



THE



LEAFLETTE

THE OFFICIAL NEWSLETTER OF LCW,
LARCHMONT CHARTER SCHOOL - WEST HOLLYWOOD

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CALENDAR

- May 25:**
Memorial Day
No School
- June 18:**
Last Day of School
- June 19:**
Summer Break Starts
No School
- July 9-10:**
Edible Schoolyard Academy
for Teachers in Berkeley
- July 6-August 14:**
Larchmont Summer Camp
at LCS Hollygrove campus
- September 8:**
1st Day of 2009-10 School Year

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PRINCIPAL'S CORNER

by Dr. Kristin L. Droege

GROWING A SCHOOL

Working with young children puts one in the constant frame of mind of looking toward the future; planning what comes next. How will they grow? What will they need? How does what we do today impact them tomorrow?

Growing a new school community is much the same. With our quick start-up in summer of 2008, we filled a school and opened the doors in a matter of days. By November, we had already started tours for prospective parents for the 2009-10 year. The growth of LCW between 2008-09 and 2009-10 will be quite impressive—the school will more than double in size. Amazingly, the process has felt very organic from the beginning.

When it was first time to present our school to the public and share our program with prospective parents, everyone pitched in. Between November and February, we hosted eight school tours for up to 30 families at a time. Simultaneously, we began a strong outreach program to ensure that our pool of applicants for the lottery represented the economic and cultural diversity that we value. Led by the efforts of the Principal's Council, we hosted information sessions at four local Head Start preschools, the Little Ethiopia community, and the Korean Youth and Community Center. Representatives of our staff and enrolled parents were always on hand to serve as translators and to answer questions for interested families.

Probably the most rewarding moment for me came in January. As we prepared for our lottery and our approaching hiring season, we first had to reach out to our current community to see who was planning to return for the next year. We learned, to our delight, that 100% of our enrolled families and 100% of our faculty and staff intended to return in the fall of 2009. What's more, seven of our families informed us that a second child would be joining our school as well. Nothing could have given us more enthusiasm to continue our efforts!

On February 7, we held our random public drawing in the first grade classroom. We hosted about 20 prospective parents and two parent/board members as we methodically drew numbers and read the names of more than 300 applicants to the school. Two days later, letters were sent out to every family in the lottery informing them of their lottery number, and within a week, phone calls began going out to those families who were eligible for an available space.

Now, In May, we have almost completed enrolling our kindergarten through second grade classes. We have many families interested in our third grade class as we await news about next year's site and can assure them that the space will be available. We are actively interviewing new teachers and interns for our open positions for the fall, and our Principal's Council is organizing our current families to serve as host families to those incoming parents and children who will help us grow our school to 140 children.

Looking toward the future is a natural process for both parents and educators.

It is full of excitement and possibility. But also important is to savor and appreciate the present. With our minds filled with growth and change for the 2009-10 school year, I think that we will always look back on our first year as the charming year when a school of 60 children came together to start something wonderful! I could not be more excited to

move forward with this amazing group of children, parents, faculty, and staff. Thanks to all of you for making this possible.

At the LCW Earth Day Concert and Open House the children showed their love of nature through song, dance, and a museum of recycled-art portraying the rainforest and animals of our earth.



WE LOVE KINDERGARTEN!



