positive role models. Our teachers incorporate the monthly character traits into classroom lessons and build on "catching" students making good choices. We closely follow our motto, Hope for the Future: Make a Difference today!

I'm proud to be part of such a positive learning environment!

Marine View *Middle School*

5682 Tilburg Dr., Huntington Beach, CA 92649 • 714/846-0624 • www.ovsd.org



Shelley Morris
Principal

Education Outside the Classroom

March was a very busy month for our students at Marine View, but the most memorable events took place off campus. Our eighth-grade students and teachers traveled to Huntington Beach High School for the HB Reads presentation by Dr. Terrence Roberts. Our eighth grade teachers did a fantastic job preparing our students for this once-in-a-lifetime opportunity, and their efforts paid off as our students asked great follow-up questions and, most importantly, returned to Marine View curious to know even more about the civil rights movement.

The very next week, our sixth- and seventh-grade Super Citizens went to see Shrek the Musical courtesy of the Academy for the Performing Arts. They absolutely loved the show and were overjoyed to have lunch with their friends and teachers afterwards in a local shopping center.

Classroom learning will always be the key to our students' education, but getting out of the classroom to enhance that learning, both social and academic, is valuable as well. Go Mariners!

Are you looking for me
for the Contest on page 19?



Lake View *Elementary*

17451 Zeider Ln., Huntington Beach, CA 92647 • 714/842-2589 • www.ovsd.org



Anna Dreifus
Principal

Deeper Learning through STEM

Ms. Stuart's second-graders are busy with STEM-based projects. They just completed one involving weathering rocks.

Students collaborated in teams to observe how weathering of rocks can occur through the process of abrasion in water. They then entered the data collected during an experiment into a spreadsheet, displayed it in the form of a line chart, and evaluated their findings. Finally, they brainstormed to improve the experimentation process.

Using marble chips with water in plastic jars, students

shook the rocks while a teammate timed them. They dried and weighed the chips after each session, comparing the rocks' mass before weathering and after each timed session. They recorded the total mass lost in their data tables and created their line charts.

Students took accurate notes in their journals, just like scientists, and then used it to write summaries of their findings. This is project-based learning in action, and our students love it!



Mesa View *Middle School*

17601 Avilla Ln., Huntington Beach, CA 92647 • 714/842-6608 • www.ovsd.org



Dr. Stephanie Henry
Principal

A Personal Approach to Academics

Mesa View is proud to share the accolades for our school and students. We were recently named a 2013 Bronze Medal School, and one of the top 18 middle schools in Orange County. The California Business for Educational Excellence organization also placed us on its 2013 Honor Roll for Middle Schools.

Students Karyn Tindbaek, Madison Jackson and Zac Cox were contest winners for the 15th-Annual Holocaust Writing and Art Contest for Chapman University. Zac moved forward to the final level, a huge honor!

Additionally, our students were presented at the OCDE's National History Day; won awards in a local writing contest; and earned perfect scores in the Continental Mathematics League Competition.

We believe that success is built on our personal approach to academics, and that students of all ability levels and aptitudes can thrive. To expand our experiential learning opportunities, we are starting a pilot Robotics Program which will expand over the next few years. We have also expanded the technology at Mesa View, and aligned our new computer labs to the 21st-century skills that our students will need to be competitive in a global economy.

Our GATE Magnet Program also continues to flourish! With the school-within-a-school model, students are encouraged to acquire skills and insight at advanced ideological and creative levels. They also have the opportunity to participate in an accelerated math program, which ends in geometry for the eighth-grade students, and experience the differentiated learning opportunities that are commensurate with the abilities of our gifted and talented pupils.

Oak View *Elementary*

17241 Oak Ln., Huntington Beach, CA 92647 • 714/842-4459 • www.ovsd.org



Laura Dale-Pash
Principal

Amazing Success

In March, Oak View Elementary School student Angel Garcia represented Ocean View School District at the Association of California Administrators (ACSA) Every Student Succeeding awards breakfast. Angel began at Oak View School in Preppie Kindergarten and is currently in first grade. A very hardworking and resilient young man, Angel has faced more challenges in only seven years of life than most will face in a lifetime. His family of five children under the age of eight years lives in poverty, and at the age of four he witnessed a serious act of violence.



Angel has made amazing progress over the last three years with the assistance of our team, including: Laura Dale-Pash, Principal; Jeannette Skeen, School Psychologist; Sherri Medrano, Community Liaison; and Cindy Reichenthaler, Margaret Friedmann, Mary Thompson, Rhonda King, Jessica Camarena, and Danila Diaz, Teachers. The Oak View team is very proud of Angel! He is truly a student succeeding!

Oak View *Preschool & Education Resource Center*

17131 Emerald Ln., Huntington Beach, CA 92647 • 714/843-6938 • www.ovsd.org



Joyce Horowitz
Principal

Dr. Riba's Health Class

Move when you can. Drink water. Eat natural foods. This is the message that Dr. Patricia Riba and her staff shared with Oak View Preschool parents. This February, 32 families participated in a three-week series of parent nutrition-education classes. They learned about nutrition and obesity while their children, ages 2–5, ran relays, played games, and stayed active for the entire hour that their parents were in class!

Some of the facts that Dr. Riba shared with the parents are the benefits of being a member of the “health club.” In the 2011–12 school year, 48 percent of overweight and obese participants significantly decreased their body mass index (BMI) scores, and during the 2012 summer, 62 percent of children reduced their BMI scores. Significant improvements were also found in fitness, including sit-ups, push-ups and sit-and-reach. In 2010, 87 percent of patients decreased their BMI—statistically significant improvement in all fitness scores.

Parents were told about the benefits of drinking water and white milk and that consumption of sugar-sweetened drinks is associated with obesity in children. They were also told to eat whole grains. Many nutrients are lost when wheat is refined.

There are a variety of problems that occur when children do not get proper nutrition. Some of the problems that are preventable are failure to thrive, being underweight, being overweight, obesity, anemia—iron deficiency—being picky eaters and food allergies.

Spring View *Middle School*

16662 Trudy Ln., Huntington Beach, CA 92647 • 714/846-2891 • www.ovsd.org



Jason Blade
Principal

BRIDGES: Welcome, Safe, Respected

For the last two academic years, Spring View has proudly created a partnership with Orange County Human Relations, helping to promote a campus environment respectful of all students. With the guidance of OC Human Relations and the passion of Spring View teacher Jared de Lachica, the BRIDGES class was launched during the 2012–13 school year. Students join BRIDGES based on their motivation to make a difference in their school and community. Seventh- and eighth-graders involved in BRIDGES accept the yearlong elective in which they're asked to stand up and work for all Spring View students to feel safe, welcome and respected.

If you look into a BRIDGES class, you won't find students just sitting there. They're also out and about making a difference. BRIDGES members, wearing their spirited class T-shirts, can be found welcoming new students, giving campus tours, maintaining the recycling program or leading sixth-grade intramural sports.

As if there weren't enough to be done, BRIDGES students have even used their talents during pride rallies to write and perform skits that demonstrate the BRIDGES core value. Last year, BRIDGES students transformed the atrium into a Zen garden, utilizing funds from their communitywide recycling drives.

OC Human Relations has been a wonderful organization to partner with. The office provides students with opportunities for conferences and team-building retreats. The partnership of OC Human Relations, Mr. de Lachica and Spring View students continues its successful rise, reflecting the vision that middle school can be a place where all students feel welcome, safe and respected.

Star View *Elementary*

8411 Worthy Dr., Midway City, CA 92655 • 714/897-1009 • www.ovsd.org



Jamie Kinder
Principal

We Score With the Ducks!

Star View is so proud to be a part of the Anaheim Ducks S.C.O.R.E. program! For the past three years, members of the S.C.O.R.E. program have come to Star View to teach our fourth-grade students how to play street hockey. Through the program, the students learn the fundamentals of hockey, rules of the game, teamwork, healthy living and positive character traits.

The Anaheim Ducks have generously donated hockey equipment, signed team jerseys and character-building assemblies. One great assembly was led by John Ahlers, the TV play-by-play announcer for the Ducks. He discussed the importance of teamwork, had the students try on authentic hockey gear, and made a team-building activity out of the gear. The whole experience ends with a friendly street-hockey competition between all the elementary schools in the area.

Overall, the Anaheim Ducks S.C.O.R.E. program is an amazing hands-on adventure for all of our fourth-grade students.



Sun View *Elementary*

7721 Juliette Low Dr., Huntington Beach, CA 92647 • 714/847-9643 • www.ovsd.org



Kristi Hickman
Principal

Congratulations Are in Order

Once again, Sun View shines because of our outstanding teachers, students and amazing staff. In March, there was a day of celebration when instructional assistant-EL Lisa Nowels was recognized as the Ocean View School District Classified Employee of the Year! Ms. Nowels was recognized for her leadership and commitment to effectively serve the Ocean View School District's English-learner population at Sun View and throughout the district.

Ms. Nowels works with small groups of students in the general-education and intervention classrooms, conducts parent-education meetings, and serves on the English Language Advisory Committee (ELAC) and the School Site Council. In addition, Ms. Nowels has coordinated school programs for the Ballet Repertoire Theatre, ensuring opportunity and exposure to the visual and performing arts. Her efforts extend to elementary school students in surrounding districts throughout Orange County and L.A.

