



OCEAA Times

Principal's Update

Round three of our assessments are in! We are excited to see some great growth on our Math Benchmark Assessments, our Reading Assessments (RESULTS) and our students' Writing! By regularly assessing our students, we are able to better monitor students' progress towards end-of-year standards. We can challenge those who are ready to go beyond and provide additional support those who need a little more help. This is the first year OCEAA has implemented these assessments four times a year and the staff, students and parents are able to see their data go from orange (below basic) and yellow (basic) to green (proficient) and purple (advanced) right before their eyes. All of this hard work will help us reach our 750 goal - we believe OCEAA will achieve!

Despite all the changes experienced this school year, especially in our second grade, we saw. To the right, there are some of the highlights from this round of data collection.

Math	Students Scoring Advanced or Proficient
Second grade	75%
First grade	59%
Kindergarten	56%
Third grade	48%
Sixth grade	47%

Language Arts	Students Scoring Advanced or Proficient
Sixth grade	47%
More results at the board meeting on 5/12/2010.	

Please join us at the OCEAA Board meeting on May 12th at 7:00 PM in the OCEAA library to see more data for English language learners and other sub-groups.

The CSTs will begin the first week of May. Workshops for parents and students to practice test-taking strategies were held through February and March at OCEAA. Test taking can sometimes cause lots of anxiety, which is why it's important to start preparing the evening before testing begins to help set your child up for success by making sure they get:

- ★ plenty of rest
- ★ a balanced dinner the night before (including complex carbohydrates for lasting energy)
- ★ a balanced breakfast (including complex carbohydrates again).

You can start implementing these healthy habits now and continue them throughout testing - and life! This will ensure they are at their best.



Ms. Hardman-Greene



Ms. Sosa

A THOUSAND APOLOGIES FOR OUR DELAY.

We were so relaxed from Spring Break that we missed getting this newsletter to you on time...please accept our sincerest apologies.

Test Prep Websites

- ☺ <http://starsamplequestions.org/welcome.html>
- ☺ <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>
- ☺ http://www.eduplace.com/kids/hmcam/prep/prep_3.html
- ☺ <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

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Our Charter Renewal- What's the Latest?

A big thank you to all the students, parents, staff, and board members that were either there physically or in spirit at the Santa Ana Unified School District (SAUSD) public hearing held on April 13, 2010.

After the public hearing, the SAUSD will hold a second Board Meeting to take a **vote** on OCEAA's charter renewal. This will probably be at their first or second board meeting in May. At this Board meeting, we will hear the district's final decision as to whether they will allow us stay open. We will let you know as soon as we have that date so you can mark your calendars to attend this important event as well. Your support is extremely important to our renewal!

Putting together the charter petition involved countless hours of gathering data, reviewing the document, consulting with the district, consulting with experts in the field, etc. and there was a whole team working behind the scenes to bring it all together.

Thank you to Elizabeth Bausman, Kristin Collins, Gabriela González, Linda Hardman Greene, Jake Henderson, Tania Hernández, Bobbie Kraus, Kathryn Lindholm Leary, Kimberly Barraza Lyons, Herman Méndez, Mavis Mitchell, Michelle Navarro, Krista Ratnaweera, Hester Petropoulos, Michelle Rodríguez, Lisette Sosa, Sean Smith, California Charter School Association, and the Charter School Management Corporation for their

help putting it all together!

In addition, we would like to extend our gratitude to the entire OCEAA staff and community for their support and encouragement while we were working on updating the charter petition - together we made it happen!

Reminder: Parents do not park in the lot that belongs to the 888 building by the Sycamore exit. You are not allowed to park here.

The 6th Graders Want Your Trash!

OCEAA has recently won a grant from "Project Zero Waste" to help keep trash out of landfills. They are supplying OCEAA with a variety of art-making tools such as heavy-duty scissors, glue guns, tacky glue, large paintbrushes, etc. These tools will help OCEAA students create art out of trash materials. What we need from you are your trash materials. Please start collecting from your home these specific items to donate to OCEAA. Thank you! And a BIG THANKS to Project Zero Waste!