Kelly Ferguson

Lead Teacher, Kindergarten



Jennifer Santangelo

Lead Teacher, Kindergarten

MEET THE TEACHERS

by
Peter Giambalvo,
Raf Green, and
Yumi Iwama



Emery Shiau

Lead Teacher, First Grade



Alan Morales

Physical Education Teacher

| | | | | |
|---|--|--|---|--|
| Tennis | No | Do you play a sport? | Hike, bike, tennis & kayak | Soccer |
| Tennis and soccer | I danced—tap, jazz, ballet, hip hop, and acrobatics | When you were younger what sport did you play? | I ran track and cross country in high school | Soccer |
| I used to play the clarinet | I've been singing since I was nine years old | Did you play an instrument? | I played the piano, percussion, and flute when I was in school | Never |
| Granola | Avocado and tomatoes with salt | Your favorite snack? | Sour Patch Kids | Gushers |
| At my parents' house we have a dog named Murphy | No | Do you have any pets? | Two cats—Roscoe and Smokey | A two-year-old German Shepherd named Max |
| Dolphin | Puppies | Your favorite animal? | Monkey | Lion |
| I don't have a favorite | <i>Imagine</i> by John Lennon | Your favorite song? | <i>Judy Blue Eyes</i> by Crosby, Stills, Nash, and Young | <i>The Boss</i> by Rick Ross |
| Have hot chocolate and watch a movie | Watch a romantic comedy while lying on the couch with a blanket and a hot cup of cocoa | What do you like to do when it's raining? | Run around in the rain or curl up with a good book, drinking hot chocolate or tea | Drink hot chocolate. |
| <i>Huckleberry Finn</i> by Mark Twain | <i>James and the Giant Peach</i> by Roald Dahl | What's the best book you read in school? | <i>East of Eden</i> by John Steinbeck | <i>Where the Sidewalk Ends</i> by Shel Silverstein |
| A teacher | To play all day with my friends and be happy | When you were in kindergarten, what did you want to be when you grew up? | To make ice cream or decorate cakes, and to be a lawyer | A professional soccer player or a fireman |

Originally from Seattle, Kelly graduated from Duke University and received a B.S. in Economics. She spent a year at Goldman Sachs in New York City as an analyst for the investment division. Realizing she preferred interacting with people and having always loved kids, she decided to make the switch to a teaching career. She received her M.A. in Education and teaching credential at UCLA. She is now in her second year of teaching. Last year she taught first grade at 59th Street School in South Central L.A. She was drawn to LCW because she likes the idea of staying with the same students for two years, and the flexibility that a charter school provides.

Jennifer was born in San Francisco. She went to Cal State Northridge, where she received a B.S. in Accountancy and Finance and earned her teaching credential. She worked with LAUSD at Bertrand Ave. Elementary School for five years. She has taught fourth grade, third grade, second grade, and kindergarten. She wanted to become an elementary school teacher because she has always enjoyed helping children and wanted to help mold the minds of our youth. She would like to help all children become good citizens who are confident and empathetic. She was attracted to LCW because she wanted to work in a collaborative environment where she could develop her teaching style and work with involved parents.

AND IF YOU'D LIKE TO KNOW MORE...

Emery grew up in San Diego and is a graduate of UCLA, Loyola Law School, and Cal State San Bernardino. Before becoming a teacher Emery worked as an employment/labor litigation attorney. She enjoyed the challenge of being an attorney but found herself wanting to do something that makes a tangible and positive difference, so she left her career as a lawyer and turned to teaching. Emery was attracted to LCW because it focuses on educating students to be critical thinkers and lifelong learners. She believes that LCW's constructivist learning environment fosters ingenuity, creativity, and different ways of thinking, and ultimately engenders a true desire to learn.

Alan grew up in Granada Hills, California. He went to John H. Francis Polytechnic High School and graduated from College of the Canyons in 2008. Alan also works at Rosemont Middle School in La Crescenta, where he's a teacher's aide for a 13-year-old boy. While in college, Alan was the Site Coordinator for the after-school program at Woodcraft Rangers. Alan loves his job as a P.E. teacher because he likes being around children. They always make him laugh.

EDIBLE SCHOOLYARD

by Dawn Ebert-Byrnes

On November 10, 2008, the Larchmont Charter Schools had the honor of hosting **Chef Alice Waters**, founder of the renowned **Chez Panisse Foundation** and restaurant in Berkeley, and several members of her **Edible Schoolyard (ESY)** Board of Advisors at the LCS Hollygrove Campus. One of our main goals this year has been to secure a formal affiliation with the ESY program and to incorporate the foundation's philosophies into our school curriculum and lunch routine. This affiliation will support LCW's focus on building healthy, lifelong habits for our children as well as draw attention to our outstanding lunch program and the ESY philosophy within the Los Angeles community.



