

# Ocean Grove Charter School

## Fall Newsletter, 2010



### Ocean Grove Charter School

16900 Highway 9, Boulder Creek, CA 95006

Mailing Address: P.O. Box 1824 Boulder Creek, CA 95006

Phone: 831-338-7298 Fax: 831-338-9556

### OGCS Directors:

Becky Cote, Director/Education Services

Janet Marsh, Director/ES Support

### Resource Center Hours

Monday-Friday, 9:00-1:00

## Letter from the Directors

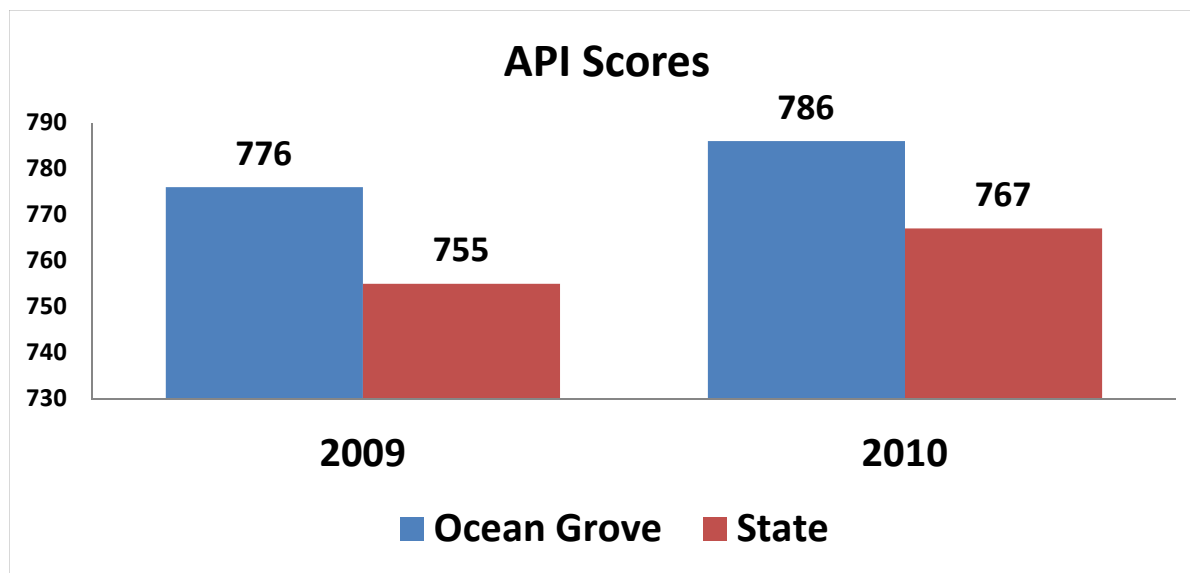
Welcome back to our sixth year of school at Ocean Grove Charter School! So many other programs across the state are being forced to cut back, but our school educational model continues to grow. We have acquired excellent additional staff as well as an increased student population of 25% once again this year. We are happy to report this year that our school made some growth in STAR testing this last spring. We know that it was a team effort! First, you (parents) worked hard with your students. Secondly, our ESS tirelessly provided some valuable resources for your students while the admin staff worked hard to provide resources for our ESS. We need to continue to overcome obstacles that prevent our students from achieving their fullest potential. That is what makes our school model so successful! We are committed to developing your students' individual educational plans to fit their unique learning style, educational philosophy, interests, and performance ability.

Below is our school's accountability information for last year. In order for this to make any sense, it is important to define the terms prior to giving you our school's specific data. As most of you are aware, we had our Six Year Review for Western Association of Schools and Colleges last year and received continued accreditation for the next three years with our next review in the school year 2013. In laymen terms, they are the team that reviews schools through a very intense study and report that our school puts together collaboratively including much assessment data for continued accreditation.

**The API score** is a simple number, ranging from a low of 200 to a high of 1000 that reflects a school's performance levels, based on the results of the mandated statewide assessments, STAR and CAHSEE. Its purpose is to measure the academic performance and growth of schools. The API was established by a landmark state law passed in 1999 that created a new academic accountability system for K-12 public education in California.

The API is a cross-sectional look at student achievement. It does not track individual student progress across the years, but rather compares school level achievement results from one year to the next. The API is used to rank schools, not individual students. A school is then compared to other schools statewide and to 100 other schools that have similar demographic characteristics.

Our API went from 776 in 2009 to 786 in 2010 which means we met our state assigned school target. We hope to attain 800 in 2011. To see specific school content area weights for the 2009/10 API, you can go to <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf>.



