

# What's Happening מה בשמע Ma Nishma



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## The Case for a New Community Jewish High School Education



Dr. Bruce Powell,  
Head of School

In January of 1942, Hitler organized a conference in Wannsee, a suburb of Berlin. German leadership, many with M.D. and Ph.D. degrees were invited to this meeting to plan the "Final Solution" for the Jews of Europe.

One thing we learn from this snippet of history is that a person can be a Ph.D. and an S.O.B.

History indeed teaches us that an advanced education in science or humanities that lacks a moral and ethical lens can often be a dangerous commodity. Knowing how to do something is quite different than knowing why we should or should not do it. Knowing how to do chemical experiments is quite different from knowing when and where and if to apply that new knowledge to real-life situations. Knowing how to write powerful and persuasive essays is quite different from knowing the moral and ethical implications

of free speech. In essence, new technologies, new knowledge, powerful words in the hands of those lacking an ethical compass, a strong values lens, a moral imagination, can create an existential danger to our civilization.

Josiah Royce, a great American educator, proclaimed, "Education is learning to use those tools which the civilization has found to be indispensable." (For past and current UCLA students, this quote is carved atop Royce Hall.)

A Jewish education, and especially a New Community Jewish High School education, fulfills Royce's mission for education. Our "tools," however, must combine powerful ideas and imagination with a "guidebook" of Jewish values describing how those tools might be applied so that the outcome is ethical action, not Auschwitz; penicillin, not pogroms; the next generation of technology, not terrorism; refinement of the human spirit, not spiritual malaise; meaning and purpose, not muddled thinking and mind numbing aphorisms that try to pass as serious culture.

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intellectual imagination...  
ethical action.  
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## ABUNDANT FUTURE

Students are literally getting their hands dirty at New Community Jewish High School. They are planting flowers, vegetables, herbs, and fruits in a new community garden that is the centerpiece of the new "Abundant Future" Project blooming on campus. The garden is the brainchild of Ms. Becca Hailpern, Director of Experiential Education and teacher of the Environment and Judaism class. The "Abundant Future" Project promotes a culture of environmental awareness. This is being accomplished through a unique synthesis of gardening, academics, Judaic thought, and eating which is teaching students and our community about the importance of caring for the world now and for future generations.

The garden is located in the middle of campus adjacent to classrooms. Since the NCJHS campus



is housed on the grounds of Shomrei Torah Synagogue (STS), a cooperative arrangement has been made to share the garden space with the Synagogue's religious school, pre-school and families. To get the garden ready for planting, NCJHS students and faculty prepared the ground, built planter boxes, and acquired a water source. Ms. Hailpern designed the layout and positioning of the

raw plants and oversees its cultivation. Seasonal, organic planting is currently emphasized. In the future, the garden will include the flora of Israel, including the seven sacred species of Israel (olive, pomegranate, grape, fig, date, wheat, and barley). The garden is a learning space for several NCJHS academic classes including Judaism and the Environment, Food and Culture, English, Visual and Media Arts. We hope to include other disciplines such as Biology and Global Exchange programs in the future. Students are learning important skills to grow and harvest food: sun placement of crops, seasonal timing, pest control without chemicals, drip water system, and more. The Food and Culture class is not only planting vegetables and herbs, but will harvest them, use them to prepare delicious dishes, and then donate their edible creations to a local food bank. The garden will also be an important celebration space

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## Harold Masor President, Board of Trustees



From Tichon Hadash (left) Coby Willner, Program Coordinator and (center) Yisrael Vilozny, Head of Upper Division; (right) Harold Masor, President, NCJHS Board of Trustees

I recently had the opportunity and pleasure to visit our three Israel Exchange Program partner schools in Tel Aviv and to meet with their Heads of School and Exchange Liaisons. As a relatively new Hebrew conversationalist, it was a particularly heartwarming experience for me personally to be able to understand their positive sentiments about our exchange programs as well as for me to convey in Hebrew the importance of the experience for our students. The Head of School at Ironi Tet, Gymnasia Herzaliya, and Tichon Hadash all view this exchange program as a very important activity for their students and school communities. Each school spends a great deal of time preparing their students, faculty, and families for the visits from our students to their schools and for their students to come to our school. Our partner schools have diverse populations, with Ironi Tet in a less wealthy working class neighborhood in Southern Tel Aviv, and Gymnasia Hetzaliya and Tichon Hadash in the more upscale Northern Tel Aviv. For most of the American and Israeli students, this program is their first opportunity to visit their respective countries and live with a “buddy” family.

The connections we have made with the students and families in Tel Aviv are very important to the culture of our school. At NCJHS we believe that the creation of the modern State of Israel is one of the seminal events in Jewish history. We seek to instill in our students an attachment to Israel and its people, as well as a sense of responsibility for their welfare. This exchange program is consistent with our mission to develop educated Jewish ambassadors and leaders. As a result of the exchange experience, our students are able to positively represent Israel wherever they are, including on college campuses, based on personal experience, not just on something that they learned in a book. The relationships that they develop with their Israeli exchange families will last a lifetime. I know from personal experience that these relationships last a lifetime, as my eldest daughter Sarah participated in a similar program over 10 years ago, and we continue to have a deep and wonderful relationship with our Israeli daughter.

Our Israel Exchange Programs are made possible by both a global and local partnership. Locally, the Jewish Federation LA-Tel Aviv Partnership provides funding and leadership for the program. We are grateful to the J. Samuel Harwit, Z”l and Manya Harwit-Aviv Charitable Trust, and the Jay C. and Freya Miller Foundation for their financial support. Our dedicated NCJHS staff, lead by Yoav Ben Horin and Adina Farkash Cohen, together with parents and students, work tirelessly to make this program a success. There is no doubt that our entire NCJHS community is deeply enriched by our relationships with the school communities in Tel Aviv. And I am personally grateful that I had the opportunity to meet with our wonderful partners to strengthen our ties. 

## Welcome New Faculty & Staff



L-R. Jessica Fish (Administrative Assistant for Global Jewish Education and College Guidance), Rabbi Penina Podwol (Jewish Studies), Anat Niv (Science), Adi Kogman (Hebrew), Andrea Fuentes (World Languages), Alicia Kasif (Mathematics) Tami Bandel (Study Hall Teacher), Evi McCauley (English), Merzak Toubal (Mathematics). Inset: Omer Maor (Tech Assistant).

## DUAL CURRICULUM & COLLEGE ACCEPTANCES



*Celeste Morgan Herrera*  
Director of College Guidance  
Dean of Academic Advising

At NCJHS, we are familiar with the inherent cultural and religious value of Jewish Education, yet at times in the college guidance office we find ourselves pausing to reflect on the “value added” by the “Hebrew plus 2” components of our dual curriculum. At New Jew, each student must balance a full, traditional academic course load comprised of English, history, math and science coursework with a mandatory four-year curriculum in Hebrew and a minimum of two Jewish studies courses each semester – a very full plate beginning “day one” of each student’s freshman year! Yet whenever our college guidance office sits down to write a letter of recommendation on behalf of a college-bound senior, we first pause to review each student’s overall academic record. At these moments, we stare at the transcript and find that we have what every college wants to hear: a lot to say.

First, logistics. The Jewish Studies component of our curriculum gives our students the opportunity to “practice” and indeed to perfect the ability to balance up to eight various courses at one time—a skill set that will benefit them not only throughout college but throughout life. In college, it will often be necessary to devote oneself to traditional general education requirements, such as composition, social science and logical reasoning—in addition to the opportunity to take classes they have never before encountered, and to balance these elective courses with their core academic requirements. By the time our graduates reach their freshman year, they are often professionals at this balancing act.

Next, preparation. As they prepare to enter this new educational environment, our seniors are often nervous about their ability to contribute—and sometimes to compete, with their peers in the college setting. In the college guidance office, we know that the NCJHS curriculum encourages collaboration between teachers, departments and academic subjects. This ability to connect disciplines across secular and Judaic subject matter will provide the foundation necessary to make thoughtful and thorough contributions in any college classroom. We often hear of students who grow excited when a piece of text from their Chumash course connects with the philosophies espoused in a historical document they have discovered in their World Civilization class. Look out, college professors—that kid from New Jew is ready for you!

At NCJHS, we are blessed to work with students who are considering a wide range of college options after graduation. As a result, it has been our pleasure to advocate for students who are interested in colleges throughout the state of California and across the entire country as well. Whether a student wants to stay close to home and attend California State University at Northridge or UCLA, or travel to a small liberal arts college in North Carolina, like Davidson College, or gain the diverse experiences offered at a large public university, like the University of Michigan, we know that the “Hebrew plus two” that is built into our

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## SCIENCE NEWS

Stem cell research, abortion, healthcare, cloning, environmental issues...these are but some of the scientific issues with

which American religious communities and lawmakers are passionately grappling. Globally, we are facing immense challenges that can only be met with tools found in science, medicine, and technology. At the same time, there are a myriad of examples from history and current debates that illustrate both the power of science as well as the dangers of science which often lacks moral vision.


The NCJHS Science Academy synthesizes powerful science education with the moral responsibility espoused by our Jewish values and ideals. The Science Academy addresses our nation's pressing need for outstanding scientific minds shaped and guided by Jewish values to provide leadership in government, industry, education, and medicine.

Twenty-five percent of our student body is participating in this year's Science Academy. Students meet after school with teachers and leading scientists to study Holography, Marine Biology, Forensic Science, Microbiology, or attend the Colloquium. Each class runs weekly for one of three trimesters. While the Holography class gives students an overview of the principles of optics with an in-depth focus on the application to the science and art of holography, Marine Biology students take field trips locally to the Malibu intertidal, and a 3-day 2-night adventure to the Monterey Bay Aquarium off the coast of Northern California to study various aspects of marine biology today. The Science Academy is a pure enrichment program, without grades or homework. Completed Academy courses are recorded on student transcripts, which enhance college entrance portfolios.

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## JEWISH STUDIES

Walk into any Jewish Studies class on campus and you'll immediately notice something different: Groups of 2-3 students huddled over Jewish texts like Tanakh (Bible) or Talmud... and their notebooks trying to make sense of it all. Their teacher (4 of the 6 teachers in the department are rabbis) is close by, walking around the room to offer guidance. Whether it is ninth graders exploring the concept of *kedoshim* (holiness), tenth graders delving into legal and ethical material presented in Jewish written and oral law; eleventh graders engaging in analytical thought and discussion about medical ethics, social justice, business ethics, the environment, or gender; or twelfth graders exploring Jews in contemporary Jewish life, Jewish philosophy, or theology, small group learning is the norm. Called *chevruta*, Hebrew for fellowship, this Jewish approach to studying Torah and other Jewish texts, encourages creative, critical thinking. Students take turns

reading text and together they grapple with its meaning, implications, and applications to the larger issues addressed in their class and even to their own lives. In a pluralistic setting like New Community Jewish High School, this approach is particularly effective because it allows students to find their own connection to the text. The Jewish Studies curriculum does not preach a specific point of view; rather it facilitates students thinking critically about the material presented. The department offers both survey courses and depth courses enabling students to either gain a broader understanding of several themes using several texts, or study text intensively. "Our courses teach students to view the world through a moral and ethical lens that our Jewish text and tradition put forth with extraordinary acumen. In the end, our students are not only assessed on what they've learned, but how well they have brought their team or partnership to the task," says Rabbi Tsafreer Lev, the Director of the Jewish Studies Department. 



Rabbi Ben Resnick's intensive text class

## The Language of Shabbat



Rabbi David Vorspan  
Rabbi-in-Residence

We were discussing how to create a beautiful Shabbat experience in our homes. I had mentioned that we can do all the rituals and prayers, but if the talk around the dinner table during the eating portion puts people on edge, Shabbat is ruined.


And could the students relate to this! Their hands shot in the air, and one after another, they gave examples of the questions they were getting during dinner that was sucking all the joy out of the room. There were questions about school, social life, peer pressure... the questions parents ask out of concern but which sound like interrogations to kids.

So I asked the students to write down questions they would feel comfortable being asked by their parents. They spent several minutes on this task and passed in the note cards.

The first card read, "Would you like to go to Spain this summer?" Followed by: "Would you like to go on a shopping spree this Sunday?" and ending up with "Would you like some chocolate?"

We all had a good laugh at these unanticipated responses, but interspersed were thoughtful questions students would like to be asked—questions about God, faith, prayer, community. In *Pirkei Avot*, we are told that shy people who ask no questions will not learn, and angry people who can only answer in a raised voice can not teach. Sitting around the family table, which role do we play?

I know the pain of a parent who feels out of the loop of his child's life, as continuous rebuffs to gently asked questions mark the course of their verbal relationship; and I know the pain of a child who desperately wants to talk to her parents, to keep them in the loop, but who only feels belittled and attacked by the tone and form of the question.

There need to be some rules governing how a family will deal with communicating the moments of their lives. This might be a good discussion starter at your next Shabbat dinner... 

# ATHLETICS

Community is as much a part of the New Community Jewish High School Athletic program as it is part of all other aspects of our school. And, "partnership" is a key way to strengthen our community. This year we proudly announce that we have formed a new partnership with The JCC at Milken, the official athletic home court for nine of our Jaguar sports teams: Boys Varsity Basketball, Boys JV Basketball, Boys Frosh/Soph Basketball, Girls Varsity Basketball, Varsity Dance Team, Boys Varsity Volleyball, Girls Varsity Volleyball, Girls JV Volleyball and Varsity Wrestling. Nearby parks such as Adam Bishoff Field and Shadow Ranch Park in West Hills, and Hjelte Field in Encino serve as our home fields for Jaguar Baseball, Flag Football, Lacrosse, and Soccer. Other local sports facilities host our Tennis, Golf, Cross Country, Equestrian, and Swimming teams.



The Lady Jag Varsity Volleyball Team finished second in the Westside League with a record of 7 wins and 3 losses. With a cumulative record of 10

wins and 7 losses, the Jags were selected to host a first round CIF Playoff volleyball game. Senior Sarah Sherman led the team in two categories averaging 3 aces and 5 kills per game. She was named for the second consecutive year to the All Westside League first team girl's volleyball team, along with Heather Frankel. Second Team: Sari Serber, Melanie Browdy and Rachel Kipnes; and Judy Workman got Honorable Mention from the Coach.



The Boys Cross Country Team finished second in the Westside League Cross Country finals (out of 11 teams in the league). Senior Ben Feldman was selected to First Team; Mark Gero and Eidan Shalom, to Second Team. The Girls Cross Country Team finished fifth in the Westside League finals. Maya Tuvia was selected to First Team; Olivia Hartig and Shira Kreitenberg to Second Team.

The Girls Tennis Team played a freelance schedule and led by singles players finishing the season with a tie against Viewpoint.



Playing in the Coast League Flag Football League, the Jags scored the most points ever by a NCJHS flag football team.

The Jaguar Equestrian Team made its debut this fall with two students competing, Shira Lavian and Shaina Shumacher. We are a member of the Interscholastic Equestrian League. ♡



## ADMISSIONS

The secret is out! What we know about the values of NCJHS and the kind way we treat teenagers is now known throughout our community.

This fall, Dr. Bruce Powell and NCJHS went on the road, partnering with local synagogues, to offer workshops to parents of teens. At Adat Ari El in the East Valley, Valley Beth Shalom in mid-Valley and Congregation Or Ami in the West Valley, groups of parents heard the valuable, yet common

sense wisdom that our Head of School Dr. Bruce Powell imparts to students and faculty each and every day. Participants gained new insight and understanding about the complexities of raising moral and ethical teenagers in today's challenging world and learned some important techniques to bolster their parenting skills. Parents and grandparents listened intently; many filled pages with notes and reminders. Dr. Powell presented a method of consistency in parenting teens, articulating Jewish values and setting clear expectations.

Attendees asked heartfelt personal questions, seeking direction on how to address real life personal challenges with their teens and pre-teens. They left with new perspectives on an age-old predicament: how to raise ethical teenagers in a world where people do not always do the right thing. Everyone gained a deeper appreciation for what is commonplace at New Community Jewish High School: We have a refreshingly thoughtful and morally straightforward approach to creating ethical Jewish teenagers. We also have a valued partnership with our local synagogues. Following each of Dr. Powell's presentations, the senior rabbis of the respective synagogues – Rabbis Jonathan Bernhard, Eddie Feinstein, and Paul Kipnes – further moved the audience by offering their own spontaneous heartfelt testimonial about how unique and important this Jewish high school and Dr. Powell are to the Jewish community.

The secret is out. In a healthy, values-based, academically rigorous environment, NCJHS seeks to produce ethical teens that are connected to their Judaism, reflective about the morality of their actions, and hopeful for the future. Now that's a secret we all are happy to share.

*Hear more from Dr. Bruce Powell both formally and informally inside New Community Jewish High School:*

- *At the 9th grade retreat at the Brandeis Bardin campus of American Jewish University, Dr. Powell introduces students to the mission, vision, and values of the school, and what it means to be an "A" human being.*
- *At the New Parent Orientation, Dr. Powell introduces parents to the school's mission, vision, and values, and what they can expect throughout their children's tenure at NCJHS.*
- *In Dr. Powell's Senior Seminar, students gain memorable, constructive guidance as they prepare to leave home.*
- *At grade-level parent meetings, Dr. Powell speaks about timely topics such as "It is Okay to Say No," "The Age of the Drivers License: How to Balance our Kids' Need for Independence with Close Supervision," "The Wonders of Thoughtful Conversation With Your Older Teens," "Finding the Right College Fit," "Twelfth Grade: A Delicious Time Not to Be Wasted." ♡*

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## National Honor Society

On October 12, 2009, New Community Jewish High School proudly inducted 45 sophomores, juniors, and seniors into the Inaugural NCJHS Chapter of National Honor Society (NHS). NHS is an organization of over 15,000 chapters at high schools across America. Membership in National Honor Society is conferred upon students who excel in scholarship, leadership, character, and service. At New Community Jewish High School, our chapter will take on a service project of substance that will involve all of its members.

Like so many exciting things that happen on our campus, the inspiration and impetus for a chapter of National Honor Society came from one of our own students. Harrison Tasoff approached school administrators and asked if there could be some mechanism to recognize students who not only excel in academics, but also demonstrate outstanding character, leadership and service, the essential ingredients for what is known in this community as an "A+ human being." Together with Dr. Howard Mendelson, Math Chair and NHS Faculty Advisor, Harrison, and fellow students Ariel Prince, Daniel Hirsch, Emily Schenkel, Kayla Willis, and Shayna Turk agreed to help to lay the groundwork for the chapter which included the formulation of admission criteria as well as a comprehensive set of chapter bylaws. These students next presented their recommendations to the school's high level working committee of administrators and department chairs. The committee approved all aspects of the chapter. Five faculty members now serve as a Faculty Council. They reviewed the scholarship, leadership, service, and character merits of each of the initial candidates. Students have selected their first slate of officers for the 2009-10 school year and are making plans for their community service project which is above and beyond their individual commitments. While it is a tremendous honor to be selected as a member of National Honor Society, membership in NHS is not just glory. Student members are expected to be role models for the entire student body. ♪

### Spreading Some Warmth



Battered women and children were the recipients of 120 fleece blankets decorated by the entire NCJHS student body at last spring's annual school Shabbaton. At a predetermined time in the middle of the all-school weekend retreat, students decorated blankets

appropriate for toddlers to teens. Each student also handwrote a card to a child expressing their good wishes for a bright, happy, and safe future. They then packed the blankets in plastic bags for delivery to the Family Violence Project operated by Jewish Family Service of Los Angeles. Math teacher, Susan Stelzer, and several students delivered the blankets which were then distributed by the FVP to their domestic violence shelters in the San Fernando Valley. "This project had a huge impact on both our students and the children served by FVP. Our students had no idea of the magnitude of domestic violence in their community and that battered families often need to leave their homes in the middle of the night with only the clothes on their back," says Ms. Stelzer who organized this worthwhile project.

## Tefillah Kehillah Institute



While most high schoolers were busy winding down their summer vacations in late August, 20 dedicated NCJHS 10th, 11th, and 12th graders were meeting intently with Faculty Advisor and Jewish Studies Teacher, Yonatan Rosner, to create the school's new prayer sessions for the year. On Jewish community high school campuses across the country, prayer or *tefillah* is typically led by school rabbis or other adults. At New Jew, students want to plan and execute different models of creative *tefillah* sessions for the school community, sessions that are meaningful and that offer a spiritual connection to Jewish prayer and tradition.

At their first all-school *tefillah* session this year, *Tefillah Kehillah Institute* (TKI) students presented their ideas to the more than 400 students and faculty in attendance. Junior Jared Raissen facilitated the brainstorming session, generating a white-board filled with input from the student body about their connection to prayer and their vision for the year. The session concluded with lively renditions of some traditional prayers sung by everyone while the TKI band (Jared Raissen, Jory Glick, and Elijah Funk) kept the beat on the bimah.

The TKI students meet regularly with Mr. Rosner. The overarching goals of TKI are for students to grow in their understanding of the wisdom and use of *tefillah* in the modern age as well as to shape their leadership skills needed to convey the joy and wisdom of prayer. ♪

## Leadership Opportunities



*Student Ambassadors* is one of many leadership development opportunities for NCJHS students of all grades. While Ambassadors serve as hosts for school events on and off campus; welcome and inform prospective parents and students at our open houses; and host individual prospective students during their visits to campus, student leaders of clubs participate in the *Kehillah Institute*, a year-long training program featuring retreats, seminars, and other empowerment activities. Students on the *Jewish Life Committee* work with faculty members to plan and implement all of the school-wide holiday programs. *Captains Council* is a leadership development training program for student captains of athletic teams. *Student Council* and executive officers members are the elected student leaders in all grades who plan and implement grade-level activities and oversee the planning and execution of school-wide activities. ♪

**ABUNDANT FUTURE CON'T. FROM PAGE 1**

for the harvest holidays of Sukkot, Tu B'Shevat, Passover, and Shavuot. Students from the environment club (SAFES) and the Garden Club are working with the Judaism and Environment Class to maintain the garden under the direction of Ms. Hailpern.

“My passion is integrating the environment and urban gardens with Jewish education. Jews come from an environmentally grounded place, begin-

ning with the Garden of Eden (Chapter 1 of Genesis in the Torah). Jewish culture and religion are rooted in the use of resources: food, water, and land. Passages about these resources can be found throughout the Torah and they are just as relevant to contemporary society as they were in biblical days,” says Ms. Hailpern. Her eleventh grade course focuses on land use, water, food, and technology and innovation, as seen through the lenses of the biblical, rabbinic, contemporary Judaic texts and modern issues. At the end of the water

unit, students made presentations to one another about the significance of water mentioned in a Torah portion and its modern connection. Work and study in the garden is a requirement of this course. *ℓ*

*Many thanks to the Lisa and Maury Friedman Foundation for their generous contribution to the Abundant Future Project.*



Bottom left: Thanks to Roger Blonder (right), Media Arts teacher, for getting the redwood donated for the beds and Dr. Howard Mendelson (left), Math Chair, for overseeing construction of the beds.

New Community Jewish High School is the first high school in the country to join the Hazon Tuv Ha'Aretz Community Supported Agriculture (CSA) national movement. Our school, along with Shomrei Torah Synagogue, Temple Aliyah, and the Brandeis campus of American Jewish University will support a local organic farm and in return, our families will enjoy fresh, organic produce every week beginning in the spring. Tuv Ha'Aretz is the first Jewish CSA in North America created by the Hazon organization. It enables the Jewish community to support local sustainable agriculture. Individuals pre-purchase a share of a farmer's produce for an entire season. The CSA guarantees the farmer a secure market and gives members access to local, organic produce at competitive prices, while helping to preserve farmland and build community. Participants pick up their delicious, fresh produce once a week for the entire growing season. “I am very excited for NCJHS to become a Tuv Ha'Aretz CSA site. The weekly boxes of produce will not only provide members with delicious and healthy vegetables and fruit straight from the farm; they will also provide the bridge from the Food & Culture and Judaism & Environment classes to the larger NCJHS community. The produce we get will be a link to various Jewish issues including sustainability, health, holiday celebrations, family food traditions, kashrut and culinary traditions from different Jewish communities throughout the world,” says Renee Levine Blonder, the NCJHS CSA representative, and Food and Culture teacher.

If you would like to participate in our CSA, please contact Ms. Levine Blonder at (818) 348-0048.


For more information about the Jewish Community Supported Agriculture movement, go to: [www.hazon.org](http://www.hazon.org)

## CASE FOR... CONTINUED FROM PAGE 1

A New Community Jewish High School education, a great Jewish education, also applies deep knowledge and Jewish values to redefine the notion of “hero” for our students. Heroes are humble, not hubristic; heroes create; they do not tear down; heroes land airplanes on the Hudson River saving 151 lives because they made a “set time to study” their profession. Heroes are “honest in business,” engender hope, act with wisdom, and understand a “big thing from a small thing” (Talmud, Masechet Shabbat 31a).

And a great Jewish education, as provided at New Community Jewish High School, engenders courage—social, political, physical, and intellectual courage. When faced with illegal fraternity hazing on a college campus, our students act with courage to stop such acts, often at great social cost. When faced with virulent anti-Israel rhetoric, our students possess the intellectual courage to answer with wisdom and knowledge. When faced with almost daily news of business fraud, our students apply their Jewish values to reject that which does not repair the world. In large and small ways, they emulate and become heroes.

At New Community Jewish High School, we believe that, at its most essential core, a serious and useful education can only exist within the inseparable context of deep knowledge and Jewish moral and ethical values. This is great education. This is the antidote to all the Wannsee conferences in world history.

And our students own it; they are the existential hope for human civilization; they are Judaism’s contribution to civilization. 

# Why Send Your Child to a Jewish High School (Part 2)

In the Spring 2008 issue of “Ravsak Magazine,” Jeffrey Lasday, Executive Director of the Coalition for the Advancement of Jewish Education, offered 5 compelling reasons why Jewish parents should say “yes” to Jewish day school. To his points, we add the practical benefits of a Jewish high school education at NCJHS.

**1. Though small in size, Jewish day schools are big on community. Being part of a Jewish day school means being part of an extended caring family made up of both children and parents. What is lost in social masses is made up by depth of relationships.**

- Among private high schools, NCJHS is considered large at more than 400 students.
- At NCJHS there are no cliques, rather circles of friends. Students in all grade levels, 9-12, have unlimited opportunities to get to know each other in some academic classes, on sports teams, in clubs, and through extra-curricular and co-curricular activities. Seniors are dedicated to insuring that freshmen become steeped in school culture; seniors actively serve as role models for younger students.
- NCJHS alumni students AND parents become part of a lifelong network or family of Jews steeped in the same values.

**2. Small means intimate classrooms where teachers can provide greater individualized instruction.**

- Our “one mind at a time” philosophy means that teachers do what it takes to ensure that every student can be successful.
- Teachers are available to meet with students during lunch, after school, and during the daily 30 minute bonus period (Mon.-Thurs.), whether for advancement, remedial, or enrichment purposes.
- Small class sizes make it possible for students to also learn from each other and to engage in deep analytical discussions.
- Our teachers guide students in their exploration of great ideas and values, helping them to build their own intellectual and spiritual foundations for today’s complex world.
- Our teachers have vision and they work to further the mission of the school.

**3. A dual curriculum is challenging; however it is through exposure to both a general studies and Judaic program that young minds are challenged, stretched, and prepared for college studies and life beyond.**

- The academic, ethical and social skills we aim to develop at NCJHS are as relevant for college as well as for the decades of personal and professional growth that come afterwards. A perusal of our Jewish

Studies courses reveals course work focused on real-world issues. *See related story pg. 2.*

**4. Day schools provide an ongoing living laboratory where Jewish values are taught and students become ethical moral individuals.**

- Learning about Jewish values teaches students how to be a good person; to value what is important in life; to understand a big thing from a little thing. These are incredibly important lifelong skills that help students get along in the world.
- Learning about Jewish values also helps to give parents a framework for guiding and raising ethnical teens. Frequent meetings and conversations with Dr. Powell, Head of School, transmit these values to parents, along with practical ways for living by these values. *See related story pg. 4.*

**5. Day schools foster Jewish leadership skills within their students.**

- Our school mission is to raise up a new generation of Jewish leaders for whom Jewish values and tradition shape and guide their vision, and for whom knowledge creates possibilities for moral action, good character, and shalom.
- Our students are limited only by their own imagination or desire; we promote participation in countless leadership opportunities; our students can either join existing clubs or create new ones.

In her article “Staying Private” in the August issue of “Jewish Family” magazine, writer Wendy Jaffe begins by stating that she “thought I was the last person on earth (after my husband) who would send her kid to a private Jewish high school...But the clincher was listening to Bruce Powell, New Community Jewish High School’s founder and head of school, speak at its open house. Powell speaks of things you thought were impossible: high school girls who travel in a “circle of friends” and not cliques; school-sponsored trips to Israel; mentor groups so no child gets lost; a school where it is expected that every teacher, not just a few, will be exceptional. And then there is the Powell catchphrase, the thing that every student knows is the foundation of the school: ‘Not everyone can be an A-plus student, but every student can strive to be an A-plus human being.’ New Jew’s core is Jewish values, and one basic tenet of Judaism is that we look out for each other and for strangers. A teenager who is taught to hold doors open for strangers grows into an adult who never walks through any of life’s doors without looking to see if someone coming up behind them needs a little bit of help.”

Bottom line: New Community Jewish High School has it all...and more!

Link to full article:

[http://www.ravsak.org/uploads/files/hayidion/HaYidion\\_0803.pdf](http://www.ravsak.org/uploads/files/hayidion/HaYidion_0803.pdf)

Link to Jewish Family article:

<http://www.ncjhs.org/Assets/PDF/JaffeJewishFamily.pdf>

## GUEST SPEAKERS



### MAX WEBB

Jewish babies out of hospital windows into the backs of trucks. Even at a young age he wondered how a civilized nation could do such barbaric things. He stoically told the audience that what he saw then still stays with him today. He once told his mother that if he survived, he would do everything possible to bring back Jewish kids who perished there. Miraculously, he survived more than 5 years in 18 concentration camps. Every minute he focused on how to survive. In his dreams he thought, "If God gives me my life I will do all that is possible to bring back the Jewish faith, to help build schools, to bring back the Jewish people." Miraculously again, once freed, he kept his promise. For decades he has devoted his life to building Israel, rebuilding Jewish communities and speaking to young people who give him much joy. He tells students that the new generation must not forget the Holocaust. After his presentation, he gave a special gift to the seniors, a copy of his brother-in-law's book, *Witness to History* by Nathan Shappel.

Students were riveted to their seats listening to 92 year old Max Webb describe the horrors he lived through during the Holocaust and the years leading up to it. As a child he witnessed cities burning, people being hung, the German military throwing all the



### CAPTAIN CARR

Captain Elan Carr is an officer in the U.S. Army Reserve, Judge Advocate General's Corps. He spent nearly a year in Iraq. An American born to an Iraqi Jewish family, he speaks Hebrew and the

Iraqi dialect of Arabic. In Iraq, Captain Carr helped to lead missions meant to anticipate and prevent terrorist attacks. He prosecuted terrorists and unlawful combatants who committed crimes against Coalition forces. He helped train Iraqi judges and lawyers. Notably, he was the first to light a Hanukkah in the former presidential palace of Saddam Hussein in Baghdad and he led weekly Shabbat services in the palace during his tenure in Iraq. He told students that because the U.S. military welcomes Jews with open arms, he was able to express himself as a Jew while he was deployed. He told students that every privilege we enjoy including our standard of living and our rights to vote, express ourselves, and even disagree with government are paid for at a high cost by soldiers in the military. Veterans' Day celebrates the strength of our military which is a critical part of who we are as both Americans and Jews. His message to students is that we always can, and must, express ourselves as Jews. This is our obligation to history and posterity. Wherever you are, ask yourself, how can I live Jewishly in this context? He concluded his remarks by talking about how critical it is to fight and win the war on terror because terrorists are merciless. They will use any means possible, including suicide missions, to kill innocent civilians in our communities.

We are grateful to Junior Stephen Bachner whose vision is the impetus for our Veterans' Day programming, and to Mrs. Joan Rimmon (NCJHS grandmother of Tamar Zimmerman, Class of 2012, and Simone Zimmerman, Class of 2009), a member of Project MOT, whose connections brought Captain Carr to NCJHS. Through the efforts of Mrs. Rimmon and other volunteers, Jewish soldiers who are deployed around the world receive care packages.

### MANDEL FELLOWS

New Community Jewish High School was selected as the site to visit for the eight Mandel Fellows rabbinic students and their three distinguished faculty

members. Now in their final year of Rabbinic School at Hebrew Union College in LA and NY, the Fellows are participating in a new program designed to create vision-guided



rabbinic leadership in order to build compelling congregational communities. In addition to their upcoming ordination, students will also earn a Masters Degree in Jewish Education. They chose NCJHS for a site visit because they know that NCJHS is vision-guided and there was much to see related to their core themes: vision, community and education as growth. Led by Professor Sara Lee, Director of the Rhea Hirsch School of Education at HUC-JIR/Los Angeles, Fellows met with Dr. Bruce Powell, Head of School, selected teachers, and students in Dr. Powell's Senior Seminar class. After observing Dr. Powell's session with students where he posed the existential question, "What Makes Israel a Jewish State?" Fellows had their turn to ask students poignant questions about the school, their Jewish identity, and their future commitment to Jewish life. Students gave honest answers as they reflected on the relationship of the school community to the world and their place in it, extra-curricular opportunities, and Jewish life after high school – answers that demonstrated to the future rabbinic leaders that visionary leadership can transform Jewish communities.

### PIZMON

Pizmon, the coed Jewish a capella group from Columbia University, Barnard College, and the Jewish Theological Seminary gave an entertaining, inspiring, and fun performance for the student body. Their repertoire includes a variety of different genres, including liturgical pieces, Israeli rock and pop, English parodies, Yiddish classics, and children's songs. They share their music with Jewish communities around the world.

## CALLING ALL EMAIL ADDRESSES

In the near future we will be launching a new community newsletter. If you would like to join our email list to be kept abreast of *New Jew* news, please send an email to [eguerrero@faculty.ncjhs.org](mailto:eguerrero@faculty.ncjhs.org) and type "Enews" in the subject line.

## You May Qualify!



Wishing you could send your child to a Jewish high school? Through the wonderful work of the BJE and Jewish Federation, New Community Jewish High School is now able to offer a limited number of tuition assistance awards for middle income families. Grants are renewable each year based upon continuing need over a student's four years at NCJHS. These grants are made possible by the generosity of the Jim Joseph Foundation. Please visit <http://bjejjfgrant.org> for more information.

## WEB LAUNCH

Our website has a new look! Check it out at [www.ncjhs.org](http://www.ncjhs.org).

# STUDENT NEWS



Seven members of the Israel Advocacy Club (**Ben Berger, Andrew Elkins, Jeremy Fishbein, Ariel Koiman, Michael Rasgon, Eidan Shalom, Ben Spinner**) and faculty advisor Daphna Maor, were among the 400 students from Jewish high schools and youth groups from all over the world who came together in Washington D.C. in November to show their love for Israel at the annual AIPAC High School Summit. Students learned how to lobby their congressperson, how to counteract anti-Israeli protests; learned about the major problems confronting Israel including Hezbollah and Hamas; and participated in sessions about public speaking. “We had a great weekend, made many new friends, learned a lot, and had a great time doing so,” says Ben Berger, Co-President of the club. In addition, nine club members (**Ben Berger, Talia Eide, Jasmin Esulin, Jeremy Fishbein, Ariel Koiman, Michael Rasgon, Ben Spinner, Alex Thomson, David Weingarten**) participated in the AIPAC National Summit in San Diego in October. There were discussions and speeches by distinguished guests from all over the U.S., democratic and republican congressmembers, leaders of ethnic groups, as well as the Advisor of National Security directly from Washington and the Israeli Deputy Chief of Staff. It was an exciting experience for students who were fortunate to be among the 120 high school and college students and 1,000 AIPAC activists at the Summit.

**Jory Glick** sang with the Ray Chew’s Boys Choir of Harlem and Pacific Boychoir at the Chabad Telethon in August. He responded to a talent search seeking teen for the telethon. Also an accomplished drummer and guitarist, Jory has performed in other public venues. His favorite part was dancing around the Torah at the end with the other participants and sharing his knowledge of Jewish culture with the other boys.

Kudos to the new **NCJHS Debate Team** and Faculty Advisor, Raanan Mallek, that made its debut this fall. At its first debate against Milken Community High School in December, the Milken team won the first round which determined what was more economically just, capitalism or socialism. The New Jew team won the second round which discussed the validity of homosexual marriage. It was a debate well performed by our team: Aaron Schwartz, Adam Askenaizer, Ariel Koiman, Benjamin Feldman, Danielle Hay, Harrison Tasoff, Kenneth Schneider, Mark Gero, Maya Blasberg, Nahal Aghajani, and Tamar Zimmerman.



Senior **Anita Hoffman** just returned from Vietnam on a mission with Operation Smile, the national organization that raises funds for and awareness about children’s cleft lip and palate. She got to watch volunteer surgeons and other medical personnel perform corrective surgery on young children in the city of Vinh. At screenings held to assess children’s medical conditions, she taught children about hygiene, nutrition, and oral rehydration. She was featured in a story in a local Vietnamese newspaper about the people helping to fund surgeries for hundreds of children. Anita is the founder and president of the Operation Smile club at NCJHS. “This was the most incredible experience I have ever had. To see the whole process in person from education

to fundraising to surgery to changing children’s lives is amazing,” says Anita who was also impressed by the positive attitude and demeanor of the people she met.

**Daniel Greenwald** and **Ariel Prince** are the Co-Editors of the Jaguar Journal, making its debut this fall as the new NCJHS student newspaper.



Tenth graders participated in a simulated trauma scene to put their life-saving skills to work on their fall class trip. The experience revolved around the themes of *tikkun olam* (repairing the world) and *pekuah nefesh* (saving a life). Students and faculty stayed in a rustic campsite in Santa Barbara for four days, including Shabbat. Students were provided with hands-on instruction on triage and first aid. They practiced these skills and learned how to use an emergency radio. They also practiced rescue scenarios and transported injured victims. The final simulation was conducted under the auspices of professional staff along with the local fire department and search and rescue squad who worked with and assisted our students in this “rescue.”



Eleventh graders recently returned from a weeklong Civil Rights Journey through the American South. They explored both the American and Jewish response to the move towards equality and a color-blind society. They started in Atlanta, Georgia, then visited Birmingham and Selma, Alabama, then ended in Memphis, Tennessee. They met with reverends and others who were in the forefront of the Civil Rights Movement, visited Emory University, museums, and toured Elvis’ home.



## HEART AND SOUL

Elderly residents at the Jewish Home in Reseda enjoyed a recent live performance of the NCJHS Heart and Soul musical ensemble. Junior Shira Kreitenberg founded the ensemble for the sole purpose of bringing music and song to residents of nursing homes, hospitals and other institutions, bringing joy to residents. Student members choose songs, arrange the songs, choose sites at which they perform, and make all of the logistical arrangements. Their performance at the Jewish Home was uplifting; the quality of their singing and musicianship outstanding. The residents were unanimous in expressing their appreciation to our talented students. ♪

## ADVANCEMENT

*Have you heard about the early success of our 2009-2010 Annual Campaign?* Thanks to the generosity of our community: parents, grandparents, board and faculty members alike, the Annual Campaign (formerly known as Parent Partnership) is off to a great start!

Many have attended one of the Annual Campaign Committee sponsored small parlor meetings featuring a presentation by Dr. Powell. These presentations, designed to offer insights into the kind of ideas and community building that have kept the Jewish ethos alive through the ages, along with some incredible hospitality on the part of parent volunteers, have propelled us more than two-thirds of the way to our \$300,000 goal. Kudos and special thanks to Annual Campaign Co-Chairs **Stuart Lipsett, Jodi Perlman** and **Ellie Sambol** and their wonderful team: Cheryl and Roger Bloxberg, Jeri and Ira Cohen, Ronit and Michael Cohen, Faith Davis, Deborah and Peter Deming, Jackie and Keith Elkins, Shawn and Dorit Evenhaim, Rebekah and Howard Farber, Melinda and Richard Feldman, Garry Fishman, Lisa and Eric Geismar, Jennifer and Lionel Glancy, Joni and Barry Greenberg, Shauna and David Jackson, Judy and Bud Levin, Lori and Dr. Peter Lowenthal, Shirley and Eric Maurer, Robin and Henry Stupp, Dafna and Eli Tene, Barbara Dalton Taylor and Mark Taylor, and Board of Trustees Advancement V.P., Susan Goldfarb.



Stuart Lipsett



Jodi Perlman



Ellie Sambol

Haven't had the opportunity to make your Annual Campaign gift yet? Contact the Office of Advancement at (818) 449-8900 or go online to [www.ncjhs.org](http://www.ncjhs.org) and click DONATE NOW!

## Who Puts The "Fun" In The Fundraising Department?

Have you ever wondered who you're speaking with when the Advancement Office calls?

Do you want to get to know who's behind those pithy annual campaign mailers and who's helping to coordinate our fantastic Gala

Committee so you can join in the fun? If so, take a glance below and get in touch with us any time. We'd love for you to join us.

**Advancement Office Direct Line – (818) 449-8900.**

**Susan Hirsch Goldfarb, Advancement V.P.** is serving her third year as a member of the Board of Trustees. She is also the parent of New Jew alumnus Linden ('07), one of our Technology Assistants. She's the guiding force behind the strategic planning of everything Advancement. Ms. Hirsch Goldfarb works with all advancement committees and special projects, and nobody works harder.



Susan Hirsch Goldfarb

**Betsy Berger, Director of Advancement** has experienced first hand, the tremendous warmth and passion of the entire community towards both New Community Jewish High School and Jewish education. She says, "In my six months here, I have witnessed our donors giving with such open hearts and genuine commitment to our cause. And our advancement parent volunteers take their role with seriousness and the utmost responsibility. I love raising money for New Jew!"

**Mandi Richardson, Assistant Director of Advancement** arrived at NCJHS in September. She holds MSW/MAJCS degrees from USC/HUC, and comes to us from her most recent position as Associate Director (Independent Consultant) of the Family Foundation Center at the Jewish Community Foundation. We are sure you will agree that her South African accent only adds to those great voice mail messages you have been receiving from her about all of our upcoming activities.



L-R. Betsy Berger, Director of Advancement, Mandi Richardson, Associate Director of Advancement, Erika Guerrero, Advancement Administrator, Jamie Powell Stein, Graduate Student Intern.

**Erika Guerrero, Advancement Administrator** is the friendly voice who answers the advancement line calls. She is our team member in charge of database management. She's a trouble-shooter "par excellence" so don't hesitate to call her with any questions you may have. Ask her about her toddler son – a future New Jew student for sure!

**Jamie Powell Stein, Graduate Student Intern** is pursuing her MBA/MAJCS degrees at American Jewish University. Back for a second year as an intern, she puts her adept skills to work organizing gala activities. Work on a committee that Ms. Powell Stein is staffing and you may get treated to a cupcake – She's a professional baker as well!

**A SPECIAL SHOUT OUT** to Board of Trustees member, JONI GREENBERG, who has been a wonderful addition to the Advancement Team! Thank you for your tremendous assistance with the Annual Campaign and Gala planning.

### Grants received from May through November 2009

**AVI CHAI** For having supported our Shabbatonim for the past 4 years, and books, "Case for Israel" for the seniors.

**LISA AND MAURY FRIEDMAN FOUNDATION** \$5,000 for the Abundant Future Project.

**GOLDRICH FAMILY FOUNDATION** \$1,800 for Yiddish program.

**ROBERT AND ANITA HIRSCH FAMILY FOUNDATION FUND** \$10,000 for Tuition Assistance.

**JEWISH FEDERATION OF GREATER LOS ANGELES** \$50,000 for LA/Tel Aviv Partnership.

**JIM JOSEPH FOUNDATION** \$65,000 for Emergency Tuition Assistance and also for their ongoing support through the Jim Joseph Foundation High School Affordability Initiative, which this school year alone will total \$177,300. *The Foundation is devoted exclusively to supporting education of Jewish youth; Jim Joseph believed that focusing on young people was the best way to preserve a strong Jewish faith and proud heritage, thereby ensuring success of the Jewish people for the future.*

**ROBERTS FAMILY FOUNDATION** \$6,000 for Tuition Assistance.

**THE MAX WEBB FOUNDATION** \$10,000 and books "Witness to the Truth" by (his brother-in-law and fellow survivor) Nathan Shapell for the seniors.

**YIDDISHKEIT LA** \$4,000 for the Yiddish program which is the only full year for-credit high school Yiddish class currently being taught in the U.S.

**ZIERING FAMILY FOUNDATION** \$18,000 for Sustain the Promise Fund, a tuition assistance program to support our students and their families.

## FACULTY NEWS

After three years of serving as a track leader for the BJE March of the Living, **Mark Shpall** (11th Grade Dean, History), will be a Program Leader for the LA Delegation to the March which is held each spring from Yom Hashoah in Poland to Yom HaAtzma'ut in Israel.

**Robert Ahdoot** (Math) had two articles published about his YayMath online program, "Managing Your Math Studies" (*Brainyprep.com*) and "Teacher Invites World Into Math Class," (Detroit Free press).

**Dr. Marc Lindner** (Dean of Academic Affairs) attended the eight-day program, "Improving Schools: The Art of Leadership" at Harvard University's Principals' Center, a program of the Graduate School of Education. His participation was funded by the Avi Chai Foundation.

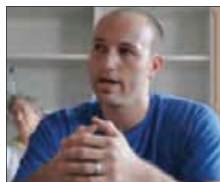
**Yonatan Rosner** (Jewish Studies, *Tefillah Kehillah* Institute – Faculty Advisor) recently participated in the Pardes Institute Retreat Educators Program in Philadelphia. Educators from the U.S. and Israel convened to discuss the role of *tefillah* on day school campuses and to share their various models of prayer at their schools. He had the opportunity to speak with Dr. Saul Wachs about the TKI program at NCJHS. Dr. Wachs is a pre-eminent teacher of prayer at Gratz College in Pennsylvania and a renowned expert in teaching *tefillah* to day school students at all levels. Mr. Rosner also shared our unique program (*see related story on page 5*) with a think-tank of educators who will be meeting again next year to further their research and discussion about *tefillah*.

**Sina Monjzeb** (Athletic Director) started a children's beach camp last summer, Sandy Days Kids Camp. The camp offers sports at the beach as well as other camp activities such as crafts, dance, and music.

**Rabbi Benjamin Resnick** (Jewish Studies) was part of the research and translation team of a new Birkon/Shiron (grace after meals blessings booklet) that was recently featured at the wedding of Jared Kushner and Ivanka Trump.

**Gregory Keer** (12th Grade Dean, English) has a web site about fatherhood, *FamilyManOnline.com*, that now features a teen blog written by contributors from *RadicalParenting.com*. Mr. Keer is also a member of the panel for a new website, *ParentsAsk.com* along with other experts, Dr. Robert Sears, Betsy Brown Braun, and Dr. Tanya Remer Altmann.

**Matthew Vacca** (History, Jewish Studies) and **Dr. Neil Kramer** (Dean of Faculty, History Chair, Jewish Studies) participated in Centropa's third international seminar, held in Germany last July along with 19 other teachers from US Jewish schools as well as Jewish and non-Jewish schools from Germany, Austria, Hungary, Bulgaria, and the Czech Republic. It was the third meeting for the core teachers, of which Dr. Kramer is one, in the US pilot program, which began in 2007. After participating in a local Centropa seminar/study group last year along with Dr. Kramer, Mr. Vacca was invited to come to Germany. He created a lesson plan that is being published by Centropa for use by other teachers. Mr. Vacca uses Centropa materials beginning with 1930's Austria to introduce the rise of Nazism and the Jewish migration of the 20th Century to students in his Senior Seminar Issues of Modernity class. Mr. Vacca explains, "This was a one in a lifetime opportunity for me. We visited places in Germany once populated by thriving Jewish communities, as well as places where Jewish life is very much alive and perpetuating itself. Our culminating visit to a Jewish summer camp was heart-warming. It was remarkable to be in a room filled with Jewish children to celebrate Shabbat with them. Indeed, Jewish life is vibrant in Germany!"



Matthew Vacca



Centropa connects teachers to a network of teachers from around Europe who all speak the same language gained through Centropa. "It is exciting to be part of the building of the very first transatlantic network of

modern Jewish history and Holocaust educators," says Dr. Kramer who uses

Centropa materials to expose his students to the complex choices and challenges facing European Jews in the Danube Valley between the revolutions of 1848 and the fall of Communism. To learn more about Centropa, please visit [www.centropa.org](http://www.centropa.org).

## STUDENT REFLECTIONS ILLUMINATE THE IMPACT OF COMMUNITY SERVICE

Through the *Tikkun Olam* / Community Service program at NCJHS, our students internalize the vision and values of our school, transmit them to others, and transform our community – and themselves. All students are required to engage in community service each year. They also submit a Reflection Journal which asks them to consider the larger issues affecting the organizations they work with, how they applied Jewish values to their work, the challenges they encountered, the impact they had, and what they learned. "More than just a required assignment, these journals illuminate the diverse encounters, meaningful experiences and personal growth our students realize through this program," says Shari Davis, Coordinator of Interdisciplinary and Service Learning.

### EXCERPTS FROM RECENT REFLECTION JOURNALS

***Saving Lives and Transforming Oneself – Shayna Turk*** "I work for the organization *Music For Heart*, which raises money and awareness for children with congenital heart disease in developing countries. Our work saves lives. Over the years, by myself I have raised enough money to save the lives of four children suffering from heart disease. This money enabled each of these children to come to the U.S to have surgery. I got to meet these children when they were here. By giving back, I have been changed as a person. Throughout my life, *Music For Heart* will always be a main focus."

***Finding One's Voice and Impacting Social Justice Organizations – Ben Feldman*** "I volunteered 120 hours over the summer at the Hebrew Immigrant Aid Society (HIAS). I wrote fact sheets on many topics dealing with immigrant communities and wrote and gave presentations on healthcare and hate crimes. I was trying to repair dysfunctional laws aimed at the immigrant community. I brought a dedication and willingness to work and learn. This project helped me realize that there are many problems in the bureaucratic system that can be fixed as long as more people care and take initiative."

***Building Jewish Community and Jewish Identity – Jordan Grant*** "I helped build community and enrich the experience of campers by teaching values which give campers the tools to be A+ human beings ... I feel obligated to continue to come to camp and help kids form a Jewish identity that is strong, like the one camp has helped me form."

***Inspiring Children with Special Needs and Finding a Career Path – Gabrielle Segall*** "I continue to volunteer for *Ballet for All Kids*—I help children with mental and physical disabilities learn how to dance. These experiences have inspired me so much as I see that this program gives these children the tools to be successful so they can help themselves in the future. I plan to continue volunteering here throughout high school and feel motivated to potentially work with disabled children as a career."

***Seeing How Tikkun Olam /Repairing the World Can Be Achieved In One's Community Through Local Politics – Alex Thomson*** "I volunteer at California State Senate District Office #20. My work reflected *tikkun olam* in that it helped "repair the San Fernando Valley." I learned about many of the problems facing Valley residents, primarily because of the economic situation. I created profiles for the U.S. Census Bureau to use when they conduct the census next year. My efforts will ensure that the San Fernando Valley is properly represented and accounted for, and thus will be able to have the proper amount of money for the services they need. Through this experience, and a passion previously held, I want to go into politics. I see politics as a means of bettering this world through actions to help others. My experience helped me realize that other people's problems are mine too. I realize that we as a community have an obligation to look out for one another and to help them. I see my own role developing by continuing various acts of *tikkun olam*."

**DUAL CURRICULUM CONTINUED FROM PAGE 2** curriculum at NCJHS will serve them well in the college admissions process and in the experience they have when they arrive on their college campus.

Within the University of California and California State University system, our curriculum ensures that students will graduate with 20+ core academic units, even though the minimum entrance requirements for the UC/CSU only mandate 16 units. With Hebrew in particular, NCJHS graduates are guaranteed four consecutive years of a rigorous foreign language—it is a relative rarity to see students from public and even some independent schools graduate from high school with the same consistency.

If an NCJHS senior finds themselves bound for a liberal arts colleges, we often hear from admissions representatives that they are impressed by how eager our students are in connecting ideas across disciplines and how comfortable they are in seminar style discussion. Interaction between faculty and students is the core mission of the liberal arts college environment, and is a skill set we have encouraged each NCJHS student to develop throughout their four years with us.

If a graduate is passionate about the opportunities available at a large research university, we know that the NCJHS curriculum has prepared them to excel in empirical reasoning, careful attention to detail and close textual analysis, all of which will be essential if they find themselves in a five hundred person “Introduction to Biology” lecture class where close attention to the syllabus and the exact completion of assignments is the only way to distinguish oneself from the masses. Above all, NCJHS students have been taught that interaction with faculty is often key to academic understanding, and our students will be comfortable taking the initiative and embracing self-advocacy as a valuable tool.

And finally, there is, though it is at times hard to imagine during this hectic application season, life BEYOND college for each senior class as well. The academic, ethical and social skills we aim to develop at NCJHS are as relevant for college as the decades of personal and professional growth that come afterwards. A perusal of our Jewish Studies courses reveals course work focused on real-world issues. Through these electives, it is possible to study law, business ethics, medical ethics, psychology and our treatment of the environment, just to name a few. Some are pre-professional in focus, while others encourage students to apply an academic lens to issues of social and political relevance to the world around us. Without exception, these courses develop critical thinking, leadership and intercultural awareness within our students—skills that will ensure each NCJHS graduate will arrive at college as an academic and social presence guaranteed to make a difference throughout their four years on campus, and beyond. ♡

**SCIENCE NEWS CONTINUED FROM PAGE 3** Over the course of the year, the Colloquium brings to campus 20 scientists from across the country to present riveting lectures on a variety of scientific topics to an average of 30 students per class. First trimester speakers and topics included: *Are We Wise Enough For The Future?* (Advanced technology, backward brains, and tools for tomorrow) – Max More, Ph.D., Strategic Philosopher from Austin, Texas, Founder, Transhumanism, Co-Founder, Extropy Institute; *The Amazing Brain* (How disease and experience affects brain structure and function) – Charles Meschul, Ph.D., Research Biologist from Portland, Oregon, Director, Electron Microscopy Facility, Veterans Affairs Medical Center, Professor of Behavioral Neuroscience and Pathology, Oregon Health and Science University; *Stem Cell Self-Renewal* – William Lowry, Ph.D., from Los Angeles, Professor, Department of Molecular, Cellular and Developmental Biology, UCLA; *The Hidden Deceptions Of Diets* – Robert Ferguson, M.S., Weight Loss Guru, DietFreetv.com, Co-Author of “Fat that Doesn’t Come Back”; *Sports Medicine And Electrodiagnostic Testing* – Todd Molnar, M.D. from Los Angeles, Southern California Orthopedic Institute, Physical medicine and rehabilitation with emphasis in sports medicine; *Veterinary Medicine* – Peter Lowenthal, D.V.M., Blue Cross Pet Hospital, North Hollywood, CA; *Plastic Surgery Today* – Gal Aharonov, M.D., Facial Plastic and Cosmetic Surgeon, Beverly Hills, CA; *Infectious Diseases Today* – Barry Statner, M.D., Infectious Disease Medicine, Thousand Oaks, CA; *Sexually Transmitted Diseases* – Phillip Phan, Health Education Assistant, Los Angeles County Health Department.

In other Science Department news, students in Biotechnology recently completed their GMO lab in which their favorite store-bought food products were tested. Students extracted the DNA from their samples, performed PCR, and ran electrophoresis of their PCR products. Through their DNA analysis, students were able to determine whether their samples were either GMO or



Students visited UCLA Medical Center last May

Non-GMO products. The Honors Anatomy and Physiology class will take the annual trip to the UCLA Medical Center to observe an autopsy and tour various labs. The Biology classes will take an ecological field trip to study the affects of pollution on our oceans and streams. ♡

## ISRAEL PROGRAMS

This academic year is marked by a further extraordinary increase in participation in our partnerships with Israeli high schools: Ironi Tet, Tichon Hadash and Gymnasia Herzliya. Between our NCJHS students and “our” Israelis, we have 170 tenth graders partnering and bonding at our school, with our families, in our homes and community. As we sent-off our Israeli

students from Tichon Hadash, who were with us since September 1 and will in turn host their American buddies for three months in the second semester, one of the Americans captured a general sentiment when she said: “Since 9th grade, I have been so excited to be going to Israel and living in Tel Aviv for three months. But I just wasn’t prepared for the joy of hosting my buddy in my own home, and the friendship with the rest of our ‘Izzys’ – I now have brothers and sisters I

feel so close to! I will not just be visiting Israel but joining my sister. Although I have not yet met her parents, my family and I feel that they are our family.” In a letter to her daughter’s NCJHS host family, an Israeli mom expresses the sentiments felt by many program participants. She promised to take as good care of their child as they did of hers when our students go to Israel in a couple of months! ♡



# PARENT ORGANIZATION



**JERI COHEN, PRESIDENT  
PARENT ORGANIZATION**


As parents we are blessed to have our children at NCJHS. We are witnesses to the impact that this enriched program has on our students and on our families. In my own home I have heard my two sons (one a freshman and one a senior) debate about what is the morally right decision to make involving social situations outside the school walls. These are moments that confirm how fortunate we truly are.

As a Parent Organization we are part of the vibrant community that make our New Community Jewish High School so remarkable. As parents and guardians we stand ready to share our enthusiasm for the school with prospective and newly enrolled families. We are fortunate to be able to lend support with our time by acting as parent ambassadors at open house events, at the new parent orientation and at several grade level programs.

At various times during the year we treat the entire school faculty and staff to a much deserved appreciation lunch. In addition, we prepare thoughtful welcome gifts to our new families and new staff. Ongoing, we offer a wide array of attractive spirit wear to be worn by all members of our school families. These are just some of the ways we enhance our school community.

Our focused approach to fundraising makes our task much easier. We strive for the full support of our families in the Annual Campaign and Spring Gala so that we can spend the rest of our organization time on building our community. This year we are working on tapping the resources of our own faculty and staff to bring you meaningful programs worthy of your time and energy. Your input and your attendance are always welcome.

I encourage everyone to take advantage of all the opportunities to get to know our school better. Even if you do not have a student involved in sports, come cheer on one of our many teams! Treat yourself to the school drama and musical theatre performances. Bring your family and friends to the annual Arts Fest and performing arts shows. All of these programs will enrich your lives and you will be amazed at the talented community by which we are surrounded.

We are committed to enhancing our school in any way we can and with your support we are successful! 

## BEAU JEST Drama Performance



Produced/Directed by W. Ellen Fleischmann, featuring Jeremy Lunzer, Samantha Ladenheim, Matthew Perlman, Natan Wythe, Hannah Mehlman, and Ben Berger.

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## MISSION

The mission of New Community Jewish High School is to raise up a new generation of Jewish leaders for whom Jewish values and tradition shape and guide their vision, and for whom knowledge creates possibilities for moral action, good character and shalom.

## CLASS OF 2006

**STACIE BARAL** (Foods and Nutrition major, San Diego State University) plans to begin a nursing program after graduation, leading to an LVN and RN degree. She currently works 25 hours a week and hopes to volunteer at the local hospital.

**ADAM FELDMAN** (Economics major, University of California, San Diego) plans to continue his studies to earn a secondary degree as well as to become a CPA. Adam is busy with a full load of academic classes and is working three different jobs. He proctors tests for Princeton Review; he works for the University's food service department; and he assists the audio visual department by setting up necessary equipment as requested by professors and university staff. Adam hopes to return to Israel next summer to spend time with his brother David (Class of 2009) who is planning on joining the Israel Defense Forces.

**KATIE FREEMAN** (studying Government at IDC Herzliya) served for 2½ in the Israel Defense Forces (IDF). In May 2008, She was awarded the Medal of Honor for life saving, when she and her four-legged partner found a bomb planted in her unit's path while on a mission in Nablus. When she is not studying, Katie serves as a volunteer staffer at the Lone Soldier Center in Jerusalem. This organization is comprised of former lone soldiers who help today's lone soldiers succeed in the army, receive their rights, and adjust to civilian life after their army service. Katie devotes many hours each week advising young women interested in serving in the IDF. She toured America in August 2009 speaking about her experiences as a female combat soldier in the IDF, on behalf of the Jewish Agency, the UJC, and the State of Israel. She recently helped two other New Jew alumni from the Class of 2009, Dylan Coren and Yonatan Blasberg who have begun their service in the IDF.

**MICHAEL GOLDRICH** (Molecular and Cell Biology and Public Health major, University of California, Berkeley) is a Haas Scholar and spent last summer researching as a full-time scientist. He has worked in the Amacher lab every semester since he started college but the experience of being able to focus solely on science was exhilarating. Without the "interference" of classes and exams, he was able to design, work on, and complete experiments, seeing them all the way through in a matter of days rather than weeks. His research project involves optimizing the use of reagents, called zinc finger nucleases (ZFNs), in order to create specific and targeted modifications in the DNA sequence of a very genetically tractable system, the zebrafish. Using ZFNs, genes can possibly be directly targeted to express desired proteins, incorporate molecular tags, or can even be repaired by a corrected template. He will develop assays to quantify ZFN-mediated targeting and optimize conditions to improve targeting efficiency, with the goal of making this technology broadly accessible to and widely used within the scientific community. When not in the lab, Michael is working on his honors thesis, planning the third annual "Nutty Run" to benefit The Peanut Butter Project for malnourished children in Malawi, and conducting monthly Shabbat services for elderly residents at a Berkeley nursing home.

**SARAH KNEELAND** (Sociology major, Valley College) works in the school's theater department "teching," costuming, and handling sound.

**DAVID MAYMAN** (Graphic Design major, University of the Pacific) won 3 awards for his graphic designs. From the FLUX 09 Student Design Competition of AIGA (American Institute of Graphic Design), 2 Certificates of Merit for both a poster and a publication; and Second Place in the ACUI (Associations of College Unions International) Region 15 "Steal This Idea" student design competition. At the recent ACUI regional conference, David and his boss co-presented a workshop about the use of digital signage in university student unions. He pioneered the design and use of the school's new digital PROWL TV network in the Student Center. This year, David is working as the Visual Manager for the university's new sustainability movement on campus. He is designing the new website and establishing the brand on campus so that the campus community will embrace and engage in responsible environmentally conscious behaviors. In addition, his senior project is developing a Wayfinding system for the campus. He and 4 other seniors are working as a team to design a comprehensive campus navigation system. They will soon be submitting their plan and designs to University officials. David is also an avid musician (drums, keyboard, and guitar) and enjoys recording his bands' music and performing on and off campus.

## CLASS OF 2007

**ADAM & ERIC AMZALAG** (both Economics majors with emphasis in Business, University of California, Santa Barbara) spent the majority of summer 09 working full time for their father at Yosef Amzalag Supply. They also were busy hosting and showing off LA sites to several family members visiting from Israel. The highlight of their summer was an amazing two week adventure to Alaska. Along with their father and a tour guide, they did everything from hiking a glacier, dog sledding, kayaking, and exploring Denali Park to visiting the most northern point of the US – the Alaskan arctic. Eric will be attending Semester-at-Sea for three months beginning in late January.

**KENDRA DRAPKIN** is currently backpacking through the US. In December she will be in New Mexico; in January, Louisiana; and in February, Florida for a couple of months. She says hi to everyone and wishes everyone all the best!

**RACHEL FELDMAN** (Pre-med, Anthropology major, Public Health minor, Brandeis University) is active in B'yachad, a semi-professional Israeli dance troupe. She is V.P. of the Brandeis Comic Book Club, and does makeup for Hold Thy Peace, Brandeis' Shakespearean theatre company.

**LINDEN GOLDFARB** (California State University, Northridge) has been working diligently at New Jew as a Technology Assistant for the past six years keeping the school computers working smoothly. He is about to move to Prescott, Arizona to attend Embry-Riddle Aeronautical University to pursue his dream of becoming a pilot.

**KAREN HEN** just finished two years in the Israel Defense Forces serving in the artillery. She will be attending University of California, Berkeley starting in January.

**ALLIE KUSSIN-SHOPTAW** (Studio Arts major, Whitman College, Washington) spent last summer working full time as a Recreational/Art therapist intern and head camp counselor at Casa Pacifica, a non-profit organization for foster and mentally disabled youth of Ventura County. She worked at their shelter for homeless and at-risk youths (ages 1-18), providing skill building activities working on goals such as trust, honesty, and anger management. Allie ran activities such as sports and art classes and partook in their daily group therapy. She also worked as a camp counselor for Casa's summer camp program for children with severe behavioral and mental disorders such as schizophrenia, bipolar disorder, anti-social personality disorder and major depression. Most of the children came from abusive parents and lived through much trauma; her job was to try to organize and provide a therapeutic milieu. At school Allie's focus is painting. She will be studying art, psychology, and politics in Australia at the University of Tasmania, where she will also be backpacking, bushwhacking, and exploring the island.

**NICOLE ORAN PAMPANIN** (Anthropology major, Ethnic Studies minor, Lewis & Clark College) is currently spending the first semester of her junior year studying abroad in East Africa. This program has enabled Nicole to study Swahili in order to communicate with the local people, go on safari for an extended period of time while studying biology, and learn about the history and culture of East Africa. She continues to dedicate much time and energy to help educate the children at Christ Orphanage in Ghana, West Africa where she spent last summer.

**SARAH SMALLEY** (Fashion Institute of Design and Merchandizing) is graduating from FIDM in December and will be transferring to either San Francisco State or California State University, Long Beach. Last summer she and her entire family spent 16 days in Israel. They visited a relocation nursery school for young children of new immigrants. Some of the little girls were so happy to find out Sarah could speak to them in Hebrew; she told them about America. Sarah plans to work in the textile industry while awaiting the start of the new school.

## CLASS OF 2008

**LAUREN BENDIK** (University of the Pacific) is very involved on campus as an interfaith liaison at Hillel, historian of the Psychology Club, and she just started a new job with the Center for Community Involvement. She works at two elementary schools, two hours a week at each, with 3rd-6th graders co-teaching a program called "Real Game East." The children are given occupations and learn what it means to be part of the larger community, and sometimes, global economy. In one of her psychology classes, she conducted an independent research project about self-esteem and dating/love experiences. She created surveys and had over 40 undergraduate students participating.

**CARA DJIJI** is completing her art portfolio to submit to the fine arts program at the University of Canterbury in Christ Church, New Zealand, where she will be moving in February, 2010.

**ADAM EVENHAIM** has been serving in the Israeli Defense Forces since November of 2008 and will complete his service in May of 2011. Currently, his unit is based in Gaza.

**HANNAH FARBBER** (Psychology major, Boston University) wants to let everyone know that even a year and a half after graduating, her experience at NCJHS is still such a special gift. She has had the chance quite a few times to explain, defend, and otherwise discuss certain Jewish concepts, texts, traditions, etc. Each time, she felt completely prepared and confident. Though her parents provided her with many incredible opportunities throughout her youth that prepared her for such situations (like USY, Camp Ramah, etc.), her Jewish Law and Ethics and Senior Seminar classes at NCJHS truly taught her what she needs to create a strong foundation of Jewish knowledge. She says that the values instilled in her at NCJHS have given her the ability to make thoughtful decisions every day, even 3,000 miles away from her parents' watchful eyes. It's apparent everyday that that most of her college peers weren't quite so fortunate; while so many of them are lost, she is solidly grounded in her identity as a proud member of the Jewish people. She can absolutely attribute much of her knowledge, strength, and confidence to NCJHS. When she started her freshman year at NCJHS, she didn't realize that Judaism would become such a defining part of her life; she can't imagine where she would be without this foundation and she hopes that every NCJHS student realizes, as she has, that they have been given such a blessing.

**JAMIE GREENBERG** (Communications and Culture major, Hebrew minor, Telecommunications minor, Indiana University, Bloomington) recently participated in the nation's second largest philanthropic event. It was a dance marathon to raise funds for Riley Children's Hospital in Indianapolis; her school raised \$1.5 million and as a dancer, she was on her feet for 36 hours! Jamie plans to serve on the organizing committee for the 2010 event. She is also in the Sigma Delta Tau sorority and was recently elected to the position of House Risk Manager where she will deal with the sorority's safety and security issues.

**GLENNA HOROWITZ** is currently enrolled in the cosmetology program at Vidal Sassoon Hair Academy. She will graduate in July as a full cosmetologist. Her goal is to start doing hair and make-up for magazines/ads, etc. and have an agent by next year.

**ALYSSA LANDAU** (Psychology major, Chapman University) is very involved in her sorority, Alpha Kappa Theta. She recently participated in a Theta sponsored fundraiser for Court Appointed Special Advocates. Happily, fellow New Jew alum, **ALANA KAUFMAN**, became a Theta this year. Alyssa absolutely loves Chapman. She will soon start her new job as a tutor/mentor for high risk elementary school children.

Several months into her first year at University of California, Davis, **TESS NEUMANN** realized her passion is education and her dream is to become an elementary school teacher. Since Davis doesn't offer her major, she will be transferring to the education program at California State University, Northridge where she can earn her combined BA degree in liberal studies while getting her teaching credential. In the meantime, she is taking pre-requisite classes at Santa Monica College and volunteering in the kindergarten and second grade classes at Camilla Elementary School.

**MICHELLE WEISER** (Boston University) is taking courses in the Core Curriculum within the College of Arts and Sciences which includes the humanities, natural sciences, and social sciences. She recently had the pleasure of hearing Elie Wiesel speak. She is a member of the community service club, Random Acts of Kindness and also works for a catering company in Boston.

## CLASS OF 2009

**KEREN BEN MOSHE** (Cognitive Science major, University of California, San Diego) is involved with "Tritons for Israel," a Jewish political/cultural group on campus, is a member of the Equestrian team in the walk/trot division, and a member of Chi Omega Fraternity. Keren is applying for an alternative spring break to Guatemala through Hillel.

**ROBERT BLACHMAN** (Mechanical Engineering major, Cal Poly, San Luis Obispo) is a brother of AEPi fraternity. He reports that he was fully prepared for his rigorous college program by his tenure at New Jew, especially with his English writing skills. He has gotten A's on all of his college papers!

**YONATAN BLASBERG** (Israel Defense Forces) met up with New Jew alum Katie Freeman (Class of 2006) while at the recruitment center for the IDF in Israel. Yoni was "adopted" by Katie, a volunteer with the Lone Soldier organization, who corresponded with his parents, send them pictures, and made him feel welcomed.

**REBECCA CHERNOTSKY** (American Jewish University) reports that her classes are going really well in college. She is heading the AJU's first a capella club. She also really misses New Jew!

**DAVID COHEN** (University of Arizona) is really loving it at Arizona. He says that it is a lot of fun and he is doing really well in school.

**CARA COREN** (Carlton College) is loving college and reports that this school is a perfect match for her! She has discovered a passion for anthropology and is also enjoying her art class. She is involved in the campus' "Jew Crew," the affectionate names for Carlton's Jewish community. In December she went to Israel to visit her twin brother, **DYLAN COREN** who is in the IDF. In fact, Dylan is 1 of 5 out of 300 accepted into the Paratroopers unit. He is trying out for the Special Forces Unit within the Paratroopers. He is also in touch with other NCJHS alum who are in the IDF.

**DAVID FELDMAN** is concentrating on preparing to join the Israel Defense Force. He has already spent time in Israel since graduation and plans on returning again this coming summer.

**JAKE FERDMAN** (Art major, Humboldt State University) is thoroughly enjoying college life along the coast of Northern California, especially its surfing conditions, and loving all his art classes.

**BEN FREEMAN** (US Marines) completed United States Marine Corps Boot Camp at MCRD San Diego on September 11, 2009. He then attended the School on Infantry at Camp Pendleton and graduated at the end of November. He was assigned his permanent duty station at Camp Pendleton in Oceanside, California, to the elite unit known as 1st Light Armored Reconnaissance Battalion. He is a part of 1st Marine Division 1 Marine Expeditionary Force. Their nickname is "Tip of the Spear." Their motto is No Better Friend, No Worse Enemy. The first LAR insignia has the Recon insignia "Swift, Silent, Deadly." Ben attributes his quick success in the Marines to NCJHS teacher Robert Ahdoot who provided Ben with strong math skills. He has maintained a 95% average in all of his courses.

**ALISA GOLDRICH** (University of California, Berkeley) is a member of the Cal Public Health Club and is active on the Community Health Committee that conducts outreach to teach people about health. She's collaborated with "Party Safe" at Cal to teach students about how to party safely; participated in a breast cancer fundraising walk; and is working with People's Grocery in the community. She enjoys going to Cal football games and Hillel.

**DANIEL IMBERMAN** (University of California, Santa Barbara) loves it in Goleta! He lives on campus, has no classes before 10 am, no Friday classes, and studies at the beach.

**DANIEL PASTERNAK** (Engineering major, University of California, Berkeley) will be going to Israel with Berkeley's Hillel's Birthright trip this winter so he will miss everyone at the luncheons. He is doing fine at school and misses everyone at New Jew.

**REBECCA POWELL** (University of California, Berkeley) is loving Cal and is enjoying her classes, especially Introduction to Sociology. She has become involved with Women's Chorale, a student choir on campus, a new Jewish cappella group, and attends numerous events at Hillel, including weekly Shabbat dinners. Rebecca stays in touch with all of the New Jew alumni at Cal and has made many new friends.

**BEN SELSKI** (Computer Science major, College of Engineering, California State University, Northridge) is currently interested in software engineering in the security field. He continues to take private acting and singing lessons and may try out for the college's spring musical. He has already sung in a school choir and is enjoying his major.

**JORDAN WEISS & JUSTIN INGBER** are roommates at the University of Arizona. 



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## CALENDAR OF EVENTS

December 17 ..... Alumni Lunch  
 December 12-19 ..... Hanukkah  
 December 21-Jan 3 ..... Winter Break  
 January 4 ..... Alumni Lunch  
 January 6 ..... Shpiel-a-Rama  
 January 10.. College Financial Aid Workshop  
 January 30..... Tu B'Shevat  
 February 1.. New student application deadline  
 February 28 ..... Purim  
 March 18-21 ..... All School Shabbaton  
 March 29-31..... Spring Break  
 March 30-April 6 ..... Passover  
 April 18, 19, 20 ..... Spring Musical  
 April 26 ..... Arts Fest

**OPEN HOUSE**  
 January 24, 2010  
 10:30 am

**ADMISSIONS**  
 For information about admissions or to request an application for admission, please call the Office of Admissions at (818) 348-0048.

# save the date

# 2010 Gala

Thursday Evening, May 13, 2010  
NCJHS Gala

H O N O R I N G :

**JILL ZUCKERMAN POWELL**

Jewish Education Advocate, Philanthropist,  
Director of Admissions

A N D

**SIDONIA LAX**

Community Activist, Philanthropist,  
Holocaust Survivor