Waters created the ESY program in 1995 to support student-run organic gardens on the grounds of urban public schools. Her ultimate mission is to front a "delicious revolution" transforming Americans' relationship with food from "fast, cheap, and easy" to a "slow food" movement based on local, fresh, sustainably farmed produce.



For the visit, Waters joined our principal, Kristin Droege, our executive director, John Lee, and several other Larchmont Charter Schools board members for a special organic lunch prepared by LCW founding parent and chef, Marguerita Mees. During the meeting, the group shared philosophies about the edible garden and how creating a family atmosphere for school lunch can make a huge difference in educating a diverse student population about the food we eat.

Eco-literacy is one of LCW's main tenets; we are committed to educating the head, heart, hands, and spirit of our children through the natural world. The ESY program is an ideal match for our school and will allow us to put into practice our core values of active hands-on learning, community involvement, and healthy lifestyles. This integrated science-based curriculum weaves in social studies and math along with earth and environmental sciences. It fosters appreciation for the sustainability of the natural world, and supports the environmental and social well being of our school community and beyond.

We have already begun using the ESY principles on our current organic campus garden – the children, teachers, and parents are creating a practical, living, learning laboratory. And the children are developing a sense of ownership and responsibility as they oversee the complete life cycle, from seed to plant to plate to leftovers recycled into compost, which nourishes the next seasonal crop.

When the complete program begins in the 2009-10 school year, each child will have weekly garden time and a monthly rotation as a student chef. A hot entrée prepared especially for our school will be delivered daily by a local kitchen using the highest quality ingredients, and the bulk of produce will be delivered through the local Farm-To-School program. Of course, we will also be using some of the produce we grow in our own garden.

Lunch will become the social ritual that roots the day. When the children encounter food they have had a hand in cultivating, they will have a natural inclination to sample even novel dishes without skepticism. Lunch will begin with a song of appreciation composed by our music instructor, and then parent volunteers will dine with groups of 10 children. They will lead the tables by example, guiding discussion, encouraging experimentation, and reinforcing good mealtime habits. This structure encourages positive communication, togetherness, appreciation of new and interesting foods, and an introduction to different cultural variations and styles of mealtime. Children from grades K-5 will set the tables, pass plates, clean up spills, clear the dishes, and compost food waste, while enjoying a relaxing and sociable meal together.

Here's what YOU can do to help make this exciting new program a huge success at LCW!

At home, you can involve children in preparing meals, and by making mealtime a dedicated time for family to connect and to hear our children's stories and ideas.

At school, we need ALL of you to volunteer your time. Please make an effort to sign up with Stefanie to volunteer in one of the following areas: family-style dining, hot lunch coordination, cooking, helping teachers in the classroom, cluster coordination, family education, classroom curriculum support and gardening – coordinating volunteers.



THE STATE BUDGET AND WHAT IT MEANS TO LCW

FACTS VS. FICTION: A PARENT PRIMER ON CHARTER SCHOOL BUDGETS AND FUNDRAISING
by Hilary MacGregor and Marya Francis

The economy is tanking. California is slashing its education budget. LAUSD is firing teachers. And the rumors are swirling. Here is a quick Q&A about what all this economic uncertainty means for the LCW community.

Q: I keep hearing doomsday reports about state budget cuts in education. Are the cuts affecting LCW?

A: Yes. In the current school year (2008-09), mid-year budget cuts have already cost LCW about \$20,000 in state funding.

However, due to the extremely successful fundraising efforts by our LCW community, for the remainder of this school year, we are okay. But, ultimately, this means that we have \$20,000 less in our budget that we could have applied to securing a permanent site, hiring more teachers and staff, and implementing new programs.

Q: LAUSD is laying off teachers due to budget cuts. Will we fire teachers at LCW? Will class size increase next year?

A: Our teachers are hired by LCW, not LAUSD. We will not fire any teachers. For the upcoming school year, we are planning to keep 20 students per classroom.

Q: In addition to the money our school receives from state and federal funding, how much money does the LCW community have to raise to pay for this amazing constructivist education that includes gardening, yoga, art, and music?

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A: The Board of Directors of the Larchmont Schools decided our community must raise a minimum of \$1,500 per pupil annually. This meant we needed to raise \$90,000 (60x\$1,500) for the 2008-09 school year.

With this money, our principal, Kristin Droege, is implementing a rigorous, educationally solid program. Kristin emphasizes that the most important thing that this additional \$90,000 gives her is the ability to recruit the very best teachers and to pay them premium salaries. With the remainder of the \$90,000, we are able to offer amazing specialized classes for the LCW community—classes that are continuously being cut from many LAUSD public school programs.

Q: Have parents of students enrolled at LCW this year hit the \$90,000 fundraising goal?

A: We are close. So far this year, enrolled families have raised \$76,000 through donations. All of the monthly fundraisers (cookbooks, box tops, the yoga fundraisers, etc.) to date have raised \$12,700. We have two more fundraisers to raise the final \$1,300 to meet the \$90,000 goal for this year. Remember, every family can contribute in its own way—donations, time, and effort are all equally important in making LCW the best it can be. Let's hit our target!

Q: How much did founding parents with no child yet enrolled at LCW raise this year?

A: During the pledge drive, founding parents with no child yet at LCW raised \$137,995. For many, that was a one-time contribution to get the school up and running. Next year, enrolled parents will need to step up and fill that fundraising gap.

Q: In this time of economic uncertainty, is our school going to survive?

A: Yes. The charter school movement has been around for more than 20 years. The movement has more support and more schools than ever. Our current challenge is our site. Our school faces an additional challenge because we are in an expensive urban environment. But that is not a huge cause for concern, according to Kristin: "The best part of education is the intangibles. It is not about a fancy building. It is about a classroom with great teachers and supportive families."

HOW ELSE CAN YOU HELP?

BY UNDERSTANDING THAT ATTENDANCE IS EXTREMELY IMPORTANT IN THE LAUSD SCHOOL SYSTEM.

WE LOST \$18,000 THIS SCHOOL YEAR BECAUSE OUR AVERAGE DAILY ATTENDANCE (ADA) WAS SO LOW. MOST SCHOOLS AIM FOR DAILY ATTENDANCE OF 95%. LCW HAS HOVERED AT 88%. SO LET'S BOOST THIS!

DECONSTRUCTING CONSTRUCTIVISM

by Dr. Kristin L. Droege

MATHEMATICAL LOGICAL THINKING SKILLS

Between the ages of 4 and 7, children are able to expand their way of thinking. We observe this shift in much of their social and emotional behaviors, but there are also underlying cognitive changes. When children's logical thinking skills develop, they are able to conceptualize the world in new and more complex ways. Two important logical, mathematical skills underlying children's growth and development we observe every day are called conservation and classification.

CONSERVATION is the ability to understand that quantities remain the same even though they change in appearance. Young children have a limited ability to master this skill. They are easily confused between appearance and reality. A child will count a row of five pennies and declare that there are five. Yet if those five pennies are spread apart, the child will believe that there are now more of them because they take up more space.



Conservation of numbers develops between the ages of 4 and 6 years. Manipulating objects such as dominoes, building blocks, and Legos allows children to explore sets of objects as they change shape and position yet remain the same in number.

Conservation of mass develops later, generally between the ages of 6 and 9. Play dough and clay, making cookies, and activities like origami and paper airplanes allow children to experiment with the idea that materials take up different amounts of space without changing amount.

Conservation of volume is among the last concepts to develop, usually between the ages of 9 and 11. Allowing children to play in the water, bathtub, pool, or water table gives them the chance to experiment with liquid volume. Pouring liquids between various shapes and sizes of containers and pressing their hands into water to watch containers overflow are activities that help them conceptualize that the amount of water does not change even when it fills different spaces.

CLASSIFICATION: Even very young children show that they can sort things into groups, such as sorting a button collection based on which ones are fancy or which ones are plain. However, it takes longer for children to understand that there are complex relationships between different categories.

Hierarchical classification refers to the understanding that groups can be arranged into higher and lower order. Young children struggle to understand the relationships between categories on different levels. For instance, if 5-year-old Michelle sees a bouquet of roses and lilies, she might count five roses and eight lilies. If asked, "Are there more roses or more lilies?" she is likely to answer correctly, "More lilies!" Yet, if asked, "Are there more lilies or more flowers?" she is likely to answer incorrectly and say, "More lilies!" In order to conceptualize the idea of flowers, she must reclassify the roses and lilies. She must understand that roses and lilies are both part of a larger group called flowers. Because her young mind tends to focus on one piece of information at a time, a limitation called centration, she is unable to think about one object as being both a lily and a flower simultaneously.

Matrix classification refers to the ability to sort objects based on multiple qualities. For instance, if 4-year-old Michelle is playing with Legos she will be able to sort them by color or by size, but if asked to sort them by both color and size (the large yellow blocks, medium red blocks, and small blue blocks), she will struggle. By about age 8, Michelle will be able to classify along multiple dimensions at once.

Word games and picture games such as **Memory**, **Concentration**, and **Twenty Questions** assist children with the kinds of mental skills that support the development of hierarchical classification. In addition, helping children to create collections of objects, such as rocks, buttons, stickers, or trading cards, allows them to create classification systems and sort objects into complex matrices.

FLAT STANLEY

by Erika Quinn

Don't be surprised if one of these days you find in your mailbox a large envelope containing a little flat person and a letter. You have been chosen to have a *very* special guest come to stay at your house.

Inspired by the classic children's book *Flat Stanley*, by Jeff Brown, our LCW first graders have been busy this semester creating "flat-me's" out of cardboard—mini flat versions of themselves. In the book, a young boy named Stanley gets squashed in a minor accident with a bulletin board and becomes half an inch thick. Though it takes a little time for Stanley to get used to his new body, he and his family take advantage of his condition and begin sending him different places through the mail on adventures.

Emery, the first grade teacher, tailored the internationally practiced project for the LCW students to help the kids become familiar with the world and different cultures. Here's how is how the project works. Each student first made several "flat-me's" out of paper and decorated the paper to represent them. Then they wrote letters to recipients in other towns, explaining that they were sending this flat version of themselves on a vacation to a different town so that they could experience a new place and sometimes a different culture. The recipients of the letters—relatives, family friends, or pen pals, called "flat-me" hosts—were then asked to take this "flat-me" with them wherever they went. To document the experience, they were

asked to take photos of the "flat-me" in various places, pick up souvenirs from their adventures, and to write a journal about the visit. Then the host family sends the "flat-me" back to the student with an account of the visit.

In addition to introducing them to geography, kids also get the added benefit of learning about other kinds of lifestyles and communicating with family and friends in a fun way. Our students have sent letters throughout the entire United States and to international locations such as England, China, Australia, and India.

"We call this a high-student-interest project because they are learning through exper-

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DR. SEUSS

by Raf Green

On the morning of March 2, several Larchmont Charter VIPs gathered in the office of principal Kristin Droege to prepare for a very important event. Chairman of the Larchmont Charter Board Paulette Light, executive director John Lee, and founding parent Jay Owens donned floppy red-and-white-striped hats, grabbed their favorite Dr. Seuss books, and marched upstairs to the LCW classrooms to kick off a great day of reading, eating, and creating in celebration of Dr. Seuss's 105th birthday.

The idea for the birthday festivities came from Kristin. She has been celebrating Dr. Seuss's birthday ever since she first became a teacher, and she wanted to establish the tradition at LCW. Paulette Light read *Green Eggs and Ham* to the delight of Kelly Ferguson's kindergarten class.

Jennifer Santangelo's kindergarteners were treated to *Yertle the Turtle*, courtesy of Jay Owens, and the first grade class heard John Lee's rendition of *Oh, The Places You'll Go*. Each reading was followed by a lively question-and-answer session. It wasn't clear who loved Dr. Seuss more, the kids or the adults. First grade teacher intern Alejandra Domenzain explained why she thinks Dr. Seuss is so beloved by readers of all ages, "He teaches really profound lessons in a really entertaining way. He teaches kids to have fun with language. He shows them that they can make up their own words and names."

Most of the Dr. Seuss books were written in a remarkably sophisticated poetic meter called anapestic tetrameter. Kids may not know the technical term for the poetry but they certainly

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OUR IN-HOUSE YOGINI: SASKA NEIL

by Hilary MacGregor

One recent Friday, nine wiggly kindergarteners lined up on mats in front of Saska Neil, pressed their hands to their hearts, and began to chant in Sanskrit.

Saska, who teaches Kundalini yoga to pregnant women, special needs kids, and adults at Golden Bridge in Hollywood, has been teaching our children yoga as her gift to the school and the LCW community. First graders stretch



and meditate on Tuesdays, and kindergarteners do yoga every other Friday. Next year, Saska will teach yoga to all LCW students once a week as part of the school curriculum.

The effect is amazing. The children strip off their socks and shoes, and start the class

twitching and giggling. But after half an hour of balancing, chanting, and deep relaxation to the sound of waves, even the most active children are calm.

She and her husband, Dr. Julian Neil (a.k.a. Gurudev), a naturopathic doctor, psychoanalyst, and yoga teacher for over 20 years, are the parents of LCW first grader Gitane. The couple led the school's first ever Yoga Fundraiser at St. Ambrose on January 31.



At the three-hour yogic intensive, a group of LCW supporters were treated to a lecture on practicing dharma and the twelve steps to create happiness in our lives, followed by an hourlong Kundalini yoga class.

Participants panted like dogs, squatted like frogs, meditated, and chanted. Two percussionists did live drumming onstage as participants breathed through their poses. Afterward, the blissed-out participants sat down together for heaping plates of mung bean curry and fresh salad.



"That was inspiring!" said Alana Cortes Lawton, mother of first grader Amaya. "The thing I couldn't keep out of my mind is that our children are experiencing some form of this on a weekly basis."

Marya Francis, founding parent and mother of kindergartener Ondine, agreed. "People can go to yoga anywhere," she said. "But the whole spirit of being here was really special. People were here not just to do yoga, but to celebrate our children."



The Neils donated 100% of the proceeds from the fundraiser to the school. Because of the great response from the community, a second Yoga Fundraiser for LCW was held on April 18. Together, the yoga fundraisers raised a total of \$1,300.

LCW FAMILY FUNDRAISERS

by Beth Wishnie Michaelis

The founding parents of LCW are taking the initiative and helping to raise money for the school in creative ways, all over Los Angeles.

On February 18, founding parents Kio and David Grieco sponsored a **Fiesta Date Night** for LCW families. The evening consisted of a fabulous Mexican buffet at Lucy's El Adobe Café, and featured a very special guest speaker: writer, director, and TV and film producer **Andrea Buchanan**. Buchanan is the author of *Note to Self*, a collection of inspirational stories from 30 dynamic women, including a story by another LCW founding parent, **Andrea Rouse**. The evening raised \$1,175 for LCW.

Lucy's generously reduced their rate for the event, and raffle items were provided by **Sunset Tower Hotel Spa** and the **Hyatt Century Plaza**.

On February 25, founding parent Audrey Davidow organized "**Momprenuers - How She Do It**" at **Doctor Teas** in West Hollywood. LCW moms and friends were invited to hear about how a group of successful women started their own businesses and how they balance motherhood and running their own companies. The speakers were **Maya Brenner**, jewelry designer; **Marya Francis**, co-owner of **Retrospecs**; **Kristen Gara** and **Ryan Larson**, owners of **Tin Parade**; **Emily Green**, artist of children's wares; **Kio Grieco**, owner of **Nyakio**, a bath and beauty line; and **Jennifer Pate**, a creator and host of the first interactive web show for modern moms.

Karen Jolna, Ph.D. in Women's Studies from UCLA, moderated the night, posing and fielding questions like "How does one start a business?" and "Where do you get the money or a loan to start?"

Because of the generosity of the speakers who sold their products and gave a percentage of the proceeds to LCW, along with **Doctor Teas**, which gave the Momprenuers their space for free, and **Whole Foods**, which donated all the food for the night, "Momprenuers" made \$1,000 for the school.

In late March, founding parents **Andrea** and **Mitch Rouse** and co-chair **Stacey-Ann Corob** spent days collecting, organizing, and pricing donated items for the first **LCW garage sale**, which took place on March 28 at the Rouses' home in Beverly Hills.



Dozens of LCW families volunteered their time and donated household items, toys, furniture, and excellent baked goods for the 7-hour-long sale, which raised \$1,700. LCW parents modeled clothing and

bags and peddled great baby items. LCW kids tried out, demonstrated, and helped sell moon boots, a tee-ball game, and a toy garage. Although it was hard work, all the families who attended had a great time.



Don't forget to support the local businesses that support our school:

DR. TEAS TEA GARDEN AND HERBAL EMPORIUM, 8612 Melrose Avenue

LUCY'S EL ADOBE CAFE, 5536 Melrose Avenue

WHOLE FOODS, 7871 Santa Monica Boulevard

HEAD LICE MANIA

by Rebecca Mandel, M.D., F.A.A.P. (LCW founding parent 2013, pediatrician in private practice in Valencia, California)

It's going to happen. One itch here, two scratches there, and the next thing you know you're looking at your child's head under a magnifying glass. If you are the parent of a child between the ages of 3 and 12, I want you to know this: Head lice happens.

How? Lice are spread by very close contact with an infected person. Lice can't hop or fly. They crawl. And sometimes they catch a ride on shared clothing, hats, combs, and hairbrushes.

They are skilled parasites. That's about all we know. A case of lice in your house doesn't mean you should have washed your child's hair more often. Neither cleanliness nor type of hair or hairstyle has been shown to affect rates of infestation.

What should you do when lice arrive on the scene? Right now, the recommended treatment is to:

1. Use the medicine Permethrin 1% on the whole family.
2. Start a daily routine of combing and picking nits from wet hair with a fine-tooth comb.
3. Re-treat everyone with Permethrin in 7 to 10 days.

After that initial treatment with permethrin, wash all bedding, towels, and clothing in hot water, and then dry them on the hottest cycle. Stuffed animals or other unwashable items can be bagged in plastic and set aside for 12 to 14 days. Combs and brushes should be soaked for 5 minutes in water that's hotter than 131 F°. Vacuuming has been shown to help. Using pesticide sprays has not. Covering the hair with more-natural products such as vinegar, mayonnaise, petroleum jelly, olive oil, or butter have also, unfortunately, not been proven to help.

If head lice happens to you, I want you to remember that while they may be a pain to get rid of, they are not medically dangerous and—most importantly—they are not your fault!

DR. SEUSS, *continued from pg.5*

know a rhyme when they hear one. After listening to *Oh, The Places You'll Go*, first grader Amaya said, "I like Dr. Seuss because he does a lot of rhyming. It sometimes makes a lot of sense, and when it doesn't make sense it's funny."



Marguerita Mees, who is a chef and the mother of kindergartener Forrest, led a group of parent volunteers as they helped the kids create edible Cat in the Hat strawberry and yogurt cups. The kids filled cups with yogurt and strawberries and sweetened them with agave, which Marguerita explained is like honey except that it comes from a cactus. The mixture of the white yogurt and the red strawberries created a very Seussian effect.

From the many requests for second helpings, it was clear that the treats were a huge success. After they finished eating, the students sat down to make their own Dr. Seuss bookmarks. The results were spectacular.



The kids loved the birthday celebration, but when it comes to writing books like Dr. Seuss, not everyone felt up to the challenge. "It would be a lot of work to be Dr. Seuss," said Emma, a first grader. Her classmate Finley agreed. "I wouldn't like to be Dr. Seuss," he said, "but I would like to be a cat."

FLAT STANLEY, *continued from pg.5*

ence," Emery explained. "We are empowering the kids to make their own discoveries about different places around the world."

Back in the classroom, the journeys of the various "flat-me's" have been plotted out on large-scale maps - one of the United States and one of the world. The project will continue for the rest of the school year, and the hope is that every student will have received at least one of their own



"flat-me's" back from an adventure.

"It is so exciting when one of the students receives a letter. Kids love learning, and the personalization of this project helps solidify their experience," Emery noted.



THE STUDENTS SPEAK!!!

Harvested by Pete X

Hey, back again with more prophetic words from our kids. This time they peer into the future by answering the classic question(s)...

What do you want to do or be when you grow up and why?

- *I don't know. That's a long time from now. What's this for?* —Nicole
- *A musician. Because I like music and I like to sing.* —Liam
- *A firefighter. To help people. And I don't like things burning down.* —Chloe H.
- *A singer. Voices are very beautiful.* —Probably Ava M.
- *Drum. A drummer. I'll try to use a double bass.* —Case
- *I don't know yet. Play Legos. All day long.* —Finley
- *I want to sing. Because it's fun.* —Ondine
- *A policeman. To catch bad guys.* —Elijah
- *A scientist. Because you get to use lots of chemicals. Otherwise, I love macaroni and cheese, and sometimes I bang it on the head.* —Gio

So all in all, it seems like we can look forward to being protected from criminals and fires by a band of singing, Lego-building, scientific public servants. Sounds nice. Thus spoke the students, and until next time, peace.

GOING GREEN

Eco-literacy is part of the LCW charter, and the active Green Committee reflects that commitment. If you enjoyed past "Green Sunday" outings to such destinations as Franklin Canyon and the Griffith Park Observatory (and even Mount Baldy over winter break), sign up with the Green Committee to be a host family. Just pick a favorite outdoor spot and commit to being there to meet up with others. It's the easiest way to host a party—and it's great fun and exercise for the kids.

**Note: These are not school-sponsored events.*

ASK WHAT YOU CAN DO FOR YOUR COUNTRY, UH, CAMPUS

At press time, most families were on track to log their mandatory 50 hours of volunteer time. Are you behind? You can work directly with students by serving lunch or leading gardening sessions; work-at-home options include everything from fundraising to helping teachers prepare materials for classroom projects. If you volunteer on campus, make arrangements with Stefanie in the front office and simply sign in and out on the office log. If you do your work off-site, just send Romana (romanavsc@hotmail.com) an email with your hours and project.



PACK PLENTY OF MARSHMALLOWS!

The upcoming overnight camping trip to Sage Hill Campground on Saturday, May 16, filled up fast, but you can still add your name to the waiting list. The private campground in northern Santa Barbara County offers hiking, fishing at a nearby river, and access to one of California's most beautiful state beaches. The group site we'll be using holds up to 50 people and the cost is \$10 to \$15 per family.

**Note: This is not a school-sponsored event.*

DO YOU NEED A REASON TO SHOP? Well, here it is... Raise funds for LCW simply by shopping at your favorite stores. Just designate LCW at the following stores: **Albertsons, Office Depot, Ralphs, and Target.** And through **Escrip**, earn funds for LCW at **Safeway, Vons, Buy, Gap, and Nordstrom.** A flyer with sign-up info has been sent home with your student—and of course the info can be found on Big Tent: Please look under Files and read both documents on LCW Scrip!

BULLETIN BOARD

Compiled by Amy Steinberg

DID YOU KNOW???

by Laura Shanahan

...that LCW took a field trip to the **Star Eco Station** in Culver City this month? **Star Eco Station** is a nonprofit environmental education and exotic wildlife rescue center where children can experience hands-on lessons in ecology and environmentalism, and encounter tropical birds, exotic reptiles, big cats, and ocean life in a tropical jungle setting.

...that LCW received a grant from the **City of West Hollywood** for our teachers to attend "6+1 *Traits of Writing*" training? This program gives teachers the tools needed to improve student writing, by providing a common language among writers and teachers.

...After watching President Obama's inauguration together on TV at school, LCW students were inspired to write to him. Each kindergarten class collaborated on a group letter; the first graders wrote individual ones. A couple of excerpts: "We hope you will help our country" and "Please give people that are sick medicine." Well said. In late April, President Obama wrote back. An excerpt: "Thank you for your recent note, and for sharing your thoughts with me. Your kind words echo the messages of millions of Americans who have welcomed me and my family to the White House with an outpouring of goodwill."



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