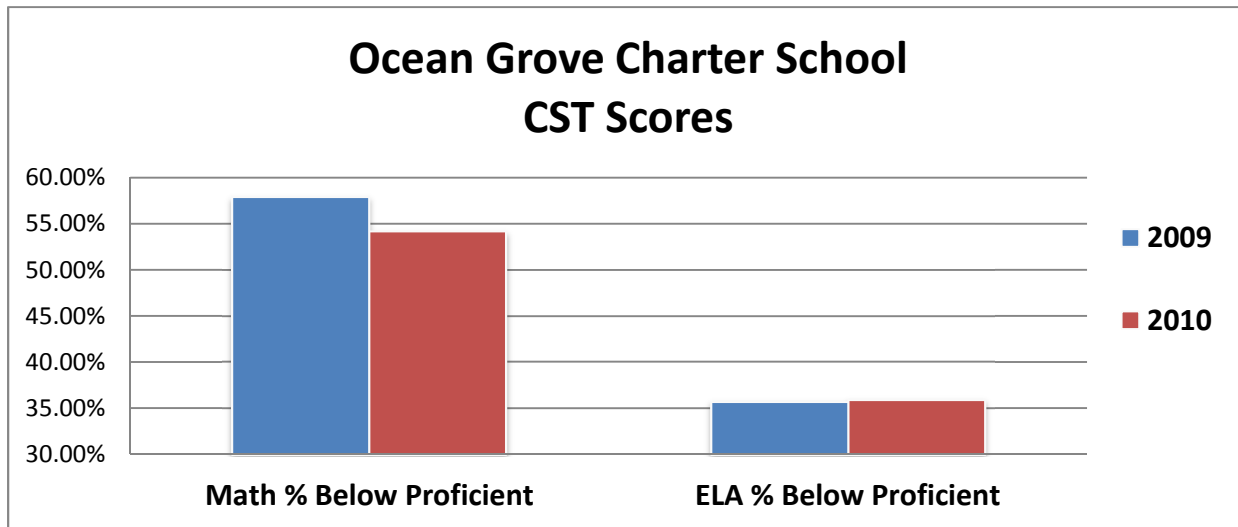
The AYP is required under the Title I of the federal NCLB Act of 2001. California's definition of AYP is based on the following four areas:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient-Annual Measurable Objectives(AMOs)
- Requirement 3: API
- Requirement 4: Graduation Rate

Ocean Grove AYP				
	2009 Growth		2010 Base	
	ELA	Math	ELA	Math
Participation Rate	Yes 98%	Yes 98%	Yes 96%	Yes 96%
Percent Proficient	Yes 65.7%	No 46.1%	Yes 65.9%	No 48.5%
API	Yes		Yes	
Graduation Rate	No		Pending	

Participation rate must be at least 95% in each of the subgroup testing. In order to qualify in meeting the participation rate, we have to have 95% in each of our demographic subgroups in addition to the overall group for the year or two years averaged.

The percent proficient is calculated separately for English/ Language Arts and Math. No Child Left Behind federal law regulations state that by the year 2014 all US students will be 100 % proficient in both ELA and mathematics. For 2010, our target was 56.8% proficient in ELA and 58.0% proficient in mathematics. The chart above shows that our students are much more proficient in ELA overall than in mathematics. In mathematics over 50% of our students are performing below proficiency on the STAR while less than 35% of our students are performing below proficiency in ELA. We certainly have our work cut out for us in mathematics, which is a very important life skill area for our students.

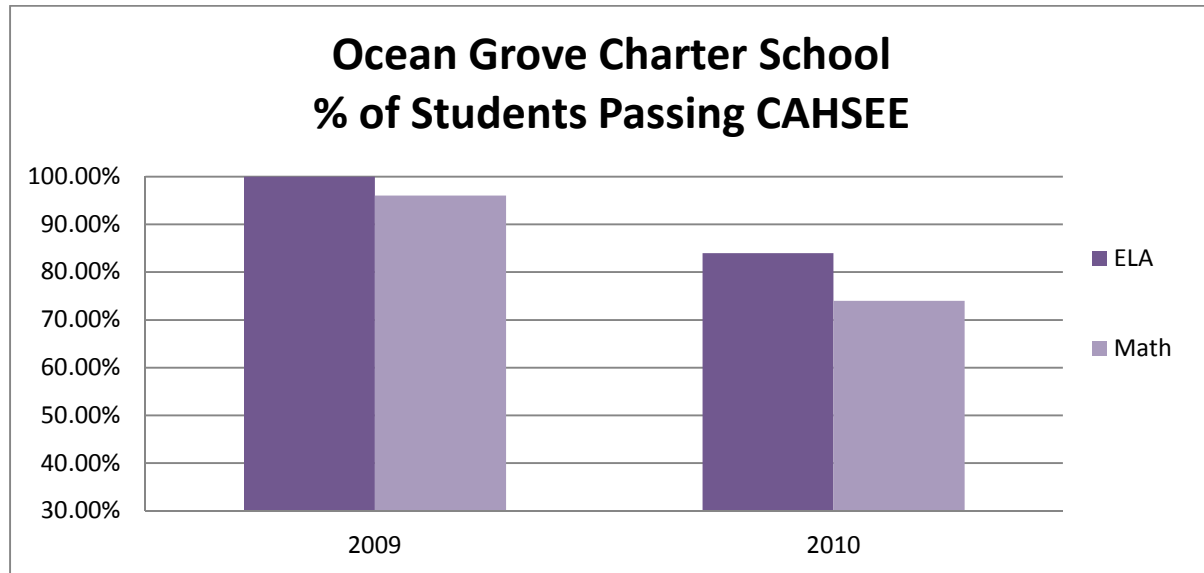


To meet our school API we must show at least ten points growth for the 2009-10 school year, which we did as we went from 778 to 788. This is referred to as "meeting the school target".

The graduation rate for the 2010 school year is "pending" right now. The school target is an improvement of 0.1 each school year, or an improvement in the average of two-year graduation rate of at least 0.2. High school graduates and four years of school dropout data determines this rate.

In the Ocean Grove AYP chart, observe that our participation rate is well above 95% for the past two years. We have met our percent proficient in ELA both years, but we are falling behind in mathematics. We are developing new strategies to address this such as the use of Scantron assessments to determine our student's weakest standards. We have asked all of our ESs to develop extra help for all of our students in the 2<sup>nd</sup> through 11<sup>th</sup> grade that were not performing at the level of proficiency in either ELA or mathematics on the STAR last year. Please help the school and your student by working hard this year on their areas of weakness.

Plus, we certainly need to do everything we can to encourage our students to pass the CAHSEE as this is a required element of their graduation requirement. To help in this area, we have asked all of our teachers that have high school students in eleventh or twelfth grade who have not yet passed the CAHSEE to work with the students on a CAHSEE Intervention Plan. Our new guidance counselor is acting as the CAHSEE Facilitator for this school goal.



If you look at the chart above, you will see that our students actually scored better in 2009 than in 2010 in both the ELA and mathematics sections of the CAHSEE, and pass the ELA portion of the CAHSEE more readily than the mathematics portion. One factor for this may be that we are increasing in our High School student numbers and our demographics are changing, too. We are trying to train both our staff and parents on different tools and techniques to help them with their student's mathematics. Any opportunity you have to participate in our educational Web-Ex trainings for our parents taught by a talented Curriculum Coordinator, we certainly encourage.

When you look at the API Performance Level Weights Chart below, you will notice that the STAR test results come in five different performance levels. These performance levels are noted on your individual child's STAR test results, which are mailed to you. We expect all of our students can perform at the Proficient level and desire to support you in this achievement. Remember that the NCLB law states that all of our students must perform at the Proficient Level or above by the year 2014.

If you look at the column to the far right "Point Gain for Movement", when a student goes from Far Below Basic to Below Basic, there is a 300 point gain in the API calculations. We certainly want to move as many of our students out of the Far Below Basic performance level to help increase our API score and to help our students move towards the Proficiency Level goal.

API Performance Level Weights		
CST Performance Levels	API Weight	Point Gain for Movement
Advanced	1000	125
Proficient	875	175
Basic	700	200
Below Basic	500	300
Far Below Basic	200	N/A

For writing achievement, we provide our yearly school-wide writing assignment. We as administrators have heard from many of you parents that teaching your independent study students to write effectively is a very difficult task that we wish to support with our resources. Our Curriculum Coordinator works relentlessly to make sure the students, ESs and Parents are fully equipped to help make teaching important life skills as easy as possible for you. Please encourage your student to do their best job on the school-wide writing assignment task.

Whether we philosophically agree or not with the federal and state laws in the arena of assessment, it has become increasingly evident that in order to stay in business we must show both the state and the federal governments that our students are making progress towards the standards and working towards proficiency level on their state assessments.

We are excited that our school received charter renewal for the next five years. We wish you all a wonderful school year and encourage you to take advantage of the many educational opportunities that our school has to offer. We trust that your students will continue to make great progress towards their individual learning goals. We continue to hold fast to our school mission of parent choice and encouraging our students to become life-long learners. Let's really encourage our students to do the very best they possibly can so that they will be productive life-long learners well on into the twenty-first century.

Becky Cote, Director of Education Services

Janet Marsh, Director of ES Support

### *Notes from the Secretary...*

Dear Parents,

I am hoping that your school year is going well so far! Following is a reminder of services I offer you all year around. Please feel free to contact me with any questions at:

Phone: 831-338-7298

Email: [ogsecretary@ieminc.org](mailto:ogsecretary@ieminc.org)

Physical Address: 16900 Highway 9, Boulder Creek, CA, 95006

-PARENT SUPPORT: