



The Daily Independent

MAKE THE GRADE 2018

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- > Educator profiles
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YOUR LOCAL GUIDE
FOR A SUCCESSFUL SCHOOL YEAR

2018-2019 Sierra Sands School District Information

Back-to-School Night Schedule 2018-2019

| Site(s) | Date | Time |
|----------------------|-------------|---------|
| Faller, Richmond | Tues. 8/21 | 6:30 PM |
| Gateway, Pierce | Wed. 8/22 | 6:30 PM |
| Las Flores, Inyokern | Thurs. 8/23 | 6:30 PM |
| Mesquite | Mon. 8/27 | 6:30 PM |
| Monroe, Murray | Tues. 8/28 | 6:30 PM |
| Burroughs | Wed. 8/29 | 6:30 PM |

Child Nutrition Services 2018-2019

Our online application is available to apply for free or reduced price Breakfast and Lunch for your students through the internet. We ask that every Sierra Sands Family complete this application whether or not you participate in the Breakfast or Lunch Program. Please complete only one application per family no matter how many children and different school sites they attend. Computers are available at the school sites for those families that would like to use a computer at school; however anyone who has access to the internet can apply right from home. A paper application is also available at your school site but the preferred method is the online application. Parents may complete the online application for 2018-19 school year as early as July 1, 2018.

Simply visit <https://family.titank12.com> to begin the application process.

You must go to <https://family.titank12.com> to submit a meal application. You may also make payments towards your students' meals by creating an account. Click on "Sign up today!" to begin the process of making a new account.

This website is very user friendly and will guide you through each step of the process. This website uses high level security so your information is safe.

After you have submitted your application and provided your email address, you will receive your benefit status within 10 days.

If you have any questions, or need assistance with your application, please contact the Child Nutrition Services Office at 760-499-1880 ext 2, Sue LeBlanc or your school site.



Academic Calendar 2018-2019

| | | |
|----------------|----------------|---|
| July 2018 | 2 3 4 5 6 | July 4 - Independence Day |
| | 9 10 11 12 13 | |
| | 16 17 18 19 20 | |
| | 23 24 25 26 27 | |
| | 30 31 | |
| August 2018 | 6 7 8 9 10 | August 7 - Optional Teacher Work Day |
| | 13 14 15 16 17 | August 8 - 10 Teacher Professional Development Days |
| | 20 21 22 23 24 | August 14 - First Day of Instruction |
| | 27 28 29 30 31 | |
| September 2018 | 3 4 5 6 7 | September 3 - Labor Day |
| | 10 11 12 13 14 | |
| | 17 18 19 20 21 | |
| | 24 25 26 27 28 | |
| October 2018 | 1 2 3 4 5 | October 5 - End of 1st Quarter |
| | 8 9 10 11 12 | October 8 - Columbus Day |
| | 15 16 17 18 19 | |
| | 22 23 24 25 26 | |
| | 29 30 31 | |
| November 2018 | 5 6 7 8 9 | November 2 - End of 1st Trimester |
| | 12 13 14 15 16 | November 12 - Observing Veterans Day |
| | 19 20 21 22 23 | November 19 - 21 - Non School Days |
| | 26 27 28 29 30 | November 22 - 23 - Thanksgiving |
| December 2018 | 3 4 5 6 7 | |
| | 10 11 12 13 14 | |
| | 17 18 19 20 21 | December 21 - End of 1st Semester |
| | 24 25 26 27 28 | December 24, 25 - Classified Holidays |
| | 31 | December 24 - January 4 - Winter Recess |
| January 2019 | 1 2 3 4 | January 1 - New Year's Day |
| | 7 8 9 10 11 | |
| | 14 15 16 17 18 | |
| | 21 22 23 24 25 | January 21 - Martin Luther King Jr Birthday |
| | 28 29 30 31 | |
| February 2019 | 4 5 6 7 8 | February 15 - Lincoln's Birthday |
| | 11 12 13 14 15 | February 18 - Washington's Birthday |
| | 18 19 20 21 22 | February 22 - End of 2nd Trimester |
| | 25 26 27 28 | |
| March 2019 | 4 5 6 7 8 | |
| | 11 12 13 14 15 | March 15 - End of 3rd Quarter |
| | 18 19 20 21 22 | March 18-22 - Spring Recess |
| | 25 26 27 28 29 | |
| April 2019 | 1 2 3 4 5 | |
| | 8 9 10 11 12 | |
| | 15 16 17 18 19 | April 19 - In Lieu of Admission Day |
| | 22 23 24 25 26 | |
| | 29 30 | |
| May 2019 | 6 7 8 9 10 | May 27 - Memorial Day |
| | 13 14 15 16 17 | May 30 - Last Day of Instruction |
| | 20 21 22 23 24 | May 31 - Optional Teacher Work Day |
| | 27 28 29 30 31 | |
| June 2019 | 3 4 5 6 7 | June 3 - Classified Mandatory Work Day |
| | 10 11 12 13 14 | |
| | 17 18 19 20 21 | |
| | 24 25 26 27 28 | |

| | | | |
|-------------------------------|--------------------|----------------------|--|
| First/Last Day of Instruction | PURPLE | MINIMUM DAY SCHEDULE | LATE START WEDNESDAYS SCHOOL START TIMES |
| Quarter End | ORANGE | Elementary School | Burroughs 8:10 a.m. |
| Trimester End | BLUE | Middle School | Faller 8:30 a.m. |
| Non-school Days | GREEN | High School | Gateway 8:30 a.m. |
| Legal Holiday | RED | | Inyokern 8:45 a.m. |
| Winter/Spring Recess | | | Monroe 8:00 a.m. |
| Late Start Wednesdays | Yellow Highlighted | | Las Flores 8:30 a.m. |
| | | | Murray 8:00 a.m. |
| | | | Pierce 9:30 a.m. |
| | | | Richmond 8:30 a.m. |

Revised and Adopted 6-14-18



Sierra Sands School District 2018-2019 Bus Route Schedule



Attention All Parents of Students Riding the Bus for the 2018-19 School Year

1. The attached posted times are the estimated pick up and drop times. Adjustment to route times may be made as needed and drivers will notify students of impending changes. Inactive bus stops may be reinstated as needed. Please feel free to call the Transportation Office at 760-499-1874 if you have any questions.

2. If we experience delays, we will be using ParentSquare to notify you. Please make sure the school site has your correct phone/cell phone/email address for proper notification. This means your student must ride the designated route in order for you to receive notification.

3. **LATE START WEDNESDAYS:** All route times listed will be delayed by thirty (30) minutes on late start Wednesdays. For example: If your normal pick up time is 6:30 AM, your late start Wednesday pick up time will be 7:00 AM. All routes will be delayed by 30 minutes.

4. All students must have their bus pass and be ready to show it to the bus driver by September 11, 2018. Passes will be needed for AM and PM loading onto the bus.

View or download the PDF of the bus route schedules on our district website www.ssusd.org or our Facebook page. If you do not see a stop near you, please contact the Transportation Office at 760-499-1874.