PLASTICS	METALS	TEXTILES	MISC.
Bottle and jar lids - all sizes and colors Produce Mesh Bags - all sizes and colors Fruit Baskets CD Cases Plastic Bags - Colorful ones. Please no white or beige Flowers Cookie Cutters Buttons	Bottle Caps Jar lids Pull-Tabs Wire Telephone Wire Jewelry Parts Cookie Cutters Nails and screws Buttons	Fabric pieces larger than 12" x 12" Felt Burlap Leather Fiberfill Yarn Ribbon Zippers String	Corks Paper egg cartons Paper Bags Colorful paper



From the March Board Meeting

The preliminary 10/11 budget has been created by the Budget Committee. The state has pushed back the distributions for this school year statewide. Despite this, OCEAA is in good fiscal standing thanks to the Budget Committees honing in and recommended cut backs that the OCEAA staff has implemented this school year. Thanks to all the Budget Committee members and all the OCEAA staff for their continued dedication.

We are still actively recruiting board members- we have received information from some potential candidates. If you are interested, please see the OCEAA website for the quali-

fications.

The FSO report by Ms. Gonzalez discussed the success of the Jog-a-thon, upcoming volunteer opportunities with the Staff Appreciation Week in late April, and the various Parent Workshops that will be potentially offered.

The Principal's report by Ms. Hardman Greene and Ms. Sosa focused on the charter renewal, facilities update, and the previous SAUSD visit. After many long hours, the charter was turned in the SAUSD in early March. The facilities update focused on the plumbing for the 2nd floor, security concerns, painting the

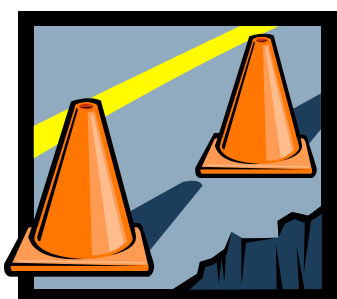
outside of the building, dividing up space on the second floor, and moving towards energy efficient lighting. Three SAUSD Board members and the Superintendent came to visit OCEAA on March 5. They toured the facilities, visited classrooms, and enjoyed breakfast in the Garden Grill.

See you at our next board meeting in May. We hope to see you there!



A Friendly Reminder: Valet Line Instructions

- ★ Enter the valet line from 10th St. You **may not** cut in from the parking lot adjacent to OCEAA. If you cut in, you will be instructed to drive around the block so you can enter the valet line from 10th St.
- ★ Turn your hazard lights on while in the valet line.
- ★ Please keep driveways clear.
- ★ Cell phones may not be used while in the valet line.
- ★ Follow all instructions from the Safety Monitors.
- ★ Pull up as close to the front of the line as possible before stopping.
- ★ Have your passenger side window rolled down, ready to let the Safety Monitors know the name of your child, your child's grade and teacher's name.
- ★ A child **will not** be released to anyone who is not on the child's Emergency Form. If you have someone else picking up your child, make sure they are on the list and know the necessary information about your child.
- ★ If you need to have a chat with your child's teacher, you must park in the parking lot and visit the school. No conversations are permitted in the valet line as they unnecessarily stop the flow of traffic.
- ★ Please make sure your child is buckled up before leaving the valet line.
- ★ Please do not leave the valet line until instructed by the Traffic Monitor.



★ You may be asked to drive around the block and re-enter the valet line if your child has not yet been released from class. You may not wait in the valet line until your child arrives. This is to expedite the flow of traffic.

Please take a few minutes to review these rules.

They are in place for your safety and the safety of all OCEAA students and staff.
Thank You.

Steps to Getting Better Grades (Continued from March 2010)

(Step 4 continued from march edition)

Be aware of your body language.

