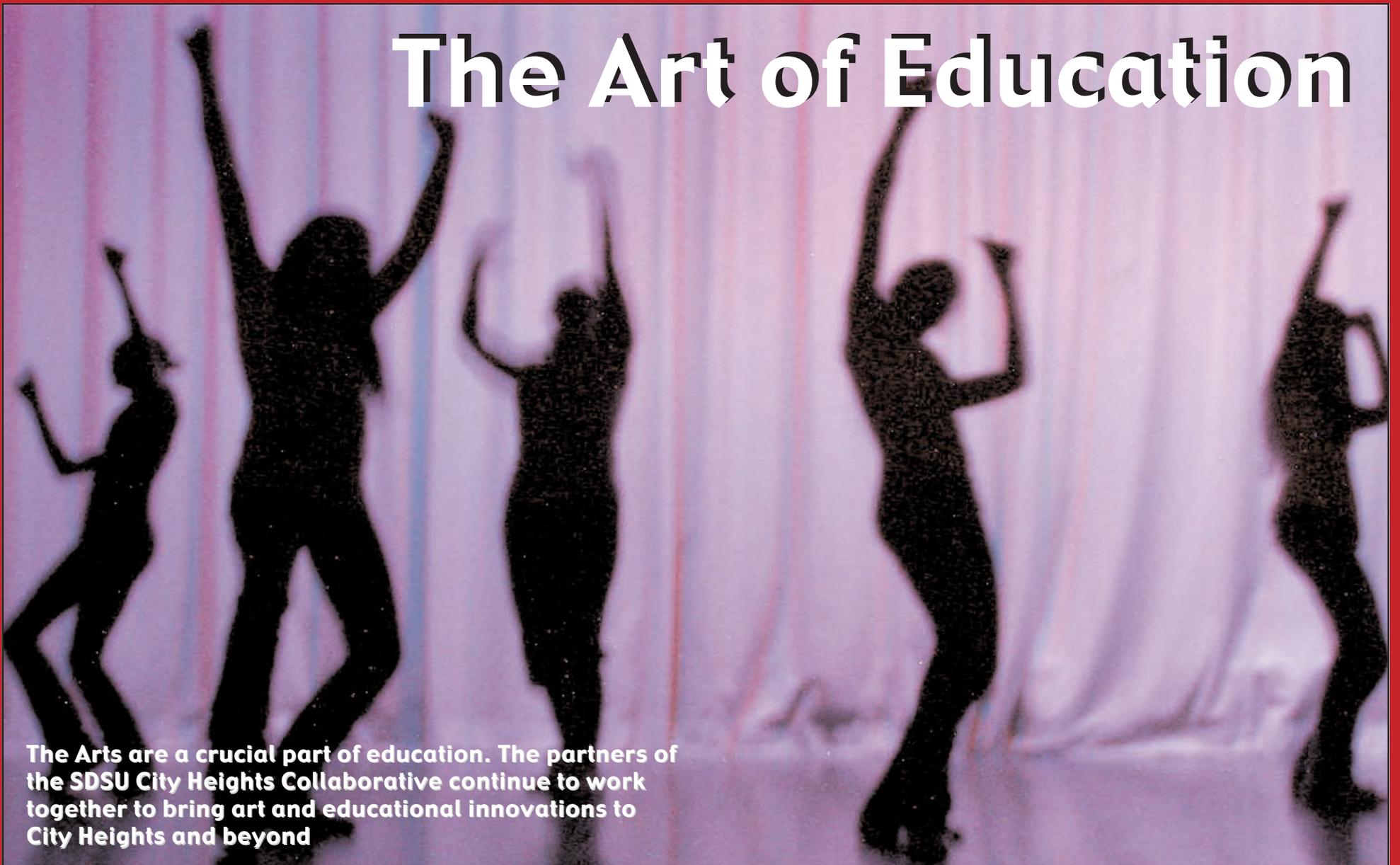


**CITY HEIGHTS COLLABORATIVE**

# 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*

## The Art of Education



**The Arts are a crucial part of education. The partners of the SDSU City Heights Collaborative continue to work together to bring art and educational innovations to City Heights and beyond**

Cover: Hoover High School's Dance program perform a showcase for students, parents and the community.

Campus Improvement - page 6



Rosa Parks Garden - page 10



Student Opera - p. 11



**INSIDE**

June 2007

# PROGRAM PROFILES

## School Social Workers Join City Heights Collaborative Family

By Annie Lyles, MSW  
Parent Center,  
Clark Middle School

You may have some ideas about what a social worker does but our new school social workers were met with puzzled expressions when they arrived on campus this fall. Rosa Parks Elementary has long benefited from their social work team but now there are social workers on campus at Monroe Clark Middle School and Hoover High school as well. What does a school social worker do? It turns out they are using many community resources and innovative collaborative partnerships to support the families in City Heights.

School Social Workers are joining hands with the other professionals on campus to ensure the school provides a coordinated response to a family's concerns. They work collaboratively with school administration, counseling, School Site teams, and with teachers who might be concerned about their students.

But they don't stop there - the School Social Workers also collaborate with each

other, linking the three schools, Rosa Parks, Monroe Clark and Hoover High School. When families come in and they have children attending one of the other schools in the collaborative the social worker (with the family's permission) will consult with other social workers to bring further support. For example, in the fall a parent came to the Rosa Parks Social Worker because she was concerned about the effect her marital problems had on her children. One child went to Rosa Parks the other went to Monroe Clark. Because the two social works programs collaborate closely, the social workers from both schools came together and coordinated services for the entire family. The Social workers also meet monthly to share new resources for families and increase their professional knowledge.

The Social Workers can't do it alone. They rely on the expertise of



School Social Workers of the City Heights Collaborative  
-- meet them on page 15

community agencies in City Heights and the Parent Center Directors of the three schools to serve the variety of specific needs in our diverse community. Families may come to the parent center because they need help accessing medical insurance, they might come because they need help filling

*Our Mission: Social Workers of the City Heights Educational Collaborative are committed to providing parent, student and teacher support that leads to greater student learning, strong families and successful communities.*

out a rental application or they are worried about a change in their child's behavior. Social workers identify who in the community is providing the service and then help connect the families to these services.

It's not just referrals. Day to day the City Heights Collaborative Social Workers provide services to individuals like case management, counseling, advocacy and home visits. They also provide services to small groups of parents and students including parenting workshops, health education, support groups and classroom presentations.

While every social worker is using collaboration to meet the mission of supporting parents, students and teachers the three schools each use social workers differently. When the Social Work program was started the schools each had different needs and different strengths. Rather than creat-

ing a cookie cutter model of social work each school has developed a unique social work program.

At Rosa Parks, the social workers provide services to individuals and groups but you can also thank the Rosa Parks social workers for organizing community celebrations like the Halloween Carnival and school wide prevention programs.

At Monroe Clark, again the social workers provide many of the same individual and group services but they also are implementing a school wide outreach and intervention program for families with attendance issues.

At Hoover, you can count on the Parent Center to provide all the individual and group services listed above and a link to the Hoover High Health Center. The social workers in the Parent Center and Health Clinic work closely together to provide high quality crisis intervention, assessment and ongoing support for students and families with the most serious types of concerns including suicide and eating disorders.

The new School Social Workers are excited to join the City Heights Educational Collaborative. They invite families and community agencies to stop by the Parent Centers to learn more. **meet them on page 15**



### School in the Park Highlights

By Susan Wachowiak, Director

This has been an exciting year at School in the Park. We included the third, fourth, and fifth grade students from Hamilton Elementary School and with Rosa Parks Elementary School, increased our total number of students to over 1100 students. There were some growing pains (buses everywhere and how can we all fit under the fig tree for lunch?), but it has turned out to be a great year! We are looking forward to welcoming our extended family back again next year.

The Zoo had its annual Family Zoo Day on June 2. Six hundred and fifty third grade School in the Park students and their families attended. Each family received free tickets to the Zoo, lunch, a bus tour, and a Dr. Zoolittle show. Students were happily guiding their families around the Zoo, explaining different animal behaviors and characteristics that they learned at School in the Park. It was indeed a memorable day.

News of School in the Park is reaching a larger audience, thanks to the article in *Childhood Education, Journal of the Association for Childhood Education International*. The article, by Dr. Carla Mathison, Susan Wachowiak and Linda Feldman, explains the brain-based learning principles behind School in the Park and its success in bridging formal and informal learning environments.

School in the Park students have been invited to attend the San Diego Air & Space Museum's unique Astronaut Forum at the museum on Saturday, July 21, 2007 at 10:30 a.m. with astronauts Gene Cernan, Tom Stafford, and Scott Carpenter. Admission is free.

# Hoover Students Complete Courtyard Makeover

Through the hard work of more than 80 Hoover High students, the transformation of the courtyard behind the 500 Building is finally complete! After countless hours of planning, painting, digging, sweeping, mixing, cutting, and cleaning, these students have successfully transformed one of the school's most unpleasant and least used areas into an asset and showplace.

Although the final touches were made only a short time ago, the story of the courtyard begins about three or four years earlier. At that time, quite a few parts of the Hoover campus were suffering from neglect due to budget cuts and the loss of the school's gardening staff. The courtyard between the art buildings was no exception as the fruit and leaves dropped by the former trees growing there began to pile up in a serious mess.

It was dark. It was dirty. It smelled funky. Students only set foot in it because they had to get to the classrooms in the 700 building. Art teacher Frank McBride didn't want to wait around to see how much worse it could get. He began thinking about ways to integrate arts-based campus projects into the daily curriculum of his classes. If students could successfully fix up one small courtyard, over time they could help improve the entire school.

Basic plans were conceived and work on the "pilot" project was started in July of 2005 through a summer commercial art and graphic design

program. Support and some funding was provided by the SDSU City Heights Collaborative. By the end of that first summer, the kiln shed and murals in the courtyard had been painted, the gunk and junk cleaned up, and things were looking better.

Next up were the art classes of Mr. McBride, who developed detailed improvement plans with the help of SDSU's Cheryl Nickel, Richard Keely, and May-Ling Martinez. Students in Mr. McBride's class first created scale drawings of the courtyard, then 3-D models, and a list of projects that included a retaining wall and new concrete benches decorated with tile mosaics, fresh landscaping, and replacement of the trees whose fruit made a mess for months at a time.

By the end of the first year, students had removed the evil trees and the decaying benches under them, dug and poured a cement footing for a new 35-foot retaining wall, and designed, cut and installed dozens of tile mosaics on it.

This year it was time to take on the cement and tile benches that would replace the old wooden ones, dig out the stumps of the old trees, and then plant new ones. That doesn't sound too bad, does it? Well, not exactly.

"The ground wasn't level where we wanted to build the benches," explained student Zachari Mock, "so first had to make a base out of

continued on next page



Students build the concrete block foundation for the new benches



Keeping the courtyard clean and the plants watered



Hoover students try sitting on the benches they worked so hard to build.



This is what it looked like before! Not a pleasant place.

## Hoover Courtyard -- Continued

from page 2

cement so we could lay the concrete block evenly on top. We also dug and dug, first to get out the roots of the old trees, and then to plant the new ones.”

Once the cement block benches were built, the next phase was the tile mosaics that were to cover it. Students first designed their own mosaic square on paper, then custom cut every piece of tile for it, carefully glued them in place using spacers, and then filled the cracks with mortar.

The process was dirty, difficult and labor-intensive, but many enjoyed a chance do an outside project, learn a new skill, and work as a team.

“One of the things that surprised

me,” noted Mr. McBride, “is that the girls weren’t afraid of even the hardest work or getting dirty.”

“It was something new, something different,” explained Martha Lima, “and I’ve never been so dirty in my life!”

The project also was a chance to add something personal to the Hoover campus. Each mosaic square is unique and hand-made, and some even tell a symbolic story.

“We got to make something that will be here for a long time,” observed Davion Clemons-Wade.

“We were part of a change that you can see every day now at school, and I can come back here one day and my tile will still be there. This was one of

my favorite projects that I’ve ever done here at Hoover.”

Other students were surprised at how well the benches turned out.

“My favorite part was seeing it all come together in the end, because in the beginning, I thought we’d never get there. It was just a hole filled with dirt and rocks, and now it looks good.”

Seeing students work so hard was also inspiring for their teachers.

“I was amazed at how they worked so hard on their own,” said Mr. McBride. “They handled it like it was a real job, with determination, precision, and maturity, even when they were struggling to get that stump out. They never hit the water line or broke things -- they just didn’t give up.”

Cheryl Nickel of SDSU, who

supervised much of the work along with May-Ling Martinez, was also impressed.

“Students are very proud of what they accomplished, and see the difference it makes,” she observed. “I think that if these kinds of projects continue elsewhere on campus, students will feel more ownership and pride and we’ll see less vandalism and destruction, and I hope there will also be less trash.”

Student already have some suggestions in mind.

“I think we could do something with tiles around the stage in the back quad,” mentioned Zack Hagi. “Its just a plain cement block right now and doesn’t look good. We should also do something to make the cafeteria look better since every single person at

## 2007 Cardinals Interact Celebrates Graduation

Hoover students from the Class of 2007, along with alumni, parents and guests, celebrated graduation for Cardinals Interact on June 5. And like high school graduation, there were speeches, awards, certificates of completion, photos, music, 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 the world they live in and how to positively impact their community
- ✦ Develop strong leaders who make positive choices



Robert Price explained the name of the program in his welcoming remarks at the ceremony:

“Cardinals Interact is a partnership: the Cardinal is the symbol of Hoover High, and Interact is from Rotoract, a Rotary Club service program that operates at thousands of schools around the world. But none at quite the same level as at Hoover. The third partner is the Cardinals Interact staff who work so hard to make the program a success.”

The fourteen Class of 2007 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 students at Clark Middle and Rosa Parks Elementary, and more.

The investment made in them and by them has paid off beyond expectations, and all plan to continue their education after high school.

“Here we are, graduating from this great program,” said student Silvia Castaneda, “and I’m proud to announce that we got more out of it than just being members in a ‘club.’ Personally, my expectations were surpassed and I’m thankful for every memory that I have acquired through this amazing program. Not only did we receive tutoring, but we made a difference in our community and were able to leave our mark on City Heights.”

Hoover senior Ricardo Valente was likewise surprised when he compared who he was at the start and finish of Cardinals Interact.

“The Cardinals Interact program was not what I had expected,” he explained. “It encouraged me to expand my horizons, whether it was to communicate with the person sitting next to me or to express myself towards City Heights. The future I want to have came closer. Everywhere now I can feel comfortable being in touch with someone without feeling apart. In any job I

apply for, I will be confident. Now I am standing in my tomorrow.”

Each student also made a point of thanking Mr. Price and the Interact staff -- Beatriz Valencia, Maurice Lyles, and Cesar Gaitan - for all the help they have given over the years. The thanks were of course appreciated. But for those connected to Cardinals Interact, giving is more important than receiving.

“The greatest tribute these students can give,” Mr. Price noted, “is to hear about what they have achieved and all the positive things they have to say about the program.”

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 can visit [www.pricecharities.org/cardinals\\_2.shtml](http://www.pricecharities.org/cardinals_2.shtml) for details.

### Cardinals Interact Class of 2007

*Nellie Aparicio  
Phoenix Robbins  
Pedro Aguilar  
Oscar Beas  
Carolina Bracamonte  
Kathya Dominguez  
Julian Medina  
Ana Garcia  
Ricardo Valente  
Daniel Espinoza  
Silvia Castaneda  
Ivan Ruiz  
Arielle Jones  
Steve Castro*



# Mentors Receive Recognition from Hoover High and Hartley

After 31 years in the US Navy, Capt. Paul Hartley, Jr. retired from military service. But that was only the beginning of his service to Hoover High School. Since then he has devoted countless hours to a wide variety of Cardinal causes, including Hoover's mentoring program, which held its annual luncheon on May 25.

As he has been for many years, Capt. Hartley was again on hand as gracious host and good-natured wise cracker. The yearly event celebrates the students and adults who participate in the program founded by Hartley and Monroe "Bookie" Clark, a fellow Hoover graduate who spent most of his adult life working on community projects and education in City Heights. The two also worked together to start Hoover High School Foundation and the Cardinal Club.

"Back in 1993, Bookie gave me a call and asked if I could help him out at Hoover with a summer tutoring program," said Hartley. "We had been friends a long time, and Hoover was really struggling then. I decided to try to get as many bodies here as I could to

act as tutors, mentors, role models, or in any other way they could contribute," he recalled.

Looking at the dozens of mentors who attended the luncheon this year, Capt. Hartley's lively personality and heartfelt dedication have proven very persuasive.

"I got a hold of old classmates, friends, other alumni as well as business people from places like the Rotary Club and IBM, and Navy people too. For some old Hoover graduates it was hard, because Hoover has changed a lot since I went to school here (1943!). The buildings are modern now, and the students come from all over the world. But for me and for many others it was exciting and interesting to meet new kids and listen to all the languages they spoke, see their unique cultures, and how they have adapted."

At the luncheon Hartley presented mentors with certificates of appreciation and encouraged them and their students to say a few words about their experiences. Many mentors pointed out that they, like Hartley, have gained as much from getting to know a Hoover student as the students have from their mentors.

"Mentoring has been a great learning experience for me," shared teacher Monica Perez-Peters. "I have enjoyed every minute of it and hope more people will participate. It has been truly rewarding to watch my mentor Chaltu grow into such a strong young lady."

Students were also appreciative of their relationships with their mentors. Some have known one another for three years or more.

"Thank you for teaching me the important life lessons and for sharing old Hoover stories with me," commented Charles Nash about his mentor Dr. Bill McColl, whose name students may recognize from the Hall of Fame in the gym.

"I'm thankful for all the time we spent together and for all the advice you've given me, and I hope we remain friends for a long



Paul Hartley (center) shares the podium with a mentor and Hoover student at the program's annual luncheon.

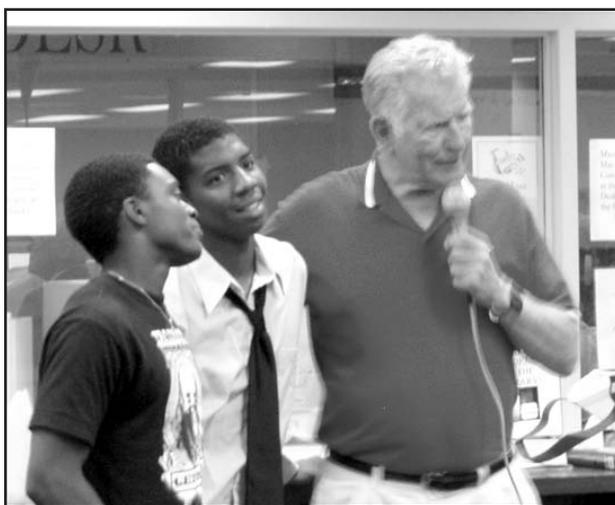
time," said Asael Pena of his mentor Micky Flynn, a Hoover graduate enlisted by Paul Hartley.

But not all mentors are alumni from the old days. Many are Hoover teachers and staff who have willingly taken on additional roles at school to help out students who need it. But more are always needed.

"Each and every adult who serves

here as a mentor has had their life impacted by a mentor of their own," observed Hoover vice principal Andy Trakas. "That's something each student should think about as they grow older - to go out and make a difference in someone else's life too."

Those interested in being a mentor at Hoover High can contact Mr. Trakas at 619 283-6281.



Top: Carmen Salgado with student Janina Delarosa  
Above: Bill McColl with two of his many mentees

## Hoover High's Tech Team Wins Award

Congratulations to Ellen Towers and Hoover High's Academy of Information Technology team for receiving the Achievement Award for Innovations in Education on May 23, 2007. Each year this prestigious award is given to only four educational programs by the Futures in Education Foundation.

Students in AOIT take courses from the same group of teachers throughout their three years in the program, and team building events are held after school a minimum of 2 times per year. Technology courses are paired with content area courses and the AOIT teachers are teamed up to create cross-curricular assignments and projects. Teachers also vertically align the curriculum and often teach the same students year after year. In addition, awards ceremonies, film festivals, and exhibitions are held every quarter to celebrate student achievement and projects.

In other AOIT news, when students return to school this fall, they will be pleased to find two newly outfitted technology labs on the Hoover campus. Many AOIT students will be taking advantage of upgraded computers and printers in their English and social studies classes, and will be enjoying new classroom furniture. These changes are a result of moving the AOIT classes from the Dede Alpert Building back to the Hoover campus in order to provide better services and supports for both students and teachers. With brand new equipment and onsite technical assistance from the Hoover technology team, students will be able to make daily use of technology to enhance their learning. Ellen Towers, the AOIT lead teacher, and principal Doug Williams, with the support of San Diego State University, were instrumental in making this transition smooth and seamless, with no disruption to teaching and learning.

## College Avenue Compact to Offer Guaranteed SDSU Admission

Each student at Rosa Parks Elementary, Monroe Clark Middle, and Hoover High should think about going to college. Often that means there is A LOT to think about. But thanks to a new SDSU Compact for Success program that will begin next year, WHERE they will be accepted is no longer a problem.

Like the Compact for Success program in the Sweetwater school district, Hoover High students will be guaranteed admission to SDSU if they meet certain benchmarks. The academic standards that each Hoover student must meet for guaranteed admission are:

- ✦ Attain a 3.0 CSU GPA and maintain 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 program will be called "College Avenue Compact" and will include many of the same activities as



Through the College Avenue Compact more Hoover students will go to SDSU

the Sweetwater Compact and share its SDSU partnerships and support systems. This means that not only will Hoover students be guaranteed SDSU admission, but that Hoover, SDSU and the City Heights Educational Collaborative will work together to help students REACH the admission requirements.

This doesn't mean just a few reminders about applications when students are high school juniors, or the same old speeches about going to college that have been made over and over. The first programs will start in seventh grade and continue throughout high school and into SDSU itself.

A wide range of support is offered, including:

- ✦ 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
- ✦ Advice on financial aid
- ✦ Tutoring, mentoring and guidance in high school and at SDSU
- ✦ Collaboration between SDSU and Hoover faculty
- ✦ Internship opportunities
- ✦ And More!

These programs already have been proven successful in the Sweetwater school district (SUHSD), and the results there are impressive: the number of SUHSD graduates who were admitted to and then enrolled in San Diego State University doubled between fall 2000 and fall 2006, and three times more of them were proficient in math and English when they applied.

A College Avenue Compact kick-off event will be held on October 6, 2007 so that students and parents can learn more about this outstanding program that is offered at no other school in San Diego Unified School District. Contact your Hoover counselor for more information.

### 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.

## Best Friends 8th Annual Recognition Ceremony

The "Calling all Best Friends to the floor" chant echoed through the Hoover auditorium at 6:00 pm on Thursday, May 24th as students gathered to celebrate Best Friends, a school based character-building program founded on education, enrichment, abstinence, mentoring and peer support. Girls from Rosa Parks Elementary in 4th & 5th grade walked out into the aisles, then 6th, 7th and 8th grade girls from Monroe Clark Middle School, and finally 9th - 11th grade girls from various high schools in San Diego where Best Friends girls attend. A step chant performed by the 8th grade Best Friends girls started off our evening of entertainment as they spoke in chorus the words, "You've got to walk the walk, you've got to strive, keep your eyes on the prize & hold your head up high..."

Diamond Girls in high school took turns as the 'Master of Ceremony' throughout the evening performances - a first at one of our ceremonies! Also, each group of Best Friends girls performed a dance that they prepared especially for this event to share with parents, mentors, teachers, and



Members of Diamond Girls take some photos after the Recognition Ceremony

"Friends of Best Friends" who attended. The focus of the ceremony each year is to recognize our girls and have them demonstrate to an audience some of the qualities they are taught in curriculum sessions throughout the school year. We want the girls who participate in Best Friends to feel special and give them recognition for their commitment to this program.

Another focal point in our recognition ceremony is our slide show pre-

sentations from activities and events we have for our girls throughout the year. We want the girls to recognize that just because we say 'no' to some things -- there are many more things we say 'yes' to! Some activities viewed in the slides are grade level specific, while others include all our girls. Now, our Diamond Girls in High School are role models for our younger girls in the program and it is exciting to see them talking with the girls and helping them

By Colleen Crandall, 5th Grade Teacher, Rosa Parks Elementary

at our activities and events throughout the school year. The Diamond Girls slide show included pictures from their trip to Washington, D.C. for a Best Friends Leadership Conference with girls from many of the other replication sites around the United States.

Each year, as part of the Annual Recognition Ceremony, our Best Friends Essay contest winners who receive 1st place read aloud their essays for our audience. Some of the topics the girls wrote about include things they learn in curriculum lessons throughout the year such as self-control, self-esteem, how to say "no" and mean it, how to stand up for yourself and make good decisions in life choices, how their mentor has been a positive influence in their lives, and the fun they have at the activities they attend. This year, Diamond Girls created a collective group 'stream of thought' poem to summarize their observations on the year.

After the program, refreshments were served in the cafeteria - heart-shaped cupcakes, cookies and

**continued on next page**

# Clark Middle School Hosts Gang Prevention Program

Everyone knows that there are gangs in City Heights. But many people are still surprised when they find out that their son, daughter, friend or neighbor is involved in one. To help the community become part of the solution to this dangerous and deadly problem, Monroe Clark Middle School held a seminar on "Gangs in Your Neighborhood."

The purpose of the seminar was to help parents recognize if their child is involved in a gang, describe the early warning signs of gang activity, be able to identify gangs in the area, and prevent gang-related crimes in their neighborhood.



**Azim Khamisa, whose foundation has helped promote peace and nonviolence at Clark Middle for several years.**

A wide variety of agencies and organizations participated in the event, including the San Diego Police Department, San Diego Unified School District Police, and Juvenile Gang Probation experts. Several informative booths on drugs, weapons, tagging and where to get help also were set up. Numerous TV news crews were also on hand to interview participants and share information with the rest of San Diego.

The most important information, however, was provided by guest speakers with tragic and traumatic personal experiences with gangs. These included Azim Khamisa, who founded the Tariq Khamisa Foundation after his son was killed by a gang member, Michael Sise, an emergency room surgeon who has seen too many young people die from gang-related violence, and several former gang members.

Mr. Khamisa spoke about the terrible loss of his son Tariq, a student at SDSU, who was shot by a 15 year-old gang member while delivering pizza. While Mr. Khamisa struggled with the death of his own son, he also came to recognize the tragedy of the perpetrator, Tony Hicks, who would be spending much of his adult life in prison. He contacted Tony's grandfather, Ples Felix, and the two have worked together ever since to help youth understand the value of life and a non-violent society.

"It is hard for me to understand why we spend billions of dollars fighting foreign wars or exploring space, when children are dying in our own back yards," he observed. It is the right of our children to grow up in a safe environment, but too many times this doesn't happen. By the time a child is in first grade they have seen thousands of acts of violence on TV or in person. But who in our culture teaches non-violence?"

Next came Dr. Sise, whose work as a trauma surgeon for Scripps Mercy hospital has caused him to see the horrific injuries that result from guns, drugs, and gangs.

"My job is to be there when people are hurt," he explained. "I do whatever I can to save them on the operating table, but I can't do it alone. As parents we have to be relentless, to never give up on our children, and let our kids know over and over what is expected of them, what their responsibilities are, and to make choices that they can live with before they end up on my operating table when it's too late."

Four former gang members also told their stories and offered some advice, including Kevin, who spent 18 years in prison for gang-related crimes.

"While I was in prison, someone sent me a photo of my son throwing a gang sign," he recalled. "They thought it would make my day, but it was just

the opposite. As soon as I got out, I got custody of my son and got him straightened out. You hear a lot about gangs being like your family, always there for you, but when I was shot five times in a drive-by, my homies were all gone. They disappeared and left me lying in a puddle of my own blood. They didn't help me. I had done so much wrong in my life through gangs that I was afraid to call on God for help. Don't ever let yourself get into that position."

To learn more about gangs and how you can keep them out of your family and neighborhood, contact the Parent Patrol at Rosa Parks Elementary, Clark Middle or Hoover High School.



**Dr. Michael Sise, a trauma surgeon, encouraged parents to never give up on their children.**

lemonade. It was an eventful year for Best Friends, and a lovely end of year Annual Recognition Ceremony. We would like to say thank you to our mentors (more than 70!) for all they do, and to all those who support this program for our girls in City Heights.

We are very proud of each and every girl who participates in Best Friends across the grades (more than 150!) and we recognize the commitment they make to their future



**Learning a dance routine**

success with an eye on attending college after high school graduation.

What does Best Friends mean to its members? Here are a few excerpts from their essays:

*In Best Friends, I made many enjoyable friends who guide me to achieve my goals, give me confidence, and have fun with me.*

*Best Friends makes me feel unique. This Best Friends Program is the best program ever! Best Friends makes me feel so good that when there is something wrong, I have the courage from Best Friends inside me that says, "Never give up!" and, "Try your best!"*

- Vi Truong, Grade 4

*Best Friends teaches you to say no to sex, drugs, and alcohol. This is an opportunity to learn and grow in a positive way.*

*I enjoy being in Best Friends because it is a chance to have fun and be myself. In Best Friends we do*

*fun activities like dancing and yoga. In yoga we relax & enjoy the silence. Dancing is so fun because you learn something new every time.*

- Maya Brown, Grade 5

*Best Friends is a program where you can be yourself. When I give up, I think about Best Friends and keep on trying. Best Friends means having someone to listen to your joys and your sorrows. It has taught me how to say no to drugs, sex, and alcohol. It has taught me how to be a leader and not a follower. It has stopped me from making lots of mistakes.*

- Ana Arujo, 7th Grade

What I like best about Best Friends is that we all have mentors to talk to. Like, if you need someone to tell your problems to - Best Friends mentors are always there for you.

*Best Friends also take fun field trips. Our field trips are not just a waste of time, they are there so we can learn a new lesson. Health is*



**On a field trip to SDSU**

*Happiness Day is to show us that you can always be happy with your body, even if you're chubby or skinny. It also shows us how fruits and vegetables keep us happy because you start to have more energy everyday.*

*Most importantly, Best Friends helps us see the beauty we have inside out!*

- Bianca Olvera, 8th Grade

## Clark Students Lead Main Office Makeover

You only get one chance to make a first impression. That's why some 7th and 8th grade students at Monroe Clark Middle School are helping give the administration building an environmental design makeover. Their goal is to make the first place that most students and parents see at Clark a more warm, welcoming and inspiring place. In addition, the makeover will help visitors find the place they're looking for in the main office.

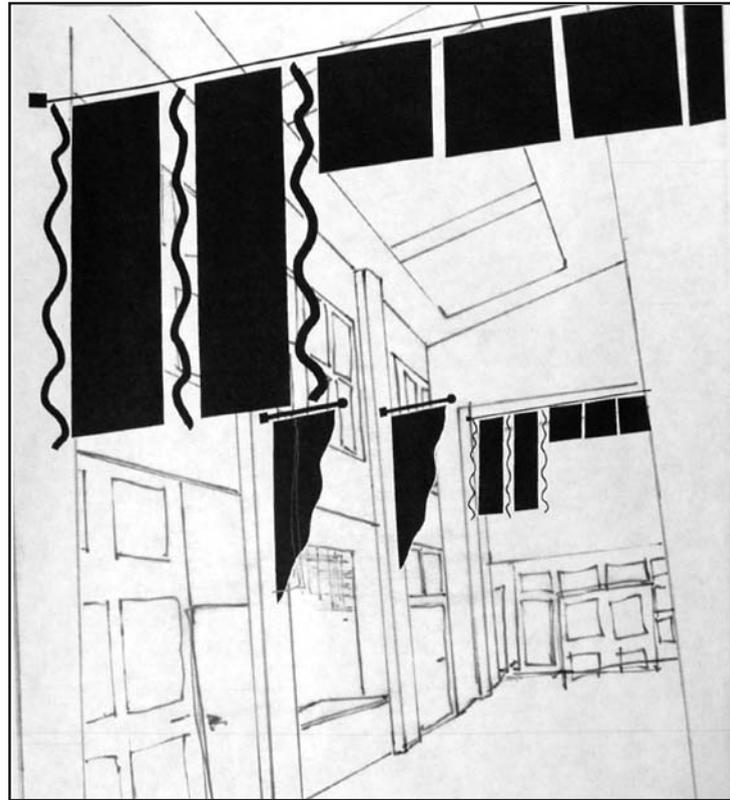
Students began the project by looking at the overall architecture of the school and the administration building with guidance from Lynn Susholtz, an artist with over 25 years of experience in the studio and classroom. It didn't take students long to see that while the administration building wasn't necessarily ugly, it didn't live up to its full potential. And at a school, what could be more important than that?

"The way the main office is now is kind of cold and lonely," observed 7th grader Estela Rodriguez. "You don't feel at home when you come in, and it's hard to know where to find the different offices, like the principal, nurse, and attendance because the signs are so small or are not in the right place."

Students also noticed that much of the color in the main hallway was in the tile floor, which attracts people's eyes downward.

"The hallway has high ceilings that make it open and light," noted 7th grader Juliette Arreguin, "but I never looked up! There are big windows in the ceiling that I never even noticed before. Most of the shapes are also squares and rectangles - it looks like a hospital."

To help figure out what the main office needed, students videotaped the



A sketch of how the new signs and banners will look in the main office

space and interviewed Principal Balsler, teachers and students. They also looked at different shapes and symbols from African and Asian art and architecture.

Some of their solutions included making triangular flags and banners to hang in the hallway, adding different kinds of shapes, warm colors like red, orange and brown, and designing two large murals. The banners will help draw people's eyes upward, add new shapes and colors, and help the room feel more welcoming and open. With this theme in mind, students also created designs on themes like rising, soaring, aspiring, growing and lifting up.

While students produced many good ideas and drawings, they also were responsible for determining all the details as well. The colors they were

adding needed to match or complement the existing colors in the building, and there needed to be enough color so that it wasn't boring, but not too much so that it was crazy. Students also had to make dozens of measurements so that things like the banners were just the right size and hung at the right height.

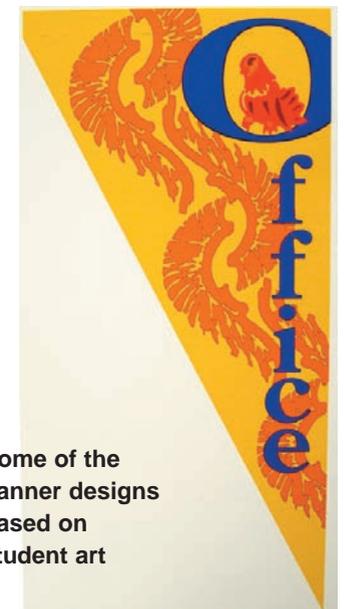
Along the way students learned new skills, including how to read a blueprint, measure things of many different shapes and sizes, how to videotape, and use the primary and secondary colors of a color wheel. They also made some new friends and helped improve their school.

The project has also inspired them to think about future projects and more opportunities to express their creativity at school.

"I'd like to do more murals and art so that I can participate in things like Writer's Block, where street artists get to paint walls with their own designs," said student Mayolo Duarte.

Juliette Arreguin agreed. "I'd like to see more murals on the outside of school that show what we do here," she explained. "Now all you see is brick and metal. I think there should be drawings of things like kids playing football, soccer, cheerleading, and the other clubs and activities we have here at Clark."

"Principal Balsler liked our designs," noted Estela Rodriguez, "and said we could do other parts of the school if it works out. I think the whole school could probably use more color

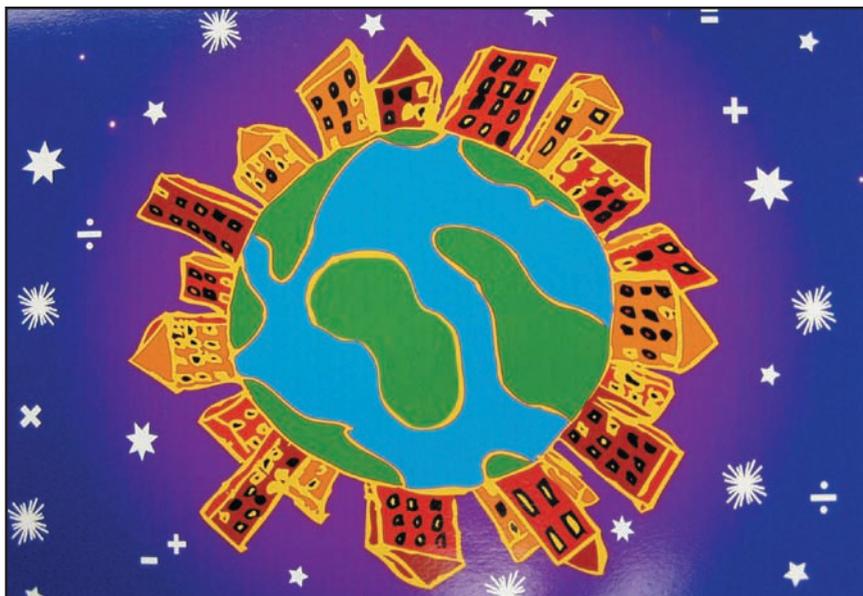


Some of the banner designs based on student art

to make people feel welcome when they come here."

Some painting in the hallway has already started, and an opening event is planned for July 9. While students have donated their time and creativity, Vista Paint donated much of the paint and other materials to show its support for San Diego's schools and neighborhoods. The company's help is appreciated, as is that of the following students who participated in the design project:

Martha Aravjo	Indonodea Mall
Juliette Arreguin	Joaquin Morales
Viridiana Cadena	Carol Munoz
Rosa Calvario	Tony Nguyen
Yvonne Campos	Alexander Ocampo
Joanna Castro	Savan Onn
Brandon Corguedo	Jonathan Orozco
Kenyetta Coley	Ubaldo Orozco
Melissa Coria	Estela Rodriguez
Bach Diep	Anthony Sareth
Mayolo Duarte	Karen Villa
Melissa Luevano	



A mural based on a design by student Mayolo Duarte

# CURRICULUM CURRENTS

## Room 503 Takes the Spotlight in Healthy TV Commercials

By the Superstars of Room 503, Rosa Parks Elementary

Students from Monica Gutierrez's 5th grade class outshined the camera when they made their own TV commercials on health. Their goal was to persuade young kids to make healthier snack choices and eat more fruits and vegetables instead of junk food. If you eat more fruits and vegetables, you get vitamins like A, B, C, and E, plus protein and minerals, and you will have more energy to live longer. The students chose their own topic. It could be about fruit, vegetables, or both. They were very excited about it.

In order to make the commercials, the students had to follow certain steps. They started off brainstorming ideas about the commercials, then wrote the script, and then drew storyboards. The next step was to choose a location, then practice the scenes and use their props and visual aids, like drawings, examples of healthy foods and junk food, and costumes. After that everyone was excited and nervous because it was time to videotape!

Jose Cerna, the technology assistant from Rosa Parks Elementary, filmed the commercials and taught students how to edit them on laptop computers. Week after week they worked

hard and gave it their all. Do you think it was easy to make a good commercial? Well, it's not easy. The students had a hard time thinking what they were going to write, film and edit. It also took effort, courage teamwork. "We learned many things about having the job of writer, director and editor," said Joanna.

"It was also a great experience," said Mayra Ortega. "I had a fun time doing this project."

"It was a really cool experience for

us even though it was tiring," added Sarah, Kevin and Axel, "but it was worth the try to persuade kids our own age and younger about eating healthier."

"I think these commercials are related to real life because a lot of kids have the problem of diabetes," pointed out Mairali Sanchez.

After many days of hard work, five commercials finally were finished and it was up to the class judges to choose the top three. They were titled "Purple Grapes are the Best," "Strawberries for



Students want you to eat strawberries for a longer life

a Longer Life," and "Healthy Food Equals Healthy Kids."

These three commercials were shown to other classes from June 4 to June 8, and students voted for first, second and third place. The winner was "Healthy Food Equals Healthy Kids" by Ana Hernandez, Angelica Banuelos, Laura Vergara, Ulysses Jimenez, and special guest star Mr. Hernandez, our P.E. teacher. It may even be shown to the whole school.

Students are now looking forward to making more commercials. "This was an experience of a lifetime," commented Ulysses, Ashley and Teresa. "We've never had so much fun doing a school project about health care. I hope we have another chance to do something like this."

The whole class would also like to give credit to their wonderful teacher Monica Gutierrez.



"Healthy food equals healthy kids," say students in Room 503

## Clark Students Save Tons of Trees

Students in the PACE program at Clark Middle School decided to do more than just learn about environmental issues and conservation. They're doing something about it by helping recycle hundreds of pounds of paper at school.

The idea came out of studying rainforests and learning about the number of trees that are used to make paper. Along the way they found some startling facts about renewing, reusing and recycling:

- ◆ Each ton of recycled paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill space, and more!

- ◆ The 17 trees saved can absorb about 250 pounds of carbon dioxide, one of the gasses that causes global warming.
- ◆ In 2006, the San Diego Unified School District recycled 2,672 tons of paper.
- ◆ From September 2006 to March 2007, Clark Middle School recycled 23 tons of paper. That's 390 trees worth!

To help Clark recycle even more, students in Paul Kaitson's and Chris Horton's classes began collecting paper for recycling every Tuesday and Thursday from each classroom.

"If we don't recycle, who will?"

observed 6th grader Aroldo Bello. "We have to be the leaders and the rest of the school will follow."

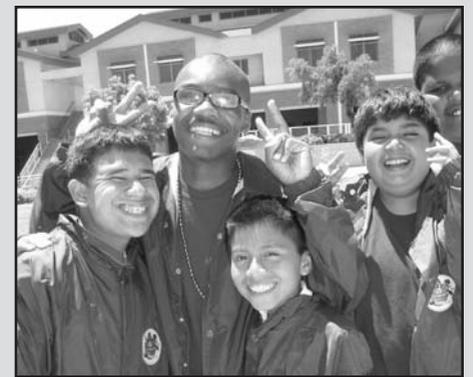
It takes a lot effort, but other teachers and students have been very supportive. In just the month of March, 70 trees were saved by Clark recyclers!

"Recycling is Cool," noted 8th

grader Joey Hensonozier. "We can all do our share to help."

"Recycling is great for the planet and great exercise!" added 7th grader Victoria Carroll.

And don't forget to recycle this newspaper after you're done reading it!



# Rosa Parks Garden Keeps Growing

The garden at Rosa Parks Elementary just keeps on growing! Six years ago the space was mostly dirt and weeds, but today you can find more than a dozen types of vegetables, a wide variety of herbs, fruit trees, flowers, California native plants, as well as papyrus, cotton and more.

Many teachers, students and volunteers have kept the garden going over the years and never gave up on making it into an important part of education at school. Today the garden is under the care of teacher Candace Goss and long-time community volunteer Jerry Kammerdiner, who continue to work hard to help the garden evolve into an ever-better educational resource.

New this year is a health and nutrition project that includes three grades and fifteen classrooms made possible by a grant from the San Diego Nutrition Network coordinated by Kitty Gabriel. Students are learning about a wide variety of subjects that the garden brings to life in unique and fun ways. These include how plants grow and what nutrients they need, the food chain and the many living things that are connected by gardens, and the food pyramid and how a healthy life depends on fresh fruits and vegetables.

But these are just a few of the lessons the Rosa Parks Garden can help turn into hands-on learning experiences. The school's Cesar Chavez Club has used it to learn about farming and the struggle of Cesar Chavez to improve farm worker conditions. The Native American section of the garden shows students the importance of corn, beans and squash to early civilizations and the many things that were made from these plants. Papyrus, bananas and cotton also have important historical roles. The California native plant section sheds light on our local ecosystems, and other aspects of the curriculum work on math, science, geography, animal behavior, astronomy, art, languages, cultural awareness and more.

You can learn about almost anything in a garden! The students in Ms. Goss' first grade class have already learned a lot about fruits, vegetables, gardens and nutrition. Here are just a few things they had to say about why it's important to have a garden at Rosa Parks Elementary:



*If there weren't gardens, what would we eat? And they're important to be healthy.*

- Andrea Ramirez

*Gardens help make clean air and food, but don't pick plants that aren't ready.*

- Juan Neri

*We need a garden so we can learn how to plant stuff and eat it, and how to take care of them so they are healthy. Plants need water, soil, sun, and bees to take the pollen to different flowers.*

- Christopher Melero

*Gardens are important so we can eat healthy food, and because buying fruits and vegetables at the store is a waste of money.*

- Abdul Lahi Abdalla



**Above left: garden guru Jerry Kammerdiner talks to students about the importance of bees and flowers.**

**Above right: students harvest some good looking carrots.**

**Below: teacher Candace Goss with a class visiting the garden**



## Hoover Students Create Classy Cabinets

Creativity and artistry isn't just found in studio and performing arts. It's also found in Hoover High's cabinet-making program, where students recently completed projects to enter in the Del Mar Fair. While the furniture they designed and created functions as furniture, the craftsmanship, attention to detail, and the thought given to color, texture and shape sets them apart from the stuff you buy at IKEA.

Woodworking and cabinetmaking also give students a creative outlet and a project where they control the final result and take pride in the finished product, with some help of course from teacher Arturo Gonzalez. And saw dust and power

tools aren't just for the guys. Hoover student Raquel Torres also submitted an entertainment center to the competition that she designed, redesigned and adjusted until it was just right. She also endured her share of splinters and scrapes in the process.

"This class is more hands-on and lets you be creative and flexible," she observed. "You can build things and change them so they look the way you want them to look, and if you don't like something you can fix it. At first I didn't really have a good idea of how my entertainment center would turn out, but once the doors were on and it was finished, I was really happy. When people see it, they're surprised that it was made by a girl, so I'm proud of that."



**A Hoover student proudly displays his artistry and craftsmanship.**

# 6th Graders and the San Diego Opera: An Unlikely Union

By Alys Robinson's Language Arts Students, Clark Middle School

Ms. Robinson's Language Arts students are still glowing with pride after watching professional opera singers perform an opera that they had written and composed. This unique experience was the impressive finale to a memorable adventure with the San Diego Opera Education Department's Words and Music program.

After watching the opera *Il Trovatore* in March, the opera company came to Monroe Clark Middle School. Curriculum specialists from the San Diego Opera worked with Ms. Robinson's sixth-grade classes to help them interpret children's literature through opera. Students responded to this unique challenge with enthusiasm and anticipation. For five weeks students wrote the entire libretto and musical score for their original opera. The student librettists and composers then watched in awe as professional opera singers performed their hard work on stage.

Sixth grade student Vianey Huerta comments, "I never imagined writing an opera being only in sixth grade!" Most students also agreed that writing an opera was not what they expected from sixth grade.

"I think that this experience was the best ever," recalls Yvonne Barragan. "I would have never thought that one day I would actually write an opera. I did not know that making an opera was so much work. I feel very proud."

Students like Yvonne have every reason to feel proud. Their accomplishment is impressive, resulting in a

learning experience that will not be forgotten. Ms. Robinson observes, "As we collaborated to bring life to a text, students grew linguistically, musically, socially, and emotionally. We are better writers. We are more expressive. We now possess an appreciation for the arts that few students have an opportunity to cultivate in the school environment."

Ms. Robinson's students are indeed fortunate to have received this special experience. The Words and Music project is a partnership between San Diego City Schools VAPA Department (Visual and Performing Arts) and San Diego Opera. The program integrates music and performing arts with literacy standards while emphasizing collaboration, idea exchange, critical thinking, and peer advice. Ms. Robinson and her students agree that the Words and Music program was an innovative, powerful way to engage in literature. Marcos Oregel maintains, "This was a more creative way to learn than a teacher just telling us what to do."

All involved in the program agree that San Diego Opera's Words and Music program was a valuable, authentic learning experience. Students hope to pass the experience along to others in our community and beyond. "I think this opera program should be extended to every class and never end," suggests David Hernandez. "Everyone should have a chance to write and compose an opera like we did."



Clark students attending the performance of the opera they wrote



Students get in the mood for writing and opera

## Students Prepare for Parade

Everyone loves a parade, and this year 5th and 6th grade students at Rosa Parks Elementary and Clark Middle School get to BE the parade, not just watch it. The parade is part of an arts program that combines hands-on mask-making, puppetry and music with social studies and language arts.

Students at Rosa Parks and Clark are already preparing for the parade between the two schools on July 18 when they will display the results of their artistic skills. Fifth grade students have been working with artists Felix Diaz and Christian Maziel to make animal masks of deer, jaguar, eagle and coyote out of paper that they will carry in the parade. The masks aren't just for fun, however. Students have learned that these animals are frequently found in Aztec and Mayan art, and students decorated them with the shapes and colors that were historically used in these ancient cultures. Students also have learned about the music and celebrations of Mayan and Aztec culture, including demonstrations by Mr. Diaz of how they were made and how they sound.

At Clark Middle School, students are visiting the Mingei Museum in Balboa Park where they also will learn about ancient art and civilizations. Their projects are to make giant puppets carried by groups of people and to learn drumming.



On July 18, Clark 6th graders will march to Rosa Parks Elementary with their drums and giant puppets. Once there, they will be joined by the 5th graders and march together back to Clark. In this way the program also helps build closer ties between the schools, and a sense of community in the neighborhood.

The art projects and parade, which started last year at Clark, are made possible by a Community Impact Grant from the San Diego Foundation and support from the Dr. Seuss Foundation. The San Diego Guild of Puppetry and the Mingei Museum also have worked together to develop a curriculum on ancient civilizations that brings artists to classrooms. Together they are helping education march on in City Heights.



Top: Clark students in last year's parade. Above: Mr. Diaz in class, and two finished jaguar masks.

# Hoover High Class of 2007 Scholarship Recipients

## Stephen Efron Scholarship Sponsored by Price Charities 4 year University Recipients

Mekias Abdi  
Carolina Bracamonte  
Brittany Brown  
Amor Chan  
Thao Le  
Trong Nguyen  
Anai Novoa  
Chhandara Pech  
Victor Perez  
Ricardo Solano  
Ashley Whitmore

2 year community college  
recipient  
Monica Martinez

## Jesus "Chuy" Morales Memorial Scholarship Sponsored by Price Charities

Dalia Aparicio  
Silvia Castaneda  
Elizabeth Figueroa  
Lesly Garcia  
Nancy Garcia  
Eric Gonzalez  
Blanca Morales  
Luis Quiroz  
Janet Rosales  
Leticia Torres

## Cardinal Interact Scholarship Sponsored by Price Charities

Pedro Aguilar  
Nellie Aparicio  
Ocsar Beas  
Carolina Bracamontes  
Silvia Castaneda  
Steve Castro  
Kathya Domínguez  
Daniel Espinoza  
Ana Garcia  
Arielle Jones  
Julian Medin  
Phoenix Robbins  
Juan Ruiz  
Ricardo Valente

## 15 de Septiembre Scholarship Monroe Clark English Learner Advisory Committee Anna Flores

Hoover High School  
Academy of Information  
Technology  
Duong Doan  
Victoria Lowe



Left: LaVonne Simonides awards the scholarship she named in honor of her daughter  
Right: Mike Askey awards the Association of African American Education Scholarship

Yukari Pena  
Luis Quiroz  
Christian Rodriguez

**Architecture, Construction  
and Engineering (ACE)**  
Carlos Salinas  
Mekias Abdi  
Pedro Aguilar-Miranda

**Horatio Alger Association**  
Arielle Jones

**Alpha Kappa Alpha**  
Ashley Whitmore

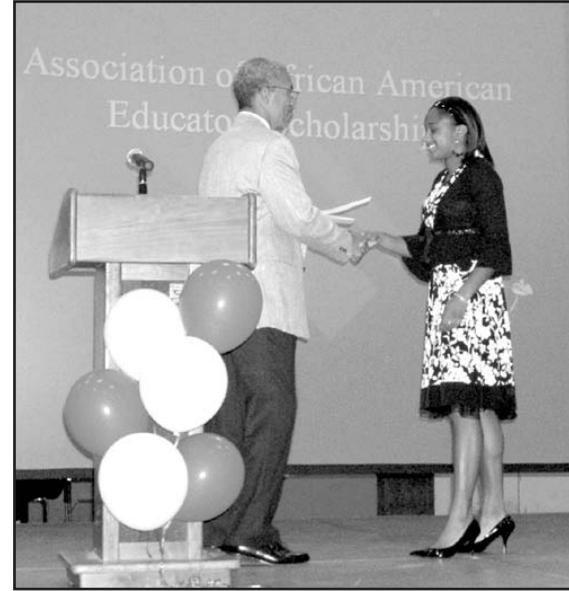
**Association of African  
American Educators**  
Ashley Whitmore  
Amor Chan

**Barnes Tennis Scholarship**  
Anai Novoa

**Best Buy Children's  
Foundation**  
Carolina Bracamonte  
Trong Nguyen

**Booz Allen & Hamilton  
Scholarship**  
Chhandara Pech  
Phuong Thoi

**Rewarding College Dreams  
Scholarship - Cal-Soap**  
Brittany Brown  
Veronica Casilla



Quang Dinh  
Lesly Garcia  
Julian Vazquez  
Jeremiah Wallace

**Carol Simonides Memorial  
Scholarship**  
Carolina Bracamonte  
Brittany Brown

**Child Abuse Prevention**  
Carlos Solano

**Ford Salute to Education  
San Diego Ford Dealers**  
Carolina Barraza  
Carolina Bracamonte  
Boun Moua

**Hispanic Heritage Youth  
Award**  
Anai Novoa

**Hoover High School ASB**  
Brittany Brown  
Norma Delgado  
Carolina Gonzalez  
Thao Le

**Hoover Dollars for  
Scholars**  
Sponsor: Hoover Alumni  
Carolina Barraza  
Carolina Bracamonte  
Brittany Brown  
Quang Dinh  
Elizabeth Cervantes  
Hung Lam  
Kamar Hammond  
Silvia Castaneda  
Amor Chan  
Mario Gonzalez  
Ngan Huynh  
Thao Le  
Angelica Lopez  
Blanca Morales  
Jeanette Meza  
Trong Nguyen  
Victor Perez  
Thalia Luque  
Chhandara Pech  
Christian Rodriguez

Luis Quiroz  
Roberto Reyes-Santiago  
Ricardo Solano  
Le Tran  
Daniel Wallace  
Jeremiah Wallace  
**Hoover Math Award**  
Duong Doan  
Pedro Aguilar  
Ngan Huynh  
Trong Nguyen  
Wisarut Supparatpinyo  
Le Tran

**Jack Strand Memorial  
Scholarship**  
Sponsored by the Kensington  
Optimist Group  
Blanca Morales  
Trong Nguyen  
Dan Wallace

**The Paula B. and Oliver W.  
Jones Foundation**  
Duong Doan  
Trong Nguyen

**Carl N. and Margaret  
Katcher Founders  
Scholarship**  
Phuong Thoi

**Lions Club of San Diego**  
Trong Nguyen  
Chhandara Pech  
Phuong Thoi

**MTS Coca-Cola High School  
Scholarship**  
Quang Dinh  
Anai Novoa  
Le Tran

**Nordstrom Scholarship**  
Chhandara Pech  
Hung Lam

**New Mexico State Univ.  
Athletic Scholarship**  
JayDee Luster

**University of Oregon  
Athletic Scholarship**  
Todd Doxey

**Doris Oatman Scholarship**  
Trang Do  
Hung Lam  
Johnny Sanvichith  
Ricardo Solano  
Thao Le

**Reserve Officer Leadership  
Star Award**  
Gilberto Ramirez

**San Diego County Citizen  
Scholarship Foundation**  
Carolina Bracamonte  
Yencenia Campos  
Quang Dinh  
Trang Do  
Duong Doan  
Dao Huynh  
Ngan Huynh  
Phuong Thoi  
Bich Tran  
Le Tran

**San Diego Education Fund  
Virginia Mashin  
Mathematics/Science  
Scholarship**  
Duong Doan  
Quang Dinh

**San Diego Foundation**  
Duong Doan  
Phuong Thoi

**Henry Williams Scholarship  
Fund**  
Lily Martinez

**Women Incorporated**  
Ashley Whitmore



Robert Price awards a Stephen Efron Scholarship



Robert Price awards a Jesus "Chuy" Morales Scholarship

# Hoover Dancers Shake in “Earthquake”

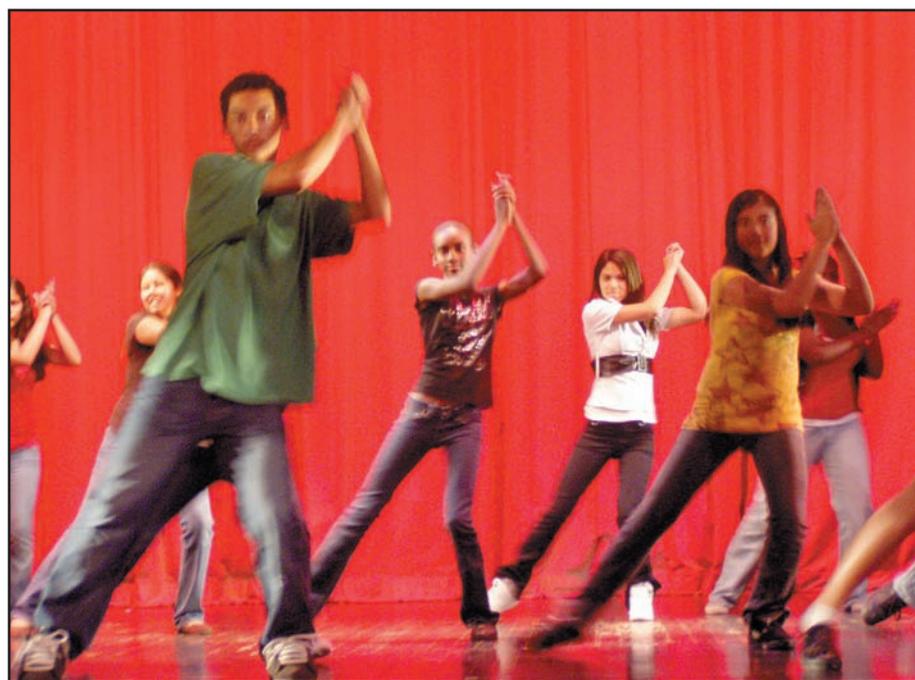
The theater at Hoover High was shaking on May 31 as the Drama and Dance program staged “Earthquake,” a dance showcase featuring the work of more than forty students. Their countless hours of practice were evident, as was the skill of the lighting and sound technicians who worked together to stage a first-rate show.

Since drama and dance was revived eight years ago by teacher Elizabeth Bayless, Hoover has produced more than a dozen plays and even more dance concerts and student-produced showcases. Each year has brought more impressive and always entertaining productions, with students taking on a variety of leadership roles in the process.



Performing Arts teacher Elizabeth Bayless (back right) with veteran Hoover dance and drama students

In “Earthquake,” for example, students Aisha Clipper, Elizabeth Cervantes and Luis Quiroz not only performed in several advanced routines, but also choreographed and directed many of them with some



support from professional dancer and Hoover graduate Anthony Rodriguez. They were no longer just students, but also teachers who provided leadership, encouragement, motivation, constructive criticism, and helpful advice.

“Performing arts in general require leadership skills, and this is especially true in drama and dance,” noted Ms. Bayless. “Each student has to serve in many roles to put on a production, and they have to work together for it to succeed, so there are always times when students have to step up and take charge. If I have a substitute teacher, for example, my students will lead the class and get things done on their own.”

Drama and dance also promote language skills, public speaking, the ability to work with people of different ages and backgrounds, confidence, and a desire to achieve excellence - qualities that students use in

many other endeavors both within and outside of school.

“I’ve gotten a lot more confidence through dancing and drama because you’re on stage in front of hundreds of people,” noted Hoover 9th grader Diana Magdalena. “Also, when I’m practicing a dance routine, I forget about all the other outside things that might be going on in my life at the time, and I focus all my energy on getting the dance right. Once I’ve accomplished that, I feel good about myself and have the confidence to take on the other things that I need to do.”

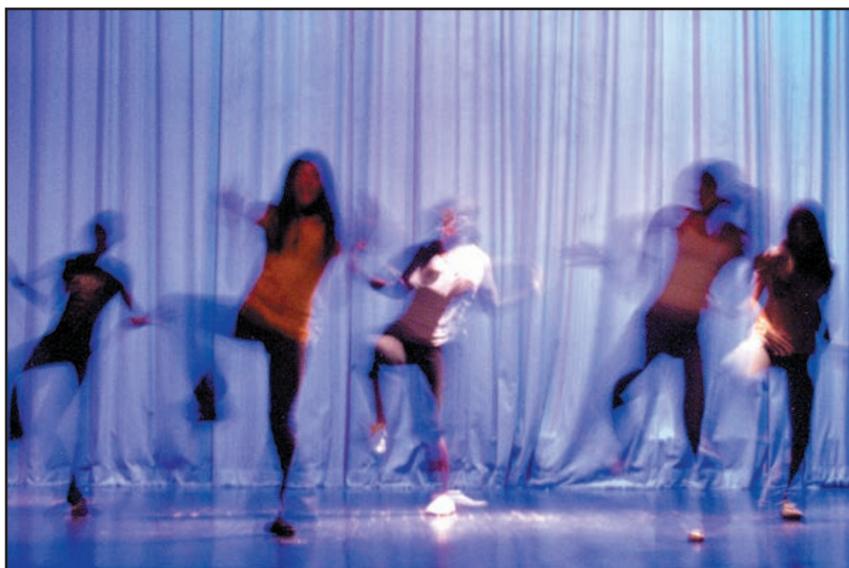
Tenth grader Robert Sorenson had a similar experience in the class.

“In drama I research the character I’m playing and focus on understanding what his objectives are so that I can reach them in that role,” he explained. “This helps me in other classes too. I figure out what my objectives are and what I need to do to reach them.”

Student Raul Lopez also agreed, but had another benefit as well.

“Dance has helped me with my health because my weight used to be even higher. Now I have more energy during the day, feel better, and can stay focused without getting tired.”

These students, and just about every other one in drama and dance, demonstrate that there’s more to performing arts than people might think. Over the years, Hoover students have never failed to entertain their audience. But drama and dance have also helped them succeed after the performances are long over.



## Clark Band Hits High Notes

Musicians from Clark Middle School returned from the Forum Music Festival with more recognition to add to the program’s collection. Judges ranked the band in its top 30% of participating middle schools. Two Clark students were also selected as outstanding: Karla Cruz on tuba and Jessica Nguyen on violin.

Several other Clark students also were chosen for the San Diego Unified School District Honor Band: Rosa Calvario and Jesus Giles for horn, and Karla Cruz for tuba.

Members of the Advanced Brass also are looking forward to attending the Westwind Brass Workshop at SDSU at the end of June where they will learn from veteran musicians.

Finally, don’t forget to mark your calendars for Clark’s Summer Concert on Wednesday, June 27 at 6:00 pm. This will be the last performance of the year and will feature Beginning and Advanced Bands and the String Orchestra.



## Hoover Band Continues Sonic Success

Hoover High's band returned from the Forum Music Festival in May with yet another gold rating, adding to a long tradition of excellence they have achieved under the direction of teacher Debbie Nevin. Competing for awards and holding concerts is an important part of a successful music program, but there is more to music than just hitting the right notes.



Another Gold rating to add to Hoover's growing collection.

"In band it's not just playing music," explained Hoover senior Phoenix Robbins. "It's math, it's like learning another language, it's teamwork, it's lots of other classes rolled into one. It's also demanding since you have to practice outside of class if you want to get better. If you only play during class time, you're not going to get very far."

At the same time, while individual initiative is important, playing in Hoover's band also involves not only teamwork to play the best as a group, but also competition to be "first chair," the best musician in your section. In many ways it's like a sports team where players fight for the starting positions while remaining a team on the field or court.

"It's a great thing because I can help the younger students," observed trumpet player Roberto Reyes. "I was in their same position when I



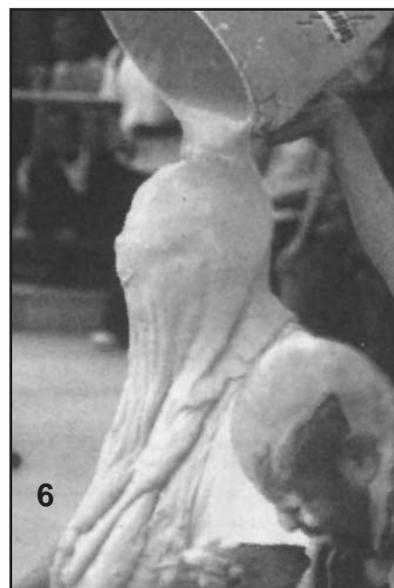
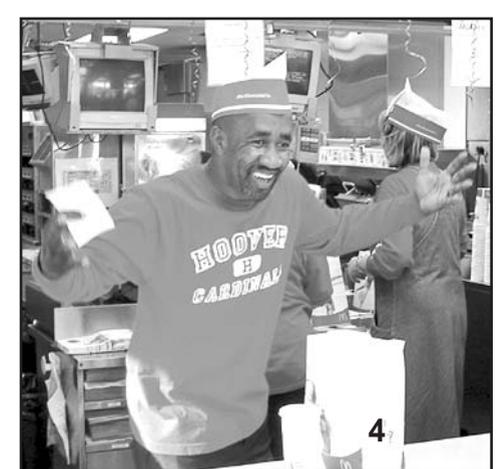
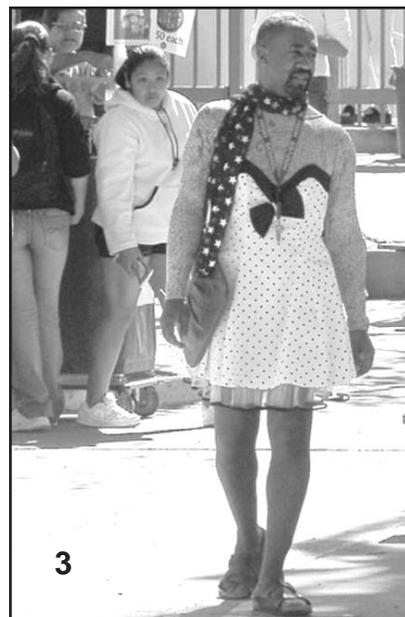
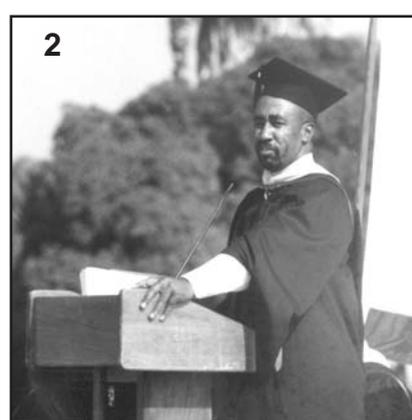
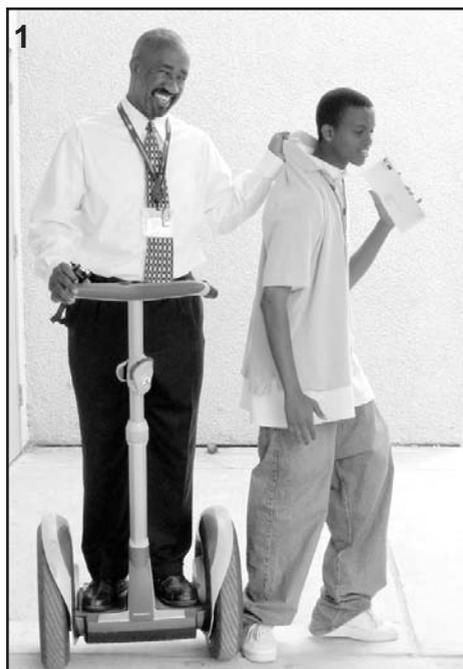
started, and the older students were always willing to help. At the same time, I compete with others in the trumpet section for first chair. But we help each other and push each other to be better as a section, and better as a whole band. When you're in band you know every other members name, they're your friends, and you often do things together outside of school."

These are all qualities that teacher Debbie Nevin has encouraged in her students over the years, and are a big part of the band program's many impressive achievements.

"Having Ms. Nevin as a teacher has helped me not just in music, but all around to be a better person," observed Phoenix Robbins. "She's my favorite teacher."

## Well Done Mr. Williams and Good Job Mr. George

The teachers and staff of the City Heights Collaborative schools and all the students who have passed through Hoover High and Clark Middle School over the past decade wish a fond bon voyage to Hoover principal Doug Williams and Clark Vice Principal Mike George as they move on to new challenges. Each has dedicated more than twenty years to education and will continue to provide invaluable leadership to teachers and students in new positions. Doug Williams began teaching Math in 1981, served as a Student Advocate between 1989 and 1995, then worked as a Vice Principal at Hoover High for four years before becoming principal in 1999. Mike George started teaching in 1973 and worked at middle and high schools in the Grossmont, La Mesa-Spring Valley and San Diego school districts before becoming one of the first teachers hired at Clark Middle School when it opened ten years ago. Mr. Williams is moving to Texas where he will continue to serve as a principal, while Mr. George will become principal at Taft Middle School. Each year students move on, and sometimes teachers do too. Here are a few photos to remember them by!



### CAPTIONS

1. Are you faster than Mr. Williams on a Segway? I don't think so!
2. Always proud and eloquent at graduation.
3. How to motivate students? Bet them you'll wear a cocktail dress if you lose.
4. "Look, McDonald's hamburgers haven't cost 35 cents in 50 years!"
5. Mike George always made SDSU student teachers (Mr. Bonine) feel so welcome!
6. How to motivate students? Bet them you'll let them cover you in green slime if you lose.
7. "A \$1.25 for a McDonald's hamburger? I remember when they were 35 cents!"

## Meet the Social Workers at Your School

**Danielle Daniel, MSW**  
Hoover Health Clinic



*My favorite City Heights restaurant is...* Tacos el Panson.

*One thing I do to handle stress is...* surf, read novels.

*To me being a social worker means...* connecting with other human beings & providing them hope.

*My areas of expertise are...* suicidal ideation, homeless teens, body image, self-mutilation, and developmental disabilities.

*If your student goes to Hoover the best way connect with social work services is...* Talk to the school counselor or Parent Center for a referral to the Hoover Health Center's therapy services. 619-283-6281.

**Oscar Navarro, BA**  
Hoover Parent Center



*My favorite City Heights restaurant is...* Saigon, across the street from Hoover.

*One thing I do to handle stress is...* exercise.

*To me being a social worker means...* being able to make a difference in the community.

*My areas of expertise are...* elder issues, dependent adults, diagnosis and parenting classes.

*If your student goes to Hoover the best way connect with social work services is...* Come by the Parent Center.

**Annie Lyles, MSW**  
Clark Parent Center



*My favorite City Heights restaurant is...* Super Cocina for dinner and Fruitilandia for snacks.

*One thing I do to handle stress is...* yoga, good friends and laughing.

*To me being a social worker means...* working with families and students to help them reach goals they never thought possible.

*My areas of expertise are...* teen pregnancy, domestic violence, teen dating violence, communication skills, positive parenting and anxiety.

*If your student goes to Clark the best way connect with social work services is...* Stop by the Parent Center; we are open 7:30 - 3:30 every day. You can also give us a call at 563-6801 x 2221.

**Laura Torres, BA**  
Rosa Parks Parent Center



*My favorite City Heights restaurant is...* I like Chinese Food so I'll say, Panda Express.

*One thing I do to handle stress is...* take a long drive while playing really loud music.

*To me being a social worker means...* listening and responding to the needs of this community.

*My areas of expertise are...* criminal law defense, immigration and legal issues.

*If your student goes to Rosa Parks the best way connect with social work services is...* come to the Parent Center or call us at 619-282-6803 ext. 4201

**Aimee D'Amico, MSW**  
Rosa Parks Parent Center



*My favorite City Heights restaurant is...* Demilles

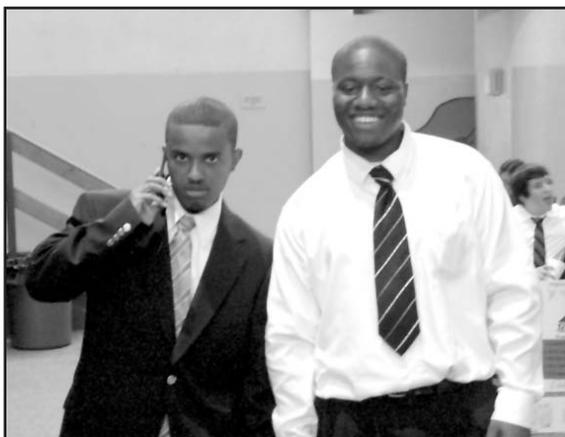
*One thing I do to handle stress is...* laugh with friends and family

*To me being a social worker means...* listening to and caring about the needs of students, parents, and teachers, providing empathetic support through counseling, and always appreciating the unique strengths that each person has to overcome adversity.

*My areas of expertise are...* individual counseling for students, small group counseling (divorce, self-esteem, friendship skills, bullying), and parenting support.

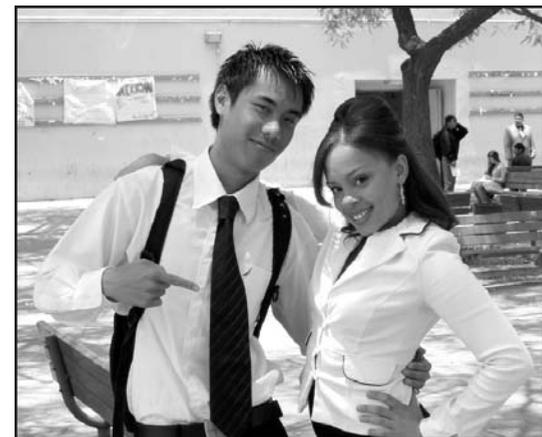
*If your student goes to Rosa Parks the best way connect with social work services is...* to call (619) 282-6803 ext. 4201 or come visit us in the Parent Center.

## Step One: Complete Senior Exhibitions -- Step Two: Graduate June 19!



Hoover seniors took a huge step closer to graduation on Friday, June 1 when they completed Senior Exhibitions of their Hoover High portfolios. One of Hoover's unique graduation requirements is that each senior must deliver a lengthy oral summary of his or her personal and academic development, achievements, competency for graduation, and plans for the future before a panel of evaluators.

Each student presents his or her portfolio in front of a panel consisting of Hoover teachers, alumni, parents, SDSU faculty and staff, and community members-many whom students have never met before. Students must also be prepared to answer any questions panel members may have. This can lead to more than a few bitten fingernails and butterflies in the stomach. But students worked through it and showed what Hoover students can do!



# PARENT PAGES

## Rosa Parks ELAC Celebrates Students

The English Language Advisory Committee (ELAC) at Rosa Parks Elementary recently held their annual recognition ceremony to celebrate the achievements of bilingual students who have been redesignated at English-proficient. The committee, made up of parents at Rosa Parks, is dedicated to helping students who are English language learners while also encouraging them to appreciate their first language.

Students received certificates of recognition from principal Peggy Crane, and several students gave speeches on the importance of being bilingual.

"Knowing two languages opens the doors to many opportunities, which in the future could be a success in my life," explained Joanna Rodriguez, a 5th grade student in Monica Gutierrez's class. "This makes me think that I shouldn't limit myself

with just knowing one language. I and other people have the capacity to learn more. Knowing more languages helps me communicate with people. Besides, knowing more is better than knowing less. Spanish is my parents' native language. By knowing how to read, write and speak Spanish I am valuing my roots. English is my language because I was born here. For me, both languages are really important, and I feel very proud to be bilingual."

Parent Cynthia Gonzalez, chair of ELAC, also read a poem she had written on the importance of young people as the leaders of tomorrow. Members of the district's ELAC board were so impressed that she was recognized by San Diego Unified School District. If you are interested in joining ELAC at Rosa Parks Elementary, contact the Parent Center at 619 282-6803.

### Tomorrow's Leaders

*Today we recognize our future leaders, those who are beginning to walk with hope and purpose towards a brighter tomorrow. They live within a nation full of opportunities, one that demands multiculturalism and promises educational excellence and equality. Our youth today aspire to gain knowledge and to achieve, and thus they fight to overcome obstacles, all the while keeping their mother tongue and striving to acquire a new language. Future leaders create your destiny by raising your voices with respect, love and dedication. And this way, you will continue to carry forth our need for a new and better life. Keep moving forward; you can do it because you, excellent students, are our future leaders!*

-Cynthia Gonzalez  
ELAC Chair, Rosa Parks Elementary  
May 2007

### Líderes de mañana

*Hoy en día reconocemos a los nuevos líderes del mañana, los cuales empiezan a caminar con entrega y esmero hacia una oportunidad brillante. Por el cual están en una nación llena de oportunidades, demandando el multiculturalismo para una educación con excelencia y de igualdad. Nuestros jóvenes de hoy cargan, consigo mismo, retos de superación. Los cuales luchan día tras día por sobresalir a obtener el conocimiento y sabiduría, llevando consigo su lengua materna y adquiriendo otra. Alzan la voz de lo que quieren para su destino, con respeto, amor y dedicación de lo que hacen. Podremos tener una visión de añoranza hacia una nueva vida. ¡Sigue de pie adelante y lo lograrán, porque ustedes, estudiantes sobresalientes son los líderes del mañana!*

-Cynthia Gonzalez  
ELAC Chair, Rosa Parks Elementary  
Mayo 2007

## Clark ELAC Committee Awards College Scholarship

The ELAC Committee at Clark Middle School proudly awarded its first scholarship at Senior Awards Night at Hoover High on June 6, 2007. The 15 de Septiembre scholarship was given to student Anna Flores by Clark Parent Center Director Laura Angel-Zavala and ELAC member Sarah Barraza.

Funding for the scholarship was raised through Clark's 15 Septiembre festival, an annual event organized by ELAC to celebrate Mexico's independence and help preserve its culture and roots among students and families. The festival is one of many programs and services that ELAC, the English Learners Advisory Committee, provides in support of students who are learning English in addition to its role as an advisory group to the principal and school staff.

For eligibility Hoover students must have a GPA of 3.0, be a Monroe Clark Middle School graduate, and be reclassified as a fluent English speaker. Students must also complete an application, provide a grade transcript, and write a personal statement.

"We are very proud of the student we have selected," noted Laura Angel-Zavala. "In her personal statement she wrote about opening up her own business to provide economic opportunities to her community, the challenges of growing up in two cultures, the importance of going to college, and of being bilingual."

"As a Latina I want to be a role model for young women and girls in my culture," wrote Ms. Flores in her essay. "I want to demonstrate that it is possible to achieve one's dreams with-



ELAC member Sarah Barraza with scholarship recipient Anna Flores and Parent Center director Laura Angel-Zavala.

in an American society without abandoning one's history."

Ms. Angel-Zavala was not only proud of the first recipient of the 15 Septiembre scholarship, but also the parents of Clark's ELAC committee and Sarah Barraza for making the scholarship possible.

"This was an idea that Sarah came up with over two years ago, and she never gave up on it," Ms. Angel-Zavala recalled. "It takes so much work to begin an ELAC committee, and then to take it to the point of providing a scholarship is just amazing."

But Mrs. Barraza isn't done yet.

"My dream is that we can continue the scholarship for many years to come, she explained, "and also to expand it to more than one student per year."

Anyone interested in learning more about ELAC or the 15 Septiembre Scholarship should contact the Clark Parent Center at: 619 563-6801.

## Notice to Teachers

Save the Date!

Fall "Welcome Back" Meeting for all Teachers

Friday, August 31 at 9:00 am

Monroe Clark Middle School Auditorium

Keynote Speaker: SDSU's Dr. Stephen Weber introducing Dr. Ric Hovda, newly appointed Dean of the College of Education and

Direction for 2007-2008: Tim Allen, Executive Director

# teacher topics

## TEACHER TOPICS

### The Future of Our Collaboration

by **Tim Allen, Executive Director**  
**SDSU City Heights Educational Collaborative**

When I applied for the position of Executive Director for the City Heights Educational Collaborative, I read a number of documents in order to understand its vision, mission, and goals. I understood then that the all programs created for the Educational Collaborative were designed to significantly improve student achievement and welfare, positively impact San Diego State University's College of Education, and provide solutions to community problems through an active research agenda. As part of the goal to improve student achievement, an objective of the Collaborative has been to implement strategies to retain experienced teachers in the three schools.

From my first days here in February, I have been very impressed with the depth of social and health services available for the students and families of the Collaborative schools, the high number of teachers who have completed Masters Degrees and/or Certificate Programs, and the number of student teachers who have been trained here. I also have had an opportunity to talk with a number of staff and community members who have helped me understand the history and the sense of identity in the Collaborative.

As I understand the City Heights Collaborative more, I am drawn to several important themes that still need additional definition: (1) An explicit identity and plan for the PreK-18 Collaborative that encourages parents to keep their children enrolled in the three schools, (2) an articulated, coherent plan for curriculum and instruction among the three schools, (3) communication strategies that support the Collaborative staff, students, parents, and partners, and (4) increased presence of SDSU. All of these themes center on increasing the educational opportunities and improving the welfare of the students and their families in City Heights. Below, I have summarized what is being done to address these themes.

#### College Avenue Compact

Over the last few months, we have been working to finalize the plans for a College Avenue Compact modeled after the Sweetwater Union High School - SDSU Compact for Success. The Compact, once approved and in operation, will include guaranteed SDSU admission (in addition to being enrolled by 9th grade at Hoover, students would need a 3.0 GPA, completion of the CSU/UC a-g requirements, and successful results on entrance exams ) with focused family and student outreach activities beginning in grade 7 at Monroe Clark. Additional Compact components would extend into Rosa Parks so that students and their families will become aware of the benefits of the Collaborative's Compact. The emphasis will be on calibrating our educational program to that of SDSU so that access to post-secondary study is increased. We will also address other services for all students with increased blending of both academic and career orientations.

The College Avenue compact will be a strong, unifying set of practices and guarantees that will add to the identity of our Collaborative.

#### Collaborative Advisory Committee

The Collaborative needs a body that meets periodically to review and advise on Collaborative-wide issues. To create that group, I have asked for each of our schools to select representatives from the Governance Teams. This Collaborative Advisory Committee and I will work together to ensure that we keep all of you informed. We are planning to have a meeting before June is over - of course these will be open meetings.

The first meeting was held at the Collaborative Office on Tuesday, June 12 at 3PM. It was attended by representatives from each school, myself and Midge Backensto. We reviewed some history of the Collaborative, discussed the purpose of the committee (which is

basically to provide a communication forum for us), and the projects described in this update. We also talked about our meetings next year where we would hold the advisory meetings once a quarter, unless there is some issue that requires immediate attention, and intersperse them with other K-12 committees such as math, counselors, etc.

The Collaborative Advisory Committee along with these other Collaborative-wide committees will increase both formal and informal communication.

#### Subject Matter Projects

California's Subject Matter Projects (CSMP) link research and practice in 10 key curriculum areas. One of the projects, the California Reading and Literature Project, is responsible for creating and implementing the Systematic ELD training based on the work of Susana Dutro (some Rosa Parks teachers are participants in the SDUSD training). The directors of the projects are interested in working closely with the Collaborative and we have already had a meeting with the school principals. Areas we may be exploring with the CSMP are Biliteracy, Algebra, and the Arts.

#### Student Teachers 2007-2008

SDSU will have a City Heights Cohort of approximately 30 single-subject teachers who will be at Hoover and at Monroe Clark. The leader from SDSU will be Dr. Barbara Moss and the co-leader at Hoover will be teacher Angie Kania. In order to make sure we have more personalization in our program, there will be several other SDSU supervisors who will work with us. At Rosa Parks, we have already been in contact with the Sand Diego Block for several student teachers and with the Policy Studies Department for student teacher-observers in about four K-2 classrooms this fall.

More importantly, the following year, we will return to a K-12 cohort of multiple and single subject student teachers and find new ways to work with these student teachers as a Collaborative.

Work on these themes will take us into 2007-2008 and beyond. I look forward to working on these and other efforts along with students, staff and parents in the Collaborative. While this work is important, the daily work that all teachers and staff do each day to support our students is the most important work. My deepest thanks to each.

#### Collaborative Teachers Pursue Advanced Studies

In addition to student learning, the City Heights Educational Collaborative has been deeply committed to the continuing education of its teachers. Since the initial development of the City Heights Educational Collaborative in 1998, interested teachers have received full support and encouragement in pursuing programs of advanced studies at SDSU. City Heights students have, in turn, benefited from teachers who are highly skilled and who have received masters degrees in Curriculum and Instruction, Gifted and Talented Certificates, Reading Specialist Credentials, and Math Specialist Certificates.

A number of Collaborative teachers will be working on completing their SDSU studies this summer or during the upcoming school year. Teachers already enrolled in a program of advanced studies include Maria Javier, Janel Brock, Christi Element, Russell Pitts, and Connie Gearhart (all from Monroe Clark); Michael Heu, Cristina Gapuz, and Yolanda Noyes, (all from Hoover); and Marilyn Levitan and Alma

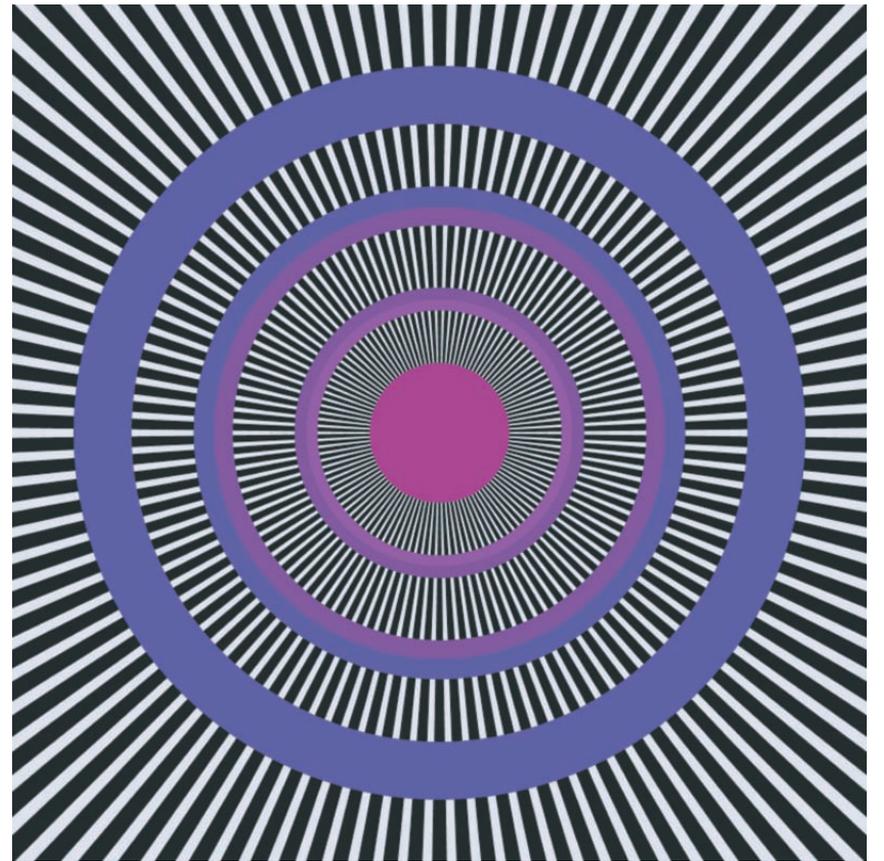
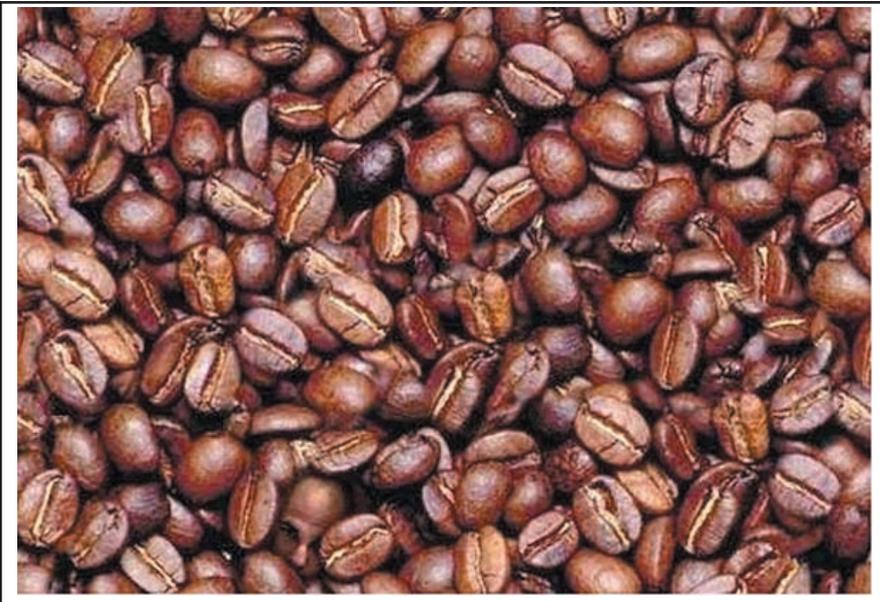
Molina (from Rosa Parks).

In addition, the following teachers will be beginning new programs at SDSU as they look for ways to deepen their knowledge and understanding of teaching and learning. Hoover teachers are Mary Adams, Barbara Cassius, Jimmy Morgans, and Leslie Hardiman; Monroe Clark teachers are Stacy Sauls, Andrea Munoz, Patricia Moore, Jennifer Mariot, and Lauren Jenkins. Rosa Parks teachers who will continue working on math specialist certificates are: Pamela Forde, Ann Marie Gasparine, Candice Goss, Caroline, Hultgren, Joyce Ibanez-Roman, Marilyn Levitan, Carrie Smith, Katie Smith, DeWitt Yancey and Veronica Youso.

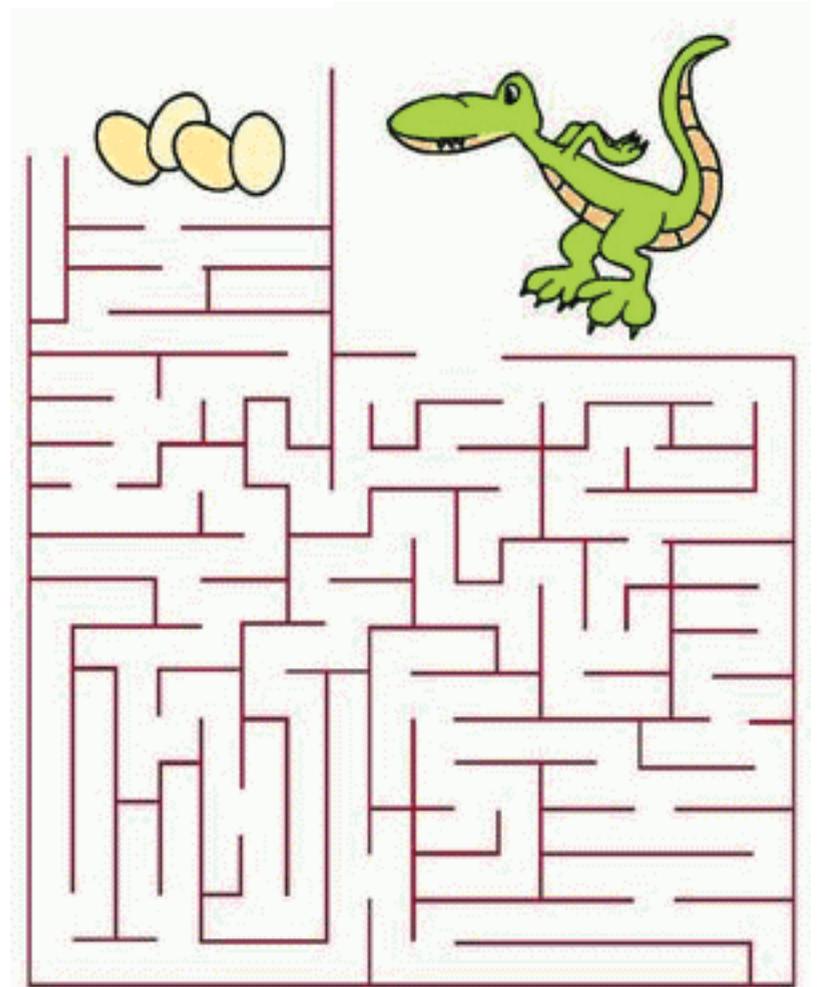
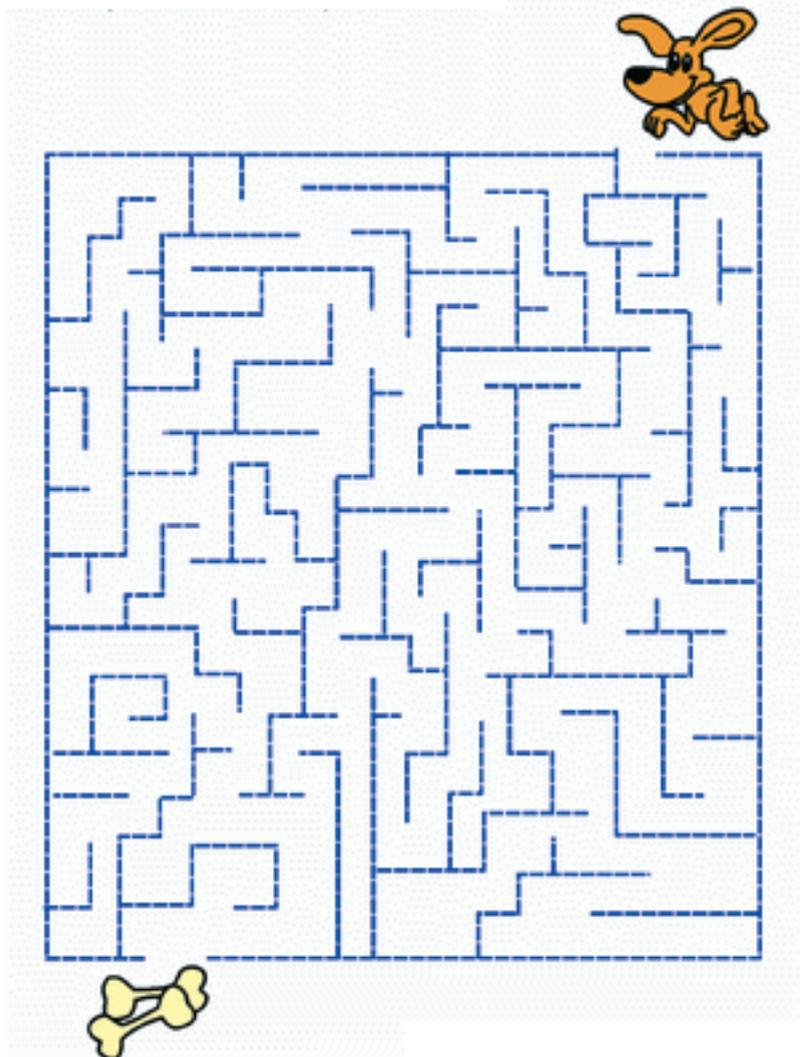
Ten Rosa Parks teachers have recently completed Math Specialist Certificate programs and were honored at a ceremony at SDSU on June 11. Certificates were presented to: Alexandra Allen, Bonnie Awes, Kevin Crawford, Casey Crecelius, Alison Borman, Christi Element, Robert Ford, Bill Lane, and James Lyons.

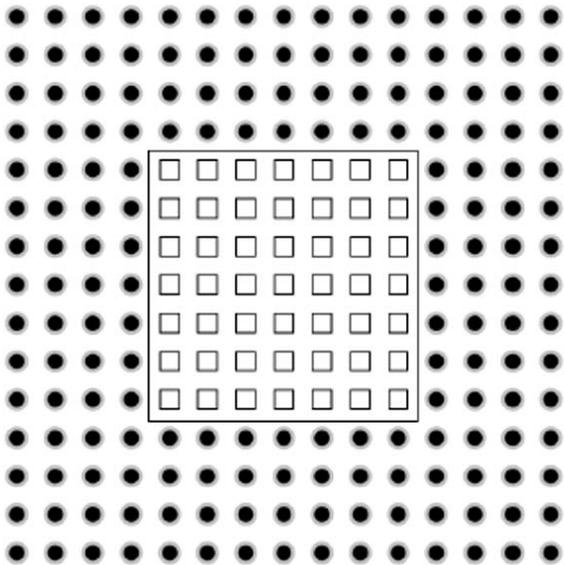
# FUN ZONE

**CAN YOU FIND THE FACE IN THE COFFEE BEANS?**

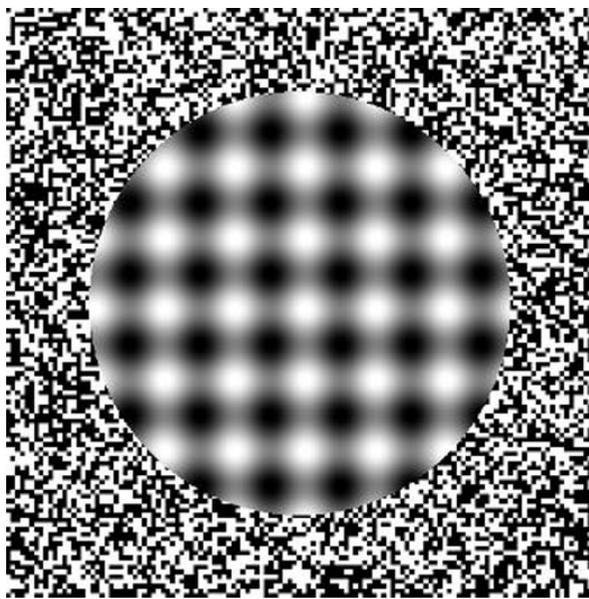


Stare at the circle in the center. If things are moving, it's just an illusion!





For above, stare at the square in the middle. Does it seem to float on the dots? For below, stare at the area around the circle. The circle seems to float under this one!



# FUN FACTS

## Did You Know?

1. More than 50% of the people in the world have never made or received a telephone call.
2. It is impossible to lick your elbow.
3. Horses can't vomit.
4. Rats multiply so quickly that in 18 months, two rats could have over a million descendants.
5. A shrimp's heart is in its head.
6. 23% of all photocopier faults worldwide are caused by people sitting on them and photocopying their butts.
7. Most lipstick contains fish scales.
8. Over 75% of people who read this will try to lick their elbow.

## California Trivia

1. More turkeys are raised in California than in any other state in the United States.
2. Alpine County is the eighth smallest of California's 58 counties. It has no high school, ATMs, dentists, banks, or traffic lights.
3. If California's economy were measured against other countries, it would rank 7th largest in the world.
4. The highest and lowest points in the continental US are within 100 miles of one another. Mount Whitney measures 14,495 feet above sea level and Bad Water in Death Valley is 282 feet below.

## Random Riddles

What do lazy dogs do for fun?

Chase parked cars

What kind of stones are never found in the ocean?

Dry ones

What month has 28 days?

All of them!

What building has the most stories?

A library

If a fire hydrant has H<sub>2</sub>O inside, what does it have on the outside?

K9P

What is in the middle of Paris?

The letter "r"

What can you put in a wood box that will make it lighter?

Holes!

How much is a skunk worth?

One scenti

What can run but never walks, has a mouth but never talks, has a head but never weeps, and has a bed but never sleeps?

A river!

Johnny's mother had four children. The first was April, the second was May, and the third was June. What was the name of her fourth child?

Johnny!

Why is it against the law for a man living in North Carolina to be buried in South Carolina?

Because he's still living!

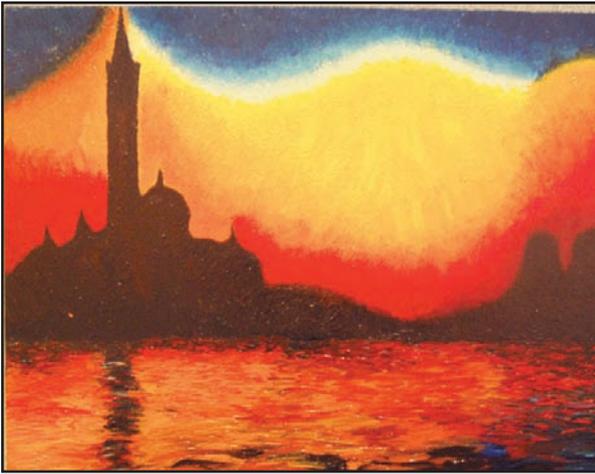
The peacock is a bird that does not lay eggs. How do they get baby peacocks?

The peahen lays the eggs! A peacock is the male peafowl.

The Mississippi River is the dividing line between Tennessee and Arkansas. If an airplane crashed exactly in the middle of the Mississippi River there, where would the survivors be buried?

You don't bury survivors!

# STUDENT ART SHOWCASE



*Hoover students recently set up a gallery that exhibited works for sale. Here are just a few pieces that were on display. Although it was hard for students to let go of something that they invested so much of themselves in, it's also nice to know that someone admires your work enough to buy it.*

## 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:

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

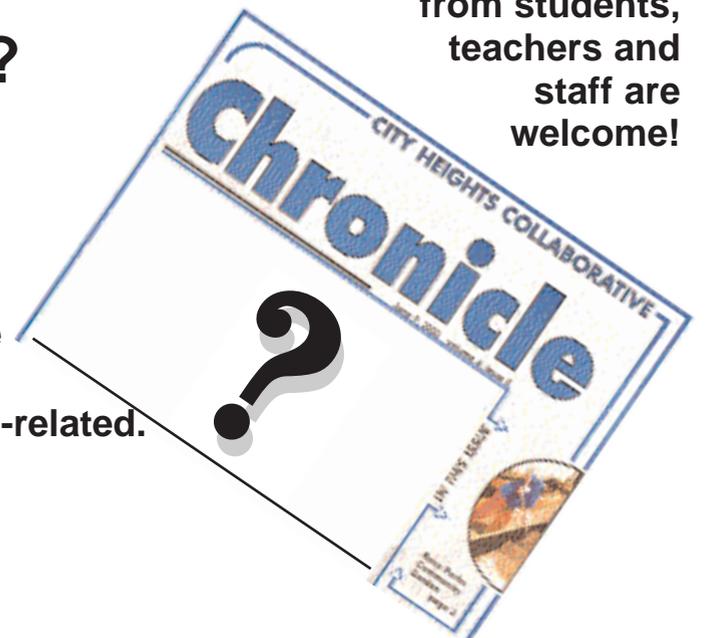
*The content of the Collaborative Chronicle reflects the numerous innovative strategies of the City Heights Educational Collaborative, as well as the many other positive attributes of these schools and their students, staff and teachers.*

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## What's YOUR Story?

Newspaper articles from students, teachers and staff are welcome!

Stories should be school or education-related.



Questions? Contact Bruce Edwards  
(619) 594-7179 email: [bruceed@sandiego.edu](mailto:bruceed@sandiego.edu)