Additionally, Ms. Nowels works in an outreach program through her church that has greatly benefited our homeless population within our school and abroad. She is a team player and a strong advocate for children. Her dedication, passion, enthusiasm and positive energy are admirable! She has an impressive track record and is a fabulous representative of Sun View School and as the OVSD Classified Employee of the Year!



Village View *Elementary*

5361 Sisson Dr., Huntington Beach, CA 92649 • 714/846-2801 • www.ovsd.org



Kathy Tryon
Principal

Choosing to Grow

Village View has been working hard to prepare its students for the new Common Core online assessments. This year they are being assessed in both language arts and mathematics.

This is also the first year for the new computer-based testing. Everyone is working hard to understand all the technology demands, as well as the educational demands required of our students.

Our school will not be receiving scores this year since the State of California is testing the test. But this gives our district time to upgrade its technology and prepare staff and students for the challenges of a new assessment program. As a school though, we are spending more time teaching and practicing keyboarding and the other skills needed for our different computer applications, including this test.

We encourage you to take a look at the requirements of the Smarter Balanced Assessment Consortium (SBAC for short) and see what your children are learning. You can find information on the California Department of Education's Web site. It is a fun new challenge for the children, and provides lots of new information for staff.

As usual, our teachers have been working hard to implement the Common Core Standards and prepare for testing. Boy, how things have changed since we parents went to school! But you know what they say. "Change is inevitable, growth is optional."

We choose to grow with this new test.

Vista View *Middle School*

16250 Hickory St., Fountain Valley, CA 92708 • 714/842-0626 • www.ovsd.org



Amy Kernan
Principal

Changing Technology

Vista View Middle School is stepping into the future with the implementation of our new Integrated Science and Technology Academy for the 2014–2015 school year. Students will have access to computer labs, an electronic tablet lab, and a robotics lab as they work through their core curriculum. Technology will be part of every class, with teachers incorporating Internet resources.

Students will have the opportunity to participate in Science, Technology, Engineering, and Math (STEM) courses such as robotics, information technology, graphic arts, marine biology, archeology, and computer repair.

"We are very excited to be able to give students access to 21st-century skills and technology at Vista. Our students will have the ability to apply their knowledge and participate in enrichment activities that many other schools may not be able to offer," said Principal Amy Kernan. It is an exciting time to be a Falcon!



Westmont *Elementary*

8251 Heil Ave., Westminster, CA 92683 • 714/847-3561 • www.ovsd.org



Karen Sandors
Principal

Celebrating Reading

On a bright and sunny March morning, our Westmont students, staff and family members set up their chairs, spread out their blankets, and found the perfect spot to celebrate reading during the school's annual Family Literacy Picnic.

It was exciting to see children of all ages, from babies in strollers to grandparents reading with their grandchildren. The PTO passed out bookmarks and crayons to help celebrate the event.



To continue celebrating reading, the PTO also sponsored the Family Fun Book Fair Night. Its fiesta theme was celebrated with nachos and piñatas, and of course, lots of shopping for books! As Dr. Seuss says, "The more that you read, the more things you will know. The more that you learn, the more places you'll go!"

Westmont students had a wonderful day getting into the spirit of reading. They are looking forward to the places where reading will take them.



Fountain Valley Library

17635 Los Alamos St., Fountain Valley, CA 92708 • 714/962-1324 • www.ocpl.org

Literacy Activities Abound!



Mary Ann Hutton
Branch Manager

Please join in on the fun with our new children's librarian for Wednesday Storytimes at 10:30 a.m. through June 4 for stories, songs and crafts. Activities are tailored for children ages 3 to 5, but children of all ages are welcome to join us.

On May 8, we will have a special craft afternoon from 3:30 to 4:30 p.m. to make a free Mother's Day-themed craft to take home to Mom to show her our appreciation—all craft supplies are provided. Hope to see you there for a creative, innovative afternoon.

Homework Help is available! Bring your homework, and our high school volunteers will help you. Opportunities are available on Wednesday from 5 to 6 p.m. except on school holidays. All ages are invited. We are looking for high school volunteers to assist us with this special program, which benefits our elementary-age children. A great opportunity, and something to put on your college application!

Join us for BARK (Beach Animals Reading with Kids) on Saturday, May 17 from 3:30 to 4:30 p.m.! This enjoyable endeavor encourages children to increase their reading skills and self-confidence by reading aloud to certified therapy dogs. Walk-ins are welcome, or sign up and reserve your spot at the information desk. BARK is year-round every third Saturday of the month. Bring your favorite book to read to the dogs, or pick one off the library shelves! Hope to see you there!



Barbara Richardson
Senior Librarian
Programming and
Youth Services

Summer is the busiest time of year for the Children's Department. Many special events, programs and story times are planned. Our annual Festival of Folktales, which celebrates the start of summer vacation with games, shows and fun activities, takes place on Tuesday, June 24, from 11 a.m. to 3 p.m. at the Central Library.

This year's summer reading program is Paws to Read. Starting June 23 through Aug. 1, children, teens and adults can register online on our website. They can use their online reading log to keep track of their summer reading. Teens and adults can keep track of the books they read and earn raffle tickets to win gift baskets. Children can choose to keep track of books they read or listen to, or they can keep track of the time they spend reading.

When children reach a certain number, they will be able choose a prize from our coupon box. Children who complete the program will be able to choose a prize from the treasure chest and a book. The summer reading program goal is to read at least three hours a week.

The children's reading program ends with a concert featuring Clint Perry and the Boo Hoo Crew. This event takes place Saturday, Aug. 2 at 10:30 a.m. at the Central Park Bandstand. All reading program participants and their families are invited to attend.

Information about upcoming library events can be found on the library's Facebook page and website.

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OCDE Strategic Plan



Dr. Al Mijares
Superintendent

Orange County Department of Education Vision:
Orange County students will lead the nation in college and career readiness and success.

As educators, we are preparing our students to succeed in an increasingly globalized and competitive workplace. It is imperative that students develop competencies in the areas of critical thinking and problem solving, creativity and innovation, communication, collaboration, and character to assure their success in college, careers, and life.

Recognizing the essential need to keep pace in education, and to assure our accountability, the Orange County Department of Education (OCDE) undertook a strategic planning process. This activity will enable us to stay ahead of the vast changes in technology, culture, and the global economy - while working hard to close the achievement gap. In developing our plan for the next five years, we looked at our history, core strengths, areas of improvement, challenges, and opportunities. Through the process, we affirmed our Mission, developed our Vision, and outlined the blueprint to achieve our goals.

We come away from the strategic planning process with a living document and the compass for our ambitious journey. A journey that sets high expectations and allows us all to unite on the path to ensure Orange County students lead the nation in college and career readiness and success. The plan includes a set of strategic priorities, goals, key performance indicators, and a learning vision to guide our work. It revolves around our primary focus of student achievement, which is at the center of everything we do on a daily basis. The plan will enable us to build upon the successes of the past as we continue to enhance our services to students, parents, and the community.

To lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students. We recognize that OCDE plays a supportive role in reaching this vision and its fulfillment is ultimately dependent on the engagement and the contributions of educators at all levels of student development from early childhood through higher education. Success will require that our students cultivate not only academic mastery but also emotional and social development in safe and supportive schools and communities. Individual student interests, choices, and capacities define college and career success, but we know students need support to acquire competencies that will allow them to succeed in learning experiences beyond their PreK-12 education.

I want to express my gratitude to the many of you who contributed to the development of the plan by responding to surveys and participating in discussions with our leadership team members. I truly appreciate your constructive, thoughtful, and valuable input. I am confident that if we work together, our students will graduate from high school prepared with the competencies they need to thrive in the 21st century.

Thank you for your interest in the students of Orange County and for your contributions to their success.

For additional information about OCDE services, visit www.ocde.us.

Taking the Pledge

Driving Is a Responsibility



Karley Cable

HAPPY SPRING! I am so glad that the days are finally longer and we are getting closer to summer vacation. As a new driver, the freeways can be pretty daunting, especially during rush hour and driving is always a lot harder for me in the dark.

It was just over year ago that I got my driver's learning permit. As excited as I was to get behind the wheel, my first few driving lessons with mom and dad were a disaster. It was much harder than I anticipated and I wondered if I would ever be able to navigate my way around by myself without nearly running into something. Add to that the fact I live in a crowded, busy, beach community. Skateboarders and cyclists are constantly flying out from alleyways and tearing down narrow streets in the wrong direction. Young kids are can always be found playing in the streets. Animals are frequently running out into the road, and nothing is worse than trying to parallel park. You need to be very cautious. I'm glad I didn't give up on learning to drive because it is just like learning any new skill, it takes practice for it to become second-nature.

I have a lot of friends who are getting their driving permits this year and other friends that don't seem the slightest bit interested in learning to drive. I can understand where both are coming from. Driving is amazing! It is so empowering and it gives me such a sense of freedom. I finally feel like I am no longer a child. However, learning to drive does require a big time commitment and expense. Training courses can take a few months and they can be very boring, not to mention pricey. And, in addition to the training, you must put in a lot more time practicing behind the wheel with an adult.

Summer is an ideal time to learn to drive. The days are longer, and for most teenagers, school is not in session so there is more time to dedicate to learning.