Teachers are in front of the classroom and they see everything. They know who is paying attention, who's taking notes, and who is listening to the class discussion. They also know who's doing homework for another class, writing personal notes, daydreaming, and "napping" (even when students think they've positioned their hands and books to hide it). If you choose to do any of those things, don't kid yourself into thinking that your teacher doesn't notice, even if they don't say anything. Teachers notice, and they conclude that you don't care about what's going on in the class. It's not enough for you to say you want to get good grades; your body language has to communicate this also.

Always do your homework.

Don't look at homework as something you should do. Think of homework as something you *must* do. Since a significant portion of your grade is usually based on homework, your grade drops every time you miss an assignment. Always have homework completed on time, and whenever possible, do extra credit work.

Participate in class.

Many teachers give participation points. These are easy points to get, and participating in class keeps you focused. Participation also makes the class more interesting.

Be a good group member.

The number one reason people get fired from their jobs is because they

can't get along with the people they work with. It's not surprising, then, that businesses are encouraging schools to teach students how to work together in small groups. When you have to do a group project: 1) do your share of the work and do it well, 2) accept that everyone is different, and try to be open to all ideas, 3) support the other members of the group.

Treat others with courtesy and respect.

Treat your teachers and classmates the same way you would want to be treated. Be polite, look at your teacher when she/he is speaking, and listen when others are talking. Also, be very aware of your tone of voice. The same words, in a different tone of voice, can communicate a very different message.

Remember that teachers are people too. They enjoy having students say hello to them in the halls, and they appreciate it when students show interest in them. For example, if a teacher has been out ill, a simple comment like, "I hope you're feeling better" can brighten that teacher's day. Positive comments such as "I really like this book we're reading," and expressions of thanks, "Thank you for the extra help," are also very much appreciated.

Involve your parents.

When your parents ask you what you did in school, tell them. For example, "Well, in English we studied alliteration to write poetry." You parents will like the fact that you're talking to them about what's going on in school.

Whenever possible, let your par-

ents help you with your homework and studying. You can ask them to drill you on vocabulary words, read over a paper you've written, listen to you practice a presentation, or help you study for a test. You'll get better grades, and your parents will see for themselves that you're really trying to do well in school.

If you ever have problems with a subject, teacher, class, or fellow student, let your parents know. They can help you deal with whatever the situation is, and if necessary, they can intervene on your behalf.

Step Five: Take Good Notes - Tests usually cover material that's been presented in class. It is, therefore, important to have good notes from which to study.

Be an active listener.

In order to take good notes, you must pay attention and actively listen to what your teacher is saying. When you're actively listening in class, you are not just hearing the words the teacher is saying, you are also thinking about, and trying to understand, the information that's being presented.

Take notes to help you pay attention. You can think much faster than anyone can talk. This is one of the reasons that your mind sometimes wanders when you're listening to the teacher talk. When you take notes, however, your mind has something additional to do, and you don't have time to think about anything else.

Be polite, look at your teacher when she/he is speaking, and listen when others are talking.

Steps to Getting Better Grades

Taking notes, then, helps you stay focused. (Taking notes also shows your teacher that you're interested in the class and that you're paying attention.)

Recognize important information.

You can often hear a change in your teacher's voice when he is going to say something that's important for you to know. Teachers often speak louder, speak slower, or they give verbal cues like "the most significant outcome," "the main point," "the most important reason," "the three causes," etc.

Take notes that are easy to read.

Put the name of the class, the date, and the page number at the top of each page of notes. This is easy to do, and it will help keep your notes organized.

Write on every other line and only use one side of the paper. Your notes will be neater and easier to read. You'll also have space if you want to add something later.

Use symbols and abbreviations whenever possible. The following symbols will help you take notes faster.

=	same or equal
↑	up or increasing
w/	with
≠	not equal
↓	down or decreasing
w/o	without
>	greater than
→	resulting in
w/in	within
<	less than

*	most important
b/c	because
≈	approximately
eg	for example
v	very
\	therefore
ie	that is
esp	especially

You can use the ones above, modify them to fit your needs, or come up with your own. Whatever helps you take notes quicker and makes them easy to read.

Use pencil or erasable pen to keep your notes neat.

Leave a wide margin on the left side of each page. As you're taking notes, listen for key words, and then write these key words in the margins. Key words (topics, people, places, events, etc.) help you organize your thoughts, and they make your notes more understandable. Key words are also helpful to use when you are reviewing for a test; just cover up your notes, look at each key word, and then test your self to see what you can remember about the topic, person, place, or event.

Go over your notes as soon as possible.

While the information is still fresh in your mind, go over your notes and clarify anything that's confusing. Fill in the spaces, and make sure that you have all of the key words written in the margins. Of course, while you're going over your notes, you are also "fixing" this information in your memory.

If you are really serious about

getting the best grades possible, completely redo your notes. Eliminate unimportant information, and rewrite the rest of your notes using your own words. Your notes will be clearer and as you rewrite them, you'll also be learning the material. This is time consuming but it pays off.

Get copies of the class notes if you're absent.

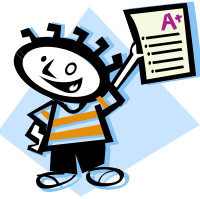
When you are absent, it is your responsibility to ask your teacher for handouts and assignments. It is also your responsibility to make up any work that you've missed. *Do not just assume that your teacher will tell you if there's something you need to know or do.* Also, get copies of the notes you've missed, and put them in your notebook as soon as possible.

Step Six - *Know How to Read a Textbook.* When you know how to read a textbook, you understand and remember what you read.

Textbook authors have already done a lot of the work for you. They've inserted boldfaced subtitles that tell you exactly what you're going to be reading about. They've put all of the important words in **bold** or *italic* print, and they've added pictures, charts, graphs, and lists of vocabulary words, summaries, and review questions. The textbook authors have provided these "learning tools" in order to make it easier for you to learn and retain the information they're presenting.

Do not just assume that your teacher will tell you if there's something you need to know or do.

Steps to Getting Better Grades, cont.



In this section, you will discover how to use the learning tools that the authors provide. You will also learn

how to **Scan**, **Read**, and **Review**.

Once you know how to scan, read, and review, you'll be able to understand and remember what you read the first time through.

Scan.

Scanning gives you a quick overview of the material you're going to be reading. To scan, read the title, the subtitles, and everything in bold and italic print. Look at the pictures, graphs and charts, go over the review questions, and read the summaries.

Scanning provides you with a great deal of information in a very short amount of time. In addition to providing you with an excellent overview of the material, scanning also provides you with a kind of "information framework." Having this framework of topics and main ideas make it much easier to read, understand, and remember the more detailed information.

Read.

When your reading has a purpose,

your comprehension improves, and it's easier to stay focused. To give your reading purpose, try turning each boldfaced subtitle into a question. For example, if the boldfaced subtitle says, "**The Beatles change their image**," turn this into a question such as "What did the Beatles do to change their image?" Keep your question in mind as you read, and when you finish the section, see if you can answer your question. Your question will give you something specific to look for, and it will help keep your mind from wandering. You will, therefore, remember more of what you read.

Before you start to read a section, look to see if there are any vocabulary words, names, places, or events in **bold** or *italic* print, and the ask yourself, "Why is this word, person, place, or event important?" You should, of course, have an answer to that question when you finished reading the section. When you have completely finished your reading, you should also be able to answer of the **Review Questions**.

Review.

Okay, you've scanned and read the material. This is when most students say, "I'm done," and close their book. Taking a few extra minutes for

review, however, will make a huge difference in what you're able to remember later. When you review, you lock the information in your brain before it has a chance to evaporate.

To review, go back to the beginning and go through the same process you did when you scanned the material. This time, as you read the boldfaced subtitles, briefly restate the purpose or point of each section to yourself using your own words. As you look at the vocabulary words and the words in bold and italic print, think about what they mean and why they are significant. If you really want to lock the information into your brain, review everything again a day or two later.

While it make take a little practice to get the **Scan**, **Read**, and **Review** process down, you'll soon realize that this process doesn't mean more work; it just means better comprehension, better retention, and better grades.

(Ten Steps to getting better grades will be concluded in next month's issue)

Field Trip- No More???

- Did you know that average cost OCEAA pays for ONE BUS for a field trip is \$370?
- Did you know that the average amount collected from bus donations per field trip doesn't even cover 25% of the cost of ONE bus?

It's sad to think that student field-trips may be a thing of the past but

the budget gets tight, like it is now, field trips become luxury items. The entire OCEAA staff wants to remind you of the importance of field trips and the educational value field trips bring our students.

Nobody wants to see field trips go away which is why parents need to ensure the suggested bus donation is

being sent to OCEAA every time. It may not seem like a lot but **your 5 or 7 dollars go a long way.**



Upcoming Events

April

- 26-30...Staff Appreciation Week
- 28...No School - Staff Development
- 28...Childcare available through KEDS. Cost \$25
- 30...STAR test Assembly

May

- 3-20...STAR Testing - BE AT SCHOOL, ON TIME EVERY DAY
- 20...Chuck E. Cheese's Night in Garden Grove
- 24-28...Book Fair
- 26...No School
- 28...STAR Party
- 31...No School



From the Garden Grill

Preparing yourself physically and mentally for an exam is just as important as learning the material. You must make sure you eat properly before the test, so you can focus on answering questions correctly and not on your hunger pains or fatigue.

"For optimal brain function, you can't rely on a single [food] or even a handful of 'super foods' for a few days before a test," says registered dietician Dalia Perelman from the Camino Medical Center in Mountain View, CA. "Foods that contain less-processed forms of carbohydrates, such as whole grains, beans, whole fruits and starchy vegetables, will provide a steady source of energy to the brain."

A Week's Worth of HEALTHY BRAIN FOODS for Morning Meals on the day your student has testing:

The Garden Grill will be offering students who are testing a Free Breakfast on the day of their test. Please note that **NOT ALL STUDENTS IN GRADES 2 THROUGH 8 WILL HAVE CST TESTING.** The

Garden Grill will have a list of students that will be testing any given day as well as distribute tickets to those students the day before they have testing. These are the students eligible for a free breakfast. The Free Breakfast is limited to the Healthy Brain Foods menu listed below.

Monday: Whole-wheat bagel with Organic jelly or fat free cream cheese and a Fresh Fruit cup. Multi-grain or whole-wheat bagels are more nutritious than plain white ones, and a tablespoon of Organic jelly or fat free cream cheese is a better choice than heavy butter.

Tuesday: Scrambled eggs with wheat toast and 100% fruit juice. Eggs are a good source of protein, and with a slice of toast, you'll have a combination of nutrients that will give you extra oomph all morning.

Wednesday: Cereal with a banana sliced up. Stick to low sugar cereals, like Cheerios or Corn Flakes, and add some fruit to naturally sweeten it.

Cereal is filling, easy to make, and tastes good — the perfect way to start your day.

Thursday: Low fat yogurt with granola or fresh berries and 100% juice. Get a big dose of calcium from the yogurt, and put granola on top for whole grain goodness and a satisfying crunch.

Friday: Oatmeal with Agave and cinnamon. Oatmeal is truly a winner — it has a mix of protein, fiber, and carbohydrates, which will keep you energized and alert during the test. Sprinkle your oatmeal with a bit of pure Organic cane sugar or cinnamon to make it sweeter; better yet, add some fresh berries! After all, it's Friday, and you deserve a treat for preparing yourself so well.



Chef Sean