MARK YOUR CALENDAR!

10/8      Fall Picture Day!
10/9      Lockdown Drill @ 10:30 am
10/17     CA Great American Shakeout
10/21 – 10/25   Red Ribbon Week
10/21     Chaparral’s 12th Annual Roadrunner Golf Classic & Dinner Auction
10/22     PFA Meeting @ 7pm
10/31     Costume Parade @ 8:15 am
11/1      CUSD Staff Development Day – NO SCHOOL

Dear Parents, Guardians and Students,

It’s hard to believe that we have been in school for a whole month already, but we are off and rolling! It is a very busy era in education! The staff is working diligently on ensuring a quality education for your student while moving toward the implementation of new technology and new standards. Teachers have started to look at the new Common Core State Standards, and they are participating in trainings on the implementation of Ipads in the classrooms. More information on Common Core State Standards (CCSS) can be found at the end of this newsletter.

I’d like to thank the Chaparral community for being so supportive this past summer through the Target Take Charge of Education program as well as our PFA’s SOS program! It is our community’s support that allows us to offer our students so many learning opportunities here at school. Thank you to all of the parents who came out to Back-to-School Night! We had a great turn out on both nights. Thank you to all of our volunteers who have helped in some way or another! Your help and time is greatly appreciated by staff and students.

Sincerely,

Dr. Olesniewicz
Hats off to our two very important school community groups – PFA & SSC! We are enthused and excited to see so many returning and new faces at the meetings. Our PFA meets on the fourth Tuesday of the month @ 7:00 pm in the Music Room and our SSC normally meets on the third Thursday at 3:00 pm. This month, SSC will meet on Oct. 17

Please feel welcomed to come and “check out what’s happening” at either or both. Your “voice” is very valuable!

PFA Officers:  
President  Jaylyn Baker  
1st VP  Heather Sotolongo  
2nd VP  Melinda Warren  
3rd VP  Elizabeth Saelzler  
4th VP  Mary Hoon  
Secretary  Kim Hinson  
Treasurer  Yvette Reagan  
Parliamentarian  Margaret Fisher

SSC Members
John Ferrari  
Trina Keil  
Sylvia Porter  
Michael Orrison  
Cynthia Peters  
Ken Knox  
Annette Reed  
Jean Merrill  
Jenny Haushalter  
Alternate: Stephanie Ulmer

**BUILDING BLOCKS OF SUCCESS**

This year, Chaparral will continue on its Journey to Success with Building Blocks of Success. This philosophy is based on Coach John Wooden’s book, Inch and Miles: The Journey to Success. This is a fabulous book based on his world renowned Pyramid of Success, but is written from a child’s perspective. The building blocks will be our monthly themes, and quotes or phrases as our “thought for the week.” The entire pyramid is on the next page. We encourage the students to write poems and stories about the theme for the month, and we’d love to share them during morning announcements. In addition, we will recognize one child from each classroom who exemplifies these character traits!

For the month of September, students recognized for “Hard Work” were: Afshin Amani, Allison Viramontes, Braden Roth, Reese Lowther (Kindergarten); Marcus Ortiz, Yaroslava Willard, Kainoa Blanchard, Maxx Cheng (1st grade); Ella Holtan, Madison Hefner, Rena Jacobus, Kylie Roberts (2nd grade); Minha Kang, Maiya Blanchard, Victoria Setiaawan, Malkam Wallace (3rd grade); Lina Delvasto, Abbie Jackson, Emily Kolb (4th grade); John Thomas Zasadzinski, Alondra Martinez, Allyson Krahn-Contois, Emma Atienza (5th grade); TJ Colomey, Lila O’Leary, Mackenzie Davis (6th grade). Congratulations!

**October’s Themes:** Friendship and Loyalty
Pyramid of SUCCESS

PERSONAL BEST!

POISE
Just be yourself!

CONFIDENCE
You must believe in yourself if you expect others to believe in you.

FITNESS
Act, eat, and think right.

SKILL
Practice makes perfect.

TEAM SPIRIT
Be eager to help your team.

SELF-CONTROL
Control yourself so others won’t have to.

 ALERTNESS
What you learn after you know it all is what counts.

ACTION
Be quick, but don’t hurry.

DETERMINATION
Slow and steady gets you ready.

HARD WORK
Failing to prepare is preparing to fail.

FRIENDSHIP
To make friends, be a friend.

LOYALTY
Be trustworthy.

COOPERATION
Be more interested in finding the best way, not in having your way.

ENTHUSIASM
Make each day special.
**Attendance Counts!**

Attending school regularly helps children feel better about school and about themselves. Start building this habit at an early age so they know right away that going to school on time, every day is important. Good attendance is an important skill that will help children do well in school, college, and a job.

“When should I keep my child home from school?”

When the child has:

- A fever of 100 or higher
- Persistent vomiting/diarrhea
- Excessive tiredness or lack of appetite
- Intense headache, sore throat, body aches, chills or earache
- Persistent, productive cough

To return to school:

- Student must be fever free for 24 hrs
- No vomiting/diarrhea in 24 hrs
- Appetite and energy level returned

For more tools and tips for parents, visit: [www.attendanceworks.org/tools/for-parents/](http://www.attendanceworks.org/tools/for-parents/)

---

**Claremont After-School Tutoring Programs (CLASP)**

CUSD students in Grades K-6 are invited to register for CLASP which provides homework help, mentoring, a healthy snack, and recreation at four convenient local sites in Claremont. CLASP is a nonprofit organization that works in collaboration with CUSD and the City of Claremont to offer after-school programs at off-school sites to CUSD students. Registration forms are available at your school office or may be downloaded at the CLASP website at [www.clasp4kids.org](http://www.clasp4kids.org). Please call Nathan Rhodes, CLASP director, at 909-204-0127 or email him at clasp.office@gmail.com for more information. Volunteer positions available! They can also be found at: facebook.com/Claremontafterschoolprograms

---

**Library Birthday Books**

Would you like your son or daughter to leave a legacy in the library? Why not donate a new, **hardback** book to the library? The student’s name will be announced during morning announcements by Dr. Olesniewicz and a placard will be placed inside the book with the student’s name and birth date. All Chaparral students will be able to check it out for many years! You can get a list of suggested books for both primary and upper grades on the school’s website. Happy Reading!!

Mrs. Hammill, Librarian

<table>
<thead>
<tr>
<th>September Birthday Books</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT NAME</strong></td>
<td><strong>BD</strong></td>
<td><strong>BOOK TITLE</strong></td>
</tr>
<tr>
<td>Dakota Cvengros</td>
<td>9/18</td>
<td>The Golly Sisters Go West</td>
</tr>
<tr>
<td>Jackson Garcia</td>
<td>9/2</td>
<td>Clark the Shark</td>
</tr>
<tr>
<td>Cassidy Sparks</td>
<td>9/25</td>
<td>Guinness World Record 2014</td>
</tr>
<tr>
<td>Victoria Setiawan</td>
<td>9/30</td>
<td>Who was Franklin Roosevelt?</td>
</tr>
</tbody>
</table>

---

**YOU'RE INVITED TO THE BEST PARTY IN TOWN!**

It's still not too late to attend the **Roadrunner Golf Classic Dinner and Auction on Monday, October 21 @ 5:30 PM** at Via Verde Country Club in San Dimas. It’s an awesome time to meet new Chaparral families and socialize with old friends and teachers. Dinner is $45.00 - the excitement and fun is priceless. Childcare is free! Call Charlie Gale @ 626-5656 or Marc Furstman @ 815-9821 for additional details.
On August 2, 2010, the California State Board of Education (SBE) voted unanimously to adopt new standards for both mathematics and English-language arts. The new standards are rigorous, research-based, and designed to prepare every student for success in college and the workforce. The standards are internationally benchmarked to ensure that our students are able to compete with students around the globe.

They were built upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public.

California and the Common Core

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) established the Academic Content Standards Commission (ACSC) to develop academic content standards in language arts and mathematics. At least 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material as recommended by the commission. SB X5 1 stated that California must:

- Ensure the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

At the same time, SB X5 1 directed the SBE to accept or reject the recommendations of the ACSC by August 2, 2010.

The ACSC convened during the summer of 2010 to evaluate the CCSS for rigor and alignment to California standards. They inserted words, phrases, and select California standards in their entirety to maintain California’s high expectations for students.

On July 15, 2010, the commission recommended that the SBE adopt the CCSS as amended. The SBE voted unanimously to adopt the recommendations of the ACSC on August 2, 2010.

The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in college and career. The first step in this process was the development of the College and Career Readiness standards. These later became the foundation for the Common Core State Standards (CCSS).

The Common Core State Standards Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards. Parents, educators, content experts, researchers, national organizations, and community groups from forty-eight states, two territories, and the District of Columbia all participated in the development of the standards.

The CCSS were developed for English-language arts and mathematics, kindergarten through grade twelve.
English-Language Arts-Highlights of the CCSS

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

Mathematics-Highlights of the CCSS

The mathematics standards for kindergarten through grade eight are organized by domain. Students in kindergarten through grade five are expected to achieve mastery in whole numbers arithmetic (addition, subtraction, multiplication, and division) and to develop a strong conceptual understanding and procedural skill with fractions—critical foundations for the learning of algebra. The standards for grades six and seven extend work with fractions and develop concepts such as rational numbers and proportional relationships.

The CCSS are consistent with the goal that all students succeed in Algebra 1. Students who master the content and skills through grade seven will be well-prepared for algebra in grade eight. Recognizing that all students must continue their study of mathematics, the CCSS moves students forward with grade eight standards that prepare them for higher math, include Algebra 1.

The high school standards identify the mathematics that all students should study to be college and career ready. The standards are organized by conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability. In addition, the CCSS include standards for Algebra 1, Calculus, and Advanced Placement Probability and Statistics.

Across grade levels and content areas, the CCSS are designed to balance the development of conceptual understandings with the acquisition of procedural skills. Students are expected to apply mathematical ways of thinking to real world issues and challenges, to construct sound mathematical arguments, and to be precise in their mathematical communications.

Next Steps

Although California’s 1997 academic standards for English-language arts and mathematics share many similarities in content and design with the new CCSS, it will take several years to implement the new standards. The CCSS Systems Implementation Plan, available on the CDE CCSS Web page at http://www.cde.ca.gov/re/cc/documents/ccssimp sysplanforcaoct2012.doc (9MB), is a living document that identifies major phases and activities in the implementation of the CCSS throughout California’s educational system.