If you are the parent of a teen nearing driving age, I imagine you might be thrilled if your teen has no interest in learning to drive, but I would recommend you encourage them to do it. Here's why: In order to get behind the wheel and drive, you must first pass a driver's permit written exam and complete a training course which usually takes a few months. Then, if you pass your exam and get your driver's learning permit, you must get professional "behind-the wheel" training as well as put in 100 additional hours of practice with an adult. This is a great opportunity for you to help get your teen off to a good start by practicing a lot with them. For most teens and their parents, this can be a very stressful time. Just remember, the more they practice, the better drivers they will be. By the time they receive their license, you will hopefully be very confident in their driving abilities. Plus, you will become a better driver as you realize how important it is to set a good driving example yourself.

Even after your teen has mastered the driving courses, and has met all the requirements to finally get their driver's license, they still need to go to the DMV and take a behind-the-wheel driving test. Some DMV's are very tricky. After driving countless hours in crowded cities with heavy traffic, I quickly learned that a green light means nothing if pedestrians are still crossing the street or cars are in the intersection. I can give you the names of twenty people, myself included, who failed their first driving test for slowing on a green turn arrow.

Learning to drive is a rite of passage and the experience of teaching your teen to drive will no doubt provide many memories. The best part for parents is that once your teen starts driving, there is no better motivation for getting good grades, a job, and being responsible, like the privilege of driving a car. They can also run out to the store and grab a few things you need or fill the car with gas for you too! And while the thought of an auto accident is extremely scary, we can drastically reduce the likelihood of injury by wearing seat belts, obeying traffic laws and certainly NEVER TEXTING WHILE DRIVING.

I urge you to require your new driver to log onto my website:<http://themadmovement.weebly.com> and TAKE THE PLEDGE to never text and drive. Karley Cable is a junior honors student at Woodrow Wilson Classical High School in Long Beach. She recently received her second President's Volunteer Award from President Barack Obama and was a state honoree for the prestigious Prudential Spirit of Community Awards for her "Don't Text and Drive/It Can Wait" campaign efforts. For more information on Karley and her campaign, visit her website: <http://themadmovement.weebly.com>



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for the Contest on page 19?



Dream Universities are Attainable



Susan D. Marshall

My question to parents is this; if your son or daughter could attend their dream school for the same out of pocket expense or less than another school, would this be something you would like to know ahead of time? Yes, of course. As soon as possible.

There are ways to know these things. There are things you can do even when students are in middle school that can be game changers in the world of financial aid, getting scholarships, and helping families save on college.

Navigating the financial aid process is a challenge and it needs to start sooner than parents realize. One of the biggest challenges you will face is college costs have become alarmingly high. Most families have not saved enough to even pay for 1 full year of tuition.

The other challenge is figuring out how to navigate the college financial aid process and learning how the colleges disperse financial aid. The reality is that colleges and universities don't want you to know the process or guidelines they use to distribute financial aid. Their goal is to attract as many high quality students to attend their school with as few dollars as possible.

Every college is different in how they award aid. Do they offer more need based aid or merit aid? Merit aid is awarded for the student's merit. Need based aid is based on financial need.

Regarding need based aid: The question is how much of your need the college will meet. Then the question is if they will meet your need in the form of loans or in gift aid. Gift aid is free money, money you don't have to pay back. Loans, even though considered financial aid, someone will eventually have to pay back.

By being able to answer these questions and understand how colleges' award financial aid (and the types of aid) may make a difference in your student attending their dream school or settling for a school they think is more affordable.

Susan both educator and advisor specializes in college planning. She helps families save for and pay for college. If you have questions you would like answered in a future article contact her at Susan@College4Less.com or on her Web site at www.college4less.com



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(Please put **FHOW** in subject line)



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Contest!!

This Mr. Ruler is hidden in 3 places in this publication.
When you find him, email the **page numbers** to:

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

Your entry must be received by June 15, 2014
From the correct entries, we will draw a winner to receive
a \$20 gift certificate redeemable at Barnes and Noble.

Congratulations Natalie DeMille
winner of the March Contest!



Note-ables

Dog on Fleas



Kate Karp

For some time, creators and performers of young people's music have been dispensing with the cheap, synthetic sound of electronic tracks and replacing them with real live instruments. I'm surely not the only one who's delighted beyond words. Dog on Fleas is one of the groups that plays in its own band, called the Backyard Orchestra; the combo includes but is not limited to a sousaphone, duck calls, a bass drum, a bassoon, a clarinet and several kazoos. The wacky instrumentation and the wordplayful monikers of group and band indicate one slaphappily good CD.

The content is composed of songs original, familiar and obscure. Imagine, if you will, "Over the Waves" and the "Grand March" from the opera *Aida* played solely by kazoos, albeit skillfully. The original songs, written by Grammy Award-winning producer and band member Dean Jones, are based on themes that both child and parent will appreciate. "Hundredaires" is about the joys and disadvantages of a simpler life and a lighter wallet. "It's a Ruse" warns about things that seem too good to be true and likely are. "Pardon My Pajamas"—well, who hasn't longed to spend an entire day in jammies?

And "Hinterlands" is plain wonderful—brilliantly arranged and tuneful, with an energy that you can jump on and ride. You're certain to get an itch for Fleadom.

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



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Dr. Marian Kim-Phelps



Multicultural Celebrations
(Please see the front page)

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Anderson *Elementary (K-6)*

8902 Hewitt Pl., Garden Grove, CA 92844 • 714/894-7201 • www.wsd.k12.ca.us/anderson.aspx

Lucille Tambara-*Interim Principal*

Anderson Students Celebrate Read Across America

Anderson sixth graders celebrated Dr. Seuss in a new and exciting way in March. Families were invited to a creative, interactive read-aloud, narrated by three students. Dr. Seuss characters were portrayed by students in hand-made costumes that included Yertle the Turtle, Cat in the Hat, the Lorax, the Grinch, Thing 1 and Thing 2.



BOARD OF TRUSTEES



Mary Mangold
President

Johnson Middle School Showcase and Grand Opening

I was honored to attend the Johnson Middle School Showcase and ribbon-cutting ceremony for the new Exploratory Building and gymnasium recently. Our community passed a bond measure in 2008, called Measure O. This bond measure provided us with funding to transform our middle schools and to build 21st-century facilities that house incredible learning programs, including robotics engineering and technology, digital media and visual arts, orchestra and strings, and hands-on, interactive science, to name a few.



The beautiful, new gymnasium at Johnson includes a full-size basketball court, a fitness studio, a music classroom, a drama classroom, and a stage for performances and presentations. This facility has enough space to accommodate up to 1,500 people!

Our impressive, new Exploratory Building is a two-story, state-of-the-art, energy-efficient building designed for flexible use. The top floor has four large science classrooms that include an adjoining research area, where students can conduct experiments. The bottom floor is home to three large classrooms designed to support Science, Technology, Engineering, Art, and Math (STEAM) and project-based learning.

Six guiding principles were used in the development of our Measure O facilities: provide 21st-century learning environments; develop schools as centers of the community; promote safe and healthy schools and lifestyles; facilitate exploration as the key component of learning; value stewardship and accountability in all activities; and promote staff development and collaboration.



Syed Shah, Chamber of Commerce; Councilwoman Diana Carey, Dave Bridgewaters, Board Member; Amy Walsh, Board Member; Mary Mangold, Board Member; Dr. Marian Phelps, Superintendent; Andre Illig, Principal; Penny Loomer, Board Member; Jamison Power, Board Member; Councilman Sergio Contreras, Mayor Tri Ta.

On behalf of the Board of Trustees, I would like to thank parents, community members, and staff members for coming together in the best interest of our children and making a dream become a reality. These remarkable, new facilities will benefit our students and community for decades to come!

Clegg School

6311 Larchwood Dr., Huntington Beach, CA 92647 • 714/894-7218 • www.wsd.k12.ca.us/clegg.aspx



John Staggs
Principal

Getting Up the STEAM!

Clegg Elementary School was named a STEAM Magnet School by the Westminster School District effective the start of this 2013–14 school year. STEAM stands for Science, Technology, Engineering, Arts and Mathematics. The program was designed by the National Science Foundation to revolutionize the teaching of math and science by integrating technology, the arts and engineering into the curriculum. Students have been experiencing learning activities appropriate to their skill and age levels reflective of both district and STEAM curriculum.

This has been done by incorporating teaching methods such as project-based learning, problem-based learning, inquiry-based learning, blended learning, and machines and mechanisms.



We are providing opportunities for our students to become creative, independent thinkers and responsible, collaborative learners with an emphasis on acquiring skills in communication, collaboration, critical thinking, creativity and civility. Classes are currently developing their STEAM projects that will be presented to the community at our STEAM showcase here at Clegg on June 13. We are excited to see all of the amazing things our students create for this event!

Eastwood *Elementary (K-6)*

13552 University St., Westminster, CA 92683 • 714/894-7227 • www.wsd.k12.ca.us/eastwood.aspx



Donna Brush
Principal

Dolphin Details

Eastwood School is proud to recognize Mrs. Annette Simrak as our 2014–15 Teacher of the Year. Mrs. Simrak received a Bachelor of Science from UCI, a teaching credential from Cal State Long Beach and a master's degree from Walden University. Her 25-year teaching career has been in grades three, four and five, all of which have been at Eastwood.

As an upper-elementary teacher, Mrs. Simrak provides students with an environment in which they are encouraged to become accountable for their own learning. She believes that her role is that of a facilitator in ensuring students develop lifelong skills, which include academic achievement at the highest level and a strong work ethic.

To Mrs. Simrak, the classroom is filled with many new experiences. Despite the fact she has been teaching fourth grade for many years, each and every year is as different as each and every student. Her greatest joy comes when the students finally get it—the “aha moment!”

Outside the classroom Mrs. Simrak enjoys spending time with her husband, daughter—a graduate of Cal State Long Beach—and son, a Cal State Fullerton junior. During her free time, this California native and her family enjoy the outdoors; they are often found spending Sundays on bike or scooter rides or on the water in their boat. Additional enjoyment for this family is supporting the Ducks during hockey season.

Eastwood students, parents and staff members are thrilled to honor Mrs. Simrak.

DeMille *Elementary (K-6)*

15400 Van Buren St., Midway City, CA 92655 • 714/894-7224 • www.wsd.k12.ca.us/demille.aspx



Shannon Villanueva
Principal

Dance Literacy

The Common Core calls for students to develop literacy in all content areas. As an Orange County Arts Advantage District, Westminster has appointed an arts advocate at each school site to help teachers discover the connections that the arts provide to the ELA Common Core and to all students, including English language learners.

As DeMille's arts advocate, transitional kindergarten teacher Patty Petersen has had the unique advantage of attending dance-curriculum workshops through the California Arts Project and hosted by the Orange County Department of Education. Ms. Petersen has shared her budding dance “literacy” with primary students through engaging weekly lessons based on the California K–8 VAPA Content Standards. While learning the academic language of dance, students ignite their creativity through artistic processes and skills that engage and motivate.

The California Arts Project's central mission is to improve teaching and learning in dance, music, theater and the visual arts for all of California's students.



Finley *Elementary (K-5)*

13521 Edwards St., Westminster, CA 92683 • 714/895-7764 • www.wsd.k12.ca.us/finley.aspx



Maria Gutiérrez-García
Principal

What Do Scott E. Sutton & Mary Poppins Have in Common?

Answer: With every job that must be done there IS... an element of fun.

One rainy day in February, Scott E. Sutton blew into Finley School on a breeze. With a stroke of his pen and his many kid-friendly sound effects, Scott easily commanded a multipurpose room full of students, inspiring them to write. Using character, place, and problem, a beginning, a middle, and an end, he entertained his audience with the magic of

drawings. Using methods from one of his many children's books, Scott created a character and explained his writing methods.

Teacher Mrs. O'Neill said, “Scott lit a fire under my students!” He shared not only his talent but his many years of experience and inspired them to be creative.



Fryberger *Elementary (K-5)*

6952 Hood Dr., Westminster, CA 92683 • 714/894-7237 • www.wsd.k12.ca.us/fryberger.aspx



Paula Mills
Interim Principal

A Happy, Healthy Body

Registration for our 2014-15 Fryberger Transitional Kindergarten Program, formally known as Preppie K, is now available for students whose birthdays fall between Sept. 2 and Dec. 2, 2009. Enrollment applications are in the office

Recently, our transitional kindergarteners learned about having a happy, healthy body. Maesa Thanaritiroj, owner and trainer of a Los Alamitos workout establishment, discussed fitness, healthy foods and how to have a healthy, happy body with the students. He taught them that being active helps avoid stress, and to have a healthy body, students need to be active. He taught them a short fitness/exercise routine and then challenged the students to aim for 60 “Move-It Minutes” a day. Each child received a Pledge Certificate and a “Move It Minutes” log sheet.



The students are excited about creating posters and sharing their exercise routines. They know that “Move It Minutes” will help them be successful in the upcoming School Jog-a-Thon.

Johnson *Middle School (6-8)*

13603 Edwards St., Westminster, CA 92683 • 714/894-7244 • www.wsd.k12.ca.us/johnson.aspx



Andre Illig
Principal

Our New Facilities

On March 19, Johnson Middle School held a grand opening celebration, ribbon-cutting and showcase for the new gymnasium and Exploratory Building. The event included speeches from our superintendent, School Board members and members of the Westminster City Council. Over 1,000 parents and community members participated in the event.

This modern facility enables 21st-century learning at its best. Johnson offers accelerated mathematics, rigorous humanities, robotics engineering, visual and performing arts, competitive sports programs, and a variety of co-curricular clubs. In our enriched learning environment, students collaborate, create, and prepare for college and careers.

During the event, our teachers showed off a sampling of student work and projects. Each classroom was a testament to the cross-curricular collaboration of our learning environment. Our modern buildings are a valuable tool to enable learning. These facilities, partnered with a dedicated and talented teaching staff, will catapult our students onto the pathway to success.



Hayden *Elementary (K-5)*

14782 Eden St., Midway City, CA 92655 • 714/894-7261 • www.wsd.k12.ca.us/hayden.aspx



Mark Murphy
Principal

Great Sportsmanship

Hayden Elementary School has two terrific after school programs. Last month these two great programs battled each other on the basketball court. Our Extended School Program (ESP) run by Peter Barajas took on our ASES program run by Veronica Escobar in a series of basketball games. Both teams were taught the fundamentals of the game and practiced for weeks before the big games. Both teams brought a lot of enthusiasm and effort to the evenly matched game, which ended in a tie thanks to James Barajas hitting a shot at the buzzer. The second game was just as exciting as the ESP team beat the ASES team by two points. After these two great games both teams showed great sportsmanship and congratulated each other. A special thanks goes to both coaches, Peter Barajas (ESP) and Jordan Torres (ASES) for taking the time for showing all the students not only the skills but to be also great sports.



Land School

15151 Temple St., Westminster, CA 92683 • www.wsd.k12.ca.us
714/894-7311 Student Services • 714/898-8389 Child Development



Beverlee Mathenia
Director Child Development Programs



Reagan Lopez
Administrator Student Services

Supporting Our Students and Families

Our school offers a range of programs to support your preschoolers' specific needs.

One intervention that is provided for students with autism is Applied Behavior Analysis (ABA), which can bring about meaningful changes in behavior. Some preschoolers receive ABA and social skills training to support their unique needs in the areas of behavior and social emotional skills. This specialized program is designed to target skills such as turn-taking, sharing, attending, and conversations.

The focus is on implementing evidence-based practices while having a little fun! For example, a typical session includes an indoor table game, pretend play, video modeling, or a student chosen activity. The overriding goal is to promote independent play skills and self-monitor behavior. The motto for this program is to have fun, fun, fun!

In addition to supporting our preschoolers, Land School also offered a series of workshops this spring to support parents of children with autism. This series focused on positive changes in behavior. It was another opportunity to help promote collaboration between staff and parents to support students with unique needs.

Meairs *Elementarty (K-5)*

8441 Trask Ave., Garden Grove, CA 92844 • 714/372-8800 • www.wsd.k12.ca.us/meairs.aspx



Kathy Kane
Principal

Running Club

Twenty six fourth and fifth graders have joined the very first running club at Meairs Elementary School. These boys and girls meet weekly after school with 5 staff members to follow a program that was put together by the Orange County Marathon Foundation. This program called Kids Run the OC is a 10-12 week program that is designed to help kids become more physically fit and promote an active and healthy life style and combat the onset of childhood obesity while having fun! This is accomplished through various games, which help improve speed, agility, hand/eye coordination, flexibility and overall fitness. By the end of the program each student will have accumulated the equivalent of 25.2 miles. They finish their “marathon” by running the final mile at the OC Fairgrounds. We are very proud of these students and are looking forward to an even bigger group in the 2014/15 school year!



Meairs Eagles Run the OC.

Schroeder *Elementary (K-6)*

15151 Columbia Ln., Huntington Beach, CA 92647 • 714/894-7268 • www.wsd.k12.ca.us/schroeder.aspx



Kim Breckenridge
Principal

Sixth Graders Reach New Heights

Schroeder Elementary School's sixth grade students attended Outdoor Science School at Pali Institute March 3 – 7, 2014. During their five day stay, the students dissected squids, built rockets, and learned forensic science. Besides science skills, the students had several outdoor adventures. The students went on night hikes, learned archery, and built outdoor shelters. They created skits, enjoyed karaoke, and even had a dance. The highlight of the week was the high ropes courses. Students climbed, balanced, jumped, and even took a leap of faith. It was a fun, educational experience that the students will never forget!



Alec Valverde on the leap of faith.

Schmitt *Elementary (K-5)*

7200 Trask Ave., Westminster, CA 92683 • 714/894-7264 • www.wsd.k12.ca.us/schmitt.aspx



Paul Andre White
Principal

School P.R.I.D.E.

Since 2006, ABRAZAR Inc. has been linked to Schmitt Elementary School as a partner in the P.R.I.D.E. and After School Education and Safety Program, which is also known as Prop. 49. The after-school platform provides the ABRAZAR staff the opportunity to give academic assistance, educational enrichment and character development to more than 20 percent of our student population. The program is in session every school day and serves students from kindergarten through fifth grade.

The ABRAZAR Team serving the Schmitt community is an integral part of our schoolwide success. They are caring, nurturing and involved in the lives of their students. They create and implement activities and lessons that are educational, engaging and support our schoolwide objectives and initiatives. There is no doubt that their efforts have a significant positive impact on our students and community. We thank them and are so appreciative for their efforts and dedication to our school and students.



The Schmitt based ABRAZAR Inc. staff (From left to right) Gabriel L. Amezcua, John Garcia, April Erazo, Ana Ruvalcaba, Israel Alvarez, Oscar Gonzalez, Edilberto Echeverria.

Sequoia *Elementary (K-6)*

5900 Iroquois Rd., Westminster, CA 92683 • 714/894-7271 • www.wsd.k12.ca.us/sequoia.aspx



Shay Reardon
Principal

An “Eggcellent” Day

This year at Sequoia Elementary School, our sixth-grade students had an opportunity to participate in the Annual Egg Drop Contest.

This was such an exciting event! The entire school showed up to see Mrs. Alcala, Mrs. Prendergast and Top White from the district office testing the egg packages. Everyone cheered as multiple packages were launched off the scissor lift.

This competition was for those sixth-grade students who had maintained excellent behavior and showed P.R.I.D.E. at school.

These special students were invited to participate in this exciting contest. The

students had to design a package that could not be larger than a six-inch cube, and all of the packages were weighed before this exhilarating event.

The lightest egg package to survive the 20-foot fall without breaking the egg won the competition. Congratulations this year to Lilium Pierce, our lightest and safest winner of the Egg Drop Contest!



Stacey *Middle School*

6311 Larchwood Dr., Huntington Beach, CA 92647 • 714/894-7212 • www.wsd.k12.ca.us/stacey.aspx



Heidi DeBritton
Principal

Multicultural Night

By Sidney Ly, Student – 7th Grade

Stacey Middle School held its seventh annual Multicultural Night, and it was amazing! There were many different countries to celebrate, including Canada, Australia, Vietnam, Mexico, Brazil and more. There were over 15 booths, each representing a different country.

Families and friends, teachers and students alike came together to learn, taste, and play a bit of country. Many people also gathered for the many performances, ranging from

traditional Vietnamese hat dancing and dragon performances to guest hip hop performances. More than 800 people came to witness all the hard work and effort that made this year's Multicultural Night a success. We hope to see you next year!



Webber *Elementary (K-6)*

14142 Hoover St., Westminster, CA 92683 • 714/894-7288 • www.wsd.k12.ca.us/webber.aspx



Orchid Rocha
Principal

Proud of Our PRIDE Student

Webber School is proud to present Yazmin Quinones as PRIDE's Youth of the Year for 2013-2014. Yazmin has been a Webber student since kindergarten and a Potential, Responsibility, Innovation, Determination, Excellence (PRIDE) member since fifth grade. This year she has proven to be a great leader and role model for the students in the PRIDE program. She shines as an active participant and a true example of a student overcoming challenges and exceeding expectations.

Yazmin began her leadership experience through the Torch Club, where she was required to get all of her homework completed in PRIDE and help the PRIDE staff prepare for Power Hour and special club activities. Her responsibilities include tasks like communicating with parents about



Yazmin Quinones.

fun events and successes, assisting students in making good choices, and being an all-around ambassador of the Webber PRIDE program. She has also helped plan special events, such as the Water Activity Party and Girls' Day In.

Some of the characteristics that PRIDE leaders looked for included confidence, respect, hard work, honesty, and the ability to make positive choices, even when it's difficult. The PRIDE program has high expectations for all of our students, and Yazmin has proven herself to be a model PRIDE member. We couldn't be more proud of her successes!

Warner *Middle School (6-8)*

14171 Newland St., Westminster, CA 92683 • 714/894-7281 • www.wsd.k12.ca.us/warner.aspx



Matthew Skoll
Principal

Rainbow of Cultures

By Vivian Dinh and Anh Pham, Warner Journalism

In celebration of the many cultures at Warner, we annually organize a special event called International Day, which this year took place on March 26.

Many amazing performances were on display, including dances celebrating Polynesian, Vietnamese and Latin cultures. Along with performances by the Warner band, and gifted performers from Westminster High School, Warner's own students also performed. Eighth-grader Khang Ma sang the classic *Ô Mê Ly*; Ms. Kar's dance group danced to Selena Gomez's *Come and Get It*; and parents sang *God Bless America* and *Viet Nam*.



Along with the help of the PTSA, Warner's own Art Hidalgo, and the A.S.E.S. after-school program, the school also offered different cultural dishes, including Korean spicy rice cake and the Vietnamese ch? giò.

We are lucky to have such a diverse variety of students who celebrate many different traditions and cultures.

Willmore *Elementary (K-5)*

7122 Maple St., Westminster, CA 92683 • 714/895-3765 • www.wsd.k12.ca.us/willmore.aspx



Rob McKane
Principal

Michelle Fellowes: Teacher of the Year 2014

I am honored to announce Willmore's 2014 Teacher of the Year, Michelle Fellowes. Mrs. Fellowes has a very impressive teaching career spanning 15 years, 13 of them at Willmore. She currently teaches kindergarten but has also taught grades one through seven, some in other countries around the world.

Mrs. Fellowes has been a member of our Site Leadership Team for a number of years and can be counted on for her expertise in myriad areas. She is always willing to explore and employ new strategies and techniques and help her colleagues along the way.

She is so energetic and positive, and I only need to walk by her room to brighten my day, as her infectious smile is second only to her students'.

Of her accomplishments as a teacher, Mrs. Fellowes says her proudest was earning the Fulbright Scholarship. Through this, she was appointed an educational ambassador to Scotland, where she taught for some time. She also taught in England. She cherishes these experiences because it helped her understand that although teaching children may be done with some differences in other parts of the world, we are all working to achieve the same goal.

Congratulations, Mrs. Fellowes. We are so proud to have you as Willmore's Teacher of the Year!

Huntington Beach Union High School District

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SUPERINTENDENT



Dr. Gregory S. Plutko

Finding the Right Fit

As we lead into the excitement and feeling of accomplishment that is graduation and the completion of another successful school year, I have asked Dr. Don Austin to share a few reflections on the process of a college-going culture: in particular, the concept of “What school should I choose for this next step in my educational journey?” I am appreciative of his thoughts, and with his own son being a senior this year as well, his work and mindset are quite fresh on this topic! Lastly, many thanks to our entire school community for helping to create a very smart and powerful culture this is sharply focused on college and career readiness.

By Dr. Don Austin, Assistant Superintendent of Educational Services

It is the time of year when students receive acceptance letters from colleges across the country. The task of making a final selection is often confusing, convoluted, and a little scary. It is further complicated when students begin comparing their options with peers. It is easy for students to find themselves having less fun than they should and anguishing over their decisions.

There are some things to consider that may help your children to feel a little less stress as they navigate the process, understanding that their original decision may not be as high-stakes as they believe. *The New York Times* reported that roughly one in three students will transfer from his or her college. Other reports indicate that 80 percent of all students will change their declared majors. The average student will change majors three times during his or her career.

There is plenty of research that identifies academic conditions that can increase the odds of graduating from a college or university. According to the College Board, the most important predictor of college success is the rigor of the high school program. Students who do not begin their careers in remedial courses have a significantly higher probability of graduating in six or fewer years. That is great news for our students, who are guaranteed a college-preparatory academic program.

One condition that is sometimes viewed as a secondary consideration is the concept of “fit.” Most of us would agree that fit matters when selecting a place to live, a spouse, a friend, or even a place to vacation. It matters just as much when selecting a school. The Princeton Review strongly suggests visiting schools early and often to develop a level of comfort with the campus and community. Many articles highlight the importance of exploring stores, restaurants, and local attractions when visiting potential colleges. Academic preparation is essential, but the fit may be the most important part of the equation. Good luck with your decisions, and don’t forget to buy college shirts for the whole family!



Jazmine Ruiz
Student Representative

Huntington Beach Super Heroes

The past months, the students of Huntington Beach Union High School District have been helping save the lives of others. In cooperation with the University of California, Irvine (UCI), Edison, Marina, Ocean View, and Valley Vista High School sponsored blood drives in April, and for every student who donated, at least three lives were saved. Having the UCI blood drive on a school campus gives not only the staff, but also the students 17 years or older, the opportunity to give to the community and help save lives. Many of the schools in the district have had their Western Association of Schools and Colleges (WASC) mid-cycle or full-term reviews recently. So far, each of the schools has received an outstanding review. In April,

Fountain Valley High School had a full-term review, which happens every six years. Valley Vista and Ocean View High Schools also had their WASC visits, which went extremely well. Westminster and Marina High Schools had their mid-cycle reviews in April, and Edison High School had their mid-cycle review in February. The WASC visits help to accredit each individual school. The principals of each school and the Board prepared for each visit to ensure that the schools were well prepared.

BOARD OF TRUSTEES



Kathleen Iverson
President

What Are We Testing and Why?

From 1994 to 2002, California high schools tested our students’ subject-area understanding using the Golden State Exams. In chemistry, physics, and biology, these remarkable tests consisted of a multiple-choice section as well as a laboratory activity, which required students to collect data, graph results, draw conclusions, and apply what they learned to solve a problem or devise a strategy to solve the problem. The Golden State Exams were well- designed assessments of overall student understanding. Then in 2002, the No Child Left Behind Act replaced these with a test that gave students significant credit for making correct guesses. Hopefully the Smarter Balanced Assessment Consortium, to be piloted this year, will get us back on the road to assessing not only what students recall but also their ability to apply concepts. Throughout the Huntington Beach Union High School District, our teachers are designing their lessons to make sure our students are learning at ever-increasing depths of knowledge.

