

CITY HEIGHTS COLLABORATIVE

Chronicle

*HIGHLIGHTING THE PARTNERSHIP OF
SAN DIEGO STATE UNIVERSITY, HOOVER HIGH, MONROE CLARK MIDDLE, ROSA PARKS ELEMENTARY,
PRICE CHARITIES, AND THE SAN DIEGO EDUCATION ASSOCIATION*

Why are students from Rosa Parks Elementary at San Diego State?



**Because it's never
too early to plan for college**

Learn about how to start on page 6

Cover: Third and fourth graders from Rosa Parks Elementary learned about going to college with some help from SDSU's Pre-College Institute and America Reads tutors. Story on page 3

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INSIDE

June 2008

From the Director's Desk

By Tim Allen, Ph.D.

Executive Director, SDSU City Heights Educational Collaborative

This school year's last issue of the *City Heights Chronicle* contains a great deal of information on what is happening in our Collaborative. As we look back over the year, we see that:

- ◆ Since the announcement of the *College Avenue Compact*, a guaranteed admission arrangement with SDSU, we are providing more focus on our current 9th graders who will be the first class to benefit from this great opportunity. In addition to college-prep activities, a key aspect of the *Compact* has been the curriculum and instructional alignment work with SDSU undergrad and the English and math departments at Hoover. Staff from SDSU worked with 9th grade teachers this year and will continue next year adding teachers in 10th grade with the goal of creating a smoother transition to the university and better preparation for entry exams. Beginning at the end of this year and continuing into next year, the Collaborative will extend systematic college awareness activities for students to Rosa Parks as well as the other schools, and it will support a comprehensive program for parents to learn more about what they and their children need to know about attending college.
- ◆ We have been very fortunate to be able to engage the services of SDSU's National Center for



Urban School Transformation (NCUST). Dr. Joe Johnson, the Executive Director, has visited schools and has provided feedback to principals on ways to help our schools create the conditions he has found in the highest-performing schools with demographics similar to those of our schools. We want this relationship to expand this next year so that each school is able to network, through visitations and other communications, with these other high-performing schools.

- ◆ In order to support an articulated, coherent academic counseling program across our schools, we were fortunate this year to be able to work with Dr. Trish Hatch of SDSU who is nationally known for her work with the national standards for counseling. We plan to continue her work with all of counselors this next school year. Similar work with our librarians began and will also continue next year.
- ◆ Thanks to Price Charities, we

were fortunate to be able to transition *Success for Life* at Rosa Parks from a K-1 program into a K-5 Parent Academic Liaison (PAL)/SFL model. For Rosa Parks, we have a comprehensive set of health, social service, and academic supports for parents.

- ◆ The Collaborative also continued to fund fee support for master's degree work for teachers; additional key resource teachers at each school, and professional development series such as math strategies at Clark and biliteracy at Rosa Parks.
- ◆ Selecting the right leaders for schools is one of the most critical decisions to make. Our appointment of Dr. Chuck Podhorsky as Hoover's new principal has proven to be the right decision and we look forward to even more great things happening at Hoover next year. At Clark, while we lose Barbra Balsler, we now have selected through a comprehensive process the new leader, Tom Liberto, who we believe will be a great principal for our middle school.
- ◆ We are just completing the arrangements for *SDSU-City College Connect* which will create additional pathways for Collaborative graduates to attend college. A large number of our students attend community colleges so we want to ensure their success at that

level and to facilitate the option to transfer to SDSU. To improve the conditions for grads attending City College, *Connect* will provide early visits to the campus, preparation for the entry/placement exams (currently over 70% of enrollees need remediation), SDSU advisement (in addition to City College's), and participation in a campus small learning community. *Connect* will increase the reach of the *Compact* to encourage post-secondary study for Collaborative grads.

- ◆ For this next school year, the Collaborative will host a new website (thanks to our own Kitty Gabriel), provide more support for arts education and for personalized education models (e.g., we are supporting additional teachers at Clark to sustain the "House" structure), expand the p-16 Collaborative Advisory to assist in decisions regarding issues such as curriculum and assessment, and collaboratively create a set of K-12 articulated benchmarks and milestone indicators to ensure our students are prepared for graduation.

Beyond test scores, our students will need a balance of intellectual, social, and personal skills -- the essential skills needed in the 21st Century. The Collaborative schools, with generous support from Price Charities and SDSU, can create the conditions for that to happen! Please take a moment to read an excerpt of a speech given by Hoover senior Jori Cedillo in this issue to see how we can affect the future (see page 11).

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PROGRAM PROFILES

Rosa Parks Students Visit SDSU

It's never too early to start thinking about college, and third and fourth graders from Rosa Parks Elementary got a head start with a trip to San Diego State University in April. The special trip for the classes of teachers Diana Yemha and Pam Forde was the idea of SDSU student tutors who have been helping with reading and literacy at Rosa Parks this year, and was arranged by SDSU's Pre-College Institute and City Heights Educational Collaborative.

While at SDSU, the elementary students went on a tour of the campus, watched a slide show on the importance of higher education, and met the Associated Students President James Poet, the head of SDSU's student government, who asked them questions to see how much they already know about college. Their visit even made the front page of the Daily Aztec, SDSU's student newspaper!

"We went to Aztec Center where there is a bowling alley, pool tables and other games, and the library, which was my favorite part," explained 3rd grader Annette Garcia. "The library is underground



Third and fourth graders took a class about college presented by SDSU's Pre-College Institute.

and all you can see from outside is a glass dome. You go inside and down some stairs and that's where all the books are. I also learned that you have to get good grades to go to college, can live in a dorm in the college area, and there are lots of clubs you can join. It was a nice trip and we were happy for the opportunity to visit SDSU -- I hope to go there when I go to college."

Rosa Parks Elementary is one of the bigger elementary schools in San

Diego, but to many students on the field trip it seemed small compared to SDSU.

"It was a lot bigger than Rosa Parks," noted Tomma Chea, a third grader in Ms. Forde's class, "and it's harder too. You have to be a good student to get in. My favorite part was Aztec Center, where you can eat lunch outside while listening to a music concert. I want to go to SDSU after high school."

While Ms. Yemha's and Ms. Forde's classes enjoyed the SDSU tour, all fourth graders at Rosa Parks Elementary will soon have the same opportunity. A new program is starting called "I'm Going to College" that will help fourth graders and their parents learn more about SDSU.

I'm Going to College is a new part of the College Avenue Compact, a guaranteed SDSU admissions program for Hoover students launched last fall by the City Heights Educational Collaborative. At Rosa Parks Elementary the goal is to help students set their sights on pursuing a college education as early as possible. This summer all Rosa Parks 4th graders will participate in the I'm Going to College program which begins with a student assembly and ends with a field

trip to the SDSU campus on July 18.

The highly interactive program includes a series of five lessons with topics including What Is College? Benefits of a College Education, College Costs, Getting Ready for College, and Careers and Choices. These sessions will be taught by our three College Avenue Compact tutors: Velma Calvario, Charles To, and Diego Jacome who have been working with Hoover 9th graders this year. Parents will participate in their own workshop on July 11 and will get a taste of what their students will be learning. Parents will also get information on financial planning for college.

Fourth graders will actually "apply" for college admission and for financial aid before embarking on the field trip, which will include a guided tour of the SDSU campus and classes designed to grab the interest of elementary students. T-Shirts, new backpacks and college dictionaries will also be part of the I'm Going to College experience.



Top: Inside the dome entrance to the SDSU Library

Above: Aztec Center where students can eat, play games, listen to live music, get coffee and more



Students met SDSU Associated Students president James Poet and toured the campus.

SDSU Student Teachers Receive Recognition

Guide teachers from Hoover High and Clark Middle, along with SDSU faculty and City Heights Collaborative staff, gathered at Hoover to recognize the SDSU students teachers who completed their credentials this year. Congratulations and welcome to the teaching profession!



The Student Teaching Rollercoaster

By Linda Alva
SDSU Student Teacher,
Hoover High School

I have fully realized through these past months in which I have completed the Credential Program at San Diego State University that teaching is not everything that it seems. Before I even began the program, I knew that I would be in for a crazy ride. I had heard various stories about the program and its rigorousness; unfortunately, I never really took the time to realize how much work and effort it would take from my part. The Credential Program is broken up into two parts: the first semester mainly has you observe your "Guide Teacher" (the teacher you work alongside the whole year) teach the class which you will eventually take over and the second semester has you take over the entire class by yourself. Keep in mind that this whole time, you have 4 to 5 classes to deal with after school. The classes and the large amount of work that come along with it are a major part of what makes stu-

dent teaching that much more difficult. The second semester lessens your class work load somewhat but you still have classes to deal with along with lesson planning for both classes which you take over.

The first semester of student teaching was interesting and somewhat easy. For the most part, you observe two classes, one of which you eventually take over, and learn as much as you can from your guide teacher. During this semester, you begin to familiarize yourself with classroom management, lesson planning and the struggles that all teachers deal with when teaching. The second semester is much more difficult and really tests how strong of a teacher you are. This semester has you completely take over two classes. From the first day of class, you are in command, you choose what you will teach and you are the one in charge. This part of the semester really tests how well you can

Reflections of a Student Teacher

By Luis Valenzuela
SDSU Student Teacher,
Monroe Clark Middle School

Before I started my student teaching I only had a small idea of what to expect. I had observed for many hours in high school classrooms but never in middle school. The biggest difference that I noticed was that student maturity levels varied greatly between 6th, 7th, and 8th grade. I needed to get to know my students better to learn their interests.

Connecting with students my first semester was a little challenging. I wasn't sure how much of myself to show to students and still remain at a professional level with them. With encouragement from my guide teacher Mr. Roundtree, I began to connect with students more and learn more of what they are about outside the classroom. One of my most rewarding experiences this year was going with our 8th grade classes to the Museum of Tolerance in Los Angeles. Students were very interested in the museum and had a lot of questions. I noticed that many of them had been emotionally affected by what they saw there and the trip seemed to put their classroom experience into a more personal perspective. The other experience that was really exciting for me was being a team leader with the XDC after-school program during Spring Break's intersession. I got to hang out with students outside of the classroom and encourage them in games and competitions. I had many



Mr. Valenzuela (left) with his guide teacher Maurice Roundtree

great sixth and seventh graders in my group and we enjoyed participating in the many different activities the XDC staff had prepared for us. One of my team members even won an XBOX 360 at the end.

The classes that I was able to teach both first and second semester taught me a great deal about individual student needs, strengths, and personalities. There is so much potential in my students, and I try to encourage all of them to succeed in school and attend college. Many of my students experience tremendous hardships outside of school and I find it absolutely amazing the level of enthusiasm, and effort they put forth as individuals despite these challenges. My experiences here at Clark have taught me a great deal about myself as well as the teaching profession, and I am especially thankful to the experienced teachers and staff at Monroe Clark who have shared some of their valuable insights with me.

teach under pressure and how you are able to handle random situations.

The program has really tested my patience but more importantly, my abilities to handle students and the situations which arise when teaching. I must admit, there were days when I did not want to come in to teach, and other days I loved teaching. Like I said earlier, this has been a rollercoaster ride and I must admit -- I don't like rollercoasters that much. Now, I can say that if I was able to finish the Credential Program, I can do anything. It has not only tested my ability to overcome obstacles that come up when teaching but it has also strengthened me, making me into the teacher who I have always wanted to be.



Ms. Alva reviews the class calendar with Hoover students

Urban Opera at Monroe Clark Middle School

By Ms. Robinson and her 8th Grade Class

Ms. Robinson's eighth grade Language Arts students are still gleaming with pride after watching San Diego Opera singers present their original adaptation of *Romeo and Juliet* on stage at Monroe Clark Middle School. The opera presentation was an impressive culmination of a five-week partnership with the San Diego Opera Words and Music program.

Thirty-six House D eighth graders began this extraordinary adventure by first watching an opera performance, *The Pearl Fishers*, at the Civic Center in downtown San Diego. Curriculum specialists from the SD Opera then came to Monroe Clark Middle School for the second year to support students as they adapted William Shakespeare's classic play *Romeo and Juliet* into a contemporary opera. Students responded to this unique experience with enthusiasm and anticipation. For five weeks students worked in small groups to collaboratively write the entire libretto and musical score for their version of *Romeo and Juliet* including contemporary urban language. The students then joined a packed auditorium of 300 guests as professional opera singers performed their hard work on stage.

Eighth grade student Dilan Carillo commented, "The most memorable part of this experience was working as a team as my group composed the music to the *Romeo*



and Juliet libretto." Dilan was one of five students selected to join the San Diego opera singers on stage.

Omar Herrera, also present on stage recalled, "It was exciting but also I felt nervous being on stage with all my friends in the audience staring at me. I felt proud of myself when it was my turn to speak."

All of Ms. Robinson's eighth graders certainly have every reason to feel proud. Their accomplishment is impressive, resulting in a learning experience that will not be forgotten. Ms. Robinson has already noted growth in her students in terms of motivation, communication, writing, and appreciation of the arts. "My students and I feel so fortunate to have been recipients of this rare educational opportunity. Art is so often left out of the standards-driven cur-

riculum so it was an adventure to work with the SD Opera to create a work of art."

Monroe Clark Middle School is indeed fortunate to have participated in this special experience. The Words and Music program is a partnership between San Diego Unified School District VAPA (Visual and Performing Arts Department) and San Diego Opera. The program integrates music and performing arts with literacy standards while emphasizing group collaboration, idea exchange, and critical thinking. Ms. Robinson and her students agree that the Words and Music program was a powerful and innovative way to engage in literature and look forward to the continued partnership next year.

Rosa Parks Students Receive Junior Theater Awards



Congratulations to Anadela Navarette, Alexis Fuentes, and Jhonny Morales, who each received special recognition from the San Diego Junior Theater program of Balboa Park.

Anadela and Alexis both were selected for a Christian Rowley Scholarship that will let them participate in Junior Theater for an entire year, including an upcoming summer camp and a class next fall, winter and spring. They will also be able to audition for any of Junior Theater's shows. The scholarship program was created to give students who may not otherwise have a chance to explore the theater arts. Although students at Rosa Parks Elementary learn quite a bit about drama through School in the Park, where 4th graders spend several weeks with the Junior Theater, an entire year with the program is an amazing opportunity.

Jhonny, from Colleen Crandall's 4th grade class, was named Second Place Winner of the San Diego Junior Theater essay contest. His assignment was to describe what character he would be if he was in the musical *The Jungle Book* and why, including what the costume would look like, what songs he would sing, and what emotions his character would experience in the play. His answer won him not only the honor of knowing he did an outstanding job, but also a \$30 prize!



Top: Anadela and Alexis with Ms. Yemha
Above: Jhonny Morales



Ms. Robinson's class with members of the San Diego Opera

Consider College! Invest in Yourself and Your Future

Hoover High graduation is only days away. Most students have been waiting for this important event to celebrate the end of school and the beginning of adulthood. But what then? Whether you are interested in history or horticulture, or being a businessperson or beautician, continuing your education in a 4-year university, community college, or trade or technical school can help you get there. Here are some things you should know as you consider your options.

Not Just for Bookworms:

College is for everyone, not just straight "A" students. Four-year colleges look for community service, extracurricular activities like sports, clubs, or ASB, tutoring or mentoring, volunteer work, and job experience as well as grades and test scores. But don't wait until you're a senior to get involved at school or in your community. Through the new College Avenue Compact, a program that guarantees SDSU admission to Hoover High graduates if they complete CSU requirements, students start learning about college as early as third grade.

Deadlines: Colleges have deadlines for applications that cannot be missed. University of California (UC) and California State University (CSU) schools require applications by November 30 for admission the following September. Private and out-of-state colleges may have deadlines as late as January or even February. Community college applications are due in March. There are also scholarship and financial aid deadlines.

Community Colleges: City College, Mesa, Grossmont, or one of the many other local community colleges are excellent options to continue your education. They offer flexibility,



Community Colleges like San Diego City College offer classes for job skills or to prepare for a 4-year university



SDSU's Hepner Hall, one of the older and more famous buildings on campus. SDSU is one of many options that students have when they consider continuing their education after high school.

a wide variety of degrees and certificates, good trade programs that are often less expensive than those of trade schools, an introduction to what a 4-year college would be like, and the ability to transfer to one.

Trade Schools: Many smart, creative and ambitious students aren't interested in going to a 4-year university or a community college. Trade or technical schools are a great alternative. You can learn advanced skills in everything from high tech computer applications to cabinetmaking, and cosmetology to commercial art. If you are seriously interested in a specific profession, trade school can be the best place to start.

Financial Aid: There are all kinds of financial support available to continue your education. There are local, state, and federal scholarships, grants, and work-study programs that can get you through college for free, as well as many government and private loan programs. They are not just for 4-year colleges, but can also be used for community college and trade school. There are also fee waivers for tests like the SAT and ACT, as well as for college application fees. The application deadline for financial aid is in March.

Tests: Almost all 4-year colleges and universities require applicants to take the SAT or ACT standardized tests. You have to register to take these tests, and must take them before or at least close to the application deadline. However, community colleges do not require the SAT or ACT, and you can transfer from community

college to a 4-year college without taking them. If you don't do well on standardized tests, this is a great way to get into a 4-year college through the "back door." Just be sure to take the required classes in community college that are needed to transfer.

Transferring: What if you're not sure that a 4-year college is what you want? What if you need some time to think about it? What if you missed the application deadline, or your grades or test scores fell a little short? You can attend community college and then transfer to a 4-year college. You must complete required classes in math, English, science and other subjects and have a "C" average to transfer. But if you have at least 30 hours of community college classes, you won't have to take the SAT or ACT to apply.

Scholarships: This year Hoover students were awarded over \$750,000 in scholarships, and there is even more money available. There are specific scholarships for Hoover students to attend SDSU or City College made possible by Price Charities, and there are programs at Hoover like AVID, AOIT, and VAPA, SDSU's College Avenue Compact and Talent Search, Cardinals Interact, and other organizations and clubs that help students find and apply for scholarships. You also need to do some research on your own, and must apply to college to qualify.

Planning: If you wait until the fall of your senior year to decide about going to college, you'll probably be overwhelmed. Start in 9th or 10th grade so you have time to

think about what kind of college you are interested in, where you want to go, how much it will cost, what scholarships are available, what classes and tests you need to take, and what deadlines you have to meet.

Asking Questions: There are many choices and decisions to make, and a lot of information you need to know and keep track of. Ask your teachers, counselors, and coaches for help, call college admissions offices with your questions, and talk with friends who already are in college. Don't expect people to track you down, put a bunch of applications in your hand, find scholarships for you, and call you every couple of days to remind you about deadlines. All sorts of people are willing to help, but you need to take the initiative.

Why Bother: College will probably be one of the most challenging and rewarding things you will ever do. No one ever says, "College, it was no big deal, piece of cake. Got a full scholarship, partied 24-7 and graduated early at the top of my class." Be prepared to be pushed to your limits and beyond. But it is also a place to make life-long friends, have one of a kind experiences, learn about things you never imagined, and set yourself up for a successful career. Workers with a two-year associate's degree earn about 50% more than those with only a high school degree, those with a bachelor's degree earn about TWO TIMES as much, and 75% of jobs in the future will require training beyond a high school diploma.

For more information on college options, start by talking with your school counselor, and check out the specific college-oriented programs at Hoover High that are described on the next page.



Graduating from high school opens the door to college. Make sure getting a HS diploma is your first priority.

Hoover High College Programs

*If you want to go to college,
here's who can help*

Thanks to partnerships with SDSU, Price Charities, San Diego Unified School District, San Diego Community College District, and other organizations, there are a wide variety of programs at Hoover High that can help you get to college.

AVID

AVID stands for Advancement Via Individual Determination. It is a college preparation program developed by a San Diego teacher that is now used in over 3,500 schools across the country. At Hoover High it is one of the school's academic academies and students begin AVID coursework in 9th grade. AVID targets students who want to go to college and are willing to work hard, but you don't have to have a 4.0 to participate. Many begin with a B or C average but make a commitment to academic improvement. Many also will be the first in their family to go to college. Through AVID, students visit colleges and universities, attend performing arts events, participate in community service projects, prep for SAT and ACT college entrance exams, work on college and financial aid applications, and many other activities that help them excel as successful individuals.

AOIT

AOIT stands for Hoover's Academy of Information Technology, which focuses on teaching advanced computer applications and information technology. Among its many benefits, students can receive community college credit for certain AOIT classes. One hundred AOIT juniors participated in technology-related internships this year, and AOIT students also visited some of San Diego's most influential businesses as well as SDSU, City College, Southwestern Community College and many other trips. Multimedia films by AOIT students have won awards and been featured in film festivals -- not a bad thing to put on a college application or resume! Seniors can earn scholarships for a 2-year or 4-year college -- this year AOIT awarded six \$1,500 scholarships to the Class of 2008. Nearly 100% of the senior class plans to attend college next year, with the only exceptions being those who will enter military service or trade programs.

VAPA

VAPA is Hoover High's Visual and Performing Arts academy. Its mission is to expose students to the visual and performing arts through nurturing, artistic, and cross cultural experiences that will generate a small learning community that inspires student achievement. It integrates arts with a rigorous standards-based curriculum that inspires students to succeed. Students receive college-readiness advising and can participate in a wide variety of internships with arts organizations such as the Old Globe Theatre, La Jolla Symphony, and various art galleries. Class of '08 VAPA students will attend Brown University, SDSU, UCSD, UC Riverside, CSU San Marcos, San Diego community colleges and many other schools.

College Avenue Compact

The SDSU College Avenue Compact is a guaranteed SDSU admissions program for Hoover High students. It began this academic year with the incoming freshman class who will graduate in 2011 and will continue with each incoming class. The College Avenue advisors are current SDSU students who help Hoover students meet CSU admissions requirements by tracking their A-G classes, helping with entrance exams, giving presentations about the program to all 9th grade English classes, providing in-class and after-school tutoring and mentoring, and connecting with parents about college. They are in Hoover's counseling center almost every day and are always happy to help.

Cardinals Interact

The mission of Cardinal Interact is to help youth at Hoover High School master leadership and academic excellence by developing teamwork skills through small group interactions, peer coaching, and positive community experiences. Participating youth expe-

rience increased self-esteem, decision-making and communication skills. Activities include outings to local public and private businesses in their community, a summer leadership camp, community service projects, trips to SeaWorld, Petco Park, and cultural events, college advising, and many other activities and opportunities. Behind the scenes tours are arranged and panels of professionals share their experiences. Students apply in the beginning of 10th grade and continue with the program for 3 years. Visit http://www.pricecharities.org/cardinals_2.html for more information or contact your counselor at Hoover High.

Aaron Price Fellows

The mission of the Aaron Price Fellows Program is to enrich the lives of a diverse group of high school students so they will become responsible caring members of their community. They are also encouraged to explore college and other educational opportunities. The program is open to students at Lincoln High School, University City High School, Point Loma High School, and Hoover High School. Participating students learn about government, cultural, and business institutions, learn about career opportunities, and make lasting friendships with individuals from different ethnic, religious, and economic backgrounds. Interested students must apply in the second semester of 9th grade, begin as Aaron Price Fellows in the summer before 10th grade, and continue in the program through 12th grade. To find out more, visit www.aaronpricefellows.com

Cal-SOAP

The California Student Opportunity and Access Program, or Cal-SOAP, is committed to providing information about post-secondary education and financial aid, and raising the achievement levels of students from low-income families, from schools or geographic areas with documented low eligibility or college participation rates, or from families in which they would be the first to attend college. To reach these goals, Cal-Soap runs a variety of programs. These include: peer advisors who support school counseling personnel, serve as role models, and work with more than 8,000 high school juniors and seniors in small groups and for one-on-one inten-

sive advisement on financial aid, college applications, testing, and requirements; test preparation for college entrance exams and SAT/ACT Preparation Workshops for juniors; and scholarships for qualified students.

SDSU Talent Search

The SDSU Talent Search Program is an educational opportunity program funded by the U.S. Department of Education to assist middle and high school students pursue postsecondary programs. The main purpose of Talent Search is to identify qualified youths and guide them in the process of enrolling in an institution of post-secondary education and providing information on the availability of financial aid. The program provides academic, career, and financial counseling to students at Hoover High and Crawford High as well as other San Diego schools. The SDSU Talent Search Program also includes a service learning model in which 50 full-time undergraduate and graduate students are recruited, selected and trained to serve as volunteer tutors to keep at-risk youth in school and increase their academic skills. A Talent Search academic advisor is at Hoover several days a week to help students. Students who are interested in the program can email coordinator Becky Esparza-Contreras at resparza@projects.sdsu.edu or call (619) 594-0859 for more information.

Step-Up

The mission of Step-Up, a program of SDSU's Consensus Organizing Center, is to engage, educate and empower underserved high school juniors in order for them to achieve a post secondary education and develop the practical skills needed to solve health and social problems in their low-income neighborhood. Through Step-Up, students envision themselves as an important asset to their community. Students in the Step-Up Program enroll in *Social Work 120: Introduction to Social Work* course at San Diego State University, for which students receive 3.0 general elective college course credits. In addition, students are trained in mediation, facilitation advocacy and other elements of the consensus organizing model. The course curriculum also includes 40 hours of community service that must be completed in a community based agency in City Heights.

Cardinals Interact Celebrates at Senior Ceremony

Hoover students from the Class of 2008, along with parents and guests, celebrated graduation ceremonies for Cardinals Interact on May 27. And like high school graduation, there were speeches, awards, certificates of completion, photos, reminiscing and reflection, and more. That's because Cardinals Interact involves three years of mastering skills and a commitment to achievement that is almost as diverse and long as high school itself.

The goals of Cardinals Interact, made possible by Price Charities, are to:

- Assist students in successfully completing graduation requirements
- Help students create a community of mentors and role models
- Educate students about their world and how to positively impact their community
- Develop strong leaders who make positive choices

The 28 Class of 2008 participants applied to the program at the beginning of tenth grade and have been together for three years. During that time they visited businesses and colleges, participated in community service projects and leadership camps, served as mentors and tutors for other students, and



engaged in many more activities. The investment made in them and by them has resulted in all planning to continue their education after high school.

"Coming into this program I was just another kid trying to get by in life doing the minimum amount of work, and still expecting something in return," admitted Hoover senior Anthony Calderon. "In the beginning of this program I started with a 1.3 GPA and now I'm proud to say I have a 3.1. Like my GPA flipped, so did my attitude. I started being more involved in my school and became a leader and now I'm the Cardinals Interact president and the senior class vice president

at Hoover High. When we first came in to this program we were school mates, but now I'm proud to say we are family. For some of us this is the closest thing to family we have. It kills me to know that we won't be together next year. But although it hurts, I know it's for the best. Most of us are going on to a 4-year university or a JC, and one of us is even going in to the military, but wherever we might go I know we will bear the name Cardinals Interact Class of 2008 with pride."

Any Hoover 10th grader can apply for Cardinals Interact, and applications are due in the fall of each year. Students should contact their school

counselor for more information or visit the Cardinals Interact site: www.pricecharities.org/cardinals_2.shtml for details.

Cardinals Interact Class of 2008

Chaltu Abraham
Diego Ascencio
Marquis Blount
Daniella Caballero
Anthony Calderon
David Cornejo
Belgica Crespo
Viridiana Elizarraras
Gabriela Flores
Maria Garcia
Addrely Hernandez
Natalie Hernandez
Semhar Kahassai
Nancy Khotshom
Lauren Khun
Kevin Monroe
Angel Monroy
Jared Ocampo
Lizbeth Pastenes
Angel Soria
Shirley Souriyamath
Tung Tran
Edgar Uribe
Benjamin Valente
Nerly Victor
Eli Yang
Jovan Zavala
Samuel Tesfamichael

SDSU College Avenue Compact Offers Guaranteed SDSU Admission

In the Fall of 2007, Hoover High 9th graders learned that they will be the first freshman class to have an opportunity that no other Hoover High students have had before. They will be guaranteed admission to San Diego State University through a program called the College Avenue Compact if they meet the requirements of the California State University (CSU) system.

During the year they learned of the many benefits of a college degree, including the ability to earn more money and have a much wider number of career options. Each incoming Hoover High 9th grade class will have the same opportunity, and through the College Avenue Compact, they will learn what they need to know about how to continue their education at SDSU as well as other 4-year colleges or 2-year community colleges. Hoover High, SDSU, and the City Heights Educational Collaborative will work together to provide support that includes:

- ◆ Presentations on what college and requirements are all about
- ◆ Parent and student visits to SDSU
- ◆ SDSU college advisors working with Hoover counselors
- ◆ Individualized four-year student plans to meet requirements
- ◆ SAT/ACT test information and preparation
- ◆ How to complete financial aid applications
- ◆ Tutoring, mentoring and guidance
- ◆ Collaboration between SDSU and Hoover faculty

This means that not only will every incoming Hoover 9th grade student be able to earn guaranteed SDSU admission, but that they will have help at each grade level to reach the admission requirements, be ready for college, and then gain the skills they need to graduate with a degree.

The academic standards that each Hoover student must meet for guaranteed admission are:

- ◆ Attain a 3.0 CSU GPA and maintain it through senior year
- ◆ Complete all CSU "A-G" course requirements (see sidebar)
- ◆ Satisfy the ELM (Entry Level Math Placement Test)
- ◆ Satisfy the EPT (Entry Level English Placement Test)
- ◆ Take the SAT or ACT test

The College Avenue Compact is an outstanding opportunity for students to not only gain guaranteed admission to SDSU, but also to strive for academic excellence that will prepare them for anything that the future holds.

The City Heights Collaborative is also exploring closer relations with San Diego City College to promote further options after high school graduation.

For more information on the SDSU College Avenue Compact, contact your Hoover High counselor.

What Are A-G Requirements?

- A: US History, Government/World History -- 2 years.
- B: English -- 4 years (ELD 7-8 may apply).
- C: Math (Algebra, Geometry, Intermediate Algebra, Math Analysis, and Calculus) -- 3 years, 4 recommended.
- D: Laboratory Science (Biology, Chemistry, Physics) -- 2 years, 3 recommended.
- E: Foreign Language (other than English) -- 2 years, 3 recommended.
- F: Visual and Performing Arts -- 1 year.
- G: College prep elective or additional year of any of the above -- 1 year.

Hoover High Students Earn \$750,000 in Scholarships!

Stephen Effron Scholarship

Sponsored by Price Charities

Maribel Arzola
Anthony Calderon
Viridiana Elizarraras
Gabriela Flores
Jose A. Flores
Daunte Haynes
Natalie Hernandez
Dennis Hyman
Ben Miranda
Angel Monroy
Danny Nguyen

Stephen Effron Scholarship

Honorio Luvianos

Jesus "Chuy" Morales Memorial Scholarship

Sponsored by Price Charities

Maria Garcia
Laura Lopez
Lizbeth Pastenes

Cardinals Interact Scholarship

Sponsored by Price Charities

Chaltu Abraham
Diego Ascencio
Marquis Blount
Daniella Caballero
Anthony Calderon
David Cornejo
Belgica Crespo
Viridiana Elizarraras
Gabriela Flores
Maria Garcia
Adderly Hernandez
Natalie Hernandez
Semhar Kahassai
Nancy Khotsphom
Lauren Khun
Kevin Monroe
Angel Monroy
Jared Ocampo
Lizbeth Pastenes
Angel Soria
Shirley Souriyamath
Tung Tran
Edgar Uribe
Benjamin Valente
Nerly Victor
Eli Yang
Jovan Zavala

15 de Septiembre Scholarship

Sponsored by Clark Middle School ELAC Committee

Honorio Luvianos

AOIT Scholarships

Diego Ascencio
Holly Cao
Jori Cedillo
Jose E. Flores
Adderly Hernandez
Sunny Simok

Architecture, Construction and Engineering Scholarship

Angel Monroy

The Alex Smith Foundation

SDSU Guardian Scholar
Marquis Blount

BECA Foundation

Viridiana Elizarraras

Best Buy Children's Foundation Scholarship

Christopher Huynh



Hoover High vice principal Elba Vera announces students who have achieved academic distinction

Blacks in Government

Anagelu Ali

Booz, Allen & Hamilton Scholarship

Blanka Lederer
Kervin Ngo (computer)

Brown University Sidney E. Frank Scholar

Betty Hua

Rewarding College Dreams

Sponsored by Cal-Soap

Anagelu Ali
Jose A. Flores
Blanka Lederer
Aradom Tesfai

Carol Simonides Memorial Scholarship

Federico Osuna

Charger Champions Scholarship

Anagelu Ali
Rudy Vargas Lima

City of San Diego Engineering & Engineers and Land Surveyors of California Scholarship

Kervin Ngo

Environmental Conservation Award

Rudy Vargas Lima

Doris Oatman Scholarship

Anagelu Ali
Maribel Arzola
Natalie Hernandez
Betty Hua
Xuan Luu

Dollars for Scholars 2008 Community Service Award

Betty Hua

Ford Salute to Education Sponsored by the San Diego County Ford Dealers

Betty Hua
Kervin Ngo
Xuan Nguyen

Hispanic American Commitment to Education Resources (HACER) Scholarship

Sponsored by Ronald McDonald House Charities
Maribel Arzola

Hoover Dollars for Scholars

Sponsored by Hoover Alumni

General Scholarship

Shanika Brefford
Khanh Chi Dam
Laura Lopez
Tesfom Mesfun
Angel Monroy
Janet Rayas
Rosario Tablas

Adams Avenue Grill

Timothy Klepeis Scholar
Rudy Vargas Lima

John Baker Humanities Scholar

Ernesto Galvan

Alan Blackstock Scholar

Sunny Simok

Bob Breitbard Scholar Athlete

Benjamin Miranda

Sherald Bousfield Scholar

Lauren Khun

Thomas Brenton Burrell Scholar

Viridiana Elizarraras

Harry Cook Music Scholar

Quyenn Le

Jack & Mary Goodall Scholar

Michelle Morales

Paul Hartley Scholar

Jori Cedillo

Hoover Class of 1963 Scholar

Blanka Lederer

Don & Jane Robison ASB Scholar

Lizbeth Pastenes

Evie Voeltzel School & Community Scholar

Natalie Hernandez

Clarence Watters Engineering & Science Scholar

Kervin Ngo

Hoover High School Math Achievement Awards

Huan Dinh

Horatio Alger Association 2008 California Scholar

Betty Hua

Jack Strand Memorial Scholarship

Sponsored by the Kensington Optimist Club

Khanh Chi Dam
Kervin Ngo
Sunny Simok

John Johnson Memorial Scholarship

Brandon Fox
Benjamin Miranda
Kervin Ngo

The Paula B. & Oliver W. Jones Foundation Scholarship

Blanka Lederer
Angel Monroy

League of United Latin American Citizens Scholarship

Jared Ocampo

Mariachi Scholarship Foundation

Michael Pelayo

MTS - Coca-Cola High School Scholarship

Blanka Lederer

Reserve Officer Leadership Star Award

Sponsored by the H. & R. Bubel Charitable Fund

Diana Cervantes
Daisy Gomez

San Diego County Citizen Scholarship Foundation

Laura Lopez
Alexiz Martinez

San Diego Lions Club Community Service Award

Anagelu Ali
Maribel Arzola
Betty Hua
Blanka Lederer
Laura Lopez

SDSU President's Diversity Scholarship

Jose Zuniga

UC Berkeley Regents Scholarship

Anagelu Ali

UC Irvine Chancellor's Excellence Scholarship

Michael Pelayo

University of Texas, El Paso Athletic Scholarship - Football

Corey Trisby

Walton Community Scholar

Betty Hua

WESTOP Scholarship

Kervin Ngo

Academic Distinction (GPA 3.5 or higher)

Chaltu Abraham
Ammale Ali
Anagelu Ali
Maribel Arzola
Hung Banh
Marquis Blount
Shanika Brefford
Bryant Burgos
Kai Sheng Chuang
Khanh Chi Dam
Dina Daoud
Viridiana Elizarraras
Gabriela Flores
Ernesto Galvan
Mireya Galvan
Maria Garcia
Mekeds Gashaw
Daisy Gomez
Natalie Hernandez
Belinda Herrera
Betty Hua
Christopher Huynh
Gloria Jimenez
Lauren Khun
Quyenn Le
Truong Le
Blanka Lederer
Luong Long
Johnson Lopez
Laura Lopez
Zenaida Lopez
Magali Lopez-Mercias
Xuan Luu (Valedictorian)
Honorio Luvianos
Benjamin Miranda
Andres Monreal
Angel Monroy
Kervin Ngo (Salutatorian)
Danny Nguyen
Kathy Nguyen
Tinh Nguyen
Xuan Nguyen
Jared Ocampo
Christopher Ortiz
Michael Pelayo
Berenice Perez
Bao Phan
Erik Rios
Abel Rueda
Jose Santos
Sunny Simok
Connie Sompasong
Angel Soria
Iliana Tamayo
Fatima Tellez
James Tran
Rudy Vargas Lima
Irene Vazquez
Eli Yang
Mai Yang
Jose Zuniga

Congratulations
Hoover High
Class of 2008!

What's College Really Like?

Every college and university is different, and everyone's experience at one is also different. But one thing is for sure -- it's not the same as high school. Hoover graduate Carolina Bracamonte shares her perspective on what college is really like.

Carolina Bracamonte
Hoover High Class of 2007
Attending College at: University of California, Los Angeles.



I began at UCLA in Fall 2007 and am currently social-science undeclared, but I have pretty much completed just about all of my required General Education classes in my first year, so I am looking forward to potentially double majoring. One of the majors that interests me is Sociology.

The biggest difference I have found between UCLA and Hoover High School is the size of the campus. Because Hoover was a smaller campus we were able to develop more personal relationships with friends, counselors, and teachers. At UCLA I have found it challenging to develop those types of relationships because the campus is incredibly big. Also, another one of the biggest differences is that you meet people from different cities, states, and countries. At Hoover, students came from many different countries, but all shared the same neighborhood and community.

One of the biggest differences between college classes and classes at Hoover is the size! I had a class my first quarter at UCLA with over five hundred students in it. The structure of classes is set up into large impersonal lecture classes and smaller more personal discussion classes that tend to resemble the size of a high school class. The workload of college work is very fast paced, especially at UCLA because the year is separated into three quarters throughout the course of a year, meaning that each quarter is ten weeks long and every new quarter you get new classes and professors. Also, the amount of reading material you get assigned is incredibly different from high school -- it's like an AP Class in high school times three! However, the best advice I can give to a prospective college student is to definitely take advantage of free tutoring services that may be offered at the college they

decide to attend, as well as to attend Teaching Assistant and Professor office hours if they have questions or are struggling with a class.

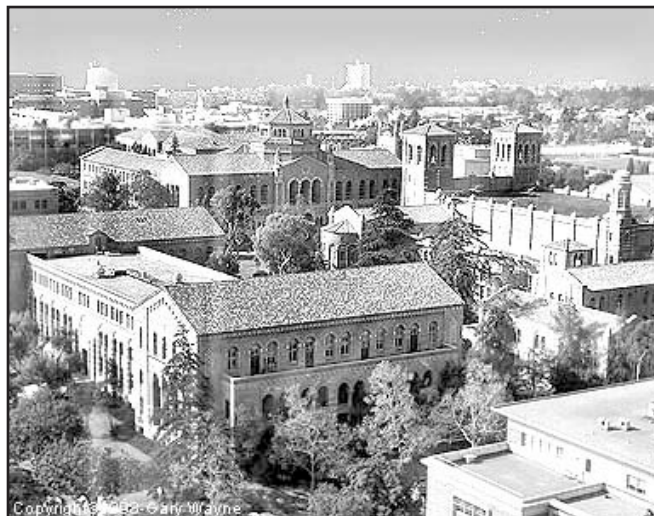
In terms of social life, the biggest difference is that it may be hard to form relationships and establish friendships within the setting of a classroom because classes tend to be really big. However, from my own personal experience, I have found that if you live in the dorms, you can meet a lot more students, who a lot of times tend to be in the same classes as you. This can be very helpful during midterms or finals because you can form study groups and review the material that needs to be studied. I have also found that if you live on campus not only can you meet a lot more students, but you can get more involved in different student and campus organizations.

Along with all of these changes comes the thrill of independence. Suddenly no one tells you what to do, what time to wake up, sets any rules or curfews on you, or forces you to go to

class. With that said, one of the biggest temptations about college is that once you are given all this independence you may suddenly become tempted to get carried away. This means that you may be tempted to choose to party or go out one weekend when you know you should study for your midterm on Monday. Basically, college is all about finding a balance between academics and having a social life. You can have fun, but you have to be responsible to make wise choices because your number-one priority at college is to get an education.

After a year in college I am not quite sure what career path I would like to pursue, but I do know I love working with people so I would most likely pursue something along those lines. The best advice my college peer counselor gave me is that if you don't know what career path you would like to take, then do internships during summer. Internships not only help you gain experience and develop skills, but you begin to network. Networking is the key because it is a stepping stone toward opportunities and often times a lot of internships may offer you a job upon completion of your degree.

As my freshman year at UCLA comes to an end, I feel that I have become a much more responsible person. College has taught me to make wise choices because every choice you make has an impact on your future. It has definitely taught me that if you find that you didn't make a wise choice, the best thing to do is to make it a lesson well learned and move on. Definitely learn from mistakes and have a different approach to whatever situation you may be in the next time around.



UCLA has nearly 5,000 freshmen and a total enrollment of nearly 38,000! But not all colleges and universities are this big -- they come in all sizes.

U.S. Military Service Can Help With Careers and College



My name is Ivan Ruiz and I graduated in 2007 from Hoover High School. I joined the military right after high school and went straight into the United States Air Force. I went into the medical field and I am currently in Nutritional Medicine. I would say the biggest difference between high school and the military is discipline, because in high school you are not forced to have much discipline, but in the military you do have to have discipline and good physical fitness as well. I am not sure for every branch, but for the Air Force you are constantly taking tests, and getting smarter as you progress in your military career. You will always be expected to be in upgrade training or preparing for some kind of test either for rank or just because you need to for your job.

One big difference in military life is boot camp because you are far away from friends and family and under lots of stress and pressure. Once you are done with all that and get to work you get back to almost your regular life, except while on duty or if you get deployed.

I decided long before I entered the military that I want to be an engineer, but at the moment that's not what I am. That doesn't bother me because my school gets paid for by the military, so by the time I get done serving my country I will be able to finish off school, or almost be done, and do what I want to do in life. So it has helped me prepare for my future. I have learned to be more appreciative for the men and women that have given their lives to make America a free country. I have learned to take care of myself and be independent as well as disciplined. I also have built character and have pride in what I am doing. This helps me give it my all in life.

Hoover High's AOIT Provides Outstanding Opportunities

By Jori Cedillo, AOIT Class of 2008

I am a graduating senior from the Academy of Information Technology. I am also the vice president of the AOIT Student Advisory Board. I joined the AOIT my sophomore year. What I have learned in the last 3 years can only be described as a life-changing experience. During this time I have gained the essential skills in technology that are used everyday. Through the Academy I completed an internship in my junior year at San Diego Futures Foundation and received a free computer as part of my internship. The AOIT has many things to offer such as scholarships, field trips, job opportunities, internships, community service, but most of all they have a wonderful staff of teachers and our own counselor. One thing unique about AOIT is that students have the same teachers from their sophomore year till their senior year, this way students become more familiar with their teachers.

The AOIT has also helped me in my other academic courses by raising my self-esteem, and giving me the confidence to know that I can accomplish whatever I put my mind to.

I will be attending San Diego State University in the fall to fulfill my life-long career goal of Nursing, with a minor in Psychology. Because of AOIT I was able to complete a 2nd internship at a local clinic run by Scripps that helped me gain readiness for nursing school. I learned how to

deal with patients and attend to their needs by offering my assistance and my strength of mind. That experience convinced me to become a nurse. If it weren't for AOIT I wouldn't have decided to become a nurse because I have realized that helping others is a great feeling for the human soul.

AOIT has helped me develop the potential and determination to do something special with my life, something that I can be proud of. AOIT has given me motivation to achieve success, and take the necessary actions to reach my goals and ensure a successful future. Not only have I become a hard worker but I also believe I'm a good leader. I know my future will depend on everything I learned in the AOIT.

As you can see this Academy changed my high school experience by showing me the joy of learning new things. My academic subjects in AOIT provided many more learning opportunities than my regular Hoover classes. I hope that in the future, more academies will open at Hoover to give all students the type of enriching educational experience that I have been fortunate to enjoy. I will take the experiences that I have learned in the academy wherever I go.

Lastly, I would like to give a special thanks to all the AOIT Teachers and Staff for supporting and having faith on me, and of course my parents for always supporting me all through my high school career.



AOIT's Academy Awards highlighted student accomplishments

Who's On Track for Guaranteed SDSU Admission?

Some students know that they want to go to college as early as elementary school. For others in middle and high school it is an option they would like to explore, and some just don't know what their future will hold. But students stand a better chance of gaining admission to SDSU or another university if they plan ahead. All universities in the California State University system, like SDSU or CSU San Marcos, as well as those in the University of California system, like UCSD or UCLA, have very specific

academic requirements. To meet them all, it is important to stay on track in high school, and meeting the requirements will also help students gain the skills they need in life whether they go to college right after high school, enroll in a community college, or want to keep the option of college in their future. It's never too late to continue your education, but here are the students finishing 9th grade this year who are on track for guaranteed admission to SDSU through the College Avenue Compact. Keep up the good work!

Arguelles, Jhordan
Araujo, Martha
Aparicio, Marvin
Alehegn, Tamru
Alatorre, Alfredo
Adan, Adan Nur
Acosta, Thania
Arredondo, Emlyn
Arteaga, Sandra
Avalos, Jennifer
Aviles, Leobardo
Barragan, Robert
Berhe, Eden
Brizuela, Astrid
Bui, Katherine
Bwayo, Benon
Bwayo, Rogers
Cadenas Leon, Leslie
Calderon, Guadalupe
Castillo, Fernando
Castro Ramirez, Juan
Castro, Christian
Chan, Victor
Chavez, Beatriz
Contreras, Juan Carlos
Coria Delgado, Melissa
Cornejo, Star
Cruz, Arnulfo
Cruz, Lucas
Dam, Lan Anh Ngoc
Dang, Marlyn
Daoud, Sami
Diep, Bach
Doan, Lam Hoang
Douk, Davilyn
Fakhreddine, Hassan
Felix, Wilfredo
Flores Castro, Beverly
Flores Soto, Angel
Galaviz, Hector
Gandara, Kyara
Garcia, Josefina
Garcia, Lorenzo

Gutierrez, Anthony
Harding, Ashley
Hernandez, Diana
Hernandez, Javier
Hernandez, Jessica
Hernandez, Rebeca
Hernandez, Yaritza G
Herrera, Isabel
Hudson, Vontece M
Jimenez, Abigail
Jacobi, Karen
Jordan, Devin
Kabandauli, Elie
Khankeo, Katie
Lach, Salut
Lawson, Ryan
Le, Sam Bao
Legorreta, Andrea
Loek, Chansopheak
Lopez, Manuel
Renteria, Erendira
Manzano, Danielle K
Rivera, Jorge
Meferia, Fereon
Mejia, Jorge
Mejia, Wendy
Mendoza, Jose De Jesus
Mercado, Daisy
Molina, Kimberlyn A
Morales, Luis
Moua, Leng
Munoz, Carol I
Munoz, Jocelyn
Ngo, Trangkhanh Ta
Ngo, Truong An
Nguyen, Duong
Nguyen, Kieu
Nguyen, Michael
Nguyen, Sonca
Nguyen, Tina Kimxuan
Nguyen, Trang Minh
Noriega, Esthefani
Ocampo Mireles, Anahi

Olague, Roberto
Olea, Mayreni A
Onn, Savandy
Ortiz Diaz, Stephanie
Penagos, Elidhet
Perea, Sergio
Perez, Karina Lopez
Perez, Nicolas Duenas
Perez, Stephanie
Phan, Trang Uyen Hoang
Phengsavath, Nancy
Pimentel, Ivonne
Pino, Gabriela
Ponce, Carlos
Poonsuk, Maytin
Portillo, Keneth
Ramirez, Elliot
Rangel, Alay
Mayani, Kafara
Rosas Garcia, Abigail
Rueda, Alfred
Sanchez Gil, Guillermo
Sarabia, Francisco
Sytha, Steven
Teer, Kevin
Thang, Anjelica
Torres, Luzmarieneid
Torres, Yesenia
Tran, Lyman Ly
Tran, Olivia
Ture, Omar
Vo, Minh Hoang
Williams, Bobby
Woods, Nakia
Woods, Nakita
Yang, Bao
Yusuf, Laylo
Vazquez, Vanessa
Trujillo, Victor Osvaldo
Siri, Brian
Tri, Michelle
Tran, Truc
Tran, Tina

CURRICULUM CURRENTS

Language Learners Offer Inspiration at Quilt Celebration

*America is not like a blanket
—one piece of unbroken cloth,
the same color,
the same texture,
the same size.*

*America is more like a quilt
—many pieces, many sizes,
all woven and held together
by a common thread.*

- Jesse Jackson

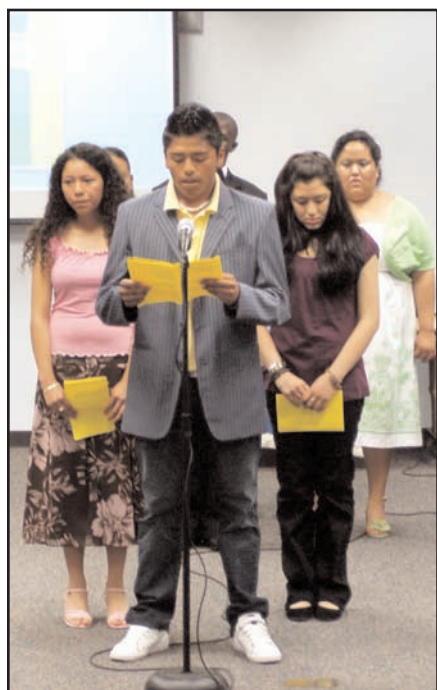
Inspired by the poem of Jesse Jackson and the promise of a brighter future, students in ESL 6 classes at Hoover High School complete a quilt of their own each year. Their individual squares reflect memories of the past, dreams and goals, optimism and adversity. Each student stands in front of the audience to describe their piece of the quilt and how it expresses their goals and hopes for the future. They also read poems they have written together that capture the process of learning a new language.

Planning for the quilt began months ago when each student made a

drawing that represents their past life, present challenges, and future goals and dreams. Students discussed in class the idea of America as a quilt, wrote essays about it, and painted designs onto pieces of cloth that would be sewn together to form a quilt.

Like their quilts, the ESL students have been woven together by the challenge of learning English, and also the struggle to adapt to a new country. Many share painful memories of war and death, having to make difficult decisions, and being separated from parents, friends, family, and the culture and comfort of their homeland. All have experienced emotions of uncertainty, fear, loss and sadness when leaving their former countries, yet they also share new goals of graduating from high school, going to college, finding rewarding careers, helping their families and communities, and other hopes of a bright future.

The annual event therefore is a very emotional time for the students, who bravely share their struggles and proudly recall their triumphs. In the audience a dry eye is hard to find.



During the Multicultural Quilt Celebration, students described the symbolism of their own square and read poetry that they wrote together describing the experience of learning English and adapting to life in a new homeland.

The symbol that represents my past is a guitar surrounded by musical notes. The weak notes stand for the obstacles I faced when I came to the U.S. without knowing English. I'll never forget the day my dad came into my room and said, "We have to move to San Diego, so pack your stuff." In that moment, I felt so sad and angry. Before we left, my mom cooked a special dinner so we could say goodbye to everyone. Still, I was so angry with my parents. I thought, "I won't learn anything, and everything will be ugly." Since then, I have learned a lot. Now, I speak English, not perfectly, but I speak it. Most important, I learned how to be successful in life.

- Scarlett Chavez



In my quilt square is a closed lock in a black background. This represents the absence of a friend and the lonely soul without friendship. The closed lock stands for the necessity to have someone to talk to and share my confidence. The black background is symbolic of the shy person that I was before I met my best friend. As I began to open up my feelings and my thoughts, my heart transformed into a colorful rainbow, beating with lively music. My best friend helped me to become a decisive person who loves to have a lot of friends. The ice skates reflect, like a mirror, how I need a companion, a best friend, a second hand, to encourage me to continue and never give up. In the future, I will always remember this person who had faith in me, and reached out to me when I needed her.

- Nicole Castillo

The candle represents the warm love of family and friends in my homeland, Ethiopia, my homeland. My grandfather's parting words were, "You are my only grandson. Be careful with your life." These heartfelt words and the tears of my family and friends made that day both sweet and sad. The green background stands for the wisdom of my loving community that continues to give me hope each day. The blue river represents the long distance I have traveled, both from my homeland to America, and from the obstacles I faced to my present challenges. My candle's flame lights my future as an educated and knowledgeable person who will guide other young men to change their lives, and to be a change in the world.

- Fiseha Melese



The Door

A poem by Hoover High
ESL 6 Students

Either you will go through this door
To discover a new world coming
To find your hidden strength
What do you have to lose?
Climbing toward the sky, but leaving
others behind

Or you will not go through
This door of hope, of magic
And lose what you were searching for
To live in loneliness, lost
Without thinking, abandoning your
dreams

If you go through,
There is no way back
You will realize who you are now
And find peace in your heart
Fighting for dreams and tasting the
flavor of victory

There is always the risk
Of forgetting who you are, or were
Or finding obstacles in your path
Or losing your way, and your family
But take the chance - Let history
speak for you

Of remembering your name.
An unforgettable name
That came from generations of family
Who have suffered long
A name that holds a mysterious
secret of identity

If you do not go through
You will lose the way to infinity

Failure will be your partner
That door will close
To what? You will never know

It is possible to live worthily
With your values
Giving up the challenge life put in
front of you
Living behind a closed door
Facing people who oppose you

But much will blind you
In every step you take forward
Friendships will fade
Like the darkness of night blinding
you to daylight
Unless you listen to your heart's truth

Much will evade you
And ignore you
Like clouds blocking the sunshine
A star falling,
Far away from you

The door itself makes no promises
Promises must come from you
The door only offers an opportunity
If you make the effort
And live what you believe

It is only a door.
Another route to reach your future
wishes
Silent, it still waits for you
To open up
To the promise of your dreams

Teachers Earn Advanced Degrees and Credentials

Teachers of the City Heights Educational Collaborative are not only educators, but are also students and life-long learners. This year more than a dozen teachers at Hoover High, Clark Middle and Rosa Parks Elementary earned Master's degrees, specialized certificates, or advanced credentials at SDSU. Many others expect to finish next year, and a new group will begin classes at SDSU in the fall. Since the City Heights Collaborative began ten years ago, more than 100 teachers have completed advanced degrees at SDSU through the Collaborative's tuition support program. Congratulations to the following:

Leslie Hardiman, Hoover High
Micheal Heu, Hoover High
Maria Javier, Clark Middle
Marilyn Levitan, Parks Elementary
Alma Molina, Parks Elementary
Pam Forde, Parks Elementary
AnnMarie Gasparine, Parks Elementary
Candace Goss, Parks Elementary
Carrie Hultgren, Parks Elementary
Joyce Ibanez-Roman, Parks Elementary
Carrie Smith, Parks Elementary
Katie Smith, Parks Elementary
DeWitt Yancy, Parks Elementary
Veronica Youso, Parks Elementary

MA in Curriculum & Instruction
MA in Curriculum & Instruction
Reading Specialist Credential
MA in Curriculum & Instruction
MA in Curriculum & Instruction
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate
Math Specialist Certificate

Students Contribute to Canyon Clean-Up



Students from Rosa Parks Elementary, Clark Middle School, Hoover High and SDSU, along with other volunteers from around City Heights and San Diego, worked together in May on a clean-up of nearby Swan Canyon. The program, organized by Aquatic Adventures, is called Wetland Avengers and focuses on improving a different park or natural area each year. Many participants have been involved in Aquatic Adventures programs at school, such as SEA Semester at Clark Middle and the BAHIA program at Hoover High. Thanks to their efforts, Swan Canyon hopefully will become a safe place for youth to enjoy nature.



Students share poems and personal experiences during the quilt event.



Hoover High VAPA Spent Year Showcasing Art and Achievement

By VAPA Director Nancy Johnson and VAPA Faculty

Several years ago a dream was born at Hoover High School. We dreamed of a program that would allow for the artistic expression of our students, foster their creativity and passion for the arts, infuse them with the excitement of being a community of artists that supported and encouraged one another, and taught them to champion art in its many forms on campus and in the community. This year that dream became a reality in the form of Hoover's Visual and Performing Arts Academy.

As the end of the academic year is approaching, VAPA has showcased student achievements, and also has helped us reflect on all that has happened during our first year.

The Studio Art Program

We started the year with energy and excitement. As early as July, we began focusing on contacts to create venues for the start-up of VAPA. The first show in October was a collaborative effort of visual arts, drama, music, and poetry at the City Heights Weingart Library. In November, we developed another show at the SDSU Collaborative offices on El Cajon Blvd. for a "Day of the Dead" celebration of dance, poetry, theatre, visual arts, and folk arts. In February, the advanced drawing and painting class highlighted the theme of "Disclosures" at The Art Produce Gallery, and concluded the year with their May show, "Defining Self" at The Sister Lodge as part of "Ray at Night." Students sold work at all of their art shows.

The Theatre Program

We created relationships with community organizations, including



Hoover's guitar classes held a concert in May.

transcendANCE, Mo'olelo Theater, Evoke, Coronado School of Performing Arts, and Old Globe. Our first production, "The Troubadours" evolved from a small group of dedicated students who had the commitment to workshop with artists Holly Rone and Jesse Johnson for an intimate performance with on-stage seating. The next production was a collaborative effort between Mr. Hernandez's senior AVID class and Ms. Flesh's advanced drama class. The students wrote, directed, and performed in a play called "Crossing the Line," which focused on many of the issues of immigration families as they cross their homeland borders to come to America. In May, the students performed the musical theater production, "Godspell," directed by Holly Rone, musical direction by Jesse Johnson. Ms. Flesh even joined her students as a performer in this age-old story. The year culminated with the VAPA showcase in May, and a festival to honor Shakespeare in June. The festival was held in the back quad,

complete with a jester, fabric seating, men playing Juliet, monologues and excerpts from several Shakespeare plays, and musical renderings from the choir, the quintet, and several members of the orchestra.

The Music Program

We created new community partnerships with the La Jolla Symphony and the City Heights Collaborative schools. We also brought in music coaches to work with the students in small wind, brass, percussion, and string groups. The beginning band, advanced band, orchestra, and choir performed several times throughout the year at such events as International Winter Celebration, the Winter Concert, the Collaborative Cluster Concert, the music festival at Cuyamaca College, the Music Festival Concert in the spring, the Dana Middle School District Choral Showcase, the Westland Avengers day at Hamilton Elementary & Swan

Canyon, as well as the VAPA Showcase, the Shakespeare Festival, and the Spring "Pops" Concert last week. Our musical groups brought home many "excellent" ratings from all of their festivals and a "Best of Show" trophy from the Disneyland Festival competition in June. Four guitar classes throughout the year performed at their own concerts in the winter and spring.

We are especially proud of our seniors who were recognized at the first annual Senior Recognition Ceremony on June 3, 2008. Hearing each senior tell his or her goals for the future and how VAPA influenced his/her life was inspirational and emotional. Matt D-Arrigo from "A Reason To Survive" (ARTS) honored four students with scholarships: Gabriela Flores with \$1000, and \$250 to Michael Pelayo, Chris Huynh, and Betty Hua.

We are thankful to our principal, Chuck Podhorsky, who has supported our many requests and encouraged us to persevere through our growing pains; Robert Price who has sponsored our music program and is continuing to help shape our theater program; the ARTS Corporation for our scholarships and the exciting internship possibilities we are dreaming; our amazing advisory board members, who have given us their suggestions, their time, and their support in volunteer hours and financial donations; countless other volunteers and financial supporters; our VAPA teachers and support staff, who have given their blood, sweat, and tears; and most importantly our creative, crazy, lovable students, without whom we would not exist.



Students get some advice from director Holly Rone before a performance of Godspell



Hoover's choir performs during VAPA's final concert of the year.

Hoover High AOIT Teachers Earn Economics Award

The work of Hoover High's Academy of Information Technology teachers Vicki Banks, Ellen Towers and John Michener recently was recognized by the California Jump\$tart Coalition. The teachers were presented a Financial Literacy Award for a book they compiled that is used as part of the senior economics curriculum. The award was presented at the annual conference of the California Jump\$tart Coalition, a non-profit organization that supports K-12 finance education.

The economics book includes nine lessons that help students learn the skills they need to manage their personal finances. It includes chapters on income and careers, checking accounts, credit cards, income taxes,

and budgets, savings and investing. One lesson, for example, has students develop a budget spreadsheet with their parents for their senior year in high school so that they will be prepared for expenses like prom, buying a yearbook or class ring, saving for college and other expenses.

"If students don't learn financial literacy, they don't have a full education," stated Ms. Banks, who teaches 10th grade World History and 12th grade Government and Economics. "We live in a complex global economy, and if students don't understand their own personal finances, they can't understand the larger economic picture and how they fit into it. Today's voters have to understand money and economics to be a complete citizen."



Hoover's Ellen Towers (center) and Vicki Banks (to her right) received recognition at the 2008 California Jump\$tart Coalition conference in Sacramento for their work on high school financial literacy.

Thanks SDSU Mentors!



The City Heights Collaborative hosted an end of the year lunch to say thanks to SDSU students who have served as tutors and mentors with Hoover High's ESL, Foundations for Success, and College Avenue programs. Most are the first in their family to go to college and they encourage others to do the same. Together they have invested hundreds of hours helping at Hoover.

Dear Reader,

We are an eighth grade English class that attends Monroe Clark Middle School. Our class is raising money for the "Survivor Mitzvah Project." The Holocaust survivors we are sponsoring live in extreme poverty and haven't recovered since World War II ended. Most of the survivors live in Eastern Europe. A woman named Zane Buzby, who is a famous producer from L.A., runs the project. She takes time out of her day to help Holocaust survivors in Eastern Europe. One hundred percent of the money goes to the Holocaust survivors. Our goal is one thousand five hundred dollars. If you donate as little as two dollars you can feed a survivor for one month. Any donation will be greatly appreciated, big or small. Thank you for your time and consideration.

Sincerely,

Ms. Javier's 3rd period 8th grade class, Monroe Clark Middle School
Please Contact Ms. Javier via email at: MJavier@sandi.net

Poetry Corner

I Wish...

By Karla Cruz
8th grade,
Monroe Clark Middle School

*I wish
That I won't be another statistic
And wouldn't be judged by the color
of my skin.
I wont end up being another
pregnant teen
Or lost myself because of drugs.
I'm going to be myself,
And I'm going to show the world
that I'm nobody else.*

I Used to Be...

By Karla Cruz
8th grade,
Monroe Clark Middle School

*I used to be a face
With my green eyes staring far across
the ocean
My lips speaking words from within
my body
And my nose quite different but
special
But now I'm a heart
Waiting for someone to break me
Keeping the human alive
And feeling feelings that no other
body part can.*

Father: An Elegy

By Nick Sua
8th grade, Monroe Clark Middle School

*Father, to you I plea
Come back down with my brothers
and me.
The five of us would go to the park
And we wouldn't come back until it
was dark.

Father, come down and play,
And if you leave come back down
again someday.*

*Father, I miss you
Yes it is true.
They say to move on
And forget about you.

Father I can't
For you're with me
And watching with glee.
Father oh Father why did you
leave?*

PARENT PAGES

Parents Become Academic Promoters at Rosa Parks Elementary

Almost every parent needs to help their children with homework, but sometimes they need help learning how. On the suggestion of the Parent Advisory Committee at Rosa Parks Elementary, the PAL (Parent Academic Liaison) program decided to start a class that would help them. But first some decisions had to be made by PAL leaders Marilín Levitan, Natalia Hernandez, and the committee. What grade, what subject, and what kinds of strategies to teach parents would be most useful?

They soon decided to start with third grade math because multiplication and division concepts at this grade level can cause problems for both students and their parents. One issue that often comes up is this: many parents can do the math, but they learned it differently when they were in school, so their child can get frustrated because it is not the way their teacher does it. There are also more steps to get to the answer, so it is easier to make a mistake, causing students to lose confidence, and once they fall behind, it gets harder and harder to catch up.

With guidance from Rosa Parks' Math Specialist, teacher Mario Borrayo, a curriculum also was designed around the main strategies and concepts of third-grade math, and teachers selected students who needed help getting back on track.

But one of most important decisions that Ms. Levitan and Ms. Hernandez made was to build parent skills by working together with actual students so both could learn alongside one another rather than through a class just for adults. They hoped that many parents would be able to work with their own children, but when that wasn't possible, volunteers from the parent advisory committee filled in and helped the same student for each of the six sessions.

The result was a big success. Student math skills and confidence improved among the 14 students who participated, and the adults

became better at helping them. They also gained a stronger commitment to supporting academics at Rosa Parks Elementary -- many wanted to continue to work with their students in the future and also help others. Ms Cynthia Gonzalez, a parent participant, continued working with a third grade student on multiplication facts even after the piloted program ended. The participating parents had become "academic promoters," a name that Ms. Hernandez believes is very appropriate for the connections that PAL wants to encourage between parents, teachers, and students.

"This was a pilot program to see what methods are best for our parents and students," explained Ms. Levitan, "but we hope to expand in the future. To do that we will need more participation, both from parents and teachers."

More classes to help parents become academic promoters are being planned. In the meantime, PAL will celebrate the success of the first class of parents and students at a recognition ceremony on June 24 for parents, students, teachers and volunteers. For more information on PAL and its academic promoter program, contact Ms. Levitan and Ms. Hernandez at 282-6803 x 4304.



Parents and students learned together with help from PAL

Los Padres se convierten en promotores académicos en la Escuela Rosa Parks

Casi todos los padres necesitan ayudar a sus hijos con las tareas y en muchos casos también los padres necesitan aprender como ayudarles. De acuerdo a una de las sugerencias que hizo el comité de padres en la Escuela Primaria Rosa Parks, el programa PAL (Parent Academic Liaison - Enlace Académico de Padres) tomo la iniciativa para iniciar una serie de clases que ayudaría a los padres. Tanto la Maestra Levitan, Natalia Hernández así como el comité tuvieron que tomar algunas decisiones. Tales como; ¿qué grado, cuál materia y qué tipo de estrategias de aprendizaje serian de más ayuda para los padres?

Entonces se decidió iniciar con matemáticas en tercer grado porque los conceptos en multiplicación y división pueden causar problemas tanto en padres como en los estudiantes. Una de las situaciones más comunes es esta: muchos padres saben matemáticas pero la aprendieron de diferente manera en la escuela y los niños se frustran porque no es la misma manera que su maestra/o les enseña. Existen diferentes formas de llegar a la misma respuesta y a veces es fácil equivocarse, en este proceso los estudiantes pueden perder la confianza en ellos mismos y si esto pasa se pueden quedar atrasados y será mas difícil para ellos ponerse al corriente.

Con la guía del maestro especialista en matemáticas Mario Borrayo se diseño un programa con algunas estrategias y conceptos principales para matemáticas

en tercer grado. Los maestros seleccionaron a los estudiantes que necesitaban ayuda para ponerse al corriente.

Una de las decisiones más importantes para la Maestra Levitan y Natalia Hernández fue que se fortaleciera el conocimiento de los padres al trabajar con los estudiantes así los dos podrían aprender juntos en vez de tener clases solo para los adultos. Ellas esperaban que los padres trabajaran con sus hijos, pero como esto no fue posible, voluntarios del comité de padres se dieron a la tarea de apoyar a los estudiantes que no estaban acompañados por sus papás en cada una de las seis sesiones.

Se observó que los 14 estudiantes que participaron mejoraron en sus habilidades con matemáticas y en la confianza con ellos mismos, lo mismo se observó en los adultos al estar ayudando a los estudiantes. Los adultos quieren continuar en su compromiso de apoyar académicamente en Rosa Parks y algunos continuaran reuniéndose con el/la estudiante. La señora Cynthia González una mamá que participa en el programa continuará trabajando con una estudiante de tercer grado en matemáticas aun cuando el programa piloto ya termino. Los padres que participaron se convierten en "promotores académicos" un nombre que Natalia Hernández considera apropiado y de acuerdo a lo que PAL busca fortalecer entre padres, maestros y estudiantes.

"Este fue un programa piloto para ver cuales métodos serian los mejores para nuestros padres y estudiantes," explico la Maestra Levitan, y esperamos que éste programa crezca en el futuro. Para esto necesitamos más participación de maestros y padres.

Se planean más clases para que más padres se entrenen como promotores académicos. Mientras tanto, PAL celebrara con los estudiantes, maestros, padres y padres voluntarios el éxito de la primera clase de padres y estudiantes con una ceremonia de reconocimiento el 24 de junio.

Para más información acerca de PAL y el programa de promotores académicos, comuníquese con la maestra Levitan y Natalia Hernández al 282-6803 x 4304.

Parent Center Helps Celebrate Cinco de Mayo at Rosa Parks Elementary



The Rosa Parks Elementary Parent Center helped the school celebrate Cinco de Mayo with food and festivities, including a performance by an Aztec dance group who performed a variety of traditional dances in full costume. Principal Peggy Crane and vice principals Rick de la Pena and Lisa Uribe also served as judges for the salsa tasting contest. Although all the home-made recipes from Rosa Parks families were delicious, three favorites had to be chosen.



The Battle of Puebla and Cinco de Mayo

by Virginia Angeles

Parent Center, Rosa Parks Elementary School

I would like to take the opportunity to talk about our history on this important date. Mexican history is truly fascinating and interesting. If many of us reencounter past epochs, characters, dates and heroic facts, we would know that the Battle of Puebla happened in an important moment of our history and that today it is a significant celebration full of happiness and fiesta. I will talk about what Batalla de Puebla was and how it happened.

Juárez, elected President in 1861, was well accepted by some countries such as Prussia, England, Belgium and Ecuador. President Juárez attempted to ease the financial chaos caused by the civil war by suspending interest payments on foreign loans incurred by preceding governments. Representatives of European potencies realized that the Mexican government had a deficit of 400,000 pesos per moth and that the nationalized church property was not enough to pay off its debt. Angered by Juárez's decree, France, Britain, and Spain decided to intervene jointly to protect their investments in Mexico and decided to go to Mexico to collect the debt owed to them by this country. The English and Spanish accepted Juarez's guarantees and quickly withdrew, however, the French officials did not accept the guarantees and held their position.

The prime mover in this decision was Napoleon III of France, who believed that the Mexican territory would welcome the creation of a monarchy. On February 25, 1862, the French started an invasion. Early on May 5, 1862, General Laurencez led 6,000 French troops toward Puebla, Mexico, just 100 miles from Mexico City. The French encountered unexpected resistance at Puebla, as General Ignacio Zaragoza repulsed the invaders.

The fact that Mexicans could defeat one of Europe's best armies surprised much of the international community and it was a painful experience for the French Army that was considered the greatest military force on the globe in the previous years.

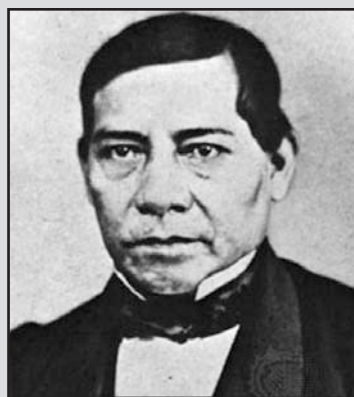
May 5 of 1862, known as Cinco de Mayo in Spanish, henceforth became a popular national holiday. Year by year Mexicans celebrate Cinco de Mayo as part of their history and culture. "Culture is a fundamental part of the identity of the towns and it is a sample of the continuity of life."

Quiero aprovechar esta fecha tan importante para hablar de nuestra historia. La historia de Mexico es realmente fascinante e interesante, si muchos de nosotros nos reencontramos con épocas pasadas, personajes, fechas y actos heroicos sabríamos que la batalla de puebla se dio en un momento muy importante de nuestra historia y como mexicanos es muy significativo que lo celebremos así, con fiesta y alegría. Así que hoy hablaré sobre lo que fue y cómo se dio la Batalla de Puebla.

El gobierno de Benito Juárez fue reconocido por Prusia Inglaterra, Bélgica y Ecuador. Juárez intentó arreglar el caos financiero causado por la guerra civil suspendiendo el pago de intereses a los préstamos extranjeros que los gobiernos anteriores recibieron. Los representantes de las potencias Europeas interesadas en que se les pagara lo que se les debía dudaron que eso fuera posible cuando supieron que el gobierno tenía un déficit de 400 mil pesos mensuales y que los bienes de la Iglesia, con cuyo valor podía pagarse la deuda, se vendían a precios muy bajos.

En la convención de Londres los representantes de Francia, España e Inglaterra decidieron venir a México debido a que no existían condiciones para que se les pagara lo que se les debía y los Franceses vieron la oportunidad de apropiarse del territorio Mexicano e implementar una monarquía. El día 25 de febrero de 1862 los franceses emprendieron la marcha hacia el interior del país. Por su parte los Españoles y los Ingleses decidieron abandonar el país al aceptar un acuerdo con el Presidente Juárez; sin embargo, Francia ya había designado al general Lorencez como comandante en Jefe de su ejército, quien fue derrotado por las fuerzas del General Ignacio Zaragoza en Puebla en la gloriosa batalla del 5 de mayo de 1862, derrota muy dolorosa para Francia ya que su ejército era considerado el más poderoso del mundo en los años anteriores y quien siempre consideró que iba a ser muy fácil apoderarse de una nación que atravesaba por múltiples problemas internos y que militarmente se suponía que era muy débil.

Es por eso que año con año los mexicanos celebramos el 5 de mayo y eso es parte de nuestra historia y nuestra cultura. "La cultura es fundamental para la identidad de los pueblos y es una muestra de que la vida sigue."



Benito Juarez



Hoover Welcomes New Parent Center Director

Laura Angel-Zavala recently was chosen as Hoover High's new Parent Center Director, although many parents, students and staff certainly know her already. For the past seven years she served as director of the Parent Center at Monroe Clark Middle School, and also is the wife of Frank Zavala, who was a guidance counselor at Hoover from 1997 to 2007.

Her many years of experience at Clark, and the many parents she already knows, will surely help Ms. Angel-Zavala in her new position, but she also is looking forward to new opportunities.

"My vision for Hoover is to create a welcoming Parent Center where families from diverse backgrounds feel comfortable dropping in or coming to visit," she explained. "I want parents to share their needs and wants with us so that we can offer the types of programs and services they are interested in. I also believe we need to create a forum where parents and teachers can come together to discuss how they can



Parent Center staff Felicia ElAton, Laura Angel-Zavala, and Oscar Navarro.

support each other to benefit their students. In addition, I want parents to have a positive image of Hoover and to know they have a voice here. I want to market our school to the elementary and middle schools, showcasing our fabulous academics, programs and personnel. We must all work together to promote our new College Avenue Compact at every grade level. I want parents to know their students will be safe and they will thrive at Hoover High School."

One thing that remains the same is that Parent Involvement will involve building relationships with parents, teachers, counselors, administrators, plant operations, security, and the many other people at Hoover who work together to help students succeed.

"In order for our students to succeed academically and emotionally we must work in collaboration and keep the lines of communication open," Mrs. Angel-Zavala noted.

The Parent Center staff also includes Felicia ElAton, who has several years of parent involvement

experience from her years as a volunteer at Rosa Parks, and Oscar Navarro an experienced social worker who is always willing to support students and families.

Since May, the Parent Center has already organized a Mother's Day event, a Hoover High campus tour for incoming parents, a dad's softball game, staff appreciation day, and the parent volunteer celebration. Future plans include working with parents on truancy, helping below grade-level students, assisting teachers, and many other programs and events. All parents are encouraged to get involved. Hoover's Parent Center is located in the Hoover Annex and can be reached by calling (619) 283-1297.



Moms enjoyed mariachi at Hoover High's Mother's Day celebration



Hoover High's teachers and staff enjoyed the Parent Center's staff recognition event.

Don't Miss This Year's Final Clark Concert!

Featuring the Band and Orchestra Programs

June 25, 6:00 PM in the Clark Auditorium



City Heights Educational Conference

Hoover High School

June 21, 2008

8:00 am - 2:00 pm

Parents, administrators and teachers are invited to attend the City Heights Educational Conference, an event that will provide workshops on quality education and social justice, including

- Immigration issues in education
- The role of language and culture in the learning process
- Multilingualism
- Parents as active participants in schools
- Democratic schooling
- Health issues and education

Sponsored by C.A.B.E. Contact the Center for Social Advocacy at 619 444-5700 xt 310 for more information

Rocío Agíss: Parent Center Director at Clark Middle School

Born and raised in Mexico City, I graduated from the National University of Mexico in Communication Sciences and moved to the U.S. about 10 years ago. I graduated from San Diego State University with a Master's degree in Latin American Literature. I have served in the field of education at Miracosta College, Cuyamaca College, USD, and SDSU as a professor and at Rosa Parks Elementary as a newsletter editor, translator, interpreter, and computer instructor. I also have been working for the Tariq Khamisa Foundation (TKF- an organization that provides violence prevention educational programs and services to youth and families) as a Program Coordinator and Parent Educator. On April 7, 2008 I had the honor to start my new position, Parent Center Director at Monroe Clark Middle School.

I've been part of the City Heights Educational Collaborative since its establishment. I know its history, its meaning, and its goals. I am a witness of how the Collaborative has been supporting education. I am excited because of the Collaborative's accom-



Rocio Agiss

plishments and I really like being part of it by contributing with my ideas, experience, and knowledge in order to continue growing and working together with its great staff on behalf of our families and their kids. I worked at Rosa Parks and Monroe Clark first as a volunteer and then I became part of their staff. I lived in City Heights for many years and feel that I belong to this community. My heart is here, I grew socially and professionally here, and now it is time for me to give back.

Being part of the Parent Center at Clark has given me the opportunity to

promote new ways to enhance families' skills that help their children reach important goals: to make good and non violent choices, to go on to college and pursue their dreams. I would like to have more influence on families because I really enjoy helping them reach their goals and help them succeed socially, educationally, and culturally.

I enjoy perceiving City Heights from different perspectives. My experience as a professor has helped me provide families with tools that allow them to understand the steps to guide their children and themselves to college, such as graduation requirements, university requirements, how to ease the transition to college, etc. As a member of a Parent Center staff, I learned about the needs of students and parents. My work at Parks as newsletter editor, translator, interpreter, and instructor allowed me to enhance communication between families and school. This has increased my vision on liaisons between school and families. The instruction of a Computer/Internet Classes for Parents let families get knowledge and expert-

ise in technology and to motivate their children in careers in computers. Parents, who have attended my class, are now communicating with teachers, receiving minutes, agendas, and other documents via e-mail. That makes me feel proud of them and very happy. As a member of a cultural ethnic group, I personally experienced the assimilation into a new culture, and the acquisition of a second language. Living and working in City Heights has given me the experience to interact with diverse ethnic groups. It is important to me that parents of different races feel welcome in their children's school. Also I am a proud mom of two daughters. Diana-16 years old and Amaya-5 years old. Diana attended Rosa Parks and Monroe Clark now she is a High School early graduate with a GPA of 4.37. Amaya is attending kindergarten; she is a very active girl and a quick learner. The two of them are fluent in both English and Spanish. As a parent, I can identify the special needs of parents, I know the way parents wish to be treated at their children's school and I am able to enumerate parent expectations from schools.

I am combining all these different perspectives to implement a Parent Involvement Program that offers parents different and attractive roles, so that they are able to participate actively in their children education. I want to make parents understand that their participation in their children's school is crucial and can make the difference in their achievement. I want to let them see that parent involvement is a wonderful tool that improves student outcomes. The implementation of this Parent Involvement Plan will help students and families reach educational and social success by the creation of a link between community, school staff, and families considering the needs of families from diverse cultural backgrounds.

From my personal experience, having a supportive family made a huge difference in my academic life. I am grateful for my parents, brothers, and sisters who always supported me during my school years and now for the support of my husband Berna and my beautiful daughters who have inspired me and influenced my vocation.

"I Remember"

(a monologue)

I remember when my father took me
And a friend to the movies.
As my friend got into the car,
I introduced my father to her.
Her eyebrows rose
And her lips slowly parted.
Though her reaction lasted several
seconds,
I remember her hesitation
Before shaking my father's hand.
Then she tried to recover and quietly
Spoke a shaky "Hello."
Her puzzled expression, I assumed,
Came from never encountering
A white father who had a black
daughter.

I remember showing my
Family photo to a classmate.
Curiously she asked me why my par-
ents were white.
Why one sister was black.
With a serious expression on my face
I proceeded to tell her
That during slavery, my great, great
grandmother
Was raped by her white master.
He impregnated her with a mulatto
child.

Since then the genes in our family
keep changing.

My mother, who was fair skin,
Married my father who also had
fair skin.

Their combined genes produced two
black children,
While their last child received
The same pigmentation as my parents.
My classmate accepted my story
without
Any further questions.

I remembered when I wished
For a new set of parents.
You see, in my eyes...my parents had
one flaw,
They were white.
My daydreams consisted of scenarios
with

My new black family.
With them I would never have to
Answer any of the following questions:
"Are these your parents?"
"Why are they white?"
"Why are you black?"
"Are they really your parents?"
And I would never have to say,
"I am adopted."
Then I would never have to hear,
"Oh, I see"
or

"Okay, that would make sense."
As they smiled in my face and
Pretended they understood.

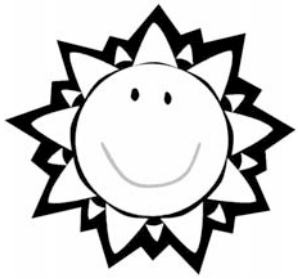
I now remember my parents as two
courageous, intelligent, proud,
stable, knowledgeable, caring,
influential, encouraging, supportive,
optimistic, and unique people.
Along with the title "my parents,"
They have also become My friends.

I hope that I would be so privileged to
marry
A man with similar characteristics as
my father.
And that I would be influential and
respected
Just like my mother.

I love you mom and dad.
I would sacrifice my life for you.
If I have not expressed my THANKS to
you,
Please accept it now...I will always
remember.

Written for my parents and presented
to them on their anniversary, April
1996. By Mrs. Marilín Levitan-Vargas,
Parent Academic Liaison, Rosa Parks
Elementary

Health Center at Rosa Parks Provides Clinic Services



Summer Health Hints from the Rosa Parks Health Center

With summer here, everyone enjoys spending more time outside, and that also means taking extra precautions to avoid some summer health problems.

1. Wear sunscreen: Everyone, no matter what your skin color, should wear sunscreen when they are outside, and children are especially sensitive to the sun. Even people with darker skin should wear a minimum of 30 SPF. Remember to apply it liberally (meaning use enough to fully cover all exposed skin) re-apply it every 3-4 hours, and also whenever you get out of the water after swimming. Be sure to buy new sunscreen every year, since old sunscreen loses its ability to provide protection. It's also a good idea to wear a hat and sunglasses to protect your head and eyes.

2. Drink plenty of water: Take plenty of water with you if you will be outside for more than a few minutes, and drink it frequently. Water is the best fluid to drink at all times – sports drinks are loaded with sugar and other things that your body doesn't need. Symptoms of dehydration (which means when your body has lost too much fluid through sweat) include dizziness, headache and increased thirst. If you have any of these symptoms, get out of the sun, rest, and drink lots of water.

3. Plan Ahead: Summer is also a good time to have the physical exam that all first graders need at the beginning of school. Summer vacation goes by fast, and if you wait too long to make an appointment, you can end up spending a long time in a health clinic waiting room.

The Health Center, although in a new and larger space this year, is not new to Rosa Parks. However it provides a lot of services with which many parents may not be familiar. It is a lot more than just a school nurse office! It also is a Primary Care Clinic that meets a wide range of health needs for both uninsured students and those with Mid-City based Medi-Cal coverage.

With both a pediatric nurse practitioner and a registered nurse and on staff, the Health Center can do many of the same things as community clinics and doctor's offices, including:

Clinic:

- Conducting CHDP physicals
- providing treatment for chronic diseases like asthma
- prescribing medication
- administering childhood vaccinations including flu shots
- treating typical illnesses
- making referrals to medical specialists if necessary



Nurse Practitioner Janice Baietto

School Health Office:

- Vision and dental screening
- Dispensing medication
- Assessing minor injuries and illness
- Working with teachers on academic issues

On top of that, they also are friendly, caring, experienced and will-

ing to help with just about any health problem a student might have. They will even help parents decide if their child is sick enough to miss school.

If that's not enough, they can also help parents save money.

"Many parents take their child to an 'urgent care' clinic or the Emergency Room for things that we can treat here at Rosa Parks Elementary's Health Center," explained nurse practitioner Janice Baietto, who has worked at the school for five years. "If a student is ill, has an injury or asthma attack, for example, they can come here during regular hours instead of waiting a long time or paying a huge bill at urgent care or the ER. Of course life-threatening emergencies need immediate medical attention, but for many other things, they can come here first."

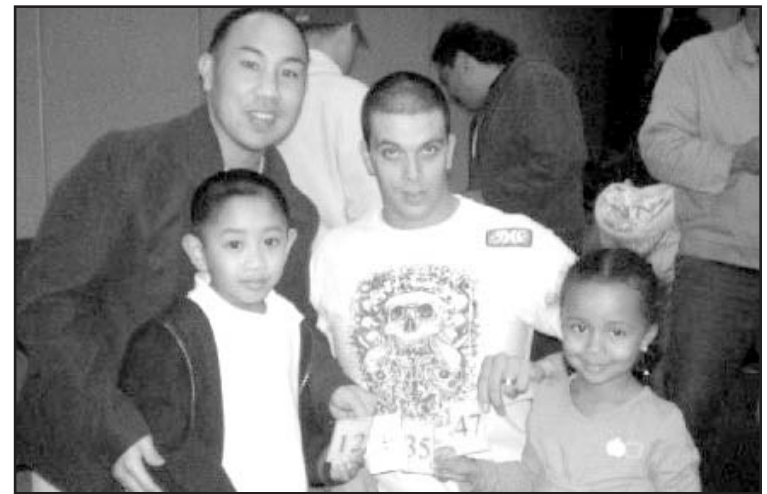
The Health Center is open every day from 7:30 am to 3:30 pm for walk-ins and appointments. For more information, call 619.282.6803, ext. 4202.

Dad's Club: Fun Continues in City Heights Schools

By Ken Woods, Dad's Club Director, Price Charities

By the end of July 2008, the Dads' Clubs for Florence Joyner Elementary School, Hamilton Elementary School and Monroe Clark Middle School will have completed their first school year with a Dads' Club in place. Each of the clubs has seen growth in participation. The Dads' Clubs encourage dads to get involved with the club as often as they can to enjoy time spent with the children and other dads.

This year the Dads' Clubs have gone in a direction that many found quite rewarding. Some of the activities included a balloon night where the entire night's activities involved balloons which were used to develop leadership, trust and teamwork. Oh, did I forget to mention fun? Another activity involved an obstacle course that was designed by Dads' Club volunteer, Victor Ramos. The purpose of the course was to challenge teams to trust in their teammates to give them instructions on how to navigate the course without running into objects and all while staying on course. The individuals receiving the instructions were blind-folded while their teammate instructed them only by the sound of their voice! The Dads' Club has also



Dads and kids team up to solve a math problem. Through Dads Club, learning is fun for everyone.

exercised the minds of its attendees by holding a puzzle competition which involved assembling various shaped wooden blocks into a cube. The purpose of this activity was to help individuals recognize space relations and sharpen memorization skills while working as a team.

The City Heights Dads' Clubs have formed partnerships with some of the businesses in City Heights and will be seeking additional partnerships throughout the year. The most recent partnership is the Dads' Club and Pro Kids Golf Academy. A recent Dads'

Club meeting took place in the club house at the Pro Kids Golf Academy facility. The purpose of the meeting was to introduce some of the opportunities available to children that are FREE here in the community. Pro Kids Golf Academy offers golf lessons to children under the age of 18 years at no cost and instructions are given by golf professional. Pro Kids Academy is not just golf; it also has a learning center where children can go to use the computers for homework, research, games and tutoring, all under staff supervision. **Continued on next page**

teacher topics

TEACHER TOPICS

Counselors Collaborate on K-16 Concerns

Counselors at Rosa Parks Elementary, Clark Middle and Hoover High have been working together this year on K-16 collaboration to better serve students. With guidance from SDSU professor Trish Hatch, they are implementing a national model designed to direct their focus away from a service-centered approach that reaches some students and toward a program-centered methodology for every student.

Their paradigm is the American School Counselor Association's National Model for School Counseling Programs developed by Professor Hatch and colleague Judy Bowers. Hatch serves as director of the Center for Excellence in School Counseling and Leadership (CESCaL) and SDSU's School Counseling Program.

According to Hatch, "The model provides the mechanism with which school counselors and school counseling teams design, develop, coordinate, implement, manage and evaluate their programs for students' success. It provides a framework for the program components and identifies the school counselor's role in implementation. It not only answers the question, 'What do school counselors do?' but requires school counselors to respond to the



L to R: Andrea Munoz, Amanda Robinson, Krista Pal, Amy Brunton, Mike Askey, Trina Lee, Bill Navikas, Trish Hatch, Tawnya Pringle, Teri Clavell, Sergio Hernandez, Donna Peterson

question, 'How are students different as a result of what we do?'"

Counselors at Hoover, Clark, and Parks are not only looking at what they do at their own schools, and how to both implement and improve the model, but also how to better connect the schools, establish common goals, and promote continuity and consistency in counseling. Through monthly meetings, the counselors also have drafted a collective mission statement and philosophy that commits them to advocating for every student to maximize his or her potential, serving as a bridge

between students, teachers, families and administrators, taking a proactive role to establish a positive school climate, and many other tasks.

"The role of the school counselor is much more than just reacting to crises at a school site," noted Clark counselor Tawnya Pringle. "We are working toward a more active and preventative approach and taking on a leadership role that involves being available to every student. We want to be able to not only assist the students who have recurring academic, attendance or discipline problems, but also the straight-A

students who may need guidance with issues that might not be as readily noticed."

Part of the ASCA model also involves collecting data on counseling-related subjects and how students have been helped by counseling. SDSU school counseling students are assisting with collection of this data and implementing the model while also working in classrooms and with students one-on-one and in groups.

In addition, attention is being paid to collaborating on the transition between 8th and 9th grade. Counselors are helping students learn what will be expected of them in high school, and are identifying those student who will continue to need help during their freshman year and beyond. Attendance in all grades is also an ongoing concern, and a wide variety of other issues will be looked at as the counselors work with students, parents, teachers and administrators.

"It's a pretty exciting time because we are actively trying to change the climate of the schools and become agents of change," noted Tawnya Pringle. "It's a process that takes a long-term commitment, and we won't be finished by the end of the school year, but we will keep going."

Breaking Barriers

Language is not an issue with the City Heights Dads' Clubs because there are translators for those who need them. The uniqueness of the Dads' Club allows translation for most languages that need translating, and we will work on overcoming any other barriers that may hinder the growth of the dads and children who participate.

Linking with the parent centers at each school has been an additional piece to the Dads' Club goals. At Rosa Parks Elementary the Dads' Club combines its Dads' Club Fathers' Day celebration with the Parent Center's Fathers' Day celebration. At this celebration the entire family is invited to come out and celebrate. We have hot dogs and hamburgers with plenty of

the trimmings as we enjoy the evening. In addition to the celebration, we explain the purpose of the Dads' Club, thank mothers for their support, and encourage families to send dads and children to the meetings.

Looking Ahead

Next school year, the Dads' Club will be getting a facelift. The Dads' Club Advisory Committee will be looking into having a few of the students participate in the Advisory Committee meetings in an effort to help us find ways to increase participation from other students and their dads. These will be special meetings and designed specifically for the purpose of getting students involved in the process of planning.

A few Hoover High School students have joined the Dads' Club to help with planning, setup, and greeting as well as clean up after the meetings. High school students get involved, serve as role models for elementary and middle school students, and earn community service hours. In the 2008 - 2009 school year the Dads' Club will be looking for more high school students willing to join and support the Dads' Club in its goal of leadership building and positive alternative choices.

For the past year, the City Heights Dads' Club has been represented at the City Heights Anti-Violence Task Force (AVTF) meetings. The purpose of the club's representation is to stay informed of issues

that affect the safety of the children and the community as a whole. Any input that the Dads' Club can provide which directly influence the safety of the children is shared with the AVTF and discussion concerning the issues conducted. The Dads' Club is looking forward to continuing its participation at the meetings.

The Monroe Clark Soapbox Derby is still in the planning stages and will take place in the 2008-2009 school year. The Derby will be for the Monroe Clark students and their dads along with any other children within the family who wish to participate.

For additional information and becoming a part of the Dads' Club contact Ken Woods at 619-7052036.

Clark Teaching Team Helps Stuck Students

What can a school do when students get “stuck” and stop making academic progress on English proficiency? Rather than give up, a team was assembled at Clark Middle School to identify such students, develop and implement focused strategies, and analyze data to determine if efforts were successful.

The project was named the Communications class since its goal was to build a solid foundation in the fundamental writing and literacy skills that students need to communicate effectively and make academic progress. A team of veterans was recruited to tackle the difficult assignment: teachers Pam Samuels and Stephen Burch, who have over 40 years of teaching experience between them; SDSU professor Leif Fearn, who began his long career in education in the 1960s; ELST Maryann Jones and now Shelley Wamick; and Dr. Mike Corke and Tessa Tinkler, who led the SDSU City Heights Collaborative’s academic analyses.

Corke and Tinkler began by identifying 6th and 7th grade students who had not made significant progress in English proficiency for three consecutive years based on CELDT and CST testing. Samuels, Burch and Fearn focused on what strategies to implement that would help students get back on track. With support from teachers, counselors, and administrators at Clark, the first Communications class began in Fall 2006.

Ms. Samuels and Mr. Burch were well aware that they faced a steep



Clark Middle School teachers Pam Samuels and Stephen Burch used intentional instruction and their decades of teaching experience to get students “unstuck.”

uphill battle. More than a few of their 250 English language learners had attendance problems and negative attitudes about school related to their lack of academic progress. They nevertheless began to implement a curriculum that focused on intensive, concentrated work on sentence elements and patterns, quick writing assignments, vocabulary, spelling, sentence and paragraph structure, and eventually persuasive writing and summaries. They also stressed student responsibility, discipline, as well as understanding and then accomplishing the goal of advancing their literacy skills and reclassification into English fluency.

“We focused only on language and practice, practice, practice,” explained Ms. Samuels. “There was no emphasis on rushing through things to move on to a new unit, and then rushing through that and on to another.”

“In the Communications class we have been able to concentrate on

smaller pieces, like writing one perfect sentence, and then one perfect paragraph,” Mr. Burch noted. “We used 5-minute writing assignments rather than longer ones so that students could learn how to organize a sentence, spell each word correctly, use it correctly, and then build from there.”

There were many challenges to overcome. Both teachers regularly reflected on how things were going, discussed problems and progress with one another and with the administration of Clark Middle School, and met once a month with Professor Fearn, who also came to their classes to give demonstrations on specific approaches to instruction and “intentional teaching.”

“This has been one of the most difficult things I have ever done as a teacher,” Ms. Samuels stated, “but at the same time it has been rewarding. It was a very positive experience to be able to climb out of the trenches and discuss what Stephen and I were

doing in a profound and professional way with an educator like Leif Fearn, to be supported by our principal, Barbra Balsler, and to have problems and progress identified through the data analysis of Mike and Tessa.”

As a result of this teaching team, the Communications class, now in its second year, has accomplished its objective. Nearly 50% of the students have moved up one literacy level or more, writing skills have improved significantly, many students have been reclassified, and average growth was larger among all students than during the years when they were not in the Communications class.

“It was a good experience,” reflected 7th grader Jennifer Ramos, who was in the program last year. “Mrs. Samuels was really nice and was always there when you needed her. It helped me learn to like reading and become a better writer. It motivated me to do good in school.”

The two-year initiative, therefore, showed that it is never too late, but concerns persist. How can students, many who have been in San Diego schools since kindergarten, reach the 6th or 7th grade without attaining basic proficiency, how and why do they get stuck, and how much must be invested to pull them up? Educators at Rosa Parks Elementary, Clark Middle, Hoover High, and SDSU continue to work together to find answers through the City Heights Educational Collaborative.

Clark Middle Bids Principal Barbra Balsler a Fond Farewell

After 33 years as an educator in San Diego Unified School District, Monroe Clark Middle School principal Barbra Balsler has made the decision to retire this July. At the start of her career, Ms. Balsler was attracted to special education. After receiving a credential in that field, she served as a resource specialist at the elementary and middle school levels, and then took a District position in the Race/Human Relations department. In this assignment Ms. Balsler had the opportunity of working with schools across the District, helping

staff and students learn new ways of interacting and positive methods of managing conflict. These experiences helped her sharpen her communication and management skills and led her to complete an Administrative Services credential.

Since that time, Ms. Balsler has served as vice principal at Perry Elementary and Audubon Elementary, and then principal at Tierrasanta and Nye elementary schools, followed by Taft Middle School. She was selected as principal at Clark Middle School in the

Fall of 2005 and has since led the staff through No Child Left Behind reconstitution efforts, the adoption of the Scantron Assessment program, the acceleration of the mathematic program, improvement of the counseling program, and many other initiatives.

Although she is retiring, she will remain active in the education arena, but also is thrilled at the prospect of pursuing some of her other passions which include golf, gardening, gourmet cooking and shopping!



Why Johnny Can't Write

Data from high-stakes tests, classroom assessments, college and university entrance protocols, and feedback from employers indicate that many students throughout the nation, and at Clark Middle and other schools in San Diego, are significantly below reasonable performance standards in writing skills. Through ten years of work with the City Heights Educational Collaborative, and another thirty years teaching in K-12 schools and the university, SDSU professor Leif Fearn has definite ideas about why.

Fearn says that students who have become “stuck” at low levels of writing proficiency, like those in Clark’s Communications classes and students who write badly but still receive high grades in English classes, are products of flawed curriculum and a writing teacher profession that does not deliver information and guidance that young writers can use to become better writers.

“Many low-performing writers have been in our local schools from the beginning, so we have to acknowledge that they are products of our educational system,” Professor Fearn points out. “In many cases they are the result of good teachers teaching the wrong stuff very well. Many very good teachers believe writing instruction is reflected in classroom organization, wall charts, and tiny lessons. If all our students are going to write better, we need to give their teachers the right information, because our students are not figuring things out with the tools they learn in our classrooms.”

Fearn asserts that poor writing skills are partly based on what happens when most clock minutes in literacy go to reading, and writing gets vastly shortchanged. There is also the misconception that erroneously links reading as the *entre* to writing, when it is far more likely to be the other way around.

“Most of us have been taught to believe that if students read a lot, they will be good writers,” Fearn notes, “and that if students write a lot, they will be good writers. Teachers know perfectly well that the first belief is false, and there is no evidence whatsoever to support the second. Students must be taught to write.



SDSU Professor Leif Fearn has worked with scores of teachers at Rosa Parks Elementary, Clark Middle and Hoover High during the ten years he has provided guidance on instruction and professional development with the City Heights Collaborative.

Merely writing frequently habituates the way students write, so if they do not write well, doing it over and over merely makes not writing well increasingly automatic. Promoting a lot of writing and reinforcing the effort is unrelated to instruction.”

Fearn contends that many students nevertheless figure out how to write reasonably well even though they have not necessarily been given the right tools to do so – sometimes on their own and through their innate understanding of language and communication. But for most students, the writing light does not go on, and the problem perpetuates through regular English classes that fail to address it. It is not uncommon to hear adults say that they started to learn to write well after school was over.

“Many students continue to fall though enormous cracks because accepted knowledge about writing provides them with the wrong information,” maintains Fearn. “Even when superbly taught, the tools we give them don’t work, and until they find someone to actually teach them to write, they continue to founder. We need to give straight answers and the right information, or else the light just won’t go on.”

The result is students who are among the most difficult to teach by the time they reach middle school. Behavior problems in class are common as students try to create distractions that they hope will disguise

their ineptitude. In turn, Fearn believes some teachers develop implicit “agreements” with such students: they will not call attention to the student’s low proficiency in exchange for better conduct in the classroom that allows the teacher to work with the rest of the class and get through the curricular day. The students are passed through but do not improve. On the other hand, if their academic problems are addressed, a light can come on, and behavior problems can be reduced.

As the success of the Clark Middle School’s Communications classes indicate, when students get the right information about writing, and are taught how to manage words effectively, understand how words and sentences fit together and why, and think in sentence and paragraph structures, they can get back on track. The right information has nothing at all to do with what we believe and the profile of the people whose books we use. It is entirely about what the evidence tells us.

At the core of Fearn’s intentional instruction strategy are several basic principles.

- ◆ Establish responsibility in students for themselves and their own work.
- ◆ Set and support the expectation that students will advance because we teach them how, and what we teach them is accurate.

- ◆ Emphasize word study (vocabulary and spelling) for writing, which is distinct from word study for reading.
- ◆ Focus and repeat instruction on very specific tasks that fulfill the first bullet and reflect the second and third bullets. Beginning in the second grade with sentences, and continuing through the twelfth grade with larger pieces of writing, students should be held responsible for “perfect” sentences, paragraphs, descriptions, analyses, and so forth – all short pieces of writing and all focused on doing it correctly.
- ◆ Commit at least 10% of every day’s clock minutes to intentional instruction in writing, always directed at one of several learning outcomes that enjoy empirical documentation (for example, teach paragraph thinking and writing without reference to numbers or kinds of sentences, geometric shapes, architectural designs, or fast-food metaphors).
- ◆ Assess relentlessly, which means describe students’ writing performance, explicitly, and plan instruction based entirely on what the assessments reveal.

But by the time students are in the middle school, the time, effort and resources necessary and sufficient to bring up low writing proficiency are beyond the capacity of most middle schools.

“I’ve been awestruck by what Pam Samuels and Stephen Burch, who invested two years in their Communications classes at Clark, have been able to accomplish,” Fearn acknowledges. “They made a commitment to change, to free these kids who were stuck, and it has been no simple task. It would be a whole lot easier to prevent the problem than to try to fix it later. It would be far more effective if we put the intentional instruction effort, summarized in the bullets above, in the elementary grades.”

Librarians Explore K-12 Connections

Throughout the 2007-08 school year, the library staffs from Hoover High, Monroe Clark Middle, and Rosa Parks Elementary Schools have been meeting on a regular basis to share information and to explore new avenues for collaboration. Led by librarians Dennis Donley, Stacy Rindfleisch and Rose Pope, library staffs have compared physical structures, resources and collections, discussed issues related to staffing and funding, and reviewed the K-12 library skills continuum. With input

from library assistants Cory Volper, Alma Cisneros, and Chris Arreguin, the group explored the potential for improved articulation among the three schools to provide a seamless program of library support for students and teachers. Also discussed were possible ways to extend services to parents of Collaborative students through access to computers and technology, as well as to the print collections, and the feasibility of offering a summer reading program.

Dr. Barbara Moss, SDSU literacy specialist, and Darlene Bates, Program Manager, Instructional Media Services for San Diego Unified School District, have also been regularly attendees at these sessions and have offered the university and the district perspectives. The library staffs intend to continue their K-12 collaboration into 2008-09 and will begin to investigate grant opportunities which will improve and enhance library resources and services. Also under consideration is intro-

ducing an in-common reading selection, similar to the One Book, One San Diego project which has become very popular in the public library realm. An in-common read could serve as a catalyst for discussion among staff, students and parents.

The Collaborative library staffs understand the pivotal role libraries play in the instructional program and how critical library services are to improving literacy achievement of our students.

Supporting Learning at the Rosa Parks Library

By Rose Pope,
Rosa Parks Elementary

Rosa Parks Elementary has one of the largest collections on books and reference materials in the school district. We are also lucky enough to have enough computers so that every student can work independently at his or her own station.

How is this possible? Because we are part of the City Heights Educational Collaborative, we have funding for technology. We have always had a tech plan in place and we have used our resources very well.

The mission of the library media center is to ensure that an ever-expanding supply of books and multimedia resources are available to our students and school community in order to support the growth of informational literacy and the love of learning. All of our classrooms come to the library every two weeks for a sixty-minute period.

Just what goes on in our school library media center? All of our les-

sons focus on literature or information literacy. Studying literature includes experiencing and identifying a wide variety of genres and author styles. We support author studies in the classroom, read and write poetry, learn about the features of non fiction text, including reference books, and support the classroom teachers in teaching about just-right-books.

We have recently completed a series of poetry lessons. Our 4th and 5th graders wrote Haiku poems. The classes that were collaborating with the library on missions studies wrote Haikus in the voice of either a Native American or a missionary. The primary grades read Mother Goose and compared Mother Goose and Monster Goose. This was a lot of fun for 2nd and 3rd graders. The kinder and first grade students were loyal to the original Mother Goose rhymes and didn't think Monster Goose rhymes were all that funny.

All of these primary grade students choose a favorite rhyme and we created pocket poems on small foldable card stock.

Earth Day was our opportunity to use online resources with some excellent fiction and nonfiction titles. Third graders learn about climate change and recycling at this time of the year from Mrs. Bowes at the zoo. This is one of our favorite topics for embedding information literacy skills. These lessons continue for several weeks as we explore websites such as the Environmental Protective Agency's site for Children. Students locate the website, and with their handouts, find information by navigating through the site.

Since the primary mission of a school library media center is to support classroom curriculum, we often work with teachers to introduce a research topic, or enhance the introduction with multimedia and/or a

picture book. We also provide title lists or a box of books that support the topic. Upper grades have been working on Native Americans, missions, the California Gold Rush, and the American Revolution. Our fiction and nonfiction collection includes many titles that expand and enhance the social studies textbook. Electronic resources certainly offer a great deal but how much of it is worthwhile for elementary students? How much can they really read and comprehend? We subscribe to resources that are developed for elementary school students such as World Book online, Brain Pop, and Ebsco's Kids' Search.

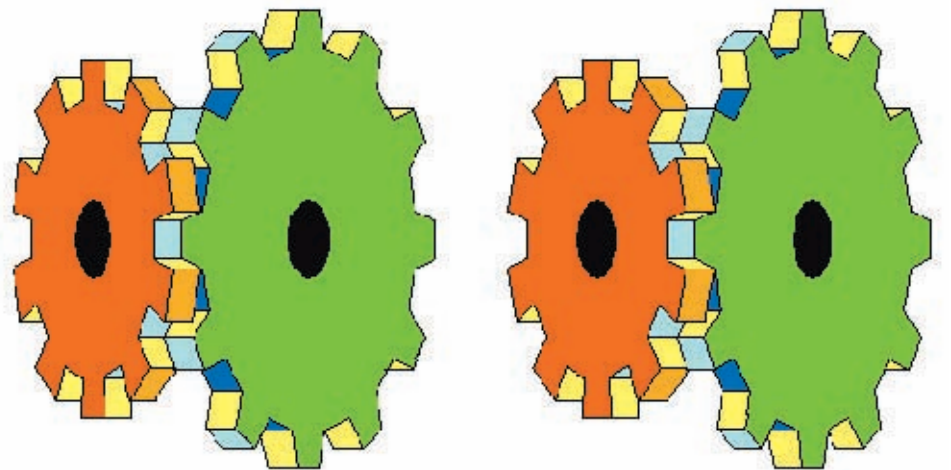
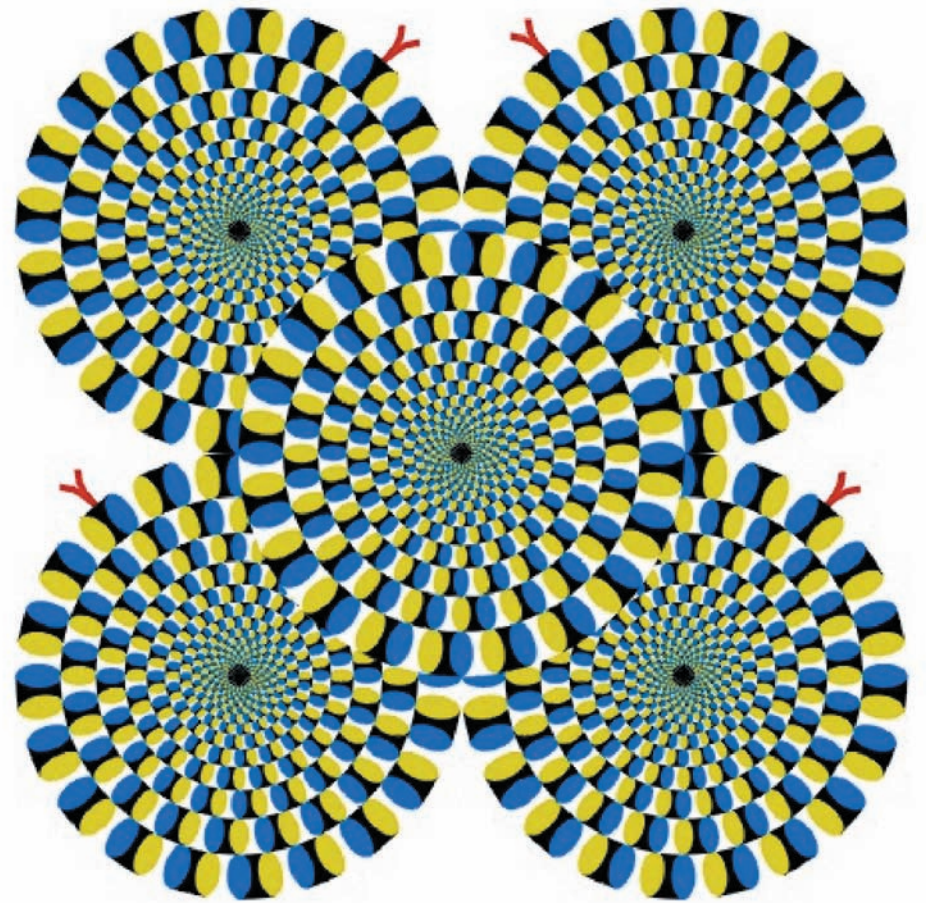
Our library is open before school, during recess and lunchtime, and after school. We have bookstores in the library throughout the school year for our students and their families. Our student volunteers help run both our library store and our bookstore.



Checking out books is good; owning them is even better. The library at Rosa Parks Elementary regularly has a book store after school where students can buy books for \$.25-\$1.50. Students are invaluable bookstore assistants.



ARTISTIC ILLUSIONS



Join Us!

**3rd Annual Monroe Clark-Rosa Parks
Puppet Parade!**

Tuesday, July 15 at 9:00 am.

**Parade Route: Monroe Clark to Rosa Parks
via 45th Street**



Lessons Learned By A Mother

1. A king size waterbed holds enough water to fill a 2,000 sq. foot house four inches deep.
2. If you spray hair spray on dust bunnies and run over them with rollerblades, they can ignite.
3. A 3-year-old's voice is louder than 200 adults in a crowded restaurant.
4. If you hook a dog leash over a ceiling fan, the motor is not strong enough to rotate a 42 pound boy wearing Batman underwear and a superman cape. It is strong enough, however, to spread paint on all four walls of a 20X20 foot room.
5. You should not throw baseballs up when the ceiling fan is on. When using the ceiling fan as a bat, you have to throw the ball up a few times before you get a hit. A ceiling fan can hit a baseball a long way.
6. The glass in windows (even double pane) doesn't stop a baseball hit by a ceiling fan.
7. When you hear the toilet flush and the words "Uh-oh", it's already too late.
8. Brake fluid mixed with Clorox makes smoke, and lots of it.
9. A six-year-old can start a fire with a flint rock, even though a 36-year-old man says they only do it in the movies. A magnifying glass can start a fire even on an overcast day.
10. Certain Lego's will pass right through the digestive tract of a four-year-old.
11. Play Dough and Microwave should never be used in the same sentence.
12. Super glue is forever.
13. No matter how much Jell-O you put in a swimming pool you still can't walk on water.
14. Pool filters do not like Jell-O.
15. VCR's do not eject PB&J sandwiches even though TV commercials show they do.
16. Garbage bags do not make good parachutes.
17. Marbles in gas tanks make lots of noise when driving.
18. You probably do not want to know what that odor is.
19. Always look in the oven before you turn it on. Plastic toys do not like ovens.
20. The fire department really CAN get to your house in 5 minutes.
21. The spin cycle on the washing machine does not make earth worms dizzy. It will however make cats dizzy and cats throw up twice their body weight when dizzy.

Don't Forget Dad!

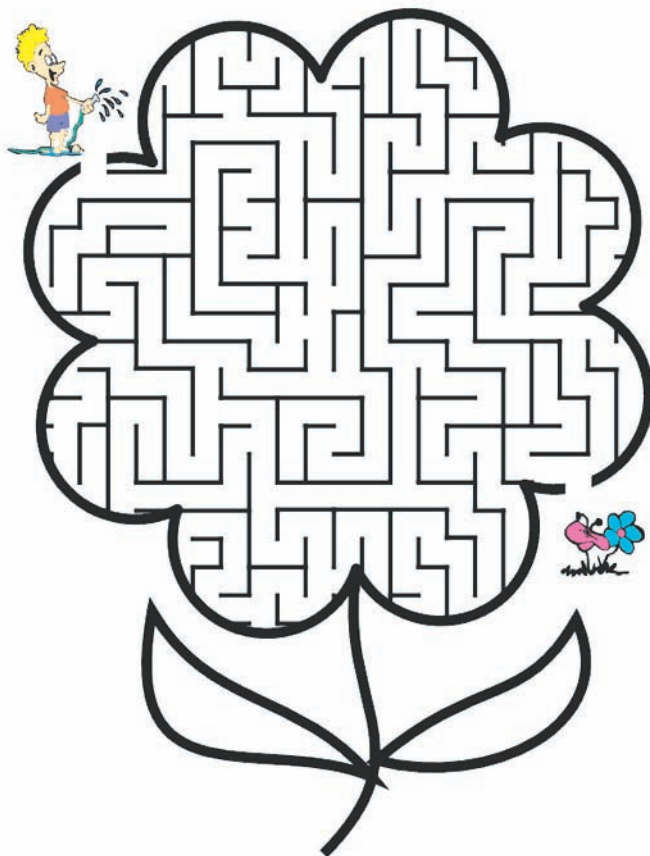
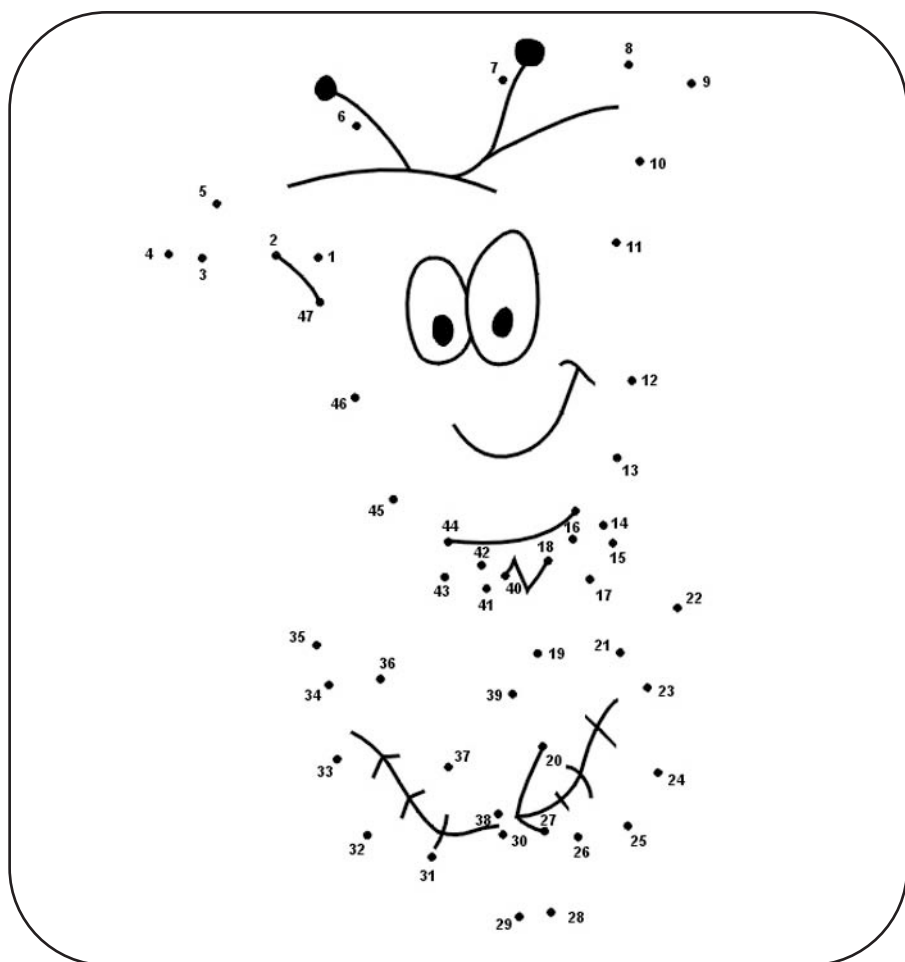
The Dead Sea Gull

A father was at the beach with his children when his four-year-old son Bob ran up to him, grabbed his hand, and led him to the shore, where a sea gull lay dead in the sand.

"Daddy, what happened to him?" Bob asked.

"He died and went to Heaven," the dad replied.

Bob thought a moment and then said, "Did God throw him back down?"



One evening a little girl and her parents were sitting around the table eating supper.

The little girl said, "Daddy, you're the boss, aren't you?"

Her Daddy smiled and said yes.

The little girl continued, "That's because Mommy put you in charge, right?"

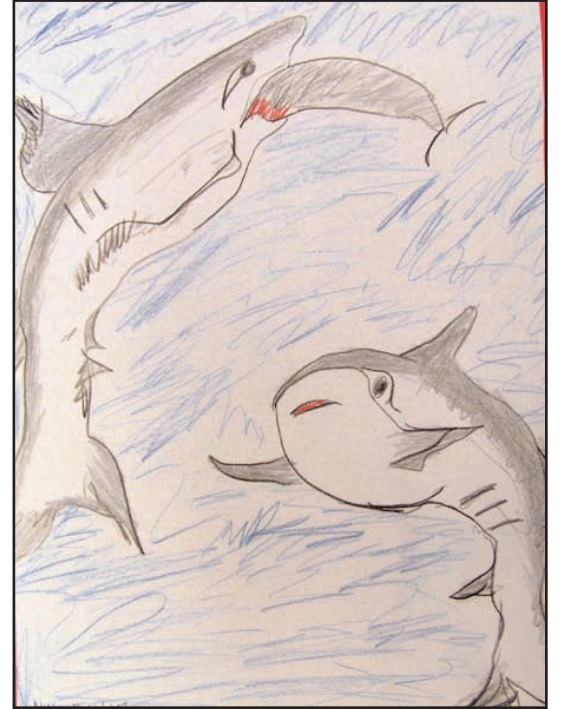
STUDENT ART SHOWCASE

Adrienne Laws' 3rd Grade Class, Rosa Parks Elementary



My Friend the Artist
By Antonio Serna

I met Mr. Marcell when he came into our classroom for an art project. My group wanted to learn how to draw sharks so he drew one on the whiteboard. Then he showed us step by step under the doc camera how to draw our own shark. He came around to each one of us to make sure we were following directions. We got to color our pictures any color we wanted to. When we were done we switched groups and went to the next activity. I did not make a jellyfish but I guess that was fun to. I think he is the best drawer in the whole world! I was shocked the next day when he came on the field trip to the aquarium with us. It was so fun. By the way, Mr. Marcell is Mrs. Laws' dad and my friend.



Ron Moya's advanced art class, Hoover High School



City Heights Collaborative Chronicle

The *City Heights Collaborative Chronicle* is a publication of the City Heights K-16 Educational Collaborative, a groundbreaking partnership of San Diego State University, San Diego Education Association, San Diego Unified School District, Price Charities, and three City Heights schools—Rosa Parks Elementary, Monroe Clark Middle and Hoover High.

The goals of the Collaborative are:

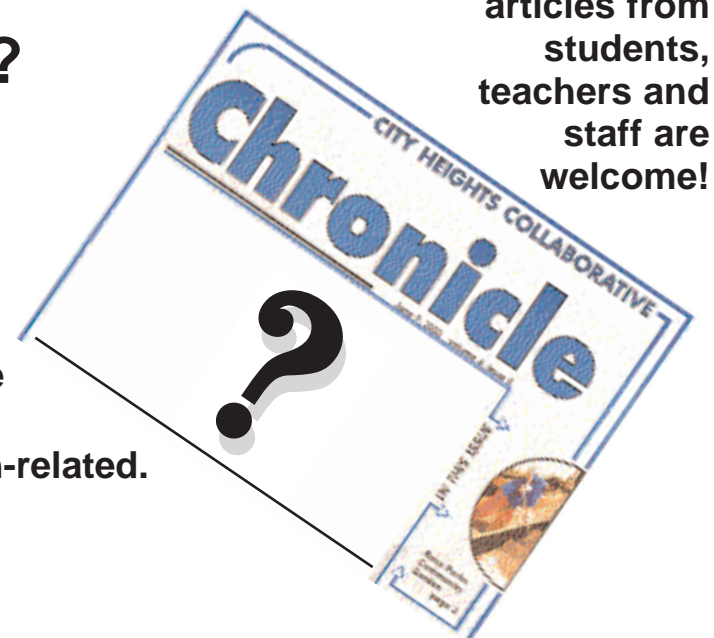
- ü Improve literacy and increase student achievement.
- ü Identify and address barriers to academic success
- ü Enhance the quality of teachers and educational personnel
- ü Demonstrate leadership in the management and administration of schools.

The content of the *Collaborative Chronicle* reflects the numerous innovative strategies of the City Heights Educational Collaborative, as well as the many other positive attributes of these schools and their students, staff and teachers.

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What's YOUR Story?

Stories should be school or education-related.



Newspaper articles from students, teachers and staff are welcome!

Questions? Contact Bruce Edwards
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