| Time | Late Start | Location | School | Route # |
|----------------------------|------------|-----------------------|----------------|-----------|
| BHS and Mesquite HS | | | | |
| 5:55 | 6:25 | 2544 Brown Rd | BHS & Mesquite | 54 |
| 3:35 | | 2544 Brown Rd | BHS | 54 |
| 6:00 | 6:30 | Athel/Crestview | BHS & Mesquite | 54 |
| 3:45 | | Athel/Crestview | BHS | 54 |
| 6:45 | 7:15 | Bowman/County Line | BHS & Mesquite | 51 |
| 3:15 | | Bowman/County Line | BHS | 55 |
| 1:29 | | Bowman/Richmond | Mesquite Only | 51 |
| *** | | China Lake/Guam | BHS | 51 |
| *** | | China Lake/Guam | BHS | 51 |
| 6:28 | 6:58 | China Lake/Treat | BHS & Mesquite | Van RT 75 |
| 3:05 | | China Lake/Treat | BHS | Van RT 75 |
| 6:37 | 7:07 | College Hts/Cobria PL | BHS & Mesquite | 51 |
| 3:00 | | College Hts/Cobria PL | BHS | 55 |
| 6:32 | 7:02 | College Hts/Franklin | BHS & Mesquite | 51 |
| 3:01 | | College Hts/Franklin | BHS | 55 |
| 6:32 | 7:02 | College Hts/Nancy | BHS & Mesquite | 51 |
| 2:58 | | College Hts/Nancy | BHS | 55 |
| *** | | College Hts/Springer | BHS & Mesquite | 51 |
| *** | | College Hts/Springer | BHS | 55 |
| 6:35 | 7:05 | College Hts/Kendall | BHS & Mesquite | 51 |
| 3:05 | | College Hts/Kendall | BHS | 55 |
| 6:25 | 6:55 | Dolphin/Downs | BHS & Mesquite | 51 |
| 3:15 | | Dolphin/Downs | BHS | 51 |
| 12:52 | | Dolphin/Downs | Mesquite Only | 51 |
| 6:43 | 7:13 | Dolphin/Gateway | BHS & Mesquite | 51 |
| 3:10 | | Dolphin/Gateway | BHS | 55 |
| 6:50 | 7:20 | E Church/Richmond | BHS & Mesquite | 51 |
| 3:20 | | E Church/Richmond | BHS | 55 |
| 6:03 | 6:33 | Hwy 395/Neal Ranch | BHS & Mesquite | 54 |
| 3:47 | | Hwy 395/Neal Ranch | BHS | 54 |
| 6:25 | 6:55 | Hwy 395/Tor Road | BHS & Mesquite | Van RT 75 |
| 3:08 | | Hwy 395/Tor Road | BHS | Van RT 75 |
| 6:00 | 6:30 | Inyokern School | BHS & Mesquite | 56 |
| 3:18 | | S Brown/Plains | BHS | 53 |
| 6:12 | 6:42 | Inyokern/Comet | BHS & Mesquite | 56 |
| 4:11 | | Inyokern/Comet | BHS | 54 |
| 6:15 | 6:45 | Inyokern/Saguaro | BHS & Mesquite | 56 |
| 4:13 | | Inyokern/Saguaro | BHS | 54 |
| 1:00 | | Inyokern/Saguaro | Mesquite Only | 51 |
| 6:40 | 7:10 | Kendall/Gateway | BHS & Mesquite | 55 |
| 3:03 | | Kendall/Gateway | BHS | 55 |
| 6:13 | 6:43 | Las Flores/Brady | BHS | 51 |
| 3:09 | | Las Flores/Brady | BHS | 51 |
| 6:12 | 6:42 | Las Flores/Garth | BHS | 51 |
| 3:07 | | Las Flores/Garth | BHS | 51 |
| 6:40 | 7:10 | Leyte / Nimitz Ct | BHS | 52 |
| 3:12 | | Leyte / Nimitz Ct | BHS | 52 |
| 6:30 | 7:00 | N Brown/3 Pines | BHS & Mesquite | 54 |
| 3:37 | | N Brown/3 Pines | BHS | 53 |
| 6:28 | 6:58 | N Brown/Athel | BHS & Mesquite | 54 |
| 3:40 | | N Brown/Athel | BHS | 53 |
| 6:26 | 6:56 | N Brown/Buckel | BHS & Mesquite | 54 |
| 4:09 | | N Brown/Buckel | BHS | 53 |
| *** | | N Brown/Casper | BHS & Mesquite | 54 |
| 4:08 | | N Brown/Casper | BHS | 53 |
| 6:09 | 6:39 | N Brown/Coyote Trail | BHS & Mesquite | 54 |
| 3:57 | | N Brown/Coyote Trail | BHS | 53 |
| 6:12 | 6:42 | N Brown/Heather | BHS & Mesquite | 54 |
| 4:00 | | N Brown/Heather | BHS | 53 |
| 6:18 | 6:48 | N Brown/Letter | BHS & Mesquite | 54 |
| 3:50 | | N Brown/Letter | BHS | 53 |
| 6:14 | 6:44 | N Brown/Neal Ranch | BHS & Mesquite | 54 |
| 4:02 | | N Brown/Neal Ranch | BHS | 53 |
| *** | | N Brown/Private Rd | BHS & Mesquite | 54 |
| 3:36 | | N Brown/Private Rd | BHS | 53 |
| 6:20 | 6:50 | N Brown/Siebenshal | BHS & Mesquite | 54 |
| 4:05 | | N Brown/Siebenshal | BHS | 53 |
| 6:23 | 6:53 | N Brown/Solo | BHS & Mesquite | 54 |
| 4:06 | | N Brown/Solo | BHS | 53 |
| 6:16 | 6:46 | N Brown/Wilcox | BHS & Mesquite | 54 |
| 3:53 | | N Brown/Wilcox | BHS | 53 |
| 6:29 | 6:59 | Rader/Sanders | BHS & Mesquite | 51 |

| Time | Late Start | Location | School | Route # |
|---|------------|----------------------------|----------------|-----------|
| 6:20 | 6:50 | Ridgercrest Blvd/Mahan | BHS & Mesquite | 51 |
| 3:13 | | Ridgercrest Blvd/Mahan | BHS | 51 |
| 6:17 | 6:47 | Ridgercrest Blvd/Primavera | BHS & Mesquite | 51 |
| 3:10 | | Ridgercrest Blvd/Primavera | BHS | 51 |
| *** | | S. Brown/Denise | BHS & Mesquite | 54 |
| 3:32 | | S. Brown/Denise | BHS | 53 |
| *** | | Springer/Gateway | BHS & Mesquite | 51 |
| 3:06 | | Springer/Gateway | BHS | 55 |
| *** | | Sunland/Springer | BHS & Mesquite | 51 |
| 3:13 | | Sunland/Springer | BHS | 55 |
| 6:10 | 6:40 | The Rand/Buluwago | BHS & Mesquite | Van RT 75 |
| 3:20 | | The Rand/Buluwago | BHS | Van RT 75 |
| 6:21 | 6:51 | Ward/Calvert | BHS & Mesquite | 56 |
| 3:20 | | Ward/Calvert | BHS | 53 |
| 1:08 | | Ward/Calvert | Mesquite Only | 51 |
| 6:30 | 7:00 | Ward/Guam | BHS & Mesquite | 56 |
| 3:10 | | Ward/Guam | BHS | 53 |
| 6:24 | 6:54 | Ward/Pinto | BHS & Mesquite | 56 |
| 3:18 | | Ward/Pinto | BHS | 53 |
| 6:19 | 6:49 | Ward/Strecker | BHS & Mesquite | 56 |
| 3:22 | | Ward/Strecker | BHS | 53 |
| 1:11 | | Ward/Strecker | Mesquite Only | 51 |
| Monroe stops may also carry high school students. | | | | |
| 2:45 | | Castle X | Monroe | 53 |
| 6:52 | 7:22 | California/Valley | Monroe | 51 |
| 2:55 | | California/Valley | Monroe | 51 |
| *** | | China Lake/Guam | Monroe | Van RT 75 |
| *** | | China Lake/Guam | Monroe | Van RT 75 |
| *** | | China Lake/Treat | Monroe | Van RT 75 |
| *** | | China Lake/Treat | Monroe | Van RT 75 |
| 6:25 | 6:55 | Dolphin/Downs | Monroe | 51 |
| 3:20 | | Dolphin/Downs | Monroe | 51 |
| 6:13 | 6:43 | Las Flores/Brady | Monroe | 51 |
| 3:09 | | Las Flores/Brady | Monroe | 51 |
| 6:17 | 6:47 | Ridgercrest Blvd/Primavera | Monroe | 51 |
| 3:15 | | Ridgercrest Blvd/Primavera | Monroe | 51 |
| Murray only, buses will not go into BHS or Mesquite. | | | | |
| 3:00 | | 2544 Brown Rd | Murray Only | 54 |
| 6:47 | 7:17 | Alene/Erwin | Murray Only | 53 |
| 2:25 | | Alene/Erwin | Murray Only | 54 |
| *** | | Athel/Crestview | Murray Only | 54 |
| 6:36 | 7:06 | Bowman/County Line | Murray Only | 55 |
| 6:43 | 7:13 | California/Valley | Murray Only | 55 |
| 2:30/2:45 | | Castle X | Murray/Monroe | 51/53 |
| 6:24 | 6:54 | College Hts/Franklin | Murray Only | 55 |
| 3:01 | | College Hts/Franklin | Murray Only | 55 |
| 6:22 | 6:52 | College Hts/Nancy | Murray Only | 55 |
| 6:40 | 7:10 | E Church/Richmond | Murray Only | 55 |
| 6:30 | 7:00 | Gateway/Dolphin | Murray Only | 55 |
| 6:26 | 6:56 | Inyokern/Comet | Murray Only | 53 |
| 3:40 | | Inyokern/Comet | Murray Only | 54 |
| 6:28 | 6:58 | Inyokern/Saguaro | Murray Only | 53 |
| 3:42 | | Inyokern/Saguaro | Murray Only | 54 |
| 6:22 | 6:52 | Inyokern School | Murray Only | 53 |
| 2:50 | | S Brown/Plains | Murray Only | 54 |
| 6:26 | 6:56 | Kendall/College Hts | Murray Only | 55 |
| 6:28 | 6:58 | Kendall/Gateway | Murray Only | 55 |
| *** | | N Brown/3 Pines | Murray Only | 54 |
| 3:05 | | N Brown/Athel | Murray Only | 54 |
| 3:35 | | N Brown/Buckel | Murray Only | 54 |
| 3:30 | | N Brown/Casper | Murray Only | 54 |
| 3:15 | | N Brown/Coyote Trail | Murray Only | 54 |
| 3:20 | | N Brown/Heather | Murray Only | 54 |
| 3:25 | | N Brown/Letter | Murray Only | 54 |
| 3:23 | | N Brown/Neal Ranch | Murray Only | 54 |
| 2:47 | | N Brown/Private Rd | Murray Only | 54 |
| 3:30 | | N Brown/Siebenshal | Murray Only | 54 |
| 3:10 | | N Brown/Solo | Murray Only | 54 |
| 3:14 | | N Brown/Wilcox | Murray Only | 54 |
| 6:48 | 7:18 | Radar/China Lake | Murray Only | 55 |
| 2:30 | | Radar/China Lake | Murray Only | 55 |

| Time | Late Start | Location | School | Route # |
|--|------------|----------------------|-------------|-----------|
| 6:34 | 7:04 | Springer/Gateway | Murray Only | 55 |
| 6:32 | | Springer/Sunland | Murray Only | 55 |
| 6:33 | 7:03 | Ward/Calvert | Murray Only | 53 |
| 2:42 | | Ward/Calvert | Murray Only | 54 |
| 6:43 | 7:13 | Ward/Guam | Murray Only | 53 |
| 2:34 | | Ward/Guam | Murray Only | 54 |
| 6:36 | 7:06 | Ward/Pinto | Murray Only | 53 |
| 2:40 | | Ward/Pinto | Murray Only | 54 |
| 6:31 | 7:01 | Ward/Strecker | Murray Only | 53 |
| 2:44 | | Ward/Strecker | Murray Only | 54 |
| Unless otherwise noted: Middle School Stops below may serve BHS and Mesquite HS | | | | |
| 5:55 | 6:25 | 2544 Brown Rd | Murray | 54 |
| 6:00 | 6:30 | Athel/Crestview | Murray | 54 |
| 3:15 | | Bowman/County Line | Murray | 55 |
| 2:56 | | College Hts/Franklin | Murray | 55 |
| 3:53 | | College Hts/Nancy | Murray | 55 |
| 6:35 | 7:05 | College Hts/Kendall | Murray | 51 |
| 2:58 | | College Hts/Kendall | Murray | 55 |
| 3:20 | | E Church/Richmond | Murray | 55 |
| 3:10 | | Gateway/Dolphin | Murray | 55 |
| 6:03 | 6:33 | Hwy 395/Neal Ranch | Murray | 54 |
| 3:05 | | Hwy 395/Neal Ranch | Murray | 54 |
| 3:03 | | Kendall/Gateway | Murray | 55 |
| 6:40 | 7:10 | Leyte / Nimitz Ct | Murray | 52 |
| 2:25 | | Leyte / Nimitz Ct | Murray | 51 |
| 6:30 | 7:00 | N Brown/3 Pines | Murray | 54 |
| 6:28 | 6:58 | N Brown/Athel | Murray | 54 |
| 6:26 | 6:56 | N Brown/Buckel | Murray | 54 |
| 6:09 | 6:39 | N Brown/Coyote Trail | Murray | 54 |
| 6:12 | 6:42 | N Brown/Heather | Murray | 54 |
| 6:18 | 6:48 | N Brown/Letter | Murray | 54 |
| 6:14 | 6:44 | N Brown/Neal Ranch | Murray | 54 |
| 6:20 | 6:50 | N Brown/Siebenshal | Murray | 54 |
| 6:23 | 6:53 | N Brown/Solo | Murray | 54 |
| 6:16 | 6:46 | N Brown/Wilcox | Murray | 54 |
| 3:06 | | Springer/Gateway | Murray | 55 |
| *** | | Springer / Mahan | Murray | 51 |
| *** | | Springer/Sunland | Murray | 55 |
| 6:10 | | The Rand /Buluwago | Murray | Van RT 75 |
| 3:20 | | The Rand /Buluwago | Murray | Van RT 75 |
| Faller Elementary | | | | |
| 7:23 | 7:53 | 220 Robertson | Faller | 52 |
| 2:43 | | 220 Robertson | Faller | 52 |
| 7:31 | 8:01 | 417 Sunset St | Faller | 52 |
| 2:51 | | 417 Sunset St | Faller | 52 |
| 7:16 | 7:46 | Bataan/Farragut | Faller | 52 |
| 2:35 | | Bataan/Farragut | Faller | 52 |
| 7:29 | 7:59 | Church/Sunset Pl | Faller | 52 |
| 2:48 | | Church/Sunset Pl | Faller | 52 |
| 7:10 | 7:40 | Dolphin/Ranger | Faller | 52 |
| 2:25 | | Dolphin/Ranger | Faller | 52 |
| 7:15 | 7:45 | Franklin/Sims | Faller | 52 |
| 2:30 | | Franklin/Sims | Faller | 52 |
| 7:26 | 7:56 | Robertson/Helena | Faller | 52 |
| 2:45 | | Robertson/Helena | Faller | 52 |
| 7:20 | 7:50 | Upjohn/Norma | Faller | 52 |
| 2:40 | | Upjohn/Norma | Faller | 52 |
| *** | | Ward/Guam | Faller | 52 |
| 3:00 | | Ward/Guam | Faller | 52 |
| Gateway Elementary | | | | |
| Gateway Elementary is a neighborhood school with boundaries within District walk limits | | | | |
| Late Start Inyokern Elementary | | | | |
| *** | | 2544 Brown Rd | Inyokern | 56 |
| *** | | 2544 Brown Rd | Inyokern | 56 |
| *** | | Athel/Tumbleweed | Inyokern | 56 |
| 2:50 | | Athel/Tumbleweed | Inyokern | 56 |
| 7:10 | 7:40 | Chaparral/Saguaro | Inyokern | 56 |
| 3:15 | | Chaparral/Saguaro | Inyokern | 56 |
| *** | | Hwy 395/Neal Ranch | Inyokern | 56 |
| *** | | Hwy 395/Neal Ranch | Inyokern | 56 |
| 7:08 | 7:38 | Hwy 395/The Rand | Inyokern | Van RT 76 |
| 3:05 | | Hwy 395/The Rand | Inyokern | Van RT 76 |
| 7:40 | 8:10 | N Brown/Athel | Inyokern | 56 |

| Time | Late Start | Location | School | Route # |
|---|------------|-------------------------|----------|-----------|
| 2:45 | | N Brown/Athel | Inyokern | 56 |
| 7:25 | 7:55 | N Brown/Coyote Trail | Inyokern | 56 |
| 3:15 | | N Brown/Coyote Trail | Inyokern | 56 |
| *** | | N Brown/Hazen | Inyokern | 56 |
| *** | | N Brown/Hazen | Inyokern | 56 |
| 7:34 | 8:04 | N. Brown/Letter | Inyokern | 56 |
| 3:08 | | N. Brown/Letter | Inyokern | 56 |
| 7:31 | 8:01 | N Brown/Neal Ranch | Inyokern | 56 |
| 3:05 | | N Brown/Neal Ranch | Inyokern | 56 |
| 7:35 | 8:05 | N. Brown/ Seibenthal | Inyokern | 56 |
| 2:54 | | N. Brown/ Seibenthal | Inyokern | 56 |
| 7:36 | 8:06 | N Brown/Solo | Inyokern | 56 |
| 2:55 | | N Brown/Solo (Eastside) | Inyokern | 56 |
| 3:09 | | N Brown/Solo (Westside) | Inyokern | 56 |
| 7:33 | 8:03 | N Brown/Wilcox | Inyokern | 56 |
| 3:07 | | N Brown/Wilcox | Inyokern | 56 |
| 7:00 | 7:30 | Red Mountain 2SL | Inyokern | Van RT 76 |
| 3:15 | | Red Mountain 2SL | Inyokern | Van RT 76 |
| 7:10 | 7:40 | The Rand /Buluwago | Inyokern | Van RT 76 |
| 3:07 | | The Rand /Buluwago | Inyokern | Van RT 76 |
| 7:03 | 7:33 | Ward/Calvert | Inyokern | 56 |
| 3:25 | | Ward/Calvert Dbl Stop | Inyokern | 56 |
| 7:01 | 7:31 | Ward/Pinto | Inyokern | 56 |
| 3:30 | | Ward/Pinto | Inyokern | 56 |
| 7:06 | 7:36 | Ward/Strecker | Inyokern | 56 |
| 3:35 | | Ward/Strecker | Inyokern | 56 |
| Las Flores Elementary | | | | |
| Las Flores Elementary is a neighborhood school with boundaries within District walk limits | | | | |
| Late Start | | Pierce Elementary | | |
| 8:12 | 8:42 | Alvord/Upjohn | Pierce | 55 |
| 4:05 | | Alvord/Upjohn | Pierce | 51 |
| 8:31 | 9:01 | Bowman/County Line | Pierce | 55 |
| 3:45 | | Bowman/County Line | Pierce | 51 |
| *** | | California/Valley | Pierce | 55 |
| *** | | California/Valley | Pierce | 51 |
| *** | | Cottonwood/Sunland | Pierce | 55 |
| *** | | Cottonwood/Sunland | Pierce | 51 |
| 8:28 | 8:58 | Gateway/Springer | Pierce | 55 |
| 3:30 | | Gateway/Springer | Pierce | 51 |
| 8:20 | 8:50 | Kendall/College Hts | Pierce | 55 |
| 3:55 | | Kendall/College Hts | Pierce | 51 |
| 8:27 | 8:57 | Kendall/Sunland | Pierce | 55 |
| *** | | Kendall/Sunland | Pierce | 51 |
| 8:21 | 8:51 | Kendall/Gateway | Pierce | 55 |
| 3:50 | | Kendall/Gateway | Pierce | 51 |
| *** | | Norma/ Veada | Pierce | 55 |
| *** | | Norma/ Veada | Pierce | 51 |
| 8:10 | 8:40 | Radar/Sanders | Pierce | 55 |
| 4:00 | | Radar/Sanders | Pierce | 51 |
| 8:40 | 9:10 | Sunland/Commercial | Pierce | 55 |
| 3:45 | | Sunland/Commercial | Pierce | 51 |
| Late Start | | Richmond Elementary | | |
| 8:13 | 8:43 | 724 Atkins | Richmond | 53 |
| 3:35 | | 724 Atkins | Richmond | 52 |
| 8:15 | 8:45 | Alene/Erwin | Richmond | 53 |
| 3:40 | | Alene/Erwin | Richmond | 52 |
| 8:25 | 8:55 | Drummond/Heritage | Richmond | 51 |
| 3:59 | | Drummond/Heritage | Richmond | 55 |
| 8:30 | 9:00 | Graaf/Wayne | Richmond | 51 |
| 3:40 | | Graaf/Wayne | Richmond | 55 |
| 8:10 | 8:40 | Sierra View/Reeves | Richmond | 53 |
| 3:45 | | Sierra View/Reeves | Richmond | 55 |
| 8:20 | 8:50 | Ward/Inyo | Richmond | 53 |
| 3:43 | | Ward/Inyo | Richmond | 55 |
| 8:24 | 8:54 | Ward/Mtn View | Richmond | 53 |
| 3:48 | | Ward/Mtn View | Richmond | 52 |
| 8:27 | 8:57 | Ward/Palo Verde | Richmond | 53 |
| 3:50 | | Ward/Palo Verde | Richmond | 52 |
| 8:22 | 8:52 | Ward/Sierra View | Richmond | 53 |
| 3:45 | | Ward/Sierra View | Richmond | 52 |
| *** Inactive bus stops. For any questions or if you need service from an inactive bus stop please contact the Transportation Department at 760-499-1874 | | | | |
| Every Wednesday morning buses will arrive 30 minutes later than the scheduled time. Except: Nov. 14, Dec. 19, 2018 and March 13, 2019 and no late | | | | |

CONTACT US
Phone: 760.375.4481
Fax: 760.375.4880

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ONLINE
www.ridgecrestca.com

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More Content Now

First day of college brings excitement, nerves

CERRO COSO COLLEGE

There is nothing more exciting than the hustle and bustle of a new semester at Cerro Coso Community College. As students and faculty return to campus, President Jill Board shares what the new school year has in store for both students and the community.

As Cerro Coso winds down its

ceptional education and training, there are new employees, processes, and programs designed to help students complete their goals. The college welcomes new administrators and instructors: Maura Mura-bito, Dean of Career Technical Education; Katie Bachman, Director of Outreach Services; Nicole Grif-fin, Program Manager for Dual Enrollment and Prison Education; Lauren Falk, Program Manager

ology at the Bishop/Mammoth Lakes campuses; and Melissa Bowen, Psychology. All will play significant roles in leading completion efforts.

The college has launched Navigate, a software designed specifically for Cerro Coso students to make college less complicated. Navigate will keep students updated on important deadlines, events, and activities, explore majors and careers, schedule classes around the rest of their lives, based on preferences, and register for classes with ease, at no extra cost to the students. An instructional video is available online at

<https://www.cerrocoso.edu/studentservices/counseling/navigate>.

After almost three years of renovation, Cerro Coso will reopen the main building on the Ridgecrest campus this fall. The original building opened in the fall of 1973. The facility received a modern makeover with a one-stop student centric design. The new layout has created an all-in-one student services center where students can get all of their questions answered and



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yearlong recognition of its 45 years of leading-edge discovery and ex-

for Foundation and Institutional Advancement; Andrew Burch, Bi-

SEE COLLEGE, 21



DENTISTRY

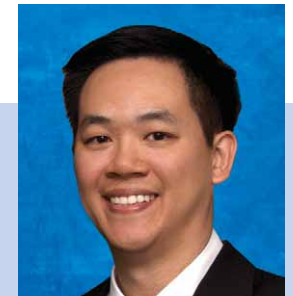
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Q & A

with Inyokern Elementary principal, Dr. Bonny Porter

BY JACK BARNWELL
The Daily Independent

Dr. Bonny Porter is the new principal for Inyokern Elementary. She previously was the principal for James Monroe Middle School.

Q: How long have been an educator? How long with Sierra Sands?

A: 2018 will be my 25th year in education, 10 as a teacher and 15 as an administrator. This will be my fifth year in Sierra Sands.

Q: Why did you pursue a career in education?

A: As an educator, you have the opportunity to make a difference in students' lives. That makes every interaction we have with students and their families a chance to positively impact others. I enjoy seeing educators and students succeed in what they learn and how they in-

teract in social situations.

Q: What are you looking forward to most as the principal of your new assigned school site? Why?

A: At Inyokern Elementary, I look forward to establishing relationships with the students, families, and staff. I believe it is very important to connect with the individuals at the school site and in the community. The more cohesive the relationships, the stronger the unit.

Q: What are some memorable moments from your previous position?

A: For the past four years, I was the principal at James Monroe Middle School. I thoroughly enjoyed working with the staff and students at Monroe. One of my most memorable experiences was



JACK BARNWELL/DAILY INDEPENDENT

watching the implementation of our Science Technology Engineering Arts and Math (STEAM) Grant. All of the teachers at the school participated in a project-based learning activity centered around food trucks. Watching as student, de-

signed, built and displayed their trucks was awesome!

Q: What are your goals going forward?

A: At Inyokern Elementary, I am

SEE PORTER, 20

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NAWS China Lake provides base bus stop info for new school year

The 2018-2019 Sierra Sands Unified School District (SSUSD) academic year starts Aug. 14, and members of NAWS China Lake are privileged to be collaborating with SSUSD and thus playing a supporting role to the School District's activity and preparations for the new academic year. SSUSD will continue to provide an opportunity for bus service to stops on NAWS China Lake during the school day for applicable students but doing so will require children to possess proper identification (ID). Specifically, students will be required to present proper ID to the bus driver in order to ride the bus onto base at the end of the school day.

Middle School and High School aged children with proper ID are not authorized to "vouch" for children without proper ID for entry onto the SSUSD school bus in order to gain transportation to the base bus stops. If your child or children are properly credentialed, please instruct them to not bring a child without proper ID onto a school bus destined for the base because all vehicles desiring to gain entry into a Department of Defense (DoD) installation are eligible for search and inspection; thus, if a child without ID makes it onto the bus, the possibility exists that China Lake Police Department personnel performing duties at the entry control points (a.k.a. gates) will require the removal of the non-credentialed child from the bus, and subsequently ne-

cessitate a wait until parent or guardian pick-up at the applicable gate. Moreover, an objective is to reduce or eliminate a scenario in which a child who is not an authorized enrolled patron of Castle X Youth Center, and does not have proper ID, finding his/her way to Castle X Youth Center because the child will be identified by a Youth Center representative as not being an authorized patron, and then finite China Lake Police Department resources will be used to process the child for removal off the installation and hand-off to an appropriate parental or guardian. The same would apply to an improperly sponsored student identified without proper ID in the housing areas on base.

Please monitor electronic communication from SSUSD regarding bus information. Additionally, the Murray and Monroe Middle School front offices or the SSUSD District Office are available for assistance during business hours. For further information on SSUSD bus schedule, pass dates, and fees, visit www.facebook.com/SSUSD or www.ssusd.org/departments/transportation or call the Sierra Sands Transportation Office at (760) 499-1874.

The first scenario applies to a parent or guardian of a Middle or High School student who resides on the installation (such as Lincoln Military Housing) and who desires to make use of the SSUSD school bus service at the end of the school day

for transportation to the bus stop at Lincoln Military Housing (intersection of Nimitz and Leyte). Proper ID is necessary for the school bus driver to grant the child entry onto the bus. Proper identification is a DoD Military Dependent ID – required to be in the possession of people over the age of 10 who are children of military personnel.

The second scenario applies to non-residents of the Installation that desire to make use of the Child Youth Program (CYP). Castle X Youth Center authorized patrons include appropriately aged children (Middle and High School students) of Military, DoD civilian, and eligible DoD contractor personnel.

The first step for a parent or guardian that meets Military, DoD civilian, or eligible DoD contractor status that desires to have their child or children attend Castle X Youth Center is to visit the Youth Center in order to validate existing registration or to initiate registration procedures.

For further information on Castle X Youth Center eligibility and enrollment requirements contact the Castle X Youth Center at (760) 939-8336.

After completion of the first step;

- 1) If proper ID is not already in possession by a child (see below) and

- 2) If a parent or guardian desires to make use of a SSUSD school bus on Aug. 14 or later, then a second step is necessary - Specifically, proper ID will be necessary in order for

the SSUSD school bus driver to grant entry onto the bus at the end of school day that provides drop-off at Castle X Youth Center. Proper ID consists of two different types – DoD Military Dependent ID or DoD Dependent Community Badge.

For a parent or guardian in a military status desiring their child or children attend Castle X Youth Center, and make use of the school bus needs to have the child or children in possession of a DoD Military dependent ID, it's no different than for parents desiring child drop-off at the Military Housing bus stop as stated above.

- If in need of a DoD Military Dependent ID then please visit the Naval Personnel Command ID office located in building 1182 behind the installation Visitor Center (also called the Pass and ID office) on the east side of China Lake Blvd before reaching the Main Entry Control Point (ECP)/gate.

Hours of operation are: Monday – Friday from 7:30 a.m. – 4 p.m.

A parent or guardian in a DoD civilian status or eligible DoD contractor status desiring their child or children attend Castle X Youth Center, and make use of the school bus needs to have the child or children in possession of a DoD dependent community badge.

- The Installation Visitor Center handles DoD dependent community badging, and is located on the east side of China Lake Blvd before

SEE BASE BUS STOP, 20

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When one child is a better student

BY MELISSA ERICKSON

More Content Now

How families react to children's performance in school can have lasting consequences on a child's development and self-esteem, according to experts. What should a parent do when one child is a better student?

"In some ways it's complicated, and parents' perceptions are not always accurate," said Alexander Jensen, assistant professor at Brigham Young University's School of Family Life.

In a 2015 study, Jensen asked parents which of their children was better at schoolwork. Turns out, parents believed their firstborn was smarter – unless the firstborn was a son and the second was a daughter. In that case, the daughter was deemed smarter. Between two siblings of the same sex, parents believed the firstborn was smarter. Between female and male siblings, parents on average believed girls were smarter in school regardless of birth order.

While the study didn't ask why, "it may have been that parents conflate age with natural ability. Then, there's the gender issue," Jensen said. "Parents tend to view older siblings as more capable, but on average older siblings are not doing better in school than their younger siblings."

Regardless of who's smarter, the social comparison of grades between sib-

lings has negative implications for kids.

"It's linked to depression, increased fighting," Jensen said. Parents should minimize comparisons as much as possible, he said.

"Children are vigilant in comparisons, and it can backfire and be a negative. Parents need to be aware of that," said Susan McHale, distinguished professor of human development and family studies, professor of demography and director of the Social Science Research Institute at Pennsylvania State University.

A child can be smart, but if a brother or sister is seen as smarter, "that can have implications as far as future goals and plans, their sense of self, and it can affect their everyday performance," she said.

When a child is seen to be second-best (or third- or fourth-) academically, she may withdraw rather than compete, McHale said. Instead she focuses her efforts toward a different way to compete: If one child is "the smart one," another may be "the sporty one" or "the musical one" or "the one on the debate team."

"It minimizes opportunities, and you really want to avoid this," McHale said.

Parents need to help kids see beyond who's getting better grades.

Pick and praise

"Focus on what the 'less better'-per-



MORE CONTENT NOW VIA FREEPIK.COM

forming child is doing right versus wrong, so to speak," said licensed marriage and family therapist Lisa Bahar. "They are excelling at something – figure that out and nurture it. Focus on their character development versus performance. Build them up on their attributes from small to big things. Remember their actions in the past that had a positive effect on the family and you."

All kids have different strengths, and they need to hear their parents recognize them for it, Jensen said.

Praise effort, not achievement

"Parents should praise a child's effort rather than the outcome," such as grades, Jensen said. That will make the grade comparison conversation come up less often, he said.

Work effort is something that all children can change, while top grades are not always achievable for all students.

"Reinforce kids for what they're doing. If their work ethic is terrific, tell them," McHale said.

Motivate positively

Parents may think comparing grades will spur kids to do better, but it's not effective.

"It may generate motivation, but the long-term effects are mostly negative," Bahar said.

Remember that you're the parent of more than one child, McHale said. Both kids hear what you say to them and their siblings, and that gives them a sense of who they are.

"It's hard for parents to not notice or think about differences between their children; it's only natural," Jensen said. "But to help all children succeed, parents should focus on recognizing the strengths of each of their children and be careful about vocally making comparisons in front of them."



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New deans talk benefits of Cerro Coso

BY JACK BARNWELL
The Daily Independent

Academic and career-oriented programs complement each other at Cerro Coso Community College, according to Chad Houck, dean of instruction for liberal arts and sciences.

“Most community colleges are set up that way, with liberal arts and career technical education,” Houck said. “Career technical education allows certificates and skills, very industry-driven, and then there is the other side of the house with letters and sciences, the core traditional subjects which transfer to four-year universities.”

Houck comes to Cerro Coso after a stint as principal of South Tahoe High School in South Lake Tahoe. But he’s no stranger to Ridgecrest, having served as the principal of Mesquite High School, and prior to that, assistant principal at Burroughs High School.

Houck noted that students come to community college because “you’re trying to get more skills to make your life better, get a job change, or you’re trying to make college cheaper and get

to the one you want to go to.”

“If you want to go to a school like UCLA or UC Berkeley, come here first because it will be cheaper,” Houck said. “You’re going to get a superior experience because your classes will be smaller, with professors who live in the area.”

He noted on the opposite spectrum, CTE courses will help train and certificate people in certain fields, something that might benefit China Lake in the long run as an aging workforce readies to retire.

Maura Murabito, the new dean for CTE, agrees.

“What CTE programs we offer are just launch boards for students,” she said. “Cerro Coso offers an opportunity for students to go into the CTE, leave with a certificate and be what they call stackable — you can come back into college to get more in education.”

For example, she said if a student wants to pursue a medical-oriented career, a student could obtain a certified nursing aide license, go into the workforce, be with family and return to get a licensed vocational nurse’s certificate.



CERRO COSO COLLEGE
Cerro Coso dean of instruction for liberal arts and sciences Chad Houck, left, and dean of career technical education Maura Murabito.

She noted that the “middle-skill workers” are in short supply from the state level on down, whether it’s skilled technicians or nurses.

“What’s coming down from the federal government is that community colleges should provide these on and off ramps for literally anyone in the community, no matter what stage you’re in,” Murabito said. “Cerro Coso can help you get to that next level.”

She pointed out the number of

programs Cerro Coso offers, including EMT training, cyber security technician, child development and more

“We’ve just completed our first year of cybersecurity and that’s been very successful,” Murabito said. Cerro Coso offers both an associate’s degree and a certificated program in the service.

Murabito noted that dual enrollment — where high school students can take college courses

SEE COLLEGE DEANS, 22



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Sierra Sands eyes changes for 2018-19 school year

BY JACK BARNWELL
The Daily Independent

With the new school year revving up, Sierra Sands Unified School District has some new changes coming with, according to Dr. Dave Ostash, assistant superintendent for human resources.

Ostash said 49 new teachers and counselors have signed on for the 2018-19 school year.

"People are very embracing of our teachers and want them to succeed," Ostash said.

He said there are benefits to working at Sierra Sands and it's the atmosphere that keeps many in the area once they start.

"First, there's the welcoming nature of the district," he said. "I sell the district as a medium-sized school district with all the resources, but with a small-town nature."

Ostash touched on the difficulty in hiring new teachers, something he said trends statewide.

"Public service is just an area where more credentialing is required, more schooling," he said.

Great Recession-era cuts to education also took a toll, leading to a shortage of teachers.

However, while still a problem, Ostash sees the trend reversing and added Sierra Sands enacted what he called a great collective bargaining agreement that benefits its teachers.

Ernie Bell, Sierra Sands superintendent, shared his excitement for the upcoming school year.

"This is always a very special time as we get our school sites ready," he said. "We're hiring brand new teachers, just a lot of great things happening. It's here, it's happening, and before you know it, two weeks will fly by."

Ostash considers public schools the great equalizer, noting that he met "people along the way who had very humble stories who really, at various times in their lives, didn't know what they wanted to do and through school were able to gain the confidence or skills or that special teacher who said they could say they could do it."

Bell said Murray Middle School and Burroughs High School are wrapping up construction.

Murray completed its first year at its new location across from BHS after it relocated from its decades-long site aboard Naval Air Weapons Station China Lake. With it came the challenge of transitioning students into the new location while maintaining the Mustang tradition.

Burroughs went through a modernization process, which included new facilities, a facelift overhauled classrooms and a new administration building. Construction was made possible in large part due to two 2012 grants from Department of Defense Office of Economic Adjustment that funded 80 percent of



DAILY INDEPENDENT PHOTO

the projects. Both schools were eligible because they sit on Navy land and were considered in dire need of repair and/or restoration.

"We're just about finished with the construction aspect of things," Bell said. "We still have a few loose ends to tie up, some paint to finish and making sure our HVAC systems are working well. But for the most part, we're ready to go and we won't have construction interruptions like we have had in the past."

Ostash noted that enrollment seems to be in a slight climb after 10 to 15 years of dipping.

"About a year or two ago, we kind

of leveled off and now we are seeing a slight increase," Ostash said. "I would say that our student enrollment used to be 4,800-4,900 a couple years ago and we are heading into this year with about 5,000 students."

He credits local programs and China Lake's economy with the steady enrollment.

"I think that bodes well for us," Ostash said. "I think the other thing could be is that Ridgecrest has a lower cost of living and in my mind that be attractive, so that could be in play."

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Studying with *music*

Is it helpful? Depends on the student

BY MELISSA ERICKSON

More Content Now

Whether they're studying for a world history final or concentrating on programming homework for coding class, students are often plugged in and listening to music on headphones. Enter a library or homework space and it seems studying with music is the norm rather than the exception.

But should your child study with music? It depends.

The effect of background sound on task performance has been studied in depth for the past 40 years "in a phenomenon known as the irrelevant sound effect," said Dr. Nick Perham, a lecturer in the School of Health Sciences at the University of Wales Institute in Cardiff, U.K.

"The Mozart effect" theory is often dumbed down to "listening to music will make you smarter," but studies do show that music can improve memory and attention, pump you up or slow you down, among other things. One study from the Stanford School of Medicine showed that music engages the areas of the brain involved with paying attention, making predictions and updating the event in memory.

Helpful types of music

Sound affects performance in a variety of ways, Perham said.

If a task requires some mental arithmetic, such as recalling a list of items in order, background sound that contains acoustical variation will impair this.

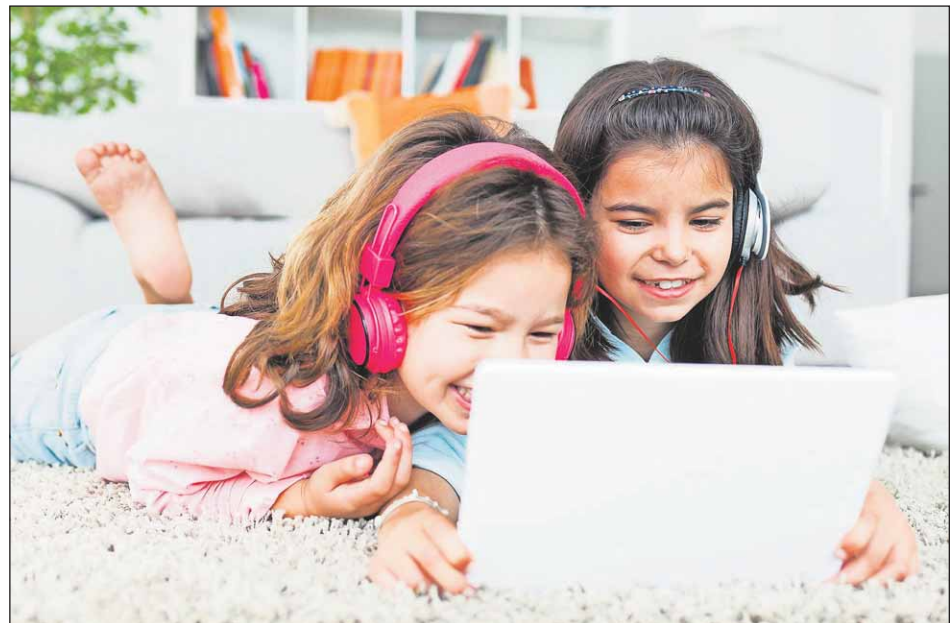
"Most sounds do this. Someone speaking is an example of acoustically varying sound," Perham said.

On the other hand, a task that requires information to be processed semantically, such as reading comprehension, is impaired by music with lyrics.

"Nonspeech sounds don't impair reading comprehension compared to quiet, but speech does. Same for lyrical and nonlyrical music," Perham said.

Many people listen to music to help them concentrate, but it really depends on the kind of music that's playing and what effect you want that music to have, said Benjamin Hardy, a writer at Medium.com and doctoral candidate at Clemson University.

For many, listening to music while doing another task – including academics – has a positive effect on performance, creativity, motivation and



MORE CONTENT NOW VIA FREEPIK.COM

concentration, said Hardy, author of "Willpower Doesn't Work: Discover the Hidden Keys to Success."

To banish the distraction of music while studying, choose songs that are highly repetitive, ambient sounds or classical music, said Hardy, who often writes while listening to one song on repeat.

"It allows you to dissolve into the noise, stops your brain from wandering and allows you to focus on the task at hand," he said.

Keep it positive

All students are different and have different study skills and strategies. Whether music works is up to the individual, said Dr. Joseph Cardillo, author of "Body Intelligence: Harness Your Body's Energies for Your Best Life."

Music permeates every part of the brain and can exert its influence over the brain's control systems, said

Cardillo, an expert in attention training and creative thinking.

"This means that music can influence your memory, speed of recall, perceptions, emotions, organization, neurochemistry and behavior – all of which can extend positive influence over studies," he said.

Paired with study correctly, music can "block out extraneous noise and allow the student to focus on the task at hand," said Nancy Gretzinger, a retired educator in Ohio and Arizona with 40-plus years of experience.

It all depends, though.

"Certain music would certainly distract from learning. Music the student is familiar with may cause the student to sing along versus concentrating on work. Some individuals may be distracted by any noise on the headphone and prefer silence. Some students may react claustrophobically to headphones," Gretzinger said.

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Ridgecrest Charter School

2018-2019 Academic Calendar

■ Minimum Days and FLEX Release @ 12:15 pm
■ Holiday/No School

To report student's absences, call the main office.
To request a Short Term Independent Study Contract, you must notify the school 3 business days prior to the absence.

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6-10 Staff Work Week
9 Welcome & Parent "What to Expect" Night
5:00-6:00 pm
13 First Day of School
15 New Parent Meeting, 5:30 p.m.
20-24 Pre-Assessments
24 Staff Professional Development, Early Release, 12:15
TBD Picture Day

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3 No School - Labor Day
7 Heroes' Day Luncheon
21 Grandparents' Day
7, 21 Staff Professional Development, Early Release, 12:15

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1-5 Parent Teacher Conferences - Early Release @ 12:15 pm
8 No School - Columbus Day
TBD Picture Day Retakes
15-19 District Benchmark Testing
19 Staff Professional Development, Early Release, 12:15
TBD Fall Festival
22-26 Red Ribbon Week
31 Halloween/Costume Parade 8:30

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8 Staff Professional Development, Early Release, 12:15
TBD Jr Olympics
TBD Spring Pictures
18-22 No School - Spring Break
TBD State Testing

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5 Staff Professional Development, Early Release, 12:15
3 New Parent Meeting, 5:30 p.m.
15-18 Parent Teacher Conferences - Early Release @ 12:15 pm
19 No School - In Lieu of Admission Day
22 No School - District Holiday, per Ed Code
29-3 Camp KEEP (5th grade)
TBD Graduation Pictures
TBD State Testing

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2 Trimester 1 Ends (58 days)
2 Staff Professional Development, Early Release, 12:15
11 Veterans Day (observed)
12 Thankful Feast
16 No School - Thanksgiving Break
19-23

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14 Staff Professional Development, Early Release 12:15
20 Holiday Program - Evening Performance
24-31 No School - Winter Break (12/24-1/4)

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1-4 No School - Winter Break (12/24-1/4)
7 Classes Resume
9 New Parent Meeting, 5:30 p.m.
11 Staff Professional Development, Early Release, 12:15
21 No School - Dr. M.L. King Day
22-25 Parent Teacher Conferences - Early Release @ 12:15 pm
28-1 District Benchmark 2

| S | M | T | W | Th | F | S |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

8,22 Staff Professional Development, Early Release, 12:15
15 No School - Lincoln's Birthday
18 No School - Presidents' Day
22 Trimester 2 Ends (61 days)

| S | M | T | W | Th | F | S |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

3, 17, 31 Staff Professional Development, Early Release 12:15
6-10 Staff Appreciation Week
9 Open House, 5:00-6:00
13-17 District Benchmark 3
28-30 No School - Memorial Day
30 Early Release - Last week of school
30 Last Day of School and Graduations Kindergarten, 9:00 a.m.
30 8th grade, 5:00 p.m.
30 Trimester 3 Ends (61 days)

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| 30 | 31 | | | | | |

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As construction nears completion, Charter looks forward to new year

BY JACK BARNWELL
The Daily Independent

With its initial construction projects set to end a week before school starts, Ridgecrest Charter School will welcome its students with enthusiasm, according to the school's executive director Steve Martinez.

"This summer, we're working on the parking lot and we're doing an access road off of West Church Avenue for drop off and pick up," Martinez said.

"We added to portable classrooms."

Additionally, RCS will upgrade its drainage system ahead of the planned construction of a gym/multi-purpose room in January.

With everything totaled up, Martinez said construction would cost approximately \$7 million.

"It's big for us," Martinez said, adding it's all to benefit the students and community. Upgrades will increase safety, especially since RCS occupies what used to be an old church site. The parking lot alone had plenty of cracks and trip hazards that needed to be addressed.

But more than that, Charter's K-8th grade enrollment has swelled since it began operation in September 2001.

"This year, we're expecting more than 500 students and when I started here three years ago, we were at 475," he said.

He said Charter's growth can be a testament through its 17 years of operation.

"At least in my experience, the heart and soul of this school is the community, the teachers, parents, support staff, and students. They come here because of the relationships they build with other students, families, the teachers."

The California Department of Education directly oversees and sponsors Ridgecrest Charter School, and as such, doesn't have district bound-

aries, allowing children all over the Indian Wells Valley to enroll. Like any public school, enrollment is free, though students are required to wear uniforms as

they "eliminate name-brand clothing competition among students," according to RCS's guidelines.

RCS also follows California's state-adopted curriculum, but Martinez said there are a few new programs this year.

"This year we brought in a full-time STEM (science, technology, engineering and mathematics) teacher and we're utilizing the project from within the elementary," Martinez said. "All students in K-5 are going to have STEM lessons with different modules."

Middle school students are already benefiting from STEM lessons, he added.

Charter will also introduce Response to Intervention, or RTI, which Martinez said will provide more academic support for students in school and provide extension programs.



JACK BARNWELL/DAILY INDEPENDENT

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Q & A

with Monroe Middle School principal, Beverly Ewbank

BY JACK BARNWELL
The Daily Independent

Beverly Ewbank is the new principal of James Monroe Middle School, coming from Inyokern Elementary.

Q: How long have been an educator? How long with Sierra Sands?

A: I began my career with Sierra Sands in August of 1984.

Q: Why did you pursue a career in education?

A: I have always wanted to be an educator. I remember in first grade sitting in my class developing plans for how I would teach different lessons.

Q: What are you looking forward to most as the principal of your new assigned school site? Why?

A: I am looking forward to coming home to James Monroe. I was a Monroe Tiger myself when I was in 7th and 8th grade and then again for five years as a teacher. As an educator, I strive to make a difference in the lives of students, parents, staff, and my community each day. I am looking forward to making a difference at Monroe.

Q: What are some memorable moments from your previous position?

A: I loved being the principal of Inyokern and Rand Elementary Schools. They were both school communities where the students, parents, and staff worked together to help kids



JACK BARNWELL/DAILY INDEPENDENT

succeed.

Q: What are your goals going forward?

A: My goal is to create a positive learning community where students can thrive academically, socially, and emotionally.

I believe in educating the whole student and helping kids reach their dreams and goals. My hope is for our James Monroe students to be able to shine and be positive examples in our community.



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Saint Ann School kicks off new academic year



The Saint Ann School student body is ready for the first day of school on Tuesday, Aug. 14.

DAILY INDEPENDENT FILE PHOTO

Saint Ann School Registration for 2018-2019 Openings for students in Grades K-8



- High Academic Standards
- New This Year: Foreign Language Classes
- Small Class Size
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Upgrades in curriculum, construction await St. Ann students for 2018

BY JACK BARNWELL

The Daily Independent

An exciting year awaits Saint Ann School students as they return to the class on Aug. 14, according to principal Alicia Conliffe.

"Our enrollment numbers are up and we're excited about that," Conliffe said. Also, new additions have been added to the teaching staff, including those teaching science, technology, engineering and mathematics.

New curriculum

New curriculum standards are being offered as well.

"We are now offering foreign language and a new science curriculum," Conliffe said.

"Our science curriculum will completely align with the Next Generation Science Standards," Conliffe said. "We will be heavily STEM based and very hands-on."

In addition, Conliffe said a strong partnership with China Lake can bring engineers and scientists to Saint Ann School.

"They can really delve into science, and we are trying to develop critical thinkers instead of just distributing curriculum, asking them to memorize it, and produce good test results," Conliffe said. "We have moved way beyond that and are looking to develop the whole person."

Science standards will be set by lessons by educational and trade publishing house giant Houghton Mifflin.

"The key for me and our learners is that this is the most up-to-date science curriculum," Conliffe said. "Science is the only subject matter that continuously changes constantly."

Students will work through learning modules on different subjects within the

STEM disciplines. In addition, Conliffe said, grades six through eight will adapt new math standards, something already introduced to the K-5 classes last year.

"We're very up to date all around in our curriculum," Conliffe said.

For foreign language, Saint Ann School acquired licenses for Rosetta Stone, a software program that helps teach students how to speak it. Four options are available for all students in grades K-8: Spanish, Mandarin Chinese, French and German.

Parents and students will have a say in which language they wish to be learned.

"We decided to narrow it down those four languages so students can develop cohort groups," Conliffe said. "In a particular class setting, like a third-grade classroom, you would have two or three children working on German, two or three working on French, but monthly gather all students into four groups."

Volunteers will come in and "allow it to be more real."

Conliffe's goal is to provide a monthly theme for each of the four cohorts, such as the geography of the language's origins, its evolution and a spoken tongue, or even a region's cuisine "to help the language acquisition really come alive and less of just being a concrete word."

Faith-based concept balances education

As a Catholic school, faith formation remains a core part of the school's identity, something that prompted Conliffe to accept her position as principal. Conliffe was hired in the spring, with the 2018-2019 school year being her first at Saint Ann School.

"As I toured Saint Ann School last spring and was contemplating whether or not to accept this great opportunity to join the



JACK BARNWELL/DAILY INDEPENDENT

Saint Ann family, I was very moved and particularly propelled by the fact that Christ is welcome into every classroom," Conliffe said.

Conliffe said that element looks simple: Not only does Saint Ann School teach religious classes along with traditional K-8 curriculum, it creates an high expectation of good behavior, fairness and kindness.

"We expect students to treat each other as Christ would treat others," Conliffe said. She added it's a valuable component to help address difficulties a student might have.

She added it benefits learning standards as well.

"We can really let students delve into the curriculum when students aren't sidelined by behavioral dilemmas," Conliffe said.

Conliffe added that parent involvement benefits the school.

Construction and building upgrades

Saint Ann School will see small upgrades

to its infrastructure. The parking lots for both the elementary and middle schools will be removed and replaced with concrete, and the planters will be maintained as safety barriers.

The main improvements will be the replacement of all exterior doors for the school buildings. Currently most of the doors lack a window. While the campus has a complete surveillance system coverage, physical visibility from classrooms can be limited.

Those doors will be replaced with similarly secure ones that have 8-inch-by-8-inch windows.

"The purpose is twofold: one so that I or others can look into the classroom, make sure instruction is going on and that students are safe without bothering the environment," she said. "The second is in case of a true emergency, we want teachers to be able to look out without having to open the door."

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Tips to motivate your child to learn

BY MELISSA ERICKSON

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Talking to a child about why it's important to get good grades in school can be met with nods of agreement or rolled eyes. It doesn't matter if kids know you want them to succeed, they have to have the motivation to do it for themselves.

"Motivation is one of the biggest challenges in education. Many factors combine to encourage us to work hard, pursue goals or aim for success, or to do the opposite," said Joan M. Rooney, vice president for instructor management at The Princeton Review and Tutor.com.

External factors like income level, subjects being taught, the ability of the teacher and other social influences play a role but don't make a big difference.

"The one factor that is most influential in helping us to succeed is confidence," said Rooney, a former classroom teacher and parent of an adult son.

She's not referring to an unrealistic sense of self-worth but rather a belief that if students work hard and do their best, they are capa-

ble of succeeding. A student needs to have the knowledge that he will not succeed at everything, but if he doesn't try, how will he know what he is capable of, she said.

"I would advise parents to do whatever they can to foster in their children this perspective: that what is important is that I work hard and that I try," Rooney said. "Foster this attitude toward their studies, school and life in general. In current terms, this is what is known as promoting a growth mindset and sense of self-efficacy."

Fail until you succeed

"We need to help our kids understand that failure is a stepping stone on a journey and not an end result. Everybody fails, and not just once. What is great about failure (although it does not seem so at the time) is that we learn from it and we try again," Rooney said.

Sharing past stories of failures in and out of school and failure stories of famous people helps children understand that failure can be a helpful part of life, Rooney said.



MORE CONTENT NOW VIA FREEPIK.COM

Avoid bad attitudes

What is not helpful for kids is if a parent says, "I was never good at math, either" or "I am terrible at foreign languages."

These types of statements create "a fixed mindset, which sets us up for failure rather than success," Rooney said.

Make it relevant

"Relevance is a critical part of successful learning. We achieve deeper learning when what we are learning has some meaning for us," Rooney said.

Stay abreast of what your child is studying in class and find ways to incorporate what you can into everyday activities.

- In the car: How many miles to school? What is that in terms of kilometers? Are we getting good gas mileage?

- The grocery store provides lots

of opportunities to discuss science, nutrition and math. Which of these soups has less salt, and why doesn't it say "salt"? How much will this cost if it is 15 percent off? Should we buy the liter bottles or the ounces?

- Home-improvement projects offer opportunities to calculate perimeter and area for new rugs or paint; discuss chemicals in lawn or garden products.

- Vocabulary words can be a challenge for the whole family to use during dinner.

- Events in the news are sources of discussion on topics like voting rights or crime and punishment.

"Activities such as these help kids see that there is in fact a real-world connection to what they are learning, and they also make learning fun and often inspire a desire to learn more," Rooney said.

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Q & A

with Pierce Elementary principal, John Cosner

BY JACK BARNWELL
The Daily Independent

John Cosner is the principal of Pierce Elementary School, moving from his assistant principal post at Murray.

Q: How long have been an educator? How long with Sierra Sands?

A: I started as a substitute teacher in Sierra Sands in the spring of 2007, so I have been an employee in the district for just over eleven years.

Q: Why did you pursue a career in education?

A: I originally was not pursuing a career in education, but was substituting while applying to graduate schools and medical colleges. I was in a long-term substitute position for a former teacher of mine, and I was teaching seniors U.S. History. I fell in love with the conversations, vibrant enthusiasm,

and opportunity to make a positive change in young people. So while this was not my original plan, I jumped in with both feet, and have been excited about my career choices ever since.

Q: What are you looking forward to most as the principal of your new assigned school site? Why?

A: I have always enjoyed working with our community's youth, and I have a passion for education, academics, and helping others undertake personal growth. However, I have not yet had the chance to work with the youngest members of our community. I used to teach high school chemistry, and later, I was an administrator at the middle-school level. In some ways I get to do two things. I get to round out my professional education by being at an elementary school. In a second way, I also am excited to be at Pierce specifically. Many of my



JACK BARNWELL/DAILY INDEPENDENT

family's children have attended this school, and I know it is close community that has a very specific set of needs. I am looking forward to the opportunity to rise to the occasion and meet their needs.

Q: What are some memorable moments from

your previous position?

A: There are many things that I will take away with me from my wonderful time as an assistant principal at Murray, but the pieces that always stay with me and shape

SEE COSNER, 20

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Areas of stress for young students, tweens, teens

BY MELISSA ERICKSON
More Content Now

The unknown is stressful for students entering a new school or a new school year. It's never easy transitioning from one environment to another, but parents can help with the adjustment.

The best way is to offer plenty of patience, understanding and support, said J. Spencer Clark, assistant professor of curriculum studies in Kansas State University's College of Education.

Allowing your child to make her own choices in areas that may be important to her will help her feel more powerful and confident, said Lori Levin, assistant professor of elementary literacy in Kansas State University's College of Education. A student will feel a sense of ownership in the process of preparing for school if he is allowed to choose what to bring for lunch or eat in the school cafeteria, for example.

"Any time kids have a choice, it's freeing. Choice is a huge motivator for children and teens alike," Levin said.

Long days for little ones

Creating a household routine can ease the transition for students going into full-day kindergarten or first grade. They may come home from school tired, irritable, fussy and hungry for the first few weeks of full school days, whether they go to day care afterward or come straight home, Levin said. It may take some time to get adjusted to the high level of activity that the school day brings.

To help prepare them for long days, Levin recommends having children go to bed 15 minutes earlier each night until they reach the ideal bedtime, using blackout window shades if necessary. Elementary-age children need 10 to 11 hours of sleep per night to function at their best, Levin said.

Mornings are important as well. The professors advise offering healthy breakfast foods or having high-protein granola bars on hand that children can eat on the way to school.

"It doesn't have to be elaborate, but they do need to have something in their tummies before they head off to school for hours of learning," Levin said.

Older kids, different challenges



MORE CONTENT NOW VIA FREEPIK.COM

For middle-school students, the transition also includes changing bodies and moving into adulthood.

"Studies show that the No. 1 thing that helps kids be resilient through middle school is knowing they have one adult in their life, whether it's a parent, teacher, coach or clergy member, who they can rely on," Levin said.

Levin advises parents to share honestly with their children about their school experiences, including the fun times, the challenging times and how they overcame difficulties. Also, it is key for parents to ask about and acknowledge their children's feelings about school.

"Listening attentively and without judgment is so important," Levin said.

Teens look to future

Students entering high school have to cope with the pressure of how their decisions at school will affect their futures, as well as balancing activities and homework, Clark said.

Parents can help by discussing the teen's schedule, helping teens decide when they should work on homework, and assisting them in selecting extracurricular activities that relate to their strengths and goals, Levin said.

"Studies of feedback from high schoolers show they are under tremendous pressure, which they put on themselves and feel from parents to get good grades, be in a sport and get into a great college," Levin said. "Having reasonable expectations is important. So many teens try to do it all and get overwhelmed. Having some downtime without technology is really important."

It's time for back-to-school
PHYSICALS

It's already time to start thinking about back-to-school physicals! The American Academy of Pediatrics recommends a yearly physical for all school-aged children.

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PORTER

Continued from page 6

planning to focus on math instruction. Math is a logical area to focus on, because students are having difficulty mastering the California Math Standards. Mrs. Ewbank, the

CHARTER

Continued from page 12

The school will also continue its music program, which it launched last year. The school has hired a new music instructor since the departure of David Livianu.

Charter will also introduce "The Millionaire's Club," a personal finance curriculum for middle students sponsored by Desert Valleys Federal Credit Union.

"It's really teaching students about financial literacy and investing, things that I at least didn't have growing up," Martinez said. "You don't learn that much about financial

former Inyokern principal, worked with the teachers to begin building some instructional foundations for math. I am passionate about curricular implementation and plan to build on the established foundation. With the skills Inyokern teachers bring to the table, we can make progress in math.

literacy growing up, at least in middle school, so we'll be teaching about what it means to invest, what are the benefits of affordability."

He said such a curriculum benefits students.

"I think it's an area we lack in schools, as we're focused on the academic math," Martinez said.

He added that when he went to high school, financial literacy courses were referred to as "consumer math," or coursework taken by students who didn't focus on higher-level mathematics.

"It's just as important, they need to be learning it," Martinez said.

Ridgecrest Charter School's year starts Monday, Aug. 13.

COSNER

Continued from page 18

me the most are the special moments with individuals where you get to see them make decisions that will make them better people forever. One of the moments that epitomizes this for me was a young man, who many thought of as a troublemaker, came to me on another student's behalf. Going against the norm of his peers, this young man recognized that another student was being severely bullied. The victim was being antagonized in a way that the adults had no means of detection. While the victim was too intimidated to seek help, the young man was willing to step forward.

I asked him what allowed him to be so brave in the fact that his peers might come after him? I understood it is easy to stand up to people we don't like, but hard for any of us to stand up to our own

'friends.' He parroted a previous conversation we had together stating, "Almost everyone does the right thing when it is easy, but only people of integrity do the right thing when it is hard." Like him, I become increasingly proud of all of our children that struggle through difficult circumstances, and all of us are uplifted when they come out of it better.

Q: What are your goals going forward?

A: I am really aiming to figure out how to best support our students and teachers now that we are increasingly informed of best practices and systemic processes of intervention and engaged learning.

I know that Pierce has many wonderful traditions that I hope to uphold, but I also have an innovative outlook to try to streamline processes for students and staff to make their lives easier, and get more done with less work.

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✓ Bite of Reality

- Financial Literacy Workshop
- April 6, 2019
- Open to grades 6-12



✓ Millionaire's Club

- Finance club at Charter School
- Taking new members in August
- Meets at lunch on Wednesdays



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Continued from page 1

issues solved for records and registration, counseling, financial aid, billing, and payments, and Access Programs – in a central location. The updated furniture and services layout includes collaboration space, interactive classrooms, instructional labs, and meeting rooms. Funding for the project came from the voter-approved Measure G and J construction, facilities and equipment bonds.

College dual and concurrent enrollment programs have expanded across the college's service area. These two pre-college programs provide high school students the opportunity to earn college credit (and high school credit for some courses), while being simultaneously enrolled at their respective high schools. Both programs allow students to gain first-hand experi-

ences of college courses, as well as provide students with a head start on their college/career training.

Cerro Coso has a history of success and a future of possibilities. The college's Career Technical Education Program and Child Development Center have received statewide recognition for quality educational programs. The new Cerro Coso Promise will transform the lives of students and the community's economic future by placing higher education within reach for all. New outreach, student clubs, and activities are a vital part of the student experience, and have been designed to create unique opportunities for friendship and learning.

"Our students have filled our halls and our hearts, giving us purpose and passion," said Board. "Our vision is to continue to elevate each student and every community we serve, no matter what." When students return to Cerro

Coso campuses this fall, it is not only the beginning of a new academic year for faculty and students. It is also the culmination of months of staff collaboration to get all aspects of the college ready for a fresh start.

Always a thrilling time, with a new class joining the student body and new goals set by students and staff alike, the beginning of a new academic year is filled with great promise. "I hope our students are as excited about the year as I am," said Board "and that they are equally proud to be surrounded by my colleagues who share such a clear dedication to their achievement."

On campus classes begin Monday, August 20, 2018, and online students may begin logging into classes as early as Saturday, August 18. The semester will officially kick off with Cerro Coso Rocks, a welcome back event slated for Thursday, August 16, from 3 to 7

p.m. in the Learning Resource Center. Open to the public, activities will include a live broadcast by KSSI 102.7 I-Rock, food, information, workshops, tours, games, and prizes, and will provide an excellent opportunity for new and returning students to meet new faculty and staff, and to catch up with those who have been away during the summer.

Each class brings its own unique excitement to campus, from wide-eyed first year students to seasoned second year students preparing for their next step. But, it is the combination of students, faculty, and staff that make the Cerro Coso campus in the fall a vibrant and exhilarating place. "The excitement in the air is energizing," said Board. "As we start a new academic year and a new semester, I encourage students to work hard, get involved, and take advantage of all the great opportunities Cerro Coso has to offer."



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COLLEGE DEANS

Continued from page 9

es — remains an important element.

Houck called the Cerro Coso faculty a “hidden gem” in the education world.

“We have some outstanding faculty that can easily rival those at a four-year university,” Houck said. “I don’t know that is well enough. We’re not just the next step from high school — it’s a wonderful springboard to what waits next — be it into a career or four-year school.”

Houck said that he had told Mesquite students that when he was principal years ago.

“The beauty is that anyone can go to community college,” Houck said. “I told them once they are 18, they can enroll at

“We have some outstanding faculty that can easily rival those at a four-year university.”

Cerro Coso dean Chad Houck

Cerro Coso.”

He added a project he gets to work on is to radically increase interest of college for Sierra Sands Unified School District Adult School students.

“We are working on a project to make both the Adult School and Cerro Coso available to the adults in our community,” Houck said. “We want to increase their quality of life, but they might not know how to go about doing it, so we’re working on that project that would help them transition to either the CTE side or to the academic four-year angle.”

BASE BUS STOPS

Continued from page 7

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Hours of operation are: Mondays – Thursdays from 6:30 a.m. – 3:30 p.m. and Fridays from 6:30 a.m. – 2:30 p.m.

- A DoD civilian and eligible DoD contractor parent or guardian will need to be accompanied by their child or children and have the following paperwork ready for a Visitor Center representative beginning on Wednesday, August 1:

1. A completed copy of the Castle X Registration form from the Castle X Youth Center signed by an authorized Youth Center representative

2. A completed NAWS China Lake Badge Request form

The only difference in the Visitor Center issued badges will be children of DoD civilians will have “Dependent” annotated on the badge whereas children of eligible DoD

contractors will be issued community badges without “Dependent” annotated and instead “Castle-X” printed in the remarks section. The lone difference enables MWR representatives to readily differentiate the status of a child’s parent or guardian for other MWR purposes (i.e. eligibility for events, facilities, et cetera beyond Castle X Youth Center).

All DoD dependent community badges will be valid for the duration of the school year with an expiration date at the end of the academic school year. Please note that bus seat availability is limited and determined by SSUSD. Please monitor electronic communication from SSUSD regarding bus pass sign-up dates, times, and locations

Children attending Richmond Elementary, Child Development Center (CDC), or School Age Care (SAC) do not need military issued ID for SSUSD school or Child Youth Program bus usage - i.e. morning pick-up and subsequent drop-off at the school.



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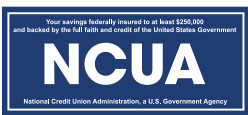
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