When I started teaching in the 1970s, teachers were expected to use Bloom’s Taxonomy of Learning to develop lessons that went beyond memorizing to analyzing and synthesizing. Today teachers are working with a learning theory called Depth of Knowledge (DOK). In today’s world calculators, spelling and grammar checks, and Internet search engines make us less reliant upon recall. (Whether this is good is another question.) Depth of Knowledge Level 1 is pretty easy to assess on a multiple-choice test. As parents we are thrilled when our children first learn to spell or compute, but we know this is not enough. Both for our children and for us as a nation, memorization is only a first step. We need our students to use their recall and skills to solve problems. When they see a claim that a product is better than the others, we need to ask, “Better than what?” If an advertisement on a college bulletin board promises a six-digit salary working part time from home, we want our student to evaluate the claim, find out what information is needed to validate the possibility, and do the mathematical calculations to see if the promise looks possible.

Growing up in the 1960s, we did calculations long hand. The first electronic calculator I saw was in 1968. It plugged in, had red diodes for numerals, and was about the size of a modern electronic tablet, only five times thicker. The student who owned it had a dad who worked in aerospace, and it cost about the equivalent of one year of my college tuition (\$180). Today you can buy a calculator with the same functions, powered by light, and the size of a credit card for 99 cents.

Previous generations spent countless hours solving and checking four- and five-digit computations for their science and math classes. Think how much more we could have discovered if the calculations took seconds and we could have spent the saved time thinking about what those calculations implied or proved. It takes instruction and practice to learn to compute, but it also takes instruction and practice to learn how to interpret, predict, draw conclusions, and analyze. Here’s hoping that we are able to lead our students to increased Depths of Knowledge and that the Smarter Balanced Assessment Consortium will accurately measure student progress.

Huntington Beach Union High School District Board of Trustees



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Steve Curiel
Principal

Student Success

As we approach the end of the school year, we get to hear more and more great stories about student success.

Students come to Coast for a number of reasons, but a theme common to each is the desire to overcome a challenge and graduate with a high school diploma. Mrs. Ginter, our English teacher, shared a few stories with me about some of her students who are overcoming their own challenges and working towards graduation:

Jacob went to school outside of our district. He was often sick, and injured both of his knees his freshman year. He missed so much school that he fell behind. He stopped going to class because he was discouraged and could not catch up. He wished that he could work alone at his own pace so that he could focus.

Jacob also had little to no hope of graduating on time, but then he enrolled at CHS. He has been making significant progress now that he is on his own time schedule. He is working hard to catch up and plans to graduate on time.

Nichole went to school in our district and worked part time, but said she was constantly getting grounded for her bad grades. Like many students, Nichole was frustrated, burnt out and had a schedule that was far too demanding. She would sit in class for many hours each day and then go to work, which left her too tired to complete her homework at night.

Not Enough Time in the Day

Nichole was not getting along with her parents, and the traditional high school schedule just wasn't working for her. She transferred to CHS about a year ago, and has recently explained how much happier she is. She is able to work at her job during the day and even complete some of her online classes there. She can continue to work on her courses as they fit into her schedule.

Nichole's grades are back up where she knew they should be. Her mother recently told the teachers at Coast, "Thank you for giving me my daughter back!" I shared this with Nichole, and with a big smile she said, "I know, it's so much better. We are getting along and I haven't been grounded in forever. This works so much better for me."



Mrs. Ginter(right) and Nicole.

Kidell had a wonderful opportunity to be hired as a ticketing agent for a major airline. He was just a few credits away from graduating, but really wanted to take advantage of this career opportunity. In order to take the job, he had to attend a full-time training session in Texas for two weeks. Kidell found out about Coast and enrolled in our online English class. He used a laptop to complete his coursework and communicate with his teacher while out of state.

These are just a few of the many success stories we encounter here at Coast High School.



Steve Curiel
Principal

Physics Day

Community Day High School (CDS) was fortunate to add to its staff a teacher who is both enthusiastic about math and also passionate about making a difference in students' lives. Both of these traits have been readily observable in Ms. Tran's first year with CDS. A few weeks ago I was hearing from some of our CDS students and teachers about how much fun they had at a recent educational event at a local amusement park. I asked Ms. Tran to recount the experience to me, and I've included it below, along with some pictures from the event. As you will see, Ms. Tran is a teacher who cares about students and does whatever she can to help them experience success.

"After countless hours of teambuilding and preparation for Physics Day 2014, we decided to bring along 11 of our most dedicated and committed students to participate in the events. These students stayed after school with Ms. Merrill and me to get ready for the five competitions: Collage Contest; Buoyancy Contest; Fermi Questions; Paper Tower Building Contest; and Airplane Accuracy Contest."

"We had students who have never participated in these events but we also had veterans who have participated in previous years who were able to mentor the new participants. On our first dry run building a paper tower using one sheet of blank paper, many of students built towers that barely stood on their own. To motivate our students, Ms. Merrill and I got our hands dirty by building our own towers to show them that it was a possible, even for teachers. This indeed motivated students to beat us. So, on their own, they researched and brought back ideas to their groups on building sturdier and taller towers. In our practice runs, students were able to work cooperatively and some even built towers that were over 160 centimeters!"

"A competition that we had never participated in the past was the Fermi Question. This was an extremely challenging task, since the students had to work together as a group to estimate solutions to problems, such as how many lined up pennies it would take to wrap around the circumference of Earth? With our group of students who possess high reasoning and math abilities this

year, we decided that we would compete in this event for the very first time."

"At the day of the event, our students brought home three awards: second and third place in the Collage Contest and third place in the Buoyancy Contest. We are proud of each and every single one of our students, who performed at their very best."



John and Chloe in the Buoyancy Contest. They were able to build a boat to hold 27 pennies for at least ten seconds.



Ms. Merrill, John, Logan, Shayy, Chloe, Matthew, Stephanie, Carol, and Ms. Tran (Front) Gloria.



Dr. D'Liese Melendrez
Principal

WorkAbility I / Vocational Training

Edison High School offers a robust WorkAbility program for over 400 special needs students to prepare them for post secondary college, training or careers.

WorkAbility I (WA I) is a statewide program funded by grant money designed to provide transition services to students identified with unique needs through the Individual Education Program process (IEP's). WA I Grant project assists students with Postsecondary education, employment, and independent living goals and outcomes. Students receive instruction focusing on person-centered planning, self-determination and work-based learning opportunities. Transition services are provided related to assessments, counseling and pre-employment skills training. Project assists students to connect with postsecondary resources, services, and agencies for support to meet their individual needs. Collaboration between stakeholders enhances delivery of student services and outcomes.

It's been a very busy year at Edison with WorkAbility I services collaborating with the following partners on some exciting new projects during the 2013/2014 school year:

AB 86 Coordinating efforts with the Coast Community College District, Newport-Mesa Unified SD, Garden Grove Unified SD, and Huntington Beach Union High School District (HBUHSD) to address the pending changes on the design and linkages between community college districts and local school districts on the matriculation process in which they provide adults with the necessary academic and career skills necessary to enhance student success.

CaPromise Initiative This interagency collaboration between the Dept. of Education (ED), Dept. of Health and Human Services (HHS), Dept. of Labor (DOL), Social Security Administration (SSA) and 21 educational agencies in California (including the HBUHSD) strives to promote positive changes in education and employment outcomes for targeted participants in the SSA system.

CA State WorkAbility I Fall Conference (Dec. 2013) Charger staff presented and partnered in one of the breakout sessions with representatives from the Irvine USD, Long Beach USD and HBUHSD. The topic was CA Institute on Secondary Transition – Build a Bridge to the Future.

HBUHSD Annual College Night (Oct. 2013) EHS was the host school for this year's district-wide college night. WA I helped facilitate a breakout session for students and families seeking information relevant to their postsecondary educational needs. Representatives from the Coast

Community College District presented to a standing room only crowd.

Edison Parent Night Presentations - Edison HS also sponsored parent education nights, open to students and parents through the WOCCE Consortium, to assist them with planning their child's "next steps."

'Individual Transition Plans' a Collaborative Process – Oct. 2013

'SAT/ACT Accommodations' – Jan. 2014

'8th Grade Student / Parent Night' – Presented to families of incoming freshman for the 2014/2015 school year – Feb. 2014

These strategies and many others are assisting some very special students plan their very special futures beyond high school. It's exciting to see what can happen when partnerships come together to benefit our students.



Students search the web for jobs.



Chris Herzfeld
Principal

Smarter Balanced Assessments

Fountain Valley High School was one of the first in the state to administer the new Smarter Balanced Assessments to its juniors in April. Although testing was not mandatory for schools this year, the staff at FVHS saw this as a great opportunity to learn what the tests are like and to practice administering them before they "count."

Earlier this school year, California suspended most of the California Standards Tests, which had been the mainstay of assessment for students and schools for the past 12 years. No longer would students be given a scanner form, a pencil and a booklet to test their knowledge in math, science, English and social studies. The Smarter Balanced Assessments are all computer-based online exams, requiring critical thinking, deep analysis and multiple solutions. This is not your run-of-the-mill multiple-choice exam.

The new tests were designed by the Smarter Balanced Assessment Consortium (SBAC) to test students' acquisition of the new Common Core State Standards. Central to these standards is the idea of deep critical thinking and problem solving involving multiple variables and possible solutions. In other words, they more closely resemble the types of problems adults face in both the working world and in life.

Testing the Test

The first trick to administering these tests was to figure out how we could test over 900 juniors with only 250 student computers. Fortunately, the HBUHSD purchased another five class sets of Chrome Books, bringing the total to the 450 we would need to test half of the juniors. In anticipation of these exams, the district installed dozens of new wireless access points and dramatically increased Internet capacity.

The second and perhaps equally important task was to structure the test in such a way as to maximize learning for our staff. These exams have some pretty significant implications for future classroom instruction, so we wanted to make sure all of the teachers were involved. We divided the staff into teams of four to administer the exams to class groups. The teamwork was phenomenal, and we achieved our objective of making sure *all* teachers knew what these exams look like and "feel" like so that they can adjust their own instruction and assessment to better prepare next year's students.

Utilizing a modified bell schedule, we tested half of the juniors over two mornings and the other half the next two. On day one, we had an army of network technicians, district administration, assistant principals from other schools and other observers to see the process and help out. We experienced some difficulties logging in and starting the test session that took up to 30 minutes to resolve, but by 8:30, all 13 testing locations were up and running. Our juniors were patient and diligent, even though they knew it didn't count for them directly.

Days two, three and four went very smoothly. We immediately asked students for feedback on both the process and the difficulty of the test questions. Most felt the English questions were challenging but not overly difficult. They reported much more difficulty with the math problems, since they were so open-ended.

I am so proud of our students and our staff for getting the most of this trial run. Students were awesome – attendance was over 97 percent, they were on time, and they gave it their best try. The staff took the tasks seriously and made the most of the learning opportunities. They worked with co-workers they didn't know with a healthy attitude of mutual obligation.

I also thank the district for their overwhelming support in technology, expertise and staff. We received a ton of feedback regarding the technology, the process and the content. On a scale of one to 10, this was a 10!

Are you looking for me
for the Contest on page 19?



Huntington Beach *Adult School*

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Steve Curiel
Principal

Helping Our Students Transition Upward

One of the things that are becoming more and more apparent for Huntington Beach Adult School as well as all adult schools in California is that we need to become a school that helps students move from point A to point B. Point A could be a high school diploma, and Point B could be college or a job. Rather than focus on helping students earn a diploma or a vocational certificate, we are now focusing on helping them transition to the next step, such as college or a job. A member of the HBAS staff that plays a critical role helping students transition is our counselor, Cynthia Bonneycastle. She recounts below some of our past and current efforts to help students get to point B.

“The Huntington Beach Adult School has always provided transitional pathways for students to further their career and educational opportunities. Our students come back to school for various reasons: to finish their high school diploma or GED, learn English, retrain for a new career or update their computer skills. Like most of us, our students need support and guidance to get started. And with over 9,000 students attending one or more of our adult school programs in the 2012–13 school year, we support and transition lots of students!”

“Although providing transitions is not new at the Huntington Beach Adult School, there is currently a state push toward further accountability. As a result, we are now starting to track our students by developing a data base of those students who move on to college, further education or jobs. In addition, our school is part of a regional consortium that will meet with the Coast Community Colleges and surrounding adult schools to collaborate and create specific uniform pathways for students.



Bharati Sharma (right), Medical Assistant student who transitioned into the workforce with her former instructor, Randa Baird.

Transformative Process

“When adult students return to attend our high school diploma/ GED program, they are nervous and ask many questions about how they will proceed. But as these students attend class and finish their credit requirements, we notice a difference in their demeanor. Confidence, momentum and determination start taking the place of anxiety and uncertainty. It is a pleasure to watch the transformation as these students slowly emerge from their cocoons of shame and feelings of unworthiness to finally becoming high school graduates.

“There are also well-defined steps to transition nonnative speaking students in our English as a second language program. Their starting level depends on their initial assessment. After moving up and mastering the highest level, they move to our Transition class to adapt their reading and writing skills to

more independent learning before beginning Diploma/GED, career training or college.

“Furthermore, we transition our vocational-education students into the workplace after they complete the program of their choice: medical assisting, pharmacy technician, administrative assistant, medical billing and coding, or office/data-entry clerk. Transitioning students includes job-preparation skills, externships and posted job announcements from employers. The counselor supports students in their job search by providing résumé assistance, interview practice, job-search strategies and career coaching.”

Huntington Beach *High School*

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Dr. Rocky Murray
Principal

AVID

Student engagement is one of the keys to success for students of all ages. A student who feels connected is one who will surely be more successful academically and socially. The connection can be broad, as in the sense of being connected to their school through sports, arts or other extracurricular activities. Other more specific and intentional ways students are engaged and connected is through their classroom teachers. Classroom teachers are at the center of student engagement and access to curriculum and learning. With regard to education, there is no relationship more important than the one shared by classroom teachers and students. In school and in life, there are many things out of our control, but the relationships between teachers and students are within our control and when intentionally developed can create more effective learning. Additionally, when teachers are able to create the pathways to the curriculum, they increase engagement and learning. Relationships increase individual success, and one of our programs that centers on individual success is AVID. AVID stands for “Advancement via Individual Determination.”

HBHS prides itself on offering various programs for students that enable them to connect with the school and reach their personal fulfillment. While we serve a significant number of students through athletics, Model United Nations, the Academy of Performing Arts, Band and clubs, AVID is a program designed to create a more individualized pathway for students. Students involved in AVID participate in a cohort, and according to teacher Gina Broesamle, “it feels like a team.” She also said the team aspect is one of the things she really likes about AVID. The students work together and cheer one another on as they strive for success. The classroom becomes a family environment for the students and teachers, and in a competitive environment, the students continue to help each other grow and learn. They celebrate success together.

Good Plan Brings Great Results

Logistically, AVID serves students in all four grades, and this year, there are 28 seniors currently enrolled. At the time of print, 20–28 seniors have been accepted to a four-year college or university. Of the 20 accepted students, 16 are first-generation students. Collectively, the students in AVID have received over \$146,000 in scholarships! AVID is designed for students who have determination and motivation to attend a four-year college. Some of the additional benefits AVID students experience are opportunities to take field trips to universities such as San Diego State, Point Loma, Pepperdine, UCLA, USC and CSULB. While the guidelines are somewhat general, the key to AVID is finding students who want to go to college and will give the maximum efforts to experience those opportunities.

AVID students learn many of the skills required to be a successful student in high school and college. AVID focuses on skill development such as note taking, time management and organization. Students will also research potential career options and learn about the necessary education for those careers. Finally, the students in AVID become great resources for one another. They learn how to be a resource for a classmate and also learn how to ask for assistance when necessary. AVID students develop interpersonal skills that will translate to college and career and leadership.

One of our goals as a school and a district is to have our students graduate with postsecondary options. We also want our students prepared for the rigor of college in a competitive economy. AVID is a program that will increase our students’ chances of obtaining those goals!

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Marina *High School*

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Dr. Paul Morrow
Principal

Parents Making a Difference

Volunteering in high school is one of the most important things you can do for your student. Your visibility on campus, your commitment to their school, and your presence, has shown through research to make a difference. A big one!

At Marina High School, parents are an integral part of what makes our school a home away from home. It is their presence and involvement that helps our school grow and find the resources and support to make this an outstanding place for students and families. At Marina, you can get involved in many

ways.

The Marina Educational Foundation is a group of dedicated volunteers made up of past and current parents of Marina students. The Educational Foundation meets on the third Tuesday of each month at 7 p.m. This volunteer organization has contributed tens of thousands of dollars to the school in the form of computers, books, art equipment, scientific tools and field trips.

Currently, the Educational Foundation has expanded their focus to include athletics and performing arts, as well as the classroom. This group has some big goals, such as working towards providing the school with a new pool, a performing arts center and artificial turf fields.

The Marina PTSA is a special group of people who celebrate and focus on the education of parents, teachers and students. Marina's PTSA has sponsored some outstanding programs at the school, such as our district anti-bullying assemblies, parent education forums, staff appreciation activities, and the annual Reflections contest.

Their support helps our band, choir, annual musical, and other school-wide programs. Think about being a part of the PTSA and making a difference! The PTSA meets on the fourth Tuesday of the month at 6:30 p.m.

School Site Council

The School Site Council is a group of parents, teachers, students and administrators that meets on the second Tuesday of the month at 3:15 p.m. This group of volunteers helps us monitor our School Improvement Plan; learns about the many programs happening around school; hears from various departments about how they operate; reviews the school goals; and generally brainstorms ideas and thoughts to help assist Marina continue its positive growth. This group meets on the second Tuesday of each month at 3:15 p.m.

Interested in sports, cheer, band or choir? You may be just the person to get involved in some of the most active parent groups at Marina. Our Booster Club focuses on finding ways to support their organization. Be it football, soccer, badminton, Grad Night, choir or band, the Booster Club parents give these organizations their time to help achieve some outstanding goals. Marina Booster organizations have significantly impacted this school, and their efforts have resulted in supporting our sports teams during these tough economic times.

There is something at Marina that will connect you to Marina High School. You were probably involved in your child's elementary or middle school weren't you? High School is not the time to quit. It's the time to double up on your involvement. Our children need you more than ever in their high school years, so drop by Marina and ask how you can get involved.

You just might be the person who makes a difference, who helps a needy student, or who makes the future a reality instead of just a dream!

Ocean View *High School*

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Dan Bryan
Principal

Self-Study

Two weeks ago, our school fully participated in a three-and-a-half day visit from our Western Association of Schools and Colleges (WASC) Visiting Committee. Their job was to evaluate our school on its own evaluation, called a self-study. I chose to use the words *fully participated* because our staff, students, parents and community members attended focus-group meetings, gathered and interpreted school data, identified strengths and challenges, created a smart action plan, and were fully engaged in every meeting with our Visiting Committee during the school visit. The length of the commitment was 18 months, and I could not be prouder of our team.

The last day of a WASC visit always ends with a presentation to the staff about what the Visiting Committee observed and what work the committee recommends we do between now and the next visit. Here is what the Visiting Committee presented to our staff:

Schoolwide Areas of Strength

Equity and access are visible as advanced classes are being taken by a large representation of students. The number of students meeting their A-G requirements has increased over 30 percent in the last three years. Teachers use a variety of instructional strategies to differentiate instruction. A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to improve instruction, share best practices and reach all students. School and community resources are available to parents and students, and there is an atmosphere of nurturing and support for students by all staff.

Schoolwide Critical Areas for Follow-Up

The subsequent list of critical areas for follow up is a synthesis of growth areas addressed by the school in the action plan, suggestions to strengthen these areas *already identified in the action plan sections*—emphasis mine, and additional areas identified by the Visiting Committee. The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized as follows:

One hundred percent of students will have access to or be informed about the A-G courses with a 3-5 percent increase in the completion rate of those requirements per year, with a minimum of 15 percent over six years and including subgroups.

Our staff will foster an environment where our expectation is to academically challenge all students through consistent and systematic support systems, primarily during the instructional day.

Common formative assessments will be given in every course, at least once per semester. The results will be used to identify and improve upon best practices to reinforce the skills embedded in the Common Core Standards.

In addition, the Visiting Committee has identified the following areas that need to be strengthened: Instructional staff will explore curricular options for increased schoolwide math achievement; and school stakeholders will address schoolwide, in departments and in PLCs the increase in overall numbers of D's and F's and will develop a plan to assist students in decreasing D's and F's.

We often use the expression "Keep it rolling" at Ocean View. We will keep the Schoolwide Areas of Strength rolling. They have made a difference in the classroom, which is the most important place at school! We are happy that the committee saw what our school saw should be our critical areas for follow-up. All five are important points we began work on early this year!

To keep it rolling at Ocean View, everyone must be involved, especially in the areas we want to improve. Our WASC visit was affirmation that we're on a good road. We *are* all involved! We *will* keep it rolling.



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Kerry Clitheroe
Principal

Getting Our ACT Together

At Valley Vista High School, our students are learning valuable skills to help them succeed in high school and, more importantly, to apply those same skills to life after high school, including college, training programs, military service, or work. Our focus is to prepare students for the complexities of the 21st-century global economy, as well as life in their own community.

Here's how Accountability and Achievement, Communication and Character, and Transition and Technology (ACT) works.

Each student has an ACT card with specific tasks and challenges related to each letter. When students accomplish a specific task or demonstrate a specific skill, staff members sign off the corresponding items on their ACT cards. An A can be earned by perfect weekly attendance, displaying a positive attitude, and giving full attention during class. A C is earned by demonstrating collaboration, creativity, or citizenship. A T is earned by using a variety of technology in completing class assignments, demonstrating analytical and critical thinking, taking initiative in meeting challenges or solving problems, or developing a plan for transition to life after high school.

The ACT program is all about students succeeding in high school and in the future. ACT skills can be applied: to acquire skills and experience employers are looking for when they hire and promote employees; to prepare for careers that will inevitably evolve and change; to become better communicators at home, at work, and with friends; to learn how to remain technologically proficient to reach their full potential; to make positive contributions to the wide variety of communities that an individual participates in during his or her lifetime; to become a more strategic thinker to accomplish key life goals; to become better informed consumers; to ensure that political support and action better represent well thought-out priorities and beliefs; and to able to creatively and constructively share personal talents and skills with others.



Tyler, Samantha, Penelope & Sean holding their ACT cards

The ACT program aligns with and supports the Common Core State Standards and is a required part of the Senior Portfolio project. Students who complete the ACT program are prominently recognized on the I Got my ACT Together display board in the main office.

The vision of the ACT program is to help our students become productive, self-directed achievers, effective communicators, positive community participants, creative, strategic thinkers, and effective, successful members of their local and global societies—individuals who “have their act together.”



Owen Crosby
Principal

A Tradition of Excellence

This year the members of the Westminster High School Academic Decathlon qualified for their eighth consecutive trip to the California Academic Decathlon State Championships.

We entered the field in the third division, and competed against schools which were unfamiliar to us. However, we did not travel alone. Woodbridge High School, from neighboring Irvine Unified, and Valencia High School, from Brea-Olinda Unified, were invited as well. We were all in different divisions and participated in two days of eight hours of competition each day.

Our team, consisting of eight members from three GPA categories, buckled down and pushed their studies even harder than they did for the County competition. Their efforts paid off. When the team results for Super Quiz were announced, our team was shocked to learn that it tied for first place with Grant High School!

Needless to say, the students were speechless; because we brought home a trophy from State, and that this trophy is one we didn't have to return. We stood in stunned silence when our names were announced: we did it! We received one of those coveted trophies we have sought for eight long, tumultuous, difficult years, and it is Westminster High School's forever!

We were even further surprised to learn that we had earned second place overall in our division, bringing home yet another trophy! We went into the competition hoping and thinking that this was a possibility, and we wanted a trophy.



Academic Decathlon Team

It Takes a Village

Hearing our name announced again was surreal. It didn't matter that it wasn't first, because we were closer than ever to our goals. Two decathletes were instantly moved to tears, which promptly spread to others. This was tangible evidence for their efforts; proof that hard work, dedication and passion can result in success.

Overall, including team medals, our team brought home 16 gold medals, 10 silver medals, two bronze medals, and two really big trophies. One of our students received the highest score of anyone in our division. This was our shining moment and our greatest achievement at the State Championships.

Our decathletes did not accomplish this alone. It takes a village to raise a child, and these decathletes were served by nothing less than a village! The team was led by Carol Sebastian, our head coach, and assisted by Vicky Adams, Daina Anderson, Pat Angus, Eric Brothwell, Khoa Dao, Cindy Donovan, Sue Harmon, Elaine Lanz, Chris Morton and Teresa Strombotne.

Congratulations to our decathletes, our coaches, and the staff at Westminster High School. They have continued the tradition of excellence that was created by our Academic Decathlon team.



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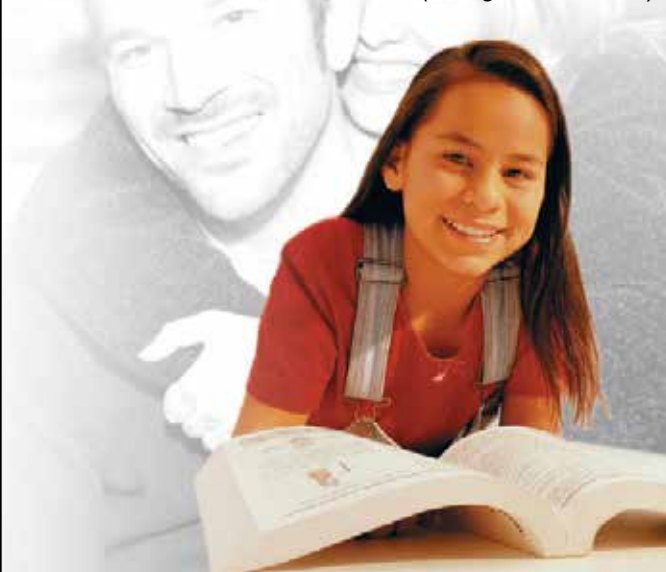
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-Lucinda, Parent of Edison High School &
Talbert Middle School students (fifth grade teacher)



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The Importance of Summer!

What Students Should Know Upon Entering Each Grade

Elementary School

Kindergarten – Students should be familiar with all letters and many basic sight words.

1st-3rd - Early elementary students need to become proficient readers and memorize all basic math facts. Any issues with comprehension and phonics can be worked on with our summer reading programs (If students are still counting on their fingers by the end of third grade they will be overwhelmed with the amount of math covered in later grades).

4th & 5th - Extremely important years for future academic success. Students should understand fractions and decimals, and be able to interpret word problems. Students need to draw conclusions when reading and be comfortable writing structured paragraphs.

Middle School

6th - Come October, we will have more 6th graders than any other age. The jump from the friendly confines of an elementary classroom to having more than one teacher leaves many preteens shell-shocked. Most of our sixth graders are overwhelmed with the amount of math covered, and lack the study skills for the transition to middle school. If your student has struggled with any area during elementary school, these deficiencies will become amplified in middle school.

7th & 8th - Writing and Algebra are the two areas 7th and 8th graders tend to struggle with the most. If your child passes into Algebra 1 for 8th grade, it is important to master all core math concepts, as there will be no time for review.

High School

9th & 10th - For some reason all high school students think summer means brain freeze. Maybe we should tell them summer break is three months because most children used to work on the farms for their parents. Now, we allow them to spend endless hours on the beach and hang out playing PS3 and Xbox. Our athletes spend countless hours practicing for the upcoming sports season, but do nothing to help themselves academically. Summer is a great time for course reviews and previews, especially in math and science courses.

11th - Junior year is the most stressful for students planning to go to a four year college. Unfortunately, many 11th graders try to cram for the numerous standardized tests at the end of the year when their classes are the most difficult. The Tutoring Club has individualized test prep for both the ACT and SAT standardized tests. Students who take our classes during the summer can devote all their attention to the tests, and not worry about sports and academic obligations.

12th - If students have not taken any of their standardized tests they have until November of their senior year to complete them. Students should use the summer to prepare for the exams so they can focus on college applications in the fall.

If Tutoring Club can be of assistance,
give us a call today!

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