Temple City

Winter 2016 news events people

THE STATE OF LOCAL EDUCATION SPECIAL ISSUE

INSIDE! WINTER RECREATION GUIDE PAGE 34

10 CURRICULUM REDEFINED 21 LANGUAGE IMMERSION 30 HOMESCHOOLING

FAMILY, FESTIVAL & FUN! GAMES, RIDES, FOOD, LIVE MUSIC TEMPLE CITY PARK • FEBRUARY 26–28

CARNIVAL HOURS —

Friday, 4–10 p.m. • Saturday, 11 a.m.–10 p.m. • Sunday, 12–8 p.m.

- BEER GARDEN HOURS -

Friday, 4-9:30 p.m. • Saturday, 4-9:30 p.m. • Sunday, 2-7:30 p.m.

PARADE ALONG LAS TUNAS DRIVE Saturday, 10 a.m.



CAMELLIA FESTIVAL 2016 DATES

APPLICATIONS DUE ROYALTY PLAY DAY CONTEST: Dec. 28 APPLICATIONS DUE CARNIVAL AND PARADE ENTRIES: Jan. 4 FLOAT BUILDING WORKSHOPS: Jan. 6 & Jan. 13 | 7 p.m. | Live Oak Park ROYALTY PLAY DAY CONTEST: Jan. 9 | 9 a.m. | Live Oak Park

ROYAL COURT CORONATION: Feb. 5 | 7 p.m. | Live Oak Park

MORE INFORMATION: (626) 285-2171, ext. 4030

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St. Luke Catholic School



Snapshots



GETTING A REAL Education

Making sure their child gets a gets a good education has always been a high priority for parents. But exactly what a "good education" entails has changed dramatically over the years. So, as the school year approaches its midpoint, the time felt right to take an in-depth look at the world of K-12 education in Temple City. We think you'll be pleased and surprised of what's happening in our own backyard.

First up, came homeschooling. Over the past two decades, homeschooling has become one of the fastest growing educational trends in America. Today more than two million American children are homeschooled. Yet despite its longevity and popularity, homeschooling is still largely misunderstood. Flip to pg. 30 and see why.

Then came a glance at faith-based education with a profile of St. Luke Catholic School (pg. 45). What we found here was a welcome success story. While waves of Catholic schools nationwide have been closing, St. Luke is bucking the trend. This year the school's enrollment rose to 141, a jump of 10% over last year. The reasons why make for good reading.

Next, we looked at language immersion programs (pg. 21) and found that while benefits to students are documented, such programs are not the only way to begin teaching elementary school students a foreign language. Immersion aims for fluency by grade 6. FLES (Foreign Language in Elementary School) is a broader, less deep approach with the prime purpose of exposing students to a variety of languages and cultures. And, the overriding goal of both is the same: to better prepare students for success in a global, multilingual marketplace.

Finally, we looked backstage at Temple City Unified School District's (TCUSD) approach to education in the 21st century and found it fundamentally different from how and what children were taught a generation ago (pg. 10). Education used to be about the three Rs — reading, 'riting and 'rithmetic. And while these three remain the cornerstone of basic literacy, their mastery is merely the undercoating of success in today's world.

TCUSD has gone well beyond the three Rs and introduced the four Cs — Critical Thinking, Collaboration, Communication and Creativity. In fact, Superintendent Kathy Perini and her team have created a curriculum that challenges students to develop a manner of thinking and problem solving they can use effectively regardless of the subject matter or circumstance.

Today, parents and educators alike seek more than a good education for their children and students. They want them to get a real education. And that means an education with real world value and real world applications.

Sincerely,

Byo Cal

Bryan Cook City Manager

TEMPLE CITY CONNECT

is the City's quarterly magazine that connects the community to City Hall.

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NEW STATE LAWS

BY BRIAN HAWORTH

January 1 — it's a time of New Year's resolutions, of promises to keep. But it's also the time when so many actions of our State legislature go a step beyond good faith *intent* and become actual new *laws*. Hundreds of new laws, in fact. All taking effect in 2016. Here's our list of the most important and noteworthy:

EDUCATION



AB 146. The Mexican Repatriation Act will be added to school curricula, taking its place alongside other extreme lessons in human rights violations like the Holocaust and Japanese internment. The Depression-era Act unconstitutionally deported more than one million persons of Mexican descent, 60% being U.S. citizens. AB 329. Sex ed is now mandatory for California public school students in grades 7–12. A standardized, single course of instruction will teach, among other things, sexual health, sexual harassment, sexual orientation, HIV prevention and body image. Parents have the option of excusing their child from instruction.

AB 339. Expensive, life-saving medications will now become affordable to those who buy private health insurance through Covered California. Specialty drugs — like those that treat cancer, Hepatitis C and HIV — will now have their co-pay monthly costs capped between \$250 and \$500, depending on the insurance plan.

AB 28. Cyclists traveling in the dark are required to mount a rear-facing red flashing light to their bicycle, or wear reflective gear. The new provisions aim to boost visibility and protection for cyclists since most fatal bicycle accidents occur at night. **SB 172.** High school students seeking their diplomas are no longer required to take and pass the California High School Exit Exam. Educators and lawmakers have until 2018 to determine if a new exit exam should align with Common Core State Standards, or if an exit exam should be eliminated altogether as a graduation requirement.

SB 277. Beginning with the 2016 school year, vaccinations are required for all children in school or daycare, except for exemptions a physician determines are medically necessary. Parents can decline to vaccinate children who attend private home-based schools or independent study without classroom instruction.

AB 670. To address ongoing threats of cyber attacks, California state agencies must conduct security audits of its networks and data at least once every two years. These reviews will help protect sensitive information on Californians' Social Security numbers, tax returns and health records.

AB 1453. A new cemetery will soon be built at the former El Toro Marine Corps Air Station (in Irvine) to serve the veteran populations of Los Angeles, Orange and Ventura counties. The State Department of Veterans Affairs has submitted a federal grant application requesting funds for cemetery construction.

AB 949. Cheerleading is officially a high school sport in California, requiring the California Interscholastic Federation to oversee competitive cheerleading as it does other school sports. Proponents of the bill say formal recognition gives the sport the respect athletes deserve and the safety standards they require.

HEALTH



AB 15. Those in the advanced stages of terminal illness can now obtain a lethal dose of painkillers to end their lives. Safeguards require the patient to request the medication, two doctors to consent to the prescription, and certification that the patient is mentally competent and expected to live for six more months.



AB 8. The state's network of digital freeway signs will help local law enforcement agencies publicize known information about suspected hit-and-run vehicles. Messages will be broadcasted on freeways in areas where the collision occurred, but only if the hit-and-run resulted in a death or serious injury.



AB 13. California's public universities and community colleges are now required to grant GI Bill recipients in-state tuition fees, even if they're not a California resident. The new legislation recognizes that veterans move often during their service, making it difficult to meet residency requirements for in-state tuition fees.

OF INTEREST AB 266, AB 243, SB 643. This trio of bills establishes the first statewide set of licensing and operating rules for medical marijuana, particularly for its growers and retail sellers. The new regulations also anticipate an upcoming ballot for California voters on whether to

legalize the recreational use of marijuana.

AB 935. Veterans now have the option to have the word "VETERAN" printed on their California driver's license or ID card. Among other benefits, the designation informs medical and law enforcement personnel of a veteran's status, specifically in providing appropriate care to those with Post Traumatic Stress Disorder.

AB 554. High school students over the age of 16 — whether U.S. citizens or legal permanent residents — can now serve as poll workers. The new law aims to increase and diversify the number of bilingual poll workers, and to introduce more young people to the political and voting processes.

SOURCES: American Academy of Family Physicians, Californius.com, EdSource, Government Technology, Huffington Post, legtrack.com, Los Angeles Times, Sacramento Bee, San Diego Union Tribune, San Jose Mercury News, Southern California Public Radio, Time Magazine.

temple city snapshots



BAND PREVIEW NIGHT At its Oct. 3 field show, the Pride of Temple City Marching Band carried tunes with its signature pomp and pageantry. Hosted by the Temple City High School (TCHS) Band Boosters, the fundraiser benefited TCHS' Marching Band and Pageantry Corp Student Fund.

2 FALL FESTIVAL & CAR SHOW On Oct. 17, Temple City welcomed autumn with its annual Fall Festival and Classic Car Show with standing vroom only. Highlights included a display of vintage cars, children's activities and live musical performances by local students.

3 HOCUS POCUS IN THE PARK On Oct. 31, Live Oak Park saw its spookiest Halloween celebration to date. The annual sunrise-to-sundown event featured a health fair and tiny tot playground in the morning. By moonrise, the park was transformed into carnival filled with games, raffles, obstacle courses and enough candy to satisfy an army of goblins.

4 VETERANS DAY

To honor the 1,100 Armed Forces veterans who call Temple City home and to thank them for their courageous service, the community held a lively celebration complete with military customs, musical entertainment and a vintage aircraft flyover. A good time was had by all.



WANT TO SEE MORE PHOTOS? Visit www.templecityphotos.com.





Winter 2016



DEC

16

CITIZENS ACADEMY

Applications due

Temple City's premier civic engagement program is back for its fourth round! Learn the nuts and bolts of local government in this four-week session, which starts Jan. 14. Apply now at www.templecity.us.

MAP OF HOLIDAY DECORATING

Bundle up and celebrate the season with a

self-guided tour of Temple City's most festively decorated homes. Maps are available at City

CONTEST ENTRIES

Available Dec. 16



DIM SUM AND TEA

10:30 a.m.–12 p.m., City Parks Start the Lunar New Year off right with a full stomach! Sip on various teas and sample tasty treats including har gow, siu mai, barbeque pork buns, egg rolls and mochi balls.

FEBCAMELLIA FESTIVAL5ROYAL CORONATION

7 p.m., Live Oak Park Community Center Ladies and gentlemen,



get ready to put your hands together for the new Queen and King of the 2016 Camellia Festival! After a difficult selection process and numerous adorable faces, our new royals will be announced and crowned.

FEB CAMELLIA FESTIVAL



LUNAR NEW YEAR STREET FESTIVAL Hours vary, Las Tunas Drive

Ring in the Year of the Moelen with a live stree fair! The two-tay events uses fund Drive operween length Ciriba lies in and Rowland Avenue) features fan liy-mendly games, vendor booths, giveaways, live performances and much more! Event is hosted in partnership with Sing Tao Newspapers LA.

ATHLETIC FIELDS CLOSED

Through Jan. 31, Live Oak Park

The athletic field areas at Live Oak Park will be closed for renovation during December and January. Take the opportunity to get some rest and relaxation before spring season sports start up again!



Farm Fresh Food

FARMER'S MARKET

Every Sunday, 8:30 a.m.–1 p.m., City Hall Get stocked for the week with fresh, seasonal and regionally sourced produce.



26

Hours vary, Temple City Park Celebrate "Hometown Pride" at the 2016 Camellia Festival! Take part in a steeped Temple City tradition with a parade along Las Tunas Drive, carnival games and rides, live entertainment and delicious treats. All proceeds benefit local youth groups. See front inside cover for details.



ARBOR DAY CELEBRATION

2–6 p.m., Live Oak Park Join us for some food and fun activities to learn about the benefits of our urban forest. Get a chance to plant a tree, and don't miss the prizes of our scavenger hunt contest!



MAR DAYLIGHT SAVINGS TIME

2 a.m., Statewide

Set your clock forward one hour ahead for the longer days of spring and summer. And while you're at it, change the batteries in your smoke and carbon monoxide alarms.

CITY CALENDAR

FOR DETAILS, CALL (626) 285-2171.

DECEMBER

- **3** Registration for winter classes begins (p. 34)
- 4 Lights on Temple City
- 12 Compost Giveaway Free-Throw and 3-Point Contest (p. 39)
- 16 Online posting of Holiday Home entry map
- 18 Senior Holiday Luncheon (p. 42)
- 21 Winter Camp begins (p. 41)
- 24 Christmas Eve (City offices close at noon)
- 25 Christmas Day (City offices closed)
- **31** Senior New Year's Eve Toast (p. 42)
 - Applications due for Citizens Academy

JANUARY

- 1 New Year's Day (City offices closed)
- 4 Winter classes begin
- 7 Community Meeting (p. 44)
- 14 Citizens Academy begins (p. 9)
- 18 Martin Luther King, Jr. Day (City offices closed)
- 21 Neighborhood Watch Meeting
- 29 Outstanding Older American nominations due

FEBRUARY

- 5 Camellia Festival Royal Coronation
- 8 Senior Lunar New Year Luncheon (p. 42)
- 9 Dim Sum and Tea
- 12 Senior Valentine's Day Luncheon (p. 42)
- 15 Presidents' Day (City offices closed)
- 16 Mid-Year City Budget Review
- 17 Dial-A-Ride Transportation Meeting
- 18 Neighborhood Watch Meeting
- 23 State of the City Address (p. 48)
- 26-28 Camellia Festival (p. 2)

MARCH

- 1 City Council Reorganization
- Registration for spring youth sports begins (p. 39)

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- **9** Arbor Day Celebration (p. 40)
- **13** Daylight Savings Time begins
- 17 Neighborhood Watch Meeting

STAY CONNECTED

Get updates on City events



- facebook.com/ConnectwithTC
- @connectwithtc NEW!



Learn all about the NUTS AND BOLTS of your local government

★2016★

CITIZENS ACADEMY

APPLICATION DEADLINE

DEC. 3

PROGRAM STARTS



CITIZENS ACADEMY is a free,

interactive civic education program for those who live or work in Temple City, and are interested in learning more about City Hall. Participants meet with top staff to discuss various topics ranging from City finances and planning, to parks and recreation and economic development. Apply now and learn how you can take your civic engagement to the next level.



FOR MORE INFORMATION:

(626) 285-2171
 gcorella@templecity.us
 www.templecity.us/academy

templecity.us

11 TEMPLE CITY UNIFIED SCHOOL DISTRICT REDEFINES EDUCATION EOR-THE 21ST CENTURY

Education used to be about the three Rs: Reading, 'riting and 'rithmetic. For Temple City Unified School District, it's now about the four Cs: Critical Thinking, Collaboration, Communication and Creativity.

By Dan Brown

Show of hands: Who among you has heard of Sir William Curtis? Don't be embarrassed.

Few of us have. But it seems this forgotten member of the British Parliament was responsible, in a speech delivered in 1795, for the original phrase "the three Rs," which established "reading, 'riting and 'rithmetic" as the standard of education for the next two centuries. Not a bad run. But thanks to the efforts of Temple City Unified School District (TCUSD), the three Rs are being displaced by the *four Cs* — *Critical Thinking, Collaboration, Communication and Creativity.* With good reason, too.

TCUSD Superintendent Kathy Perini, a major advocate of the four Cs, believes they are the norm, not just for the innovative school district, but also for school districts across the nation. Expect technology to play a major role in four C-based curriculums, as Perini believes that, when properly used and smartly deployed, can create numerous opportunities for dynamic learning experiences. Clearly, Perini and her team are committed to transforming the classroom and as a consequence, the student experience. This is not your parents' education.

What drives this new way of thinking about education? We could speculate that the pace of technological innovation is at the heart of it. And we'd be on the right track. But it's more than trying to keep up with rapid change. Perini is fond of quoting Stanford University Professor Dr. Linda Darling-Hammond. In her book The Flat World and Education, the professor says, "The new mission of schools is to prepare students to work in jobs that do not yet exist, creating ideas and solutions to products and problems that have not yet been identified, and using technologies that have not been invented."

That's a tall order. A great deal of planning will be required to create a learning process that can exist in virtually any environment at any time. In a word, a learning process or skill set that is *transferable* from one challenge to the next.

TRANSFERABILITY FOR FUTURE CHALLENGES

The concept of transferability runs through TCUSD like a continuous stream. Whatever skill sets students learn at whatever grade level must be transferable to new tasks and challenges in the future. And that's not all. "At the secondary [high school] level, we have added new classes that are not only focused on the four Cs, but on endless possibilities," says Assistant Superintendent Kate Franceschini, Ph.D. Computer science is one of those courses. During a recent visit to Temple City High School, Franceschini was pleased to see that students were already writing script and code, and learning to read input and format output on computers.

The school district's evolving curriculum is about exploration and hands-on discovery. It's also about helping students develop skills for jobs that don't yet exist.



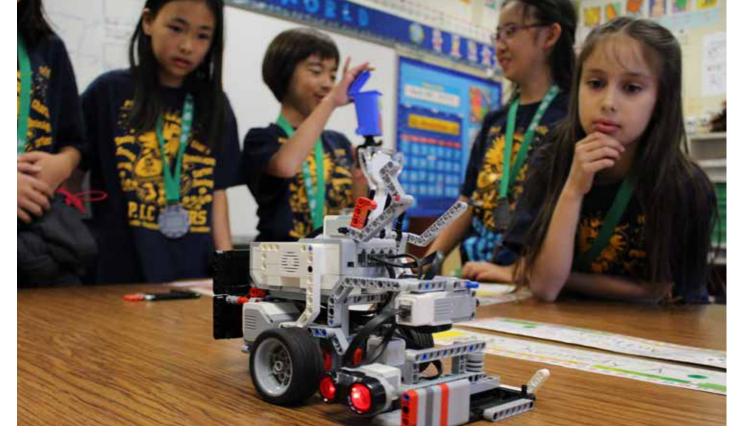
Temple City High School is among one out of every four high schools nationwide that offer computer science courses.

That course is a one-to-one computerized environment, which puts a laptop in the hands of every student in the class. It doesn't employ a traditional textbook with a test at the end of the chapter. "It's more about exploration and hands-on discovery, and giving students the possibility to see what's out there," Franceschini continues. "It's about helping them develop skills they can transfer to jobs that don't yet exist."

Melissa Kistler, TCUSD's curriculum director, joins in. "One of the things we're working on is creating more opportunities for students to use critical thinking to solve problems regardless of the course or subject matter," she says. Critical thinking, in essence, becomes part of a learning template that can be used to solve any science, technology, engineering, arts or math problem whether in today's classroom or in the future as intimated by Professor Darling-Hammond.

CONTEXT IS KING

What this means is that students get to see how an elegant methodology can serve them successfully no matter what career path they ultimately choose. And in that way, content, while still vital, becomes of secondary importance. "Really it's a change of focus," says Kevin Herington, Director of School to Career Enrichment Programs. "In the old days, content was king. Now context is. Students need to



Longden Elementary's award-winning robotics program reinforces the 4Cs through collaboration, problem solving and project management.

be able to use these skills across a broader spectrum of content."

So, as a *context-sensitive* rather than *content-rich* educational environment, today's classroom is less about memorizing the names of mountains and more about learning how to move them. No doubt then the best-equipped

Today's students will have a minimum of seven careers in their lifetime; some

could have a dozen or more.

students for the indefinable world of the future won't be walking *encyclopedias* as was the case when content was king. Instead they'll be walking *user manuals*, armed with the universal skill set required to handle any challenge. And that skill set, Perini reminds us, is grounded in the four Cs: Critical Thinking, Collaboration, Communication and Creativity.

Perini is also quick to note that students in school right now will have a minimum of seven careers in their lifetime; some could have a dozen or more. She says it's a historic time for students in terms of opportunities spread out in front of them. That necessitates an education model that is more proactive. "It behooves us, as the educational support system," Perini says, "to understand what our students' abilities and capabilities are, to build their skill sets, to do everything we can to maximize their opportunities."

"When we measured content proficiency before," Herington continued, "it was very isolated." Today, with context as king, it's not only important that students know how to add and multiply and read. They must be able to transfer those skills into science and social science courses.

MEASUREMENT AND FEEDBACK

It would be hard to argue against an education system that does an A+ job of educating children for future success in a global community. No credible argument could derail the emphasis on developing a student's creativity, critical thinking and collaborative skills either. But what about meeting performance standards, particularly those established by the State of California? Measuring a student's knowledge of content is straightforward. Measuring his or her ability to apply a skill set to different contexts (or situations) is not.

Kistler admits that what schools need to do is at once more demanding and more flexible. "We teach the instructional pieces that apply within the grade level per the State's Common Core curriculum," she says. "The new piece is problem solving, and that can happen on a more flexible schedule."

Kistler says that problem-solving tasks don't have to be limited to one class period. They can be spread over several weeks, depending on the task and teacher's desired goal. If the goal for students is to collaborate over the course of a project, the teacher can monitor their progress at any point. In this way the measurement process becomes more fluid and enables opportunities for the teacher to make adjustments while providing teaching moments for the whole group or an individual member. Kistler also indicated that TCUSD was using new technology to build a pre-assessment test to determine a student's capabilities before tackling problem-solving tasks.

Additionally, there's the California Assessment of Student Performance and Progress System (CAASPP), the new statewide student assessment test. According to Herington, this accountability measure is really focused on context. Students must use English language arts and mathematical skills across a broader range of subject matters than they've ever had to before. And so far TCUSD students and teachers have something to crow about. In the first year of the assessment, students performed very well in all grade levels.

Herington points out that TCUSD teachers have other ways to measure performance within the classroom, too. Step back into a computer science class for a moment and consider this: "If you don't input the code correctly, the robot doesn't move," says Herington. "So you get instantaneous evaluation and feedback." That immediate feedback, while the error is still fresh in the student's mind, makes the correct resolution more impactful, more memorable.

And immediate feedback is something today's youth crave and expect. Think video games. "One of the reasons kids love video games so much," says Herington, "is because they get instantaneous feedback right then and there." In other words, if their turn or game ends, they know immediately how to avoid it in their next go-around.

PREPARING STUDENTS FOR THE 21ST CENTURY

No Americans are better skilled in dealing with a continually shifting landscape than Californians. And no school district is doing more to help their students succeed in an unpredictable and demanding world than TCUSD. Here are some of the innovative programs their schools have launched.



Cloverly Elementary

Chalkboards have been replaced with new interactive whiteboards, bringing digital learning to the fourth, fifth and sixth grades. Students are using this new technology — essentially a giant, touch-sensitive version of a computer screen — to edit persuasive essays, create presentations and stream podcasts.



Emperor Elementary

Developing capable children continues to be a priority and through a federal grant, Emperor has established a Safe School Ambassador Program. The initiative trains students to be "agents of change", equipping them with powerful communication and intervention skills that prevent bullying and further the school's positive environment.



La Rosa Elementary

In partnership with Google, the CS First Club was recently formed to increase student access and exposure to computer science education. The club, currently for third graders, provides lessons in block-based coding, and demonstrates the impact that computer science has on careers and communities.



Longden Elementary

The robotic teams of Majestic TACO and EPIC Tigers will soon host the 2015 First[®] LEGO[®] League Challenge. Team members are to think like scientists and engineers, building robots from LEGO[®] pieces to perform a series of missions that solve a realworld trash problem.



Oak Avenue Intermediate

A new Innovations class is increasing awareness of how science, technology, engineering, the arts and mathematics interrelate through a number of hands-on learning exercises. The class also teaches students to participate in today's global economy through the 4Cs — creativity, critical thinking, communication and collaboration.



Temple City High School

Two new courses have been added to build a student's computational thinking. The first, Introduction to Computer Science, provides students with an understanding of computer programming. The other, AP Computer Science A, offers a college-level first course in computer science that focuses on programmatic problem solving.



Dr. Doug Sears Learning Center

A leadership program focused on service learning and the value of giving to others is underway. Students work once a week in several classrooms at La Rosa Elementary under a buddy program, reading to students, assisting with classroom activities and hosting school events.

Today's classrom is a blended environment of online learning and teacher-led instruction.

THREE-DIMENSIONAL VS. Two-dimensional learning

Steering content down a contextual learning path can lead to an abundance of options for students. Take someone who might be thinking of a medical career. Often we think only of doctors and nurses, but there are physician assistants, radiologists, phlebotomists, occupational therapists and so on. There are all sorts of pathways to get into the medical field. So at the onset, a child might take an Introduction to Health and Sciences class, then progress to a Medical Terminology and Human Anatomy course, and finally take a course that would prepare them for the specific profession they have in mind. "So they begin with the same basic knowledge," says Herington, "but then use it contextually as they head down a specific pathway."

Contextual learning also offers hands-on activities that simulate real world experience. In the case of students seeking medical careers, students won't just read about how to draw blood, they can actually learn firsthand what it's like to do it. "We're acquiring the technology now where a student can put a needle into a prosthetic arm and actually draw liquid out of it," says Herington. "We can monitor them and see if they are doing it correctly." Call it three-dimensional learning, not two-dimensional learning.

But the goal again, regardless of the path taken, is to get students to think critically and creatively about problem solving. And to develop a skill set that is ultimately more important than finding an answer to the problem at hand. "We're really focusing on developing that skill set," says Franceschini, "because that's where the innovation comes in."

BLENDED LEARNING AND COMMON CORE

The simplest explanation of blended learning is that it mirrors the college lecture and discussion model. Common Core standards seek to bring the K–12 system more in step with the requirements for success at the college level. So right from the get-go, blending learning and Common Core are on the same page.

How specifically does blended learning work? What does it blend? In a nutshell, it merges online curriculum with smallgroup instruction directed and monitored by teachers. Think of the former as the source for foundational knowledge (content) and the latter (context) as the exposure of students to more challenging and varied tasks. In the K–12 scenario, what's blended then are two stations — a computer-based station to build a knowledge base, and a teacher-led small group station for learning more complex, problem-solving skills.

K–12 teachers can accomplish the same goals as the college lecture and discussion model. But instead of achieving these ends during separate times, in different places, with a swarm of teaching assistants, the blended learning model allows them to do it in one classroom during one class period.

Blended learning at TCUSD uses educational materials they already have, but also brings technology into the classroom. Classrooms look different, too. They're set up to be more collaborative and interactive with technology.

A big part of blended learning is finding out how well developed student skills are. Kistler points to a pilot program called iReady, currently at one elementary school, which allows instructors to put students on computers and get baseline data about their reading and math skills.

Student interactions with the computer are designed to meet their developmental levels and interests. They're learning to use technology to collect knowledge from more than one source. "The blended part," says Kistler, "comes in where



Blended learning at Cloverly Elementary entails the use of interactive whiteboards to make student learning much more enjoyable.

TCUSD BY THE NUMBERS

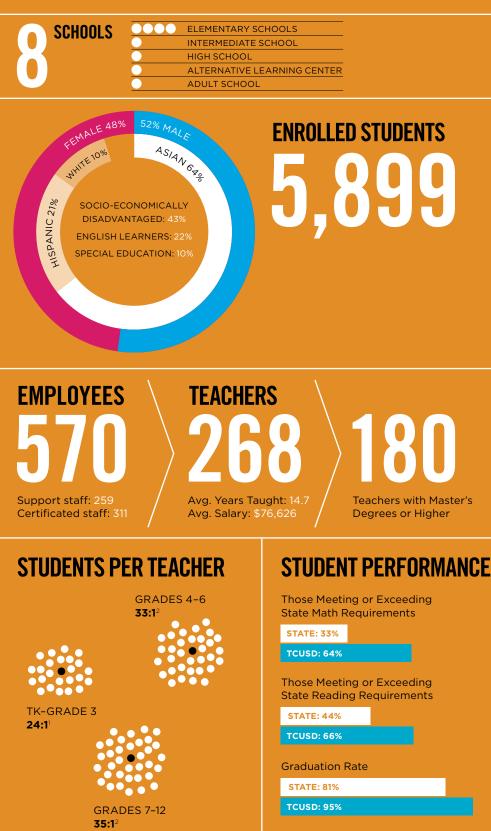
the teacher assesses what the kids have learned and then determines the next instructional step." Based on the data generated from these programs as well as what teachers observe in class, they can then tailor lessons to either the whole group or smaller groups. "We don't have to teach to the middle anymore," says Kistler. "Because we know what each child needs." Teachers can look at what a child is doing and then immediately tweak that piece of instruction.

GOING GLOBAL IN THE CLASSROOM

Perini is particularly proud to say that her teachers are not afraid to try new things. Teacher Jessica Gould of Oak Avenue Intermediate School comes quickly to mind. Earlier this school year, Gould took her students on a field trip to Rome, the Taj Mahal, the world's tallest building in Dubai, the Great Barrier Reef and Bryce Canyon — all in one day. She did with the help of colleagues and Google's Expeditions Pioneer Program. In fact, the program is so new that Gould's class functioned as a beta site, quite an honor for kids who didn't even have passports.

The virtual field trip began with Google, at Gould's request, bringing 80 kits containing everything she needed to run a virtual trip for her class: smartphones, a tablet for her to direct the tour as well as to see what each child is looking at, a router that allows Expeditions to run without an Internet connection, and Google Cardboard viewers that turned phones into virtual reality headsets. Gould can't wait to repeat the experience and will have a lot of destinations from which to choose — 100+ virtual trips, including places a school bus could never go. Mars, for example.

"We were fortunate to get in on this because Google doesn't plan a full implementation until next year," says Kistler, who credits Perini for setting a tone that TCUSD educators think outside the classroom box.



1 As required by the State's Department of Education.

2 As required by the Temple City Unified School District Board of Education.

GOOGLE'S EXPEDITIONS PIONEER PROGRAM AT OAK AVENUE INTERMEDIATE TAKES STUDENTS AND TEACHERS ON VIRTUAL FIELD TRIPS WITH THE HELP OF GOOGLE CARDBOARD VIEWERS.

D-SCOP Pro

One of the real joys of the Google Expeditions experience was seeing how much the students got into it. "It was so intriguing to watch the kids reach out, as if they could touch what they were seeing," says Kistler. "You could hear the kids saying, 'Hey, look over there' to their neighbor. The sound of learning was so exciting."

The relationship with Google doesn't stop with a whirlwind global tour either. A number of TCUSD teachers are getting into Google Classroom, which, among other things, allows students to collaborate on the same document from different computer stations. They can even collaborate on an assignment from home. "It's been a fabulous experience," says Franceschini. "It helps students understand that how we interact and collaborate is really changing in our world."

And for any parent who worries about their child digressing into trouble during his or her worldwide adventures, or having random conversations with friends instead of paying attention to the subject at hand, Perini reminds us the teacher always has full control of the learning environment — even when the students engage in it outside of school. Adds Herington, "It's a secure environment and students know they have to interact with technology in a mature way and be good digital citizens." Good *global* digital citizens, to be more precise.

DUAL ENROLLMENT CREDIT

Could there be a better way to replicate the college learning experience than by giving high school students the opportunity to take college level courses for which they actually earn college credits? TCUSD doesn't think so. Which is why they now have a program where their students are concurrently enrolled in Pasadena City College (PCC). Even better, the credits are transferrable to any UC or Cal State campus; so they're on their transcripts before they set foot on campus. Sounds good in and of itself, but when you consider the program is also free, it's virtually irresistible for students looking to get a jump on their future.

Currently, TCUSD is offering one dual enrollment course with PCC: an engineering design class. Those students who complete it successfully will have three credits at the end of the semester, as well as earning their high school credits towards graduation. In addition to this one course where students are dual-enrolled, the school district offers five Career Technical courses. These allow students to earn credits, but to do so they must enroll at PCC and pay for the course. "So it's a slightly different process," Herington says. But efforts are underway to transform the program into a dual enrollment model, allowing students to take the courses at Temple City High School without incurring costs.

Herington says TCUSD doesn't want to limit dual enrollment courses to junior and senior students either. So plans are in the works to offer a college counseling course to freshmen. Students who successfully complete the program, which includes a summer at PCC, would enter their sophomore year with eight college credits. If they do that for four years, they'd have 32 college credits. That could save them a year's worth of tuition. Equally important, they'd be demonstrating that they have skills on a par with college students. "But they're not going to earn credits by just showing up and sleepwalking through the class," says Herington. "They've got to do college level work."

The instructors who teach dual enrollment courses must meet PCC's minimum requirements. The high school's engineering instructor does so easily. In fact, he's an adjunct professor at PCC in the evenings. Herington expects future courses to be taught by TCUSD teachers meeting PCC criteria, or PCC instructors themselves. Either way, he says, students will be doing advanced work. As for students in the engineering design class, they no doubt feel especially blessed. For one thing, semesters one and two, as well as the summer session, are all free of charge. But that third sequence is indeed something special. Over the summer students can study on the PCC campus, where they'll work on a Formula E racing car based on their engineering design. Formula E is a groundbreaking FIA [International Automobile Federation] championship racing series of electric-powered cars.

Other engineering students will have an opportunity to compete in NASA's Jet Propulsion Laboratory Annual Invention Challenge. Last year, Temple City High students placed third nationally.

EARLIER EXPOSURE TO LANGUAGES

Another new program for TCUSD is FLES (Foreign Language in Elementary School), which Perini admits is a more conservative way to introduce language learning to children than dual immersion, but one she firmly believes is the best initial option. Lower cost is one reason. Yet Perini feels the program's flexibility to give young children broad exposure to multiple languages — versus deep immersion into one — is what's most attractive.

In high school, as in previous years, students have the option to take Spanish, French, German, Mandarin or Latin. But at the elementary school level, foreign language instruction has been unavailable. That's about to change with the implementation of FLES. (For a more detailed look at FLES, go to the Immersion article on pg. 21 of this issue.)

With FLES, which will offer at least three 30-minute classes per week, children can also receive instruction via electronic devices at home. The online component is self-directed and self-paced. Students can repeat a lesson. If they want, they can choose to study more than one language per year, which is not the case with dual immersion programs. A FLES program could conceivably accommodate an entire school of 1,000 students versus 40 to 60, which is the typical number of students allowed to enroll in a dual language immersion program. Furthermore, an ambitious program could offer not just English and Spanish, or English and Mandarin, but up to five different target languages.

"An unintended result of this," says Kistler, "because many kids in our area speak more than one language, is that we can really build respect for different cultures." Students get the language exposure out of the gate. But then they can immediately use what they've learned when playing with their friends from other backgrounds. That builds cultural sensitivity and community as well as skills for the future. Students get broad opportunities to really experience and collaborate with people from other cultures. "That's a critical piece for us," Kistler adds.

FULL STEAM AHEAD

STEAM — Science, Technology, Engineering, Arts, Mathematics — is TCUSD's interdisciplinary approach to education. It's a balanced, comprehensive and engaging curriculum, offering students with opportunities to collaborate, experiment and demonstrate their aptitude in a variety of areas. "Everything we do we are weaving together to ensure we have a cohesive program for our students," says Perini. And above all, a relevant program. Imagine a classroom where you no longer hear kids saying, "Why do I have to learn this? I'm never going to use it."

Perini points out that science, technology, engineering, arts and mathematics all require a high degree of critical thinking and problem solving. Each content area has its own specific fluency and vocabulary as well. "We also know that these sectors are where the jobs are going to be," says Perini. "Especially here in California." Perini notes that California leads the nation in job growth, particularly in these areas. She cited recent data that showed if you are in one of these five sectors in the future, you would have at least 1.5 jobs available to you (while opportunities in other areas will be significantly lower).

Kistler describes STEAM in action: an engineering program in robotics, the First® Lego® League. "This program has all components of STEAM," says Kistler. "That's why it's such an exciting venture." Here students need to create a functional design (engineering and arts). They need to understand software and programming (technology). They need to do coding (math). And, finally, they need to know something about the environment in which the robot will be deployed and how the robot will interact with that environment (science). Robotics is being introduced from elementary school through high school.

Another example of STEAM at work is a third grade class reading *Charlotte's Web.* The story involves a spider, a pig and other farm animals. Among other things, a county fair takes place. In all, it's fertile ground for blended learning. From a literary perspective, students can study theme, purpose and message. What's the life-altering part of the story?

Imagine a classroom where you no longer hear kids saying, "Why do I have to learn this? I'm never going to use it."

Then there's a history aspect the culture, the time period. What, for example, does entering competitions with your farm animal and winning first prize say about the society at the time? Or perhaps students look at life on a farm. What's it like when the rooster crows at 6 a.m. and you have get up to milk the cow and feed the animals?

Consider mathematical exploration, too — with ratios and percentages. Students could create charts and determine the ratio of the number of legs a spider has to those of other insects.

A scientific study of the web itself would be germane. Students could analyze the life cycle of a spider. Or why a web is built in a certain way. Why is it so strong even though it's built from such light material?

So it's learning about the interrelationship of all elements, not just understanding the literary piece. Think of it as cross-pollination.

TRANSFORMING HOW Children are taught

TCUSD provides professional development and individualized learning for staff. This past summer, ten different sessions were offered from which teachers could pick and choose. Among these: Google Classroom, one session for teachers who have not used it and an advanced class for those who have. Writing projects from UCLA, math programs and cognitive guided instruction were also offered. As were webinars where teachers learned how to better integrate mathematics, English and history. There was even a session on grading smarter, not harder.

Kids are now more actively engaged in their own learning, and the role of the teacher is changing. The teacher has become a coach, facilitator and guide. Students, for their part, are being taught how to personalize their learning, because learning is no longer one-size-fits-all.

ACADEMIES THROUGHOUT THE YEAR HELP PARENTS SUPPORT STUDENTS AT HOME, AS WELL AS BEING CO-EDUCATORS IN THE CLASSROOM.

HIGH PARENT INVOLVEMENT

TCUSD seeks to involve parents in different ways — for example, not just by supporting students at home, but also doing so as co-educators in the classroom. This intensified level of engagement requires parents to do some studying of their own. And to this end, TCUSD has created parent academies.

"We have a community outreach liaison who speaks Mandarin and English," says Perini. "She is reaching out to parents and setting up nighttime parent academies." Right now there's a five-week session called Success Starts At Home, which helps parents find ways to prepare their students for college and careers in conjunction with what schools are doing from kindergarten on.

A typical session features an expert from an outside partnership. One recent topic: "How to improve your English learner's language skills." Another topic was discipline versus punishment helping parents learn how to build their child's character by focusing on the former rather than the latter. Perini says TCUSD surveys parents regularly, asking them to suggest topics.

In addition to these sessions, one night a week is dedicated to technology. The goal here is to help parents effectively search websites and use new applications, so they can better help their children with homework. Overall, participation has been strong with as many as 100 parents showing up on any given night. Perini finds this encouraging. "The bottom line is that we can't do this unless we have the support and partnership of our parents." Perini also feels the high level of parental involvement makes TCUSD unique. "Our parents are committed to learning, to our school district, to partnering with us," she says.

EXTENDED LEARNING OPPORTUNITIES

Staying after school isn't what it used to be. At least not here in Temple City. "We are shifting from just providing afterschool childcare for working parents," says Kevin Herington, "to extending the learning opportunities which children experience during the day." After school, students can now expand their knowledge and skills in a variety of areas — science, technology, engineering and math among them.

"Some of our best learning experiences occur outside of the school day," says Herington. So, in addition to existing staff, outside experts are brought in to create these enhanced educational opportunities. Herington says they're hoping to bring in experts along the lines of Bill Nye, the Science Guy, who are not only knowledgeable, but entertaining as well. He also says the school district is fortunate enough to have local talent among its parent population who can share with students their professional experience and expertise.

Students are not locked in to a specified time period for additional study either. They can come for an entire session or for just one class if a particular topic piques their interest. As for capacity, Franceschini says the typical afterschool program can accommodate up to 300 students. "It's like a satellite concept," she says. "If necessary, we could run it at multiple locations."

LEARN AND LIVE

By now you get the picture. Every educational endeavor TCUSD's educators and students engage in is part of a grander plan, a fully integrated and blended approach to education where the whole is greater than the sum of its parts.

And yet the individual parts themselves, the programs are educational microcosms, designed not only to create a lifelong joy of learning, but to help students develop skill sets that will serve them well in their future careers and lives. To be a good student in this dynamic, engaging environment entails more than an accumulation of knowledge. It requires students to see themselves as part of a community, an interdependent collection of individuals pursuing their own dreams in collaboration with, and with the support of, others.

In short, TCUSD has created, and continues to refine and enhance, an educational experience that, were it to appear on a bumper sticker, might look like this: *Learn and Live*.

LEARN MORE:

Temple City Unified School District 9700 Las Tunas Dr., Temple City (626) 548-5000

天普聯合學區

摘要

以前教育通常用三個英文R字母代表:讀書(reading)寫作('riting)算術('rithmetic),現正天普 聯合學區則用四個英文C字母:批判思維(Critical Thinking)共同合作(Collaboration)通訊交流 (Communication)創新精神(Creativity)。為達目標,教育總監 Kathy Perini 和她的教育專業團 隊根據這些理念設計了一套新的教育課程挑戰學生,培養他們發展出無論遇到任何學科都可以有 效應用到的思考方式和解題方法,Perini 女士説:這種形式的教育才能訓練學生有能力準備好還 未存在的工作,有能力解決還未出現的問題,有能力使用還未發明出來的科技。

CREATING LANGUAGE IMMERSION PROGRAMS: WITHOUT GETTING IN OVER YOUR HEAD ->

BY DAN BROWN & STEVE NATHAN

你好

HOLA

Nin hão

PARENTS WANT their children to succeed, in life and in their careers. But in a world that is at once larger and smaller than it was just a few short decades ago — larger because of the global economy and job market; smaller because technology has furthered international communication and commerce — what are the silver bullets that will foster success?

Many argue that language is one silver bullet; specifically, the ability to communicate with others in their native tongues with a proficiency so deep it recognizes cultural and semantic nuances. In other words, to literally and figuratively speak someone else's language.

The rub for students, of course, is having access to dual language immersion programs. In California, for example, there are only 200 or so public schools offering these programs. That's out of more than 7,100 elementary and middle schools. (The total number of schools offering dual language immersion programs jumps to 367 when you add in private schools.)

So while the demand and popularity of these programs is growing, it's not yet common. Particularly when you consider that there are 3.5 million native English speakers in California public schools, representing 57.1 percent of the total enrollment, who could benefit from learning another language.

Perhaps the biggest reason for the low number of dual immersion programs is the major financial commitment required to properly fund them. Many parents, however, particularly those in financially well-to-do districts, don't see this as an insurmountable — or even a real problem. "If they [Irvine Unified School District] thought it [a dual immersion program] was valuable, they would find a way," says UC Irvine faculty member Anita Casavantes Bradford. "This is a district with resources."

But whether the funds are available, the programs also require an ongoing commitment from parents, which must extend well beyond signing an initial waiver to place one's child in such a program. In fact, the commitment must last nearly a decade.

Superintendent of Temple City Unified School District (TCUSD) Kathy Perini and her colleagues are intimately familiar with the pros and cons of designing, implementing and maintaining a viable dual language immersion program. So it is with caution and due diligence that TCUSD, under Perini's leadership, is devising a long-term plan to bring additional language opportunities to its students.

"We won't just grab a plan off the shelf and launch it," Perini says, "That would be experimenting with young peoples' lives and we don't do that here."

TEACHING FOR LEARNING SPONGES

The goals of dual immersion programs are to develop bilingualism, academic achievement and cross-cultural competencies for all students. Research has shown that best results are achieved through early immersion. The younger the child, the greater his or her capacity to learn a foreign language in much the same way a native speaker would through play and social interaction, for example. Put another way, five-year olds are learning sponges.

In dual immersion programs, the ideal ratio of English speakers to native speakers of a foreign language is 50:50. Students usually begin in kindergarten spending 90% of their time learning content in the foreign language (e.g., Spanish) and 10% of their time learning in English. For first graders the formula is 80:20, third graders 70:30, and so on until it reaches 50:50. By the end of sixth grade, all students in the program should be proficient in English as well as the foreign language, and at or above grade level academic benchmarks. What's interesting, too, is that these students consistently test better than their peers who have not been enrolled in dual immersion programs.

As for native speakers of a foreign language, one might wonder how such a program can benefit them as much as it does for native English speakers when equal weight is not given to learning English until the fifth or sixth year. But the reason is simple. English learners are already immersed in a society where English is the dominant — and, more often than not, the only - language spoken. So if they're initially placed in a class where only 10% of the instruction time is in their native tongue, they could end up losing that language in the absence of greater reinforcement. This is not the case for English speakers whose ability to speak English is ever present in their world — at home, in the media, online and so on.

In TCUSD, surveys have indicated that if dual immersion language programs were offered, Mandarin and Spanish would be preferred. A handful of these programs already exist just outside the district — offered by the Glendale, Pasadena, Hacienda La Puente and Walnut Valley unified school districts. Having them nearby presents its own kind of peer pressure for TCUSD to act. In response, Superintendent Perini has assembled a qualified team of education professionals to uncover the best practices used by these districts and others. But the focus here is not merely on dual immersion language programs. TCUSD's bigger initiative — which also includes focusing on a number of new state mandated programs — is to develop an

DOCUMENTED, IMMERSION PROGRAMS PARENTS AND SCHOOLS ALIKE.



The core differences between FLES and dual language immersion: cost, instructional time and proficiency level.

array of innovative enrichment programs to keep the school district competitive.

One of these programs, which is gaining steam throughout California, is FLES (Foreign Language in Elementary School), which Perini recognizes as a more fiscally prudent, albeit less aggressive way to offer more language learning opportunities. It's a first step that can best be described as getting one's feet wet.

"We're seriously evaluating the La Cañada Unified School District's adoption of a FLES program," says Assistant Superintendent Kate Franceschini, Ph.D. La Cañada's FLES is a more robust model that allows a greater number of students to be served.

FLES IS MORE

TCUSD wants to implement FLES, but dramatically expand its scope. District staff is particularly drawn to the flexible options this type of program offers the ability to be taught via electronic devices at home, for example, as well as in the classroom. Even better, it could conceivably accommodate an elementary school of 1,000 students versus 40 to 60, which is the typical number of students allowed to enroll in a dual language immersion program. What's more, an ambitious FLES program could accommodate not just Spanish or Mandarin, but up to five different foreign languages.

What this means is that, for a substantially lower cost, FLES can expose a number of students to new languages, gauge their level of interest and then offer the most serious students with opportunities for more language learning — all without spending thousands of dollars on those who might, after a year or two in a dual language immersion program, decide it's not for them.

FLES VERSUS DUAL IMMERSION

How, in practice, is FLES different from dual language immersion? To begin with, the programs differ in destination. The goal of FLES is to have students reach a novice level of proficiency in a foreign language. They'll be able to understand simple statements and directions, engage in conversations about everyday topics, write short sentences, and read and understand brief texts on familiar topics. To reach this proficiency they are taught the foreign language for a minimum of 90 minutes per week. All other learning would be done in English. Dual language immersion students, on the other hand, receive daily instruction (up to 90% of the time) for all their subjects in the foreign language and are expected to develop full language proficiency by the fifth or sixth grade.

Although the time commitment, teacher training and overall cost is much lower for FLES, the program has had considerable success in delivering many of the key benefits that dual language immersion programs do. In addition to delivering functional proficiency of a foreign language at the earliest possible and most receptive age, FLES provides a context for learning. It builds an understanding and appreciation of other cultures, resulting in a more global perspective.

In the tentative TCUSD model, says Perini, instruction will be computeraided, giving children options to learn a number of languages — Spanish, Mandarin, German, Italian, Korean and so on. Currently, FLES programs in the state can run before, after or during the school day, as long as the school remains in compliance with all required instructional time from the California Department of Education. And while FLES can begin at any grade and be delivered intermittently, research indicates that greater success is achieved with the earliest possible start date and sequential learning from year to year. Perini trusts this research, which is extensive and authoritative. She also trusts her team's comprehensive research of similar programs and will not deploy FLES until a thoughtful assessment is completed. Nevertheless it's no secret that she and her team particularly like that the FLES model provides a nurturing environment where students can explore different languages, discover their preferences and then comfortably learn another language at their own pace.

Perini, who grew up in a quadrilingual home, is well acquainted with the benefits and opportunities that multilingual fluency can deliver. So she's wary of any course of action that would limit them. "The minute you put a dual immersion program into place, it limits opportunities for the student," she says. With dual immersion, students are committed, for better or worse, to one foreign language. If they love it, great. If they don't and drop out, they could find themselves behind their Englishspeaking peers because learning content in a foreign language takes longer than it does to learn content in English. What's more, such a negative experience could discourage students from exploring other languages that they might enjoy.

With the more flexible FLES system, a student could begin studying Mandarin and six months later decide to dabble in Spanish. Another advantage of the technology-driven FLES approach, according to TCUSD staff, is that it's less labor-intensive. That's no small difference in an era when fully credentialed language arts teachers are scarce. Consider the fact that Loyola Marymount University is the only Southern California institution granting teaching certifications in Mandarin.

"We want our program to be sustainable, to stand the test of time," says Perini. And FLES seems to be what the Superintendent ordered. Even without the teacher availability issue, dual language immersion is more risky and more difficult to implement. Where would the program be housed? And what about funding? A single program could run hundreds of thousands of dollars annually. Sure, State grants and private funding are out there, but would they be enough and ongoing?

Of course a big part of program sustainability is knowing what the people want. In a survey of TCUSD parents conducted last year, Mandarin and Spanish were the two most preferred languages. Assistant Superintendent Kate Franceschini noted that preserving a family's home culture and helping their children be better prepared for a competitive global marketplace ranked highest in the reasons why learning a second language was important. Another reason was especially popular with Temple City's American-born Chinese residents living in extended households. "They want their kids to be able to communicate with their grandparents," says Franceschini.

Perini and her team have peeked behind this parental desire to enable their children to communicate across generations and found a wish to preserve a family's cultural heritage. This flows nicely into FLES since the program is as much about instilling a knowledge and appreciation of other cultures as it is about teaching other languages. Says Franceschini, "Learning the culture is part-and-parcel of learning a language."

Franceschini's colleague, Curriculum Coordinator Melissa Kistler, Ed.D., is quick to echo the sentiment. "We're not about producing kids who excel academically but lack cultural competencies," she says.

Kistler says the choices used to be Spanish, French or Latin, but that students today are making choices that are frequently driven by relationships. "They may want to learn Armenian or Mandarin based on friendships established with students from those cultures," says Kistler. Reinforcing that view is colleague Natasha Neumann, who insists the school district embraces and builds upon a foundation of diversity.

Monica Rodriguez, a Spanish teacher on special assignment at TCUSD, is happy to note that Spanish instruction no longer relies on rote memorization. It prepares students to take what they

OWING WHAT THE PEOPLE WANT. IN A SURVEY VERE THE TWO MOST PREFERRED LANGUAGES.



Books in Oasis' school library demonstrate that learning the culture is part-and-parcel of learning a language.

learn in the classroom and apply it to their own lives. And they can't do that without making a connection with the language itself. "We want them to fall in love with the language," says Rodriguez. But again, it's the flexibility of FLES that gives students just enough exposure to a new language to discover whether their feelings toward it are true love or infatuation. Without true love there can be no sustainability.

LOVE AND MONEY

Like so many things in life, it comes down to love and money. "This community is very unique," insists Perini, who dismisses Temple City's frequent comparison with places like La Cañada Flintridge and South Pasadena. "We don't have a population of extremely wealthy parents yet we don't qualify for the kinds of government funding some other districts do," she says. Therefore, it's essential that TCUSD implement a financially sustainable program that's not dependent on individual donors or foundations.

That tips the scales in favor of fiscally feasible FLES versus the more expensive dual immersion approach. Which is not to say that TCUSD won't arrive at dual immersion down the road. These programs just won't be the first stop. Perini's immediate goal: to get a pilot FLES program up and running by 2017. "We want to prepare kids for the future," says Perini. "Any student educated in Temple City should feel they can do anything."

AN OASIS FOR LANGUAGE LEARNING

Operating in near anonymity, Oasis *Trilingual* Community School is tucked inside the Temple City First United Methodist Church, where it rents classroom and office space. Just two years old, the school was founded by a group of parents who wanted their children to be challenged with studies in English, Mandarin and Spanish.

"I wanted a top-of-the-line education for my kids, but not be priced out of it,"



At Oasis, all fifth year students take the HSK (Hanyu Shuiping Kaoshi) Chinese Proficiency Test. Those with outstanding scores can win scholarships for short-term language studies in China.

says Principal Tamara Hernandez, one of the founding parents. Tuition is \$11,500 per year, which in the world of private schools is a relative bargain. Furthermore, Oasis recently began offering scholarships for families in need.

Hernandez says that despite the dedicated efforts of teachers and parents, her daughter's experience in the Pasadena Unified School District came up short to her way of thinking. She says that Oasis, which her daughter, now nine, and six-year-old son attend, provides the challenging education she always dreamed of. Not only does every student become proficient in English, Mandarin and Spanish, but they are engaged in a rigorous curriculum of science, math and art in all three languages. Using a 40/40/20 percentage model for Mandarin/English/Spanish instruction, Oasis's program was developed and is regularly assessed in partnership with Dr. Simona Montanari, a child and family studies professor at Cal State LA. Dr. Montanari also advises the Glendale Unified School District on their highly regarded dual-language immersion curriculum.

Oasis is not a one-size-fits-all program either. Hernandez says that children have different learning paces. But generally it takes 800 hours to gain strong proficiency in Spanish and 1,500 hours to do so in Mandarin. That translates to about 40 weeks of Spanish and 75 weeks of Mandarin.

A key benefit of tri-immersion is transferable knowledge. "We ensure that students learn to transfer ELA (English Language Arts) skills to other languages," says Hernandez. "Applying skills this way reinforces them three times." In fact, research shows that children in dual and trilingual programs not only develop higher competence in English than children solely in English, but also reach higher academic achievement than children educated in one language.

Hernandez, who is half-Nicaraguan, is delighted that her children are learning the language that she has nearly lost. She also agrees with the increasingly popular notion that fluency in Mandarin may be a requisite for success in a global economy, given the projected dominance of China in the 21st century. In response, Oasis teaches both traditional (characters are more complex) and simplified Mandarin — the former spoken mainly in Hong Kong and Taiwan; the latter the standard for mainland China — as well as Pinvin, the transliteration of Chinese into the Latin alphabet. Far East textbooks and workbooks are used, with the content weighted toward traditional Chinese, which seems to be making a comeback in China.

For an objective means of measurement, all fifth year Oasis students take the HSK (Hanyu Shuiping Kaoshi) Chinese Proficiency Test. An international standardized exam, HSK assesses the ability of non-native Chinese speakers to use the Chinese language in their daily, academic and professional lives. Passing means that students can attend colleges in China. Additionally, those who pass receive a certificate that, along with HSK scores, are recognized as authentic Chinese proficiency measures in many countries around the world. Presumably the kids are then ready to conquer the world, should they be so inclined.

Still, Hernandez insists it's not all about preparing kids for global financial success. "Yes, we hope to give students the tools for career success," she says. "But, more importantly, we want them to have what it will take to make the world a better place." For Hernandez, the capacity to be a catalyst of change begins with the *learned* ability to see things from more than one perspective. And she sees no better way to accomplish that than trilingualism.

And that's not all. "Immersion programs encourage creative thinking, pattern recognition and problem solving, too," Hernandez says. In other words, they have cognitive, emotional and practical benefits.

As for keeping a lid on tuition costs, Hernandez said their business model functions like a true start-up. As a nonprofit, the school has no costly bells and whistles. "We got lucky on a great school building," she says. "And tuition, donations and volunteer parent labor help cover our expenses."

TOTAL IMMERSION: LOVING IT IN THE DEEP END

Oasis is clearly the poster child for what can be accomplished when school officials and parents coalesce around a common dream. At Oasis, even science and mathematics — including Singapore Math, which uses concrete objects and pictures as well as mathematic symbols — are taught in both English and Mandarin. Technology is emphasized. And the curriculum exceeds Common Core State Standards not only for language arts, but also for social studies, math and science. For academic balance, art, music, drama, yoga, kung fu, dance, gardening and cooking are taught, again in all three languages. This, to say the least, is total immersion.

What's more, small class size, usually no more than nine students, permits teachers to customize the curriculum to individual students. Each student works at his or her own level in multi-age classes. Parents and teachers collaborate to create individual learning plans, but do so with input from the children, allowing them to become active participants in their own education and thus take greater ownership of their accomplishments. Assessments are done three times a year in all three languages - and mathematics - to make sure each child's individualized learning plan stays on target.

Hernandez believes that creating individual learning plans based on ability rather than age have an advantage over typical public school language immersion programs that require students to begin lessons at Step One in kindergarten. What this means is that children of all ages and language proficiencies can enroll and know that they will be placed in a learning environment that is appropriate and challenging.

A concern among some Oasis parents is what happens to their children when they complete sixth grade. The absence of a local trilingual middle school education could put their children in learning limbo, or force them have to choose between Spanish or Mandarin in a more limited dual immersion program. To address this concern, Hernandez plans to extend Oasis' trilingual education into middle school and, ultimately, into high school. But in the meantime the issue remains unresolved. As for those parents who claim three languages distracts from a child's ability to concentrate on math and science, Hernandez points out that the Oasis school day is one hour longer than the traditional school day. Therefore, no educational goals are being compromised.

TO IMMERSE OR NOT TO IMMERSE?

It would be easy to think of Oasis Trilingual Community School as an educational Eden. And on the scale on which it currently exists, it might well be. But what happens when you try to upsize the Oasis model to, say, a public school district comprised of eight schools? To TCUSD, for example. The shine on the apple might no longer be so bright, or at least require a lot more time, money and elbow grease to keep it so. There are clearly dangers of doing too much too soon when you're responsible for thousands of students and unwieldy budgets. The fable of the hare and tortoise is instructive here. Slow and steady is a proven way to win the race.

The words of TCUSD Superintendent Kathy Perini are worth repeating here. "We won't just grab a plan off the shelf and launch it. That would be experimenting with young peoples' lives and we don't do that here."

FIND OUT MORE:

Temple City Unified School District 9700 Las Tunas Dr., Temple City (626) 548-5000

Oasis Trilingual Community School 5957 Golden West Ave., Temple City (626) 285-8262

語文沉浸教學

摘要

雙語沉浸教學課程對學生雖然收益良多,有目共睹,但是推行起來還要靠學校和家長雙方完全投入才能成功。此外,沉浸方式教學亦並非教導小學生學習外國語文的唯一途徑,同樣也不一定是 最佳方式。目標其實各有不同:雙語沉浸方式旨在教導小學生到六年級時可以達到流利外語標 準,而「小學教外語」FLES (Foreign Language in Elementary School)則是以較廣濶、不是太 深入的層面讓學生認識多類形的語言和文化,不過,不管學校和家長選擇以那種方式培養學生, 最終的目標還是讓學生將來可以在全球多語言的職場上有更好的優勢爭取成功。



IMPORTANT AS EVER, But still too few.

By Brian Haworth and Leslie Cayton

Aside from parents, teachers are the main source of knowledge and values for children. What's more, a single teacher can touch the lives of over 3,000 students in the course of a career. Today there are more than 7.2 million teachers in the United States. That's 2.25% of the total population, roughly 1 in every 44 Americans. And while that may seem like a lot, there is, according to the latest U.S. Department of Education report, a critical teacher shortage in America, from which no state, not even California, is exempt. Here are facts about the current world of K–12 teachers, and some reasons why their world is changing.

SOURCES: BusyTeacher.org; DonorsChoose; Education Next; National Association of Colleges and Employers; National Center for Education Statistics; National Education Association; National Public Radio; Organization for Economic Cooperation; Scholastic Corporation; U.S. Census; U.S. Department of Education, Office of Postsecondary Education.

A CLOSER LOOK AT TODAY'S

WHO ARE THEY?

- Over 80% of teachers are female.
- The typical female American teacher is 43 years old, married, has a master's degree, 15+ years of experience and works in a public school.

WHY ARE FEWER MEN TEACHING?

- A perception that the high esteem the profession once enjoyed is diminishing.
- Low starting salaries, which discourages them from joining the profession.
- A fear that teaching will make them vulnerable to accusations of abuse.

THE CHANGING FACE OF TEACHERS

- 65% of new teachers are recent college graduates.
- 35% are older career switchers.
- The number of minority teachers has nearly doubled in the past 20 years.

TEACHERS <3 TECHNOLOGY

Teachers may not be as adept as their students at texting, but they're very savvy when it comes to maximizing the time they're engaged with the Internet and social media.

- 90% of teachers use social media sites to enhance student learning.
- 85% use education-focused sites for lesson and curriculum planning.
- Top five websites for teachers: YouTube, Discovery Education, Scholastic, PBS and Pinterest.

90% of teachers use social media sites to enhance student learning.

TEACHERS AND WHAT MOTIVATES THEM

WHY THEY BECOME TEACHERS

While many of the reasons to become a teacher are personal, the primary reasons, which follow, are largely shared:

- To make a difference in the lives of children.
- To share their love of learning and teaching.
- To help students reach their full potential.
- To be part of those "aha" moments.
- Because a teacher inspired them when they were young.

WHAT TEACHERS DO (A LOT)

Teachers are masters of organization and intellectual triage. They must manage mountains of material while teaching students to get from point A to point B with balanced and creative thinking. A teacher will also:

- Make four educational decisions every minute, or 1,500 over the course of a day.
- Wear many hats as information provider, disciplinarian, role model, foster parent, facilitator and administrator.
- · Work over 20 hours per week outside of class, doing unpaid tasks like grading papers and running extracurricular activities.

HOW THEY SPEND THEIR SUMMERS

In addition to curriculum planning, and attending meetings and training sessions in preparation for the next year, most teachers spend their summers:

- · Working second jobs.
- Teaching summer school.
- Taking classes for certifications or career advancement.



THE HOURS ARE LONG

You would think that members of a

on young minds would be compensated

No. 1 in "Hours Primary School Teachers

Spend Working" but No. 23 in "Primary

amount per year each public school

of their own pocket.

teacher spends on school supplies out

accordingly. And you would be wrong.

BUT THE PAY IS LOW

profession who exert the greatest influence • Of 27 countries surveyed, the U.S. ranked Teacher Salary After 15 Years Experience." • Deduct from that about \$480, the average 1 1

IS EVERYBODY HAPPY?

Maybe not. But notably, teachers rate their overall well-being higher than investment bankers, consultants, accountants, engineers, sales professionals and entrepreneurs. And yet teachers also experience the second-highest stress level across all occupations and are not always treated with respect. Apparently the good stuff outweighs the bad.

HOMESCHOOLING MANAGEMENTER & REALITY BY STEVE NATHAN

REGARDLESS OF WHY SOME PARENTS CHOOSE TO HOMESCHOOL THEIR CHILD, DESPITE THE MOVEMENT'S GROWING POPULARITY, THE TERM "HOMESCHOOLING" ITSELF PAINTS A PICTURE THAT DISTORTS REALITY.

Over the past two decades, homeschooling has become one of the fastest growing educational trends in America. Today more than two million U.S. children are homeschooled, making it impossible to dismiss the practice as a fad. What's more, many of these students excel in college and careers. So why would anyone object to the practice?

The problem lies in the term "homeschooling" itself. Which, truth be known, is a misnomer. A big one, in fact. But let's start at the beginning...

here are many reasons why parents decide to homeschool their children. Some believe public schools are academically mediocre and unable to properly prepare their kids for college. Others view school campuses as unsafe or lacking discipline. Some appreciate the fact that their kids are unburdened by peer pressure, less worried about what clothes to wear or how to be part of the cool crowd. Others may disagree with public schools on political issues or bemoan their lack of spirituality. And some simply want to be more involved in their children's education, to be a greater part of their lives. Like Temple City's Trina Morrell.

Morrell, who is now homeschooling her fourth child, helps shatter the myth that those who homeschool distrust or dislike public schools. A former public school teacher herself, who worked in the field of special education, she greatly appreciates the benefits of governmentsponsored education. "I'm not against public schools — I know of and see the hard work teachers do," says Morrell, who notes her three older children, including twin boys with special needs, started out at La Rosa Elementary before switching to homeschooling.

"We didn't pull them out because we were rejecting the public school system," says Morrell, who was introduced to homeschooling through several families at her church, St. Luke the Evangelist. "Those families were close-knit and their kids appeared happy and welladjusted," recalls Morrell. She concedes that frustration with the public school system motivates some parents to opt for homeschooling, but believes those who turn to the practice because of its advantages are likely to stick with it.

Morrell also admits that spending so much time together might be counterproductive for some families, but insists the process has brought hers closer. "I thought I knew my children very well, but after spending so many more hours with them, I discovered special gifts about their personalities," she says.

As devout Catholics, Morrell and her husband, Gilbert, say homeschooling has given them an opportunity to integrate their own religious point of view into certain subjects. The desire to do this led them first to consider St. Luke the Evangelist Catholic School — if they could afford the tuition, and if their twins did not have special needs. With a strong background in education, Mrs. Morrell was confident she could handle the rigors of homeschooling. But not everyone can. "If you don't feel equipped to teach, or aren't able to find the necessary assistance, it's probably not for you," she says.

HOMESCHOOLING IS A MAJOR COMMITMENT. IT REQUIRES A LOT OF RUNNING AROUND, MEANING AT LEAST ONE PARENT SHOULD HAVE A FLEXIBLE WORK SCHEDULE OR BE A DEDICATED STAY-AT-HOME TEACHER.

Morrell notes, however, "in the San Gabriel Valley, there are a wealth of homeschooling resources," from cooperative private academies, and associations of homeschooling parents to community colleges and charter schools — all offering assistance to interested parents. Still, even with such support, homeschooling is a major commitment. It requires a lot of running around, meaning at least one parent should have a flexible work schedule or be a dedicated stay-at-home teacher. Homeschooling can also be tough on the family budget, given the cost of supplies, textbooks and technology.

For families short on money or looking for greater supervision, some schools like Ventura-based Golden Valley Charter School (K–12) assist Temple City families even though they're located 75 miles away. But while such schools serve as resources for homeschooled children, they typically don't operate traditional campuses. Golden Valley has no brickand-mortar classrooms; however, it maintains a comprehensive resource library that not only encompasses books and toys, but musical instruments and laboratory equipment as well.

"Our students are enrolled in public school, but are receiving personalized educations in their homes and communities," says Terri Schiavone, Executive Director of Golden Valley Charter School. The school is one of about 40 similar charter schools in California. Founded in 2001, Golden Valley employs 32 credentialed teachers and serves 740 students in Los Angeles, Ventura, Kern and Santa Barbara counties.

In addition to providing textbooks, Golden Valley teachers make home visits to review curricula, consult on lesson plans and track student progress. Teachers and the parent-instructors meet a minimum of once every 20 days to evaluate student progress and fine tune lesson plans for next 20-day cycle. Because Golden Valley is a public school, it holds students to Common Core State Standards, unlike true homeschooled children.

Schiavone, in fact, does not refer to her students as "homeschooled." She calls them *public school pupils educated* at home. "They are learning what other public school students do," she says. "The only difference is the method of delivery." Schiavone says Golden Valley is one of the top-performing schools of its type, and that its students regularly outperform those attending traditional schools in California. With the high cost of textbooks and supplies, as well as the challenges of teaching advanced subjects, Golden Valley is a valuable alternative for families considering educating their children at home.

That said, even those involved in a pure homeschooling experience need to have the resources Golden Valley provides its students. Being capable to teach is particularly critical for high school subjects like chemistry and physics, which are challenging even for highly educated parents. Furthermore, most homes are not equipped with the science labs, swimming pools



Trina Morell, here with daughter Therese, says that homeschooling brought her family closer together.

and gymnasiums found at most public or private schools. Fortunately, homeschooling parents can reach out to a number of organizations that fill those resource gaps.

Private schools like Excellence in Education (EIE) are one resource for classes that require specialized instruction or elaborate equipment. EIE is an academy where, for a reasonable fee, parents can enroll their homeschoolers in a more traditional class setting for foreign languages, math or science, and even auto shop or architectural model-making.

Marty and Carolyn Forte successfully homeschooled their two daughters, who are now adults with their own kids. Twenty-five years ago when friends and others began coming to them for advice on homeschooling, they founded EIE to serve the San Gabriel Valley homeschooling community. Marty Forte is also co-founder of the California Homeschool Network, a homeschooling advocacy organization. Expansion came fast for the Fortes. They quickly outgrew their home office and now occupy 3,000 square feet in Monrovia that includes office space, classrooms and a bookstore. "Parents of college-bound students who don't have the wherewithal to teach algebra or chemistry can enroll them here," explains Forte. He notes a typical fee for a single subject, whether physics or woodworking, is \$50 per month per student. EIE also offers seminars and workshops for parents.

Forte says that homeschooling has changed dramatically since his school's inception. Early proponents fell into two camps: "hippie-types" who wanted to live off the grid, and faith-based families seeking a Christian educational model without having to pay private school tuition. Now, he says, the families are much more diverse, with academics becoming a major motivator. "Others come in for perceived safety issues," he says. Forte notes EIE has even become a "cause celebrity." He reports that a number of child actors, who work during traditional class hours, are enrolled at the academy.

Forte insists that homeschooling today is far more accepted than when he and his wife made the decision to educate their daughters at home, and submits as evidence the fact that some local school districts provide independent study support for homeschooling families. Arcadia Unified School District, which serves some Temple City residents, is one of those districts. Although Temple City Unified School District does not have a formal program to collaborate with homeschoolers, Forte says that staff are always amenable to sharing curricular ideas and dialoguing with parents undertaking the job of teaching at home. He also notes that some colleges actively recruit homeschooled students and that the University of California, Riverside maintains a dedicated admissions program geared to those students.

Detractors of homeschooling suggest that even the shyest of students benefit from the opportunity to bond with people their own age in a public school setting, which usually provides the added benefit of exposing them to children from different ethnic or cultural backgrounds. But Forte strongly reacts to the claim that homeschooled kids are deficient in the skills of socialization ----"the 'S' word" as he calls it. He says that at a typical school virtually all of a child's social interaction is among kids within six months of their own age. Properly homeschooled kids are exposed to a much wider range of age groups. Forte admits that isolation is unhealthy, but says that the network of homeschooling resources in the San Gabriel Valley can prevent it. For their part, EIE conducts classes and field trips for homeschooled children, which even include visits to the Los Angeles Opera, with whom the academy enjoys a special relationship.

Other organizations and homeschooling support groups provide similar opportunities for social engagement. They organize field trips, park dates and other social events. It could even be argued that because of their less rigid class schedules,



Monrovia-based Excellence in Education provides homeschooled children with classes that require specialized instruction or elaborate equipment.

homeschoolers have even more chances to customize their time outside the "classroom." Activities like scouting all three of Trina Morell's sons became Eagle Scouts while being homeschooled — also contribute to well-balanced lives.

Pasadena-based Christ the King, a Catholic homeschooling support group, welcomes homeschooling families. Among its activities are poetry recitation, spelling bees, field trips, fencing class, weekly park days, volleyball and science class, as well as some activities specifically related to Catholic values.

Other resources include high school concurrent enrollment programs, offered by most community colleges, where homeschooled students can enroll in specialized classes and, in some cases, earn college credits. Trina Morrell reports that her son Joseph earned college credits through a program at Pasadena City College. The bottom line, according to Forte, is that California is a homeschooling-friendly state with relatively plentiful resources for both students and parents.

It would seem then that the solitary homeschooler, in California at least, is a myth — with ample resources available to have homeschooled kids out of the house five days a week. "Not a lot of homeschooled children study exclusively at home," says Morrell. "The term homeschooling is really a misnomer these days, since kids don't really spend that much time at home." The former professional teacher says a better term would be "parent-directed education."

There is a vast amount of literature about the academic merits of homeschooling versus public schooling. But always consider the source. THE TERM HOMESCHOOLING IS A MISNOMER AS STUDENTS DON'T SPEND THAT MUCH TIME AT HOME.

Homeschooling organizations and associations of public school teachers, neither of which are totally objective, produce the bulk of the information. Nonetheless, most studies — including academic findings produced by people who don't appear to have a dog in the fight — suggest that homeschooled children perform as well or better than public school students on standardized tests and experience success, including a significantly higher graduation rate in college.

Trina Morrell's son Joseph scored well enough on college admissions exams to be offered academic scholarships at several institutions. He chose Franciscan University in Ohio, a Catholic school that fits his lifestyle and values. His mother proudly points out that his choice of a school 2,000 miles away also validates the sense of security and independence he acquired as a homeschooled student.

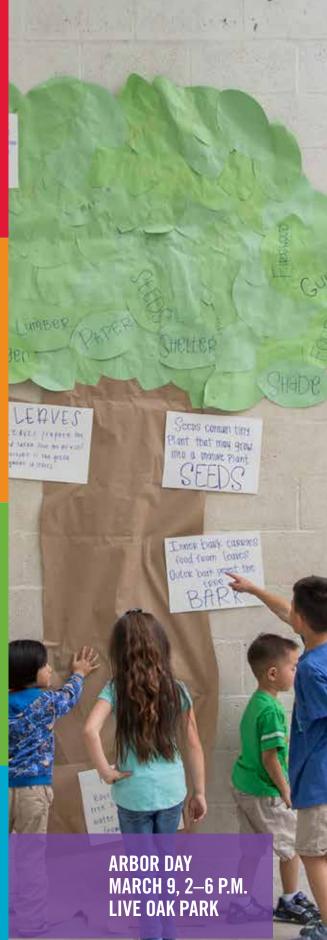
Clearly, homeschooling is often misunderstood and unfairly derided in a society where the morning walk, or bus ride, to public school is a deeply ingrained rite of passage. After brushing away the myths though, one can see it for what it really is: simply another choice from a growing menu of educational options available to parents in Temple City and throughout the nation.

家庭學校

摘要

過去二十年來,家庭學校成為美國增長最迅速的教育方式潮流,原因很多,有些家長認為公立學 校的學術標準平庸,有些則認為校院不夠安全或者缺乏紀律。不管甚麼原因,事實上全國有二百 萬兒童正接受家庭學校教育,其中包括不少住在天普市的兒童。雖然家庭學校存在悠久和廣受歡 迎,家庭學校本身卻往往受到誤解,問題是「家庭學校」這個名詞其實是用詞不當,因為甚少學 生是完全留在家中接受他們所有的教育課程 *IOUTH SPORTS*

YOUTH & TEENS



Get Active

DON'T JUST STAND THERE! GET YOUR BODY MOVING AND YOUR BRAIN THINKING WITH STIMULATING CLASSES OFFERED BY OUR PARKS AND RECREATION DEPARTMENT

Sign up for classes in person, by mail or online at www.templecity.us starting Dec. 3. Registration forms can be obtained at Live Oak Park Community Center, 10144 Bogue St. Incomplete applications or checks may result in failed enrollment. Space is limited, so reserve your spot early! For more information, call the Parks and Recreation Department at (626) 579-0461.

Classes begin the week of Jan. 4 at Live Oak Park unless otherwise noted. No classes will be held Jan. 9, Jan. 18 and Feb. 15. Furthermore, some evening classes at Live Oak Park Community Center may be cancelled Jan. 7 and Jan. 28–29. Inquire for more information.

Class schedules and prices are subject to change.

若需要中文的幫助,請打電話 (626) 579-0461。

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NEW

EDUCATIONAL

Classes

CHILD DEVELOPMENT

LITTLE STARS 🕥

Recreation Leaders

Build an even stronger bond with your tot through songs, games, stories and crafts in this parent participation class.

DATES	AGE	DAY	TIME	FEE
1/5-3/10	2 yrs.	Tu/Th	9:30-10:45 a.m.	\$100
1/5-3/10	1 yrs.	Tu/Th	11-11:45 a.m.	\$65

TINY TOTS 📀

Sarah Nichols Tiny Tots

Help your toddler build social skills, make new friends and learn independence while experiencing music, art projects and group activities. Children must be at least three years old and potty-trained by the first class. Bring proof of birth date and immunization record.

DATES	AGE	DAY	TIME	FEE
1/4-3/18	3-5 yrs.	M/W/F	9:30 a.m12:30 p.m.	\$370
1/5-3/17	3-5 yrs.	Tu/Th	9:30 a.m12:30 p.m.	\$270

DANCE

BALLET & TAP 💟

Shekinah Glory School of Dance

Instruction covers classical and modern dance techniques from beginning to advanced levels, including barre work for advanced students. Tap and ballet shoes are required.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/8-3/4	Tots	2 yrs.	F	2:15-2:45 p.m.	\$60
1/8-3/4	Tots	3 yrs.	F	2:45-3:15 p.m.	\$60
1/8-3/4	Petite	4-5 yrs.	F	3:15-4 p.m.	\$70
1/8-3/4	Beg.	6-8 yrs.	F	4-4:45 p.m.	\$70
1/8-3/4	JrAdv.	8+ yrs.	F	4:45-5:45 p.m.	\$70

нір нор 🕑

Shekinah Glory School of Dance

A high energy, age-appropriate hip hop dance class featuring music kids love.

DATES	AGE	DAY	TIME	FEE
1/7-3/3	6-9 yrs.	Th	5-5:45 p.m.	\$60
1/7-3/3	10+ yrs.	Th	5:45-6:30 p.m.	\$60

JAZZ 💟

Shekinah Glory School of Dance

Instruction in traditional jazz, including proper technique, stretching and muscle conditioning. Jazz shoes are required.

DATES	AGE	DAY	TIME	FEE
1/7-3/3	6-8 yrs.	Th	3:30-4:15 p.m.	\$60
1/7-3/3	9-16 yrs.	Th	4:15-5 p.m.	\$60

LINE DANCE 📀

Bill Chang

An old Western dance form — with a twist! Focuses on basic line dancing set to country and non-country music. Level I for beginners, levels II and III for experienced dancers.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/4-3/21	Level I	15+ yrs.	М	10:30 a.m12 p.m.	\$60
1/4-3/21	Level III	15+ yrs.	М	2:30 p.m4 p.m.	\$60
1/5-3/8	Level I	15+ yrs.	Tu	6-7:30 p.m.	\$60
1/5-3/8	Level II	15+ yrs.	Tu	7:40-9:10 p.m.	\$60
1/6-3/9	Level I	15+ yrs.	W	10:30 a.m12 p.m.	\$60
1/7-3/10	Level III	15+ yrs.	Th	2:00 p.m3:30 p.m.	\$60
1/8-3/18	Level II	15+ yrs.	F	10:30 a.m12 p.m.	\$60
1/8-3/18	Level II	15+ yrs.	F	6:20-7:50 p.m.	\$60
1/8-3/18	Level III	15+ yrs.	F	8-9:30 p.m.	\$60



EDUCATIONAL

BRICK ENGINEERING 📀

Bricks 4 Kidz

Learning is faster and easier when it's three-dimensional. Using plastic Lego[®] pieces, children develop problem solving and critical thinking skills while exploring engineering, architecture, and concepts of physics and mathematics.

DATES	AGE	DAY	TIME	FEE
1/5-2/23	6-12 yrs.	Tu	3:30 p.m4:30 p.m.	\$110

FITNESS

50+ CARDIO DANCE & STRENGTH TRAINING 💟

Amy's Health & Fitness

Build strength through a fusion of low-impact, high-energy dance and exercise. Bring two light hand weights (2–3 lbs. each).

DATES	AGE	DAY	TIME	FEE
1/4-3/21	50+ yrs.	Μ	8:15-9:45 a.m.	\$43
1/6-3/9	50+ yrs.	W	8:15-9:45 a.m.	\$43
1/4-3/21	50+ yrs.	M/W	8:15-9:45 a.m.	\$73

60+ STRONGER SENIOR CORE FITNESS 🕑

Amy's Health & Fitness

Burn calories, reduce stress and build strength through gentle stretching and relaxation techniques, done in the comfort of your chair. Bring two light hand weights (2–3 lbs. each).

DATES	AGE	DAY	TIME	FEE
1/4-3/21	60+ yrs.	M/W	9-9:45 a.m.	\$35

GYMNASTICS

Rojen Recreation

Young gymnasts will learn basic tumbling skills and exercises on the balance beam and bars. New students will be evaluated and grouped by ability.

DATES	AGE	DAY	TIME	FEE
1/16-3/19	4-7 yrs.	Sa	10:30-11:30 a.m.	\$71
1/16-3/19	7-15 yrs.	Sa	11:30-12:30 p.m.	\$71
1/16-3/19	13+ yrs.	Sa	11:30-12:30 p.m.	\$71

HATHA YOGA 💟

Michael Appleby

Yoga does a body and mind good. Twist, flex, balance, exert, stand, sit, bend forward and backward, and invert. Great for all levels — beginner, intermediate, advanced.

DATES	AGE	DAY	TIME	FEE
1/4-3/21	16+ yrs.	М	7-8:30 p.m.	\$45

KINDERGYM 💟

Rojen Recreation

Together, parents and kids learn forward rolls, back rolls, handstands and more! Walk the balance beam, swing on bars and jump with your child. One parent per child must attend each class.

DATES	AGE	DAY	TIME	FEE
1/16-3/19	9 mos2 yrs.	Sa	9 -9:45 a.m.	\$71
1/16-3/19	3-4 yrs.	Sa	9:45-10:30 a.m.	\$71

SENIOR FITNESS SWEATING TO THE OLDIES \odot

Amy's Health & Fitness

Burn calories and strengthen your heart while listening to your favorite hits from the '50s and '60s. So much fun, you'll forget you're exercising! Space is limited. Free to those enrolled in the 50+ Cardio Dance & Strength Training class and meet age criteria.

DATES	AGE	DAY	TIME	FEE
1/8-3/11	60+ yrs.	F	8:30-9:45 a.m.	\$10

SLIM & TONE PILATES/RESISTANCE 💟 BAND TRAINING

Amy's Health & Fitness

Firm up your waistline with core exercises that help stabilize your body. Great for beginning and intermediate students. Yoga mat required.

DATES	AGE	DAY	TIME	FEE
1/14-3/17	16+ yrs.	Th	7-8:30 p.m.	\$50

TAI CHI 💟

Good Faith Management

Discover the benefits of Tai Chi! Techniques taught stem from the Yang and Chen styles.

DATES	AGE	DAY	TIME	FEE
1/5-1/28	18+yrs.	Tu/Th	8:30-9:30 a.m.	\$90
2/2-2/25	18+yrs.	Tu/Th	8:30-9:30 a.m.	\$90
3/1-3/31	18+yrs.	Tu/Th	8:30-9:30 a.m.	\$100

TENNIS ACADEMY

TJP Tennis Professionals

Tennis anyone? Prepare for match play with physically demanding court workouts and drills. Tennis shoes required. Bring a racquet and new can of three tennis balls to the first class. *Competitive match play is offered to advanced students.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/4-3/7	Beg./Int.	8-12 yrs.	М	6-7 p.m.	\$85
1/4-3/7	Int./Adv.	8-13 yrs.	М	7-8 p.m.	\$85
1/6-2/24	Beg./Int.	8-12 yrs.	W	3:30-4:30 p.m.	\$85
1/6-2/24	Beg.	14+ yrs.	W	6-7 p.m.	\$85
1/6-2/24	Int.	14+ yrs.	W	7-8 p.m.	\$85
1/6-2/24	Adv./Team*	14+ yrs.	W	8-9 p.m/9-9:50 p.m.*	\$85
1/6-2/24	Adv./Team*	14+ yrs.	W	8-9 p.m/9-9:50 p.m.*	\$125
1/8-2/26	Beg./Int.	8-12 yrs.	F	6-7 p.m.	\$85
1/8-2/26	Int./Adv.	8-13 yrs.	F	7-8 p.m.	\$85

TOTAL YOGA BEAT STRESS & TONE 🔍

Amy's Health & Fitness

Feel invigorated from the inside out through a flowing series of dynamic poses. Great for beginner and intermediate level students. Fitness mat required.

DATES	AGE	DAY	TIME	FEE
1/6-3/9	16+ yrs.	W	7-8:30 p.m.	\$50



2015 Temple City Older American of the Year

Bob Rodenbucher, 76

In 1961, 22-year-old Bob Rodenbucher was called into military service. He took an oath to support and defend the Constitution of the United States against all enemies, foreign and domestic, an oath he still honors today. He took the oath enthusiastically and without reservation, although he conceded that he had been drafted. Since that time, when the words, "Any volunteers?" were spoken, Rodenbucher stood at the head of the pack.

Born in Akron, Ohio, Rodenbucher graduated from Montebello High School and went on to receive his associate degree in Engineering from East Los Angeles Community College. A U.S. Army veteran, he served at Fort Sill, Oklahoma, from 1961 to 1963 as an artillery surveyor, reaching an E-5 rank.

For more than two decades now, Rodenbucher has served a different kind of army — the Boy Scouts of America — where he has been Cubmaster for Pack 169, Committee Chairman and Secretary for Troop 169, and District Commissioner for the Lucky Baldwin District.

Beyond scouting, Rodenbucher has been a member of the Friends of Foster Children for eight years. He has also been a volunteer for the Kiwanis Club of Temple City since 2011, as well as a member of Elks Lodge #1328. And for the past 18 years, he has managed to carve out plenty of time to serve on the Camellia Festival Committee. Rodenbucher loves to camp, fish and hunt in the Eastern Sierras during his summers. But it's Rodenbucher's volunteerism that keeps his pilot light burning. In particular he loves the satisfaction he gets from working with children and teenagers. "Once kids pass high school age, they have a mind of their own," Rodenbucher says. He prefers to shape impressionable minds. Not by lecturing, but through leading by example. To Rodenbucher actions not only speak louder than words. They're better remembered, too.

How many hours has Rodenbucher logged serving the community? He confesses not to know. But he does admit that the number on his odometer is getting up there. "My body and mind were a lot sharper when I had less mileage," he says with a self-deprecating laugh. He no longer absorbs information like a sponge the way his young charges do. He compensates by expanding his experiences, learning by doing.

Now you might suspect that someone so busy would have his future pretty much mapped out. But Rodenbucher's future ambitions are modest and open-ended. "Well, I hope to live a while," he says, again with a laugh. That, and to keep volunteering.

Know a senior who is an outstanding contributor to the community? Then nominate him or her for Temple City's Outstanding Older American of the Year. Refer to pg. 42 for more information.

MUSIC

CLARINET 📀

Arcadia Music

Master the fundamentals of clarinet — note reading, rhythm, tones and proper breathing techniques. Students must have their own clarinet, which can be purchased or rented from Arcadia Music. \$25 material fee due at first class. Classes meet at 32 E. Duarte Rd., Arcadia.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/7-2/4	Beg.	10+ yrs.	Th	3-3:50 p.m.	\$85
2/11-3/10	Beg.	10+ yrs.	Th	3-3:50 p.m.	\$85

FLUTE 📀

Arcadia Music

Provides tomorrow's flutists an opportunity to learn music reading and new fingerings. Students must have their own flute, which can be purchased or rented from Arcadia Music. \$25 material fee due at first class. Classes meet at 32 E, Duarte Rd., Arcadia.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/9-2/6	Beg.	8+ yrs.	Sa	3-3:50 p.m.	\$85
2/13-3/12	Beg.	8+ yrs.	Sa	3-3:50 p.m.	\$85

GUITAR 🕥

Arcadia Music

Covers proper playing position, tuning, basic strumming and chords. Students must have their own guitar, which can be purchased from Arcadia Music. \$25 material fee due at first class. Classes meet at 32 E. Duarte Rd., Arcadia.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/9-2/6	Beg.	8+ yrs.	Sa	2-2:50 p.m.	\$85
2/13-3/12	Beg.	8+ yrs.	Sa	2-2:50 p.m.	\$85

PIANO 💿

Arcadia Music

Ease into the beautiful world of music with piano. Learn how to tickle the ivories in an encouraging group setting. Keyboards are included for class use. \$25 material fee due at first class. Classes meet at 32 E. Duarte Rd., Arcadia.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/9-2/6	Beg.	4-7 yrs.	Sa	9-9:50 a.m.	\$85
2/13-3/12	Beg.	4-7 yrs.	Sa	9-9:50 a.m.	\$85
1/9-2/6	Cont.	4-7 yrs.	Sa	10-10:50 a.m.	\$85
2/13-3/12	Cont.	4-7 yrs.	Sa	10-10:50 a.m.	\$85
1/9-2/6	Beg.	8+ yrs.	Sa	11-11:50 a.m.	\$85
2/13-3/12	Beg.	8+ yrs.	Sa	11-11:50 a.m.	\$85
1/9-2/6	Cont.	8+ yrs.	Sa	12-12:50 p.m.	\$85
2/13-3/12	Cont.	8+ yrs.	Sa	12-12:50 p.m.	\$85

VIOLIN 💿

Arcadia Music

Teaches correct and basic techniques, including how to play fun and simple songs. Students must have their own violin, which can be purchased or rented from Arcadia Music. \$25 material fee due at first class. Classes meet at 32 E. Duarte Rd. Arcadia.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/9-2/6	Beg.	5+ yrs.	Sa	1-1:50 p.m.	\$85
2/13-3/12	Beg.	5+ yrs.	Sa	1-1:50 p.m.	\$85

SELF-DEFENSE & MARTIAL ARTS

HAPKIDO 🕑

Son of Chong Martial Arts

Learn self-defense techniques including joint locks and kicks. Breathing and meditation lessons are also provided. Students must have their own uniform, which may be purchased from the instructor.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/5-3/15	All levels	5+ yrs.	T/Th	4:30-5:45 p.m.	\$90

JU-JITSU & JAPANESE SWORD 💿

Rojen Recreation

Learn the fundamentals of traditional martial arts — Judo, Aikido, Kendo — and the weapons of self-defense. Second hour of instruction covers the basics of laido, the art of Japanese swordsmanship.

DATES	AGE	DAY	TIME	FEE
1/8-3/4	15+ yrs.	F	7-8:30 p.m.	\$61

JU-JITSU & KARATE 💟

Rojen Recreation

Build strength while learning martial arts techniques for self-defense. Lessons include Judo Aikido, Kendo and Karate.

DATES	LEVEL	AGE	DAY	TIME	FEE		
1/5-3/15	New	8-12 yrs.	T/Th	6-7 p.m.	\$61		
1/5-3/15	Green+	8-12 yrs.	T/Th	7-8 p.m.	\$61		
1/5-3/15	All levels	13+ yrs.	T/Th	8-9 p.m.	\$61		

LITTLE KICKERS JU-JITSU 💿

Rojen Recreation

Teaches self-esteem and discipline through age-appropriate martial arts lessons.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/8-3/4	New	5-7 yrs.	F	4:30-5:15 p.m.	\$49
1/8-3/4	Yellow+	5-7 yrs.	F	5:15-6 p.m.	\$49
1/8-3/4	All levels	8+ yrs.	F	6-7 p.m.	\$56

MINI KICKERS JU-JITSU 💟

Rojen Recreation

A great class even for the youngest martial artist! Parents participate alongside their children. Teaches the basics of Ju-Jitsu, focusing on balance and safety.

DATES	LEVEL	AGE	DAY	TIME	FEE
1/8-3/4	New	2-4 yrs.	F	3:45-4:30 p.m.	\$49

NIPPON KEMPO KARATE 💿

Do Mar

A self-defense system — based on punching, kicking, blocking, joint locks and ground combat — aimed to foster respect, discipline and confidence.

•		• •	•		
DATES	LEVEL	AGE	DAY	TIME	FEE
1/4-3/21	Yellow+	5-10 yrs.	М	5:40-6:25 p.m.	\$34
1/6-3/9	New	5-9 yrs.	W	5:40-6:25 p.m.	\$34
1/4-3/21	All levels	7+ yrs.	M/W	6:30-8 p.m.	\$55

Youth Sports

Open to boys and girls, our youth sports program provides the opportunity for children to learn good sportsmanship and progressively develop skills learned from playing in a team setting. All participants will get equal playing time.

Register online though ActiveNet at templecity.us, or in person at Live Oak Park Community Center. Unless otherwise noted, cost indicated includes an award, t-shirt and \$10 nonrefundable administrative fee. For more information, call (626) 579-0461.

MINI SOCCER 🛇

Youngsters can get their game on by building skills, learning sportsmanship, making new friends, and having tons of fun! Registration begins Mar. 1.

DATES	AGE	SITE	DAY	TIME	FEE
4/5-5/19	3.5-5 yrs.	Live Oak Park	T/Th	4:30-5:45 p.m.	\$65
4/4-5/18	6-7 yrs.	Live Oak Park	M/W	4:30-5:45 p.m.	\$65

PENTATHLON

Take part in an ancient Greek tradition. The pentathlon combines five track and field events: 50-meter dash, 400-meter run, softball throw for distance, standing long jump and standing triple jump. Practices will culminate in an All-City Pentathlon Meet on Saturday, May 14. Register beginning Mar. 1; enrollment is also accepted at STARS Club sites.

DATES	GRADE	SITE	DAY	TIME	FEE
4/4-5/14	2nd-6th	STARS Club*	M/W	4-5 p.m.	\$20
4/4-5-14	2nd-6th	Live Oak Park	M/W	4-5 p.m.	\$20

TRACK & FIELD 📀

Race to the tape! Train to participate in the San Gabriel Valley Municipal Athletic Association (SGVMAA) Track & Field Meet held in the spring. Events include high jump, softball throw, long jump, triple jump, long distance runs and short sprints. Fee includes training, t-shirt, award and entrance to the SGVMAA Meet. Qualifying participants may advance to the regional Southern California meet. Register beginning Mar. 1.

DATES	AGE	SITE	DAY	TIME	FEE
4/5-5/5	7-14 yrs.	Live Oak Park	T/Th	4-5 p.m.	\$20

VOLLEYBALL \odot

Bump, set spike! Our volleyball program teaches the techniques of serving, passing, setting hitting and digging. Teams practice once a week, depending on coach

availability. Additional details will be provided upon registration, which begins mail 1.					
DATES	GRADE	SITE	DAY	TIME	FEE
4/2-5/28	5th-8th	Oak Ave Gym	S	2-5 p.m.	\$35

*STARS Club sites are located at Cloverly, Cleminson, Emperor, La Rosa and Longden elementary schools.



SHOOT & SCORE!

FREE THROW & 3-POINT CONTEST

DEC. 12, 10 A.M.-4 P.M. OAK AVENUE INTERMEDIATE GYM

Hey kids! Think you have the best shot in town? Then enter our the free throw contest, 3-point contest or BOTH! The free throw contest is open to those ages 8–15, and the 3-point context for ages 12 and up. Awards will be given to the top three finishers in each division. Register at the event.

AGES	TIME
8-9 yrs.	10 a.m.
10-11 yrs.	11:30 a.m.
12-13 yrs.	1 p.m.
14-15 yrs.	2:30 p.m.

BASKETBALL

It's not too late to join! Our program teaches the basics of basketball through drills and game situations. Teams practice twice weekly after school; and play games weekdays and/or Saturdays, depending on division. Additional details will be provided upon registration, which closes Dec. 13. Enrollment after the deadline is taken as space allows. League games begin Jan. 2.

DATES	AGE/GRADE	SITE	FEE
11/9-3/19	3.5-5 yrs.	Various	\$85
11/9-3/19	1st-2nd	Various	\$70
11/9-3/19	3rd-4th	Various	\$100
11/9-3/19	5th-6th	Various	\$100
11/10-3/20	7th-8th	Oak Ave Gym	\$110

Youth & Teens

For more information, call (626) 656-7321.

STARS CLUB (GRADES K-6)

WEEKDAYS, VARIOUS LOCATIONS

Offers afterschool activities including homework assistance, sports and games, even field trips and events based on monthly themes. Open from dismissal time to 6 p.m. at the following schools: Cleminson, Cloverly, Emperor, La Rosa and Longden. A one-time \$10 administrative fee applies.

DATES	SESSION	FEE
11/23-3/4	Session II	\$320
3/7-E0SY	Session III	\$320

TEEN ZONE (GRADES 7-11)

WEEKDAYS, LIVE OAK PARK ANNEX

Work hard and play hard at Teen Zone. Get homework assistance, access to the game room and computer lab, and take part in various activities and field trips. Pending enrollment, transportation is offered at the following sites: Gidley and Rio Hondo elementary schools; Dana, First Ave. and Oak Ave. intermediate schools; and Arcadia, Rosemead and Temple City high schools. Cost per child: \$60; \$210 with shuttle. Fee is for the entire school year. A one-time \$10 administrative fee applies.

ARBOR DAY CELEBRATION

MAR. 9, 2-6 P.M., LIVE OAK PARK

Get your green thumbs ready for some Earth-friendly fun! Enjoy plenty of activities, food and a chance to plant a tree. Got an artistic eye? Create a poster following the theme "Trees and Water: Sources of Life" and submit it for a chance to qualify for the California Arbor Week poster contest. More info: (626) 579-0461.



Upcoming Teen Excursions

Registration is required.



DAVE & BUSTERS DEC. 11, 4-8 P.M. \$10

Now you can eat creative American gourmet food, including burgers like you've never seen before; AND play the biggest and best arcade games around, like Angry Birds[™], Full Tilt and Jurassic Park[™] Arcade all under one roof! How cool is that?



SKY ZONE JAN. 15, 4-8 P.M., \$15

Life has its ups and downs, but none more fun than this. Jump for joy on one of the nearly 50 trampolines and, for a real challenge, go to the next level by using the trampolines to play dodge ball or dunk basketball hoops. The sky's the limit.



SPEED ZONE FEB. 19, 4-8 P.M., \$15

Got a need for speed? Then get behind the wheel and put the pedal to the metal at one of the four racing tracks. After that, cool down in a state-of-the-art game room.



SANTA MONICA PIER MAR. 4, 4-10 P.M. \$15

A century old, the Santa Monica Pier is home to an amusement park featuring an iconic Ferris wheel, a fantastic aquarium that includes hands-on exhibits, irresistible shops, a fun-filled arcade and restaurants with food to excite any palate. Go for an hour and you'll stay all day.











LIVE OAK PARK 7 A.M.-6 P.M.



ADMINISTRATIVE FEE)

EXCURSIONS

I.

WEEK 1: CHILL (QUEEN MARY)

WEEK 2: KNOTT'S MERRY FARM







MORE INFO: (626) 656-7321

templecity.us

Senior Programs

For more information, call (626) 579-0461. Unless otherwise stated, all events are held at Live Oak Park Community Center.

AARP DRIVER SAFETY

JAN. 11-12 & MAR. 7-8 8:30 A.M.-12 P.M., \$15-\$20

The AARP Driver Safety Program is the largest and most respected refresher course, designed to help those 55 and older to tune up their driving skills to adjust to normal age-related physical changes. \$15 for AARP members, \$20 for non-members. Fee is payable by check at the first day of class. Pre-registration is recommended.

LINKAGES PROGRAM

THIRD MONDAY OF THE MONTH 10:30 A.M.-12 P.M.

Offers free case management services to frail seniors (ages 60 and over) and adults with disabilities (ages 18 and older), affording them the ability and independence to remain safely at home and in the community. In addition to onsite services at Live Oak Park Community Center, services are also available by appointment. For more information, contact the YWCA San Gabriel Valley at (626) 214-9465.



OUTSTANDING OLDER AMERICAN OF THE YEAR

City Hall has honored and recognized local outstanding older Americans for nearly 50 years. These upstanding citizens are known among family and peers for their dedication, volunteerism and community involvement. And it's about that time of the year for them to be recognized.

Nominees must be at least 60 years of age and a resident of Temple City. Criteria used to select award recipients include service to organizations, special accomplishments and time spent with volunteer activities. Nomination forms will be available Jan. 4 at City facilities and online at www.templecity.us. For more information, call (626) 579-0461.



SENIOR LUNCH WEEKDAYS, 11 A.M., \$2 DONATION

Seniors over 60 are invited for a hot lunch, activities and socializing with friends and neighbors. Monthly menus are available at the Community Center and on the City's website, www.templecity.us. Hot tea and coffee are available for just 25 cents per cup — best price in town! Reservations are required in advance by calling (626) 579-0461.

Celebrate the winter holidays with themed activities at the Senior Lunch Program! Space is limited.

Senior Holiday Luncheon (Dec. 18) 'Tis the season! Enjoy a warm, toasty holiday lunch with friends.

Senior New Year's Eve Toast (Dec. 31) Ring in the New Year with a festive toast!

Senior Lunar New Year Lunch (Feb. 8) Join us as we celebrate the Year of the Monkey!

Senior Valentine's Day (Feb. 12) Hey lovebirds! Grab a nice lunch with your sweetheart.

SENIOR BINGO

LAST THURSDAY OF THE MONTH, 1-3 P.M.

Studies show that bingo can enhance memory skills and improve concentration. It's free, fun and every game offers prizes!



Senior Excursions

The City offers one-day excursions to local and nearby destinations. The trips highlight the incredible diversity of attractions in Southern California. They include tours, shows, dinners and shopping. Registration — at Live Oak Park Community Center — is on a first-come, first-paid basis. For more information, call (626) 579-0461.

DECK THE MALLS

DEC. 9, 10 A.M.-6 P.M., \$15

Wake up your holiday spirit at Glendale Galleria for some festive splendor and holiday shopping. Then head over to LA Farmers Market and The Grove for great eating and tasty bargains. Lunch and shopping on your own. Registration deadline: Dec. 4.

CRUISE OF LIGHTS

DEC. 16, 3-8 P.M., \$29

Tour the glittering waters and twinkling panoramas of Huntington Harbor while experiencing Southern California's most spectacular display of holiday lights and animation. Bring a blanket and your favorite warm beverage. Registration deadline: Nov. 27

CELEBRATE MUMMIES DAY

JAN. 8, 9 A.M.-4:30 P.M., \$45

Get a rare, close-up look of mummies from around the world at the Natural History Museum. Afterwards, experience lunch (included) at kitschy eatery HMS Bounty, before capping off the day with pastries and coffee at renowned Porto's Bakery. Registration deadline: Dec. 30

CASINO GAMBOL

JAN. 25, 8 A.M.-6:30 P.M., \$20

Enjoy non-stop excitement at the Fantasy Springs Casino, the best bet around! Try your luck at 40 table games and 2,000 of the hottest slot machines anywhere. Must be ages 18 and older with valid U.S. photo identification. Registration deadline: Jan. 15.

THE QUEEN MARY

FEB. 2, 9 A.M.-3:30 P.M., \$58

Learn all about the famous ocean liner — from her glory days on the high seas to being dubbed one of America's Most Haunted Places. Then rest your sea legs with a trip to San Pedro's 22nd Street Landing for beautiful harbor views and lunch (included). Registration deadline: Jan. 19.

NATIONAL DATE FESTIVAL

FEB. 19, 1:30-10:30 P.M., \$20

Revel, frolic and let your hair down at the 70th annual National Date Festival in Indio. Be wowed by over 8,000 exhibits, countless food booths and live entertainment — including camel and ostrich races, and an Arabian Nights musical pageant! Registration deadline: Feb. 8.

PAGEANT OF OUR LORD

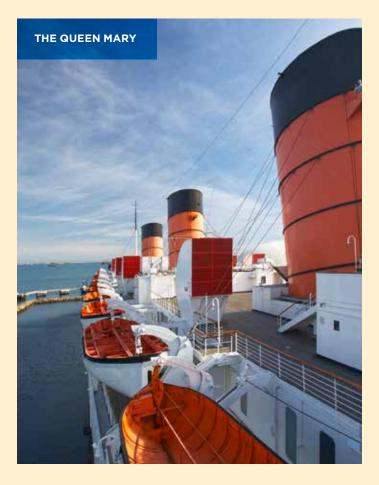
MAR. 19, 8:30 A.M.-3:30 P.M., \$35

Come along on a unique and moving journey of Christ's life through a theatrical production of life-size paintings and sculptures, original narration and a 60-voice choir. Space is limited. Registration deadline: Mar. 1.

SAN DIEGO ZOO

MAR. 31, 8 A.M.-8 P.M., \$62

Spend a day at San Diego Zoo with its 3,700 animals in cageless, natural habitats. Also featured, one of the largest free-flight aviaries in the world. It's a paradise for bird watchers and a rare tweet for lovers of birdsongs. With gorgeous foliage to boot! Registration deadline: Mar. 16.



THANKS TO YOUR INPUT, A JOGGING PATH WILL SOON BE WINDING THROUGH LIVE OAK PARK

But we need to keep the momentum going. Because there's even more opportunities to bring recreational amenities to Temple City. A new community center perhaps? Regional walking paths? New playgrounds? We need your help to figure out what's next. So join us for this meeting.





COMMUNITY MEETING

January 7, 2016, 7 p.m. | Live Oak Park Community Center More Info: (626) 579-0461

templecity.us

ORIGINAL WIN: A UNIQUE CATHOLIC EDUCATION FOR THE MODERN WORLD

BY DAN BROWN

St. Luke Catholic School, "a treasure in the Temple City community," has found a way to thrive in an otherwise daunting parochial school landscape. In the 1960s more than 5.2 million U.S. students attended roughly 13,000 Catholic schools, according to the National Catholic Education Association's 2013–14 annual statistical report on Catholic elementary and secondary schools. By 2014 the numbers dropped to less than 1.8 million students attending nearly 6,600 schools. In the face of such a massive shuttering, success stories stand out. One such story is that of St. Luke Catholic School right here in Temple City.

By providing an educational experience that blends traditional moral values and progressive thinking, an experience anchored in faith with a spirit of adventure whose goal is to develop the whole child — physically, intellectually and spiritually - St. Luke Catholic School is bucking the trend of attrition impacting its sister schools nationwide. In fact, this current year St. Luke's enrollment rose to 141, a jump of 10% over last year. Miracles happen. But the success of St. Luke Catholic School is attributable far more to expert planning, dedication, hard work and imagination than it is to anything miraculous. As for the concept of a Catholic education being obsolete today, St. Luke principal Yvette Jefferys, now in her third year at the helm of the school, heartily disagrees.



Having earned a bachelor's degree at California State Polytechnic University and a Master's of Education at Mount St. Mary's College, Jefferys has been a Catholic educator for 20 years. And she is a product of a K–12 Catholic education herself, which she believes is as relevant in today's world as it was when she was a student. "Maybe some think that Catholic education is a thing of the past," she says. "But here at St. Luke, our special kind of education is alive and vibrant and strong." One doesn't have to struggle to find proof.

The school's ElectroLions Robotics Team won the California State Robotics Championship for 2014–15 — completely designing and fabricating their winning entry themselves right down to cutting and drilling the sheet metal pieces. Jefferys is quick to point out that the robotics program — aimed to encourage students to flex their engineering muscles as well as demonstrate the school's firm footing in modern technology— is just one of the many impressive feathers in St. Luke's cap.

Their theater program is even bigger, with 55 students participating. Their speech and debate team has won numerous awards at the state's Speech and Debate Tournament. The school competes capably in the regional Academic Decathlon every year. It also boasts an excellent athletic program, offering students the option to compete in basketball, volleyball, cross country, track and field, golf and bowling. Additionally, depending upon their grade level, students can choose activities from a full spectrum of other engaging options. They can learn graphic design, become altar servers, serve on the Student Council, and join the Spirit Squad, Chess Club, or a cappella group.

Nevertheless Jefferys believes the school's biggest draw is its high quality core education program. And the results speak for themselves. 97% of students go on to Catholic high school, and of that 97%, 95% go on to college. "We're just so proud of all of our alumni," says Jefferys.



At the school's helm: Principal Yvette Jefferys.

"They've become doctors, nurses, lawyers, teachers, authors, and so on. Even the FBI is now home to a St. Luke alumnus." Jefferys has invited many successful alumni to visit the school to share their vision with current students.

Incorporating an ethical dimension into academics is vital to the St. Luke credo. Social justice issues and respect for the planet, its people and resources, permeate the curriculum. "We teach the students to respect all life and to be morally strong," says Jefferys. "Yes, we're a Catholic school and, yes, we teach our Catholic faith, but basically we're teaching students to be good people."

A paper and bottle can recycling program reinforces the concept of good stewardship of the environment and personal accountability. Viewing current events and the human impact of the economy through an ethical lens helps to give students a foundation for the choices they'll need to make throughout their lives.

And where would a school firmly planted in the 21st century be without the latest technology — computers, software, the whole nine yards. "We pretty much have all of that," says Jefferys. "We have Wi-Fi throughout the school and last year we had fiber optics installed so students can use hand-held devices in our classrooms." They haven't rushed to put an iPad in the hands of every student, but that's mainly because most students have access to iPads at home. The school does have a computer lab though, which is accessible to all students.

Jefferys speaks with pride about the many accreditation hurdles St. Luke has passed with flying colors. The school has not only met Common Core standards, but California state standards as well, which Jefferys insists are more stringent. The school also exceeds what Jefferys says are the most demanding standards of all: their diocesan standards. St. Luke School is fully accredited by the Western Association of Schools and Colleges and certified by the Western Catholic Education Association. Their accreditation is for six years, the longest term granted.

As for standardized testing, St. Luke, as do their public school counterparts, does Renaissance Learning's STAR testing, which measures student proficiency in reading and math. St. Luke emphasizes the importance of science skills as well. The result is that St. Luke's achievement is second to none, with students routinely being placed in honors math and science courses when they enter high school.

While the intense competition to succeed in school has sadly trickled down from high school to elementary school, St. Luke Catholic School offers a serene alternative to the fast-track mentality, as mirrored by the beautiful campus itself. With a student-teacher ratio of just 14:1, St. Luke is able to provide a level of instruction that recognizes individual learning curves, cultural differences and personal interests.

The teachers are a rare breed. "We don't make millions of dollars as Catholic school educators," says Jefferys, "but we have the same degrees and credentials as public school teachers." Not surprisingly, several of these dedicated teachers have local roots. Three of the ten, in fact, graduated from St. Luke and now teach the second, fourth and sixth grades. And all regard their teaching commitment as more of a calling than a profession.

Though proudly a Catholic school, St. Luke is also proud to say that 21% of the current enrollment is not Catholic. Jefferys believes that non-Catholics choosing St. Luke is a strong endorsement not only of St. Luke's academic excellence, but of its openness to other belief systems as well.

"We don't push our Catholic faith on anyone," says Jefferys. "We teach strong values, morals, and how to be good students and good people, regardless of faith. We're not saying 'Catholic is the only way.""

The school is able to attract international students — there are 14 now — with the same open attitude, giving American students exposure to their peers from other cultures and conveying the message that all the kids are part of a global community. But these students, who come from such places as China, Indonesia and Korea, face a language barrier, too. To address this problem the school has created a special "Pull-out" Program, which provides students with English language learning, including Super Phonics, in addition to their normal studies. "Even if a student is in eighth grade, we start them on kindergarten books and we just keep advancing them," Jefferys says. And advance they do. Students typically move up three to four reading grade levels a year; one, Jefferys says, moved up six grade levels in a year.

Funding is always top of mind for Principal Jefferys. But she asserts that the school is operating in the black. Tuition covers the lion's share of expenses. A small amount of Title II funds from the Temple City Unified School District goes to professional development — teacher training programs aimed to constantly improve classroom effectiveness and to meet the demands of ever-changing State curriculum standards. And individual donors regularly contribute funds for specific causes.

Students can also get help with their costs — with scholarships from the Catholic Education Foundation through the Los Angeles Archdiocese, for example. The scholarships are based on income and can be applied toward tuition. What's more, non-profit organizations provide uniforms and supplies for students whose parents fall below a specific income bracket. "We teach strong values, morals, and how to be good students and good people, regardless of faith. We're not saying 'Catholic is the only way."

-Principal Yvette Jefferys

Of course new sources of financial support for the school are always welcome. And while any visitor would be hard-pressed to find fault with St. Luke's well-maintained and attractive campus, Jefferys confesses she would love to have additional funds to put a new roof on the school, give the restrooms a makeover, and apply some paint here and there. "But the truth is," she says, "we really don't need anything other than cosmetic things."

So the school is in a very good place. And like all goods things, its value is enhanced when they're shared. "I think St. Luke Catholic School is a treasure in the Temple City community," says Jefferys. "We're proud of our school, our students, our teachers. And we'd love to share our faith with anyone who would like to stop by for a tour."

聖路加天主教學校 摘要

當全國各地的天主教學校陸續停辦之際,聖路加天主教學校卻打破趨勢,今年學校入讀學生人數 高達141名,比去年增多10%,聖路加提供的教育融合了傳統的道德價值觀和先進的思考模式、 目標是發展一個體育、智育和德育全面健全的兒童,聖路加還擁有國際勁旅的學生,他們來自世 界各地如中國,印尼和韓國,多元化和開放的課程亦吸引不少非天主教的學生,加上表現出色的 優秀紀錄,正如校長 Yvette Jefferys 所形容:「聖路加是天普市的寶藏」。



 A TEMPLE CITY EVENT

 FEBRUARY 23, 2016, 6:30 P.M.
 WOMEN'S CLUB
 5954 KAUFFMAN AVENUE

 complimentary dinner to follow
 I FREE CHILDCARE AVAILABLE
 I MORE INFO: (626) 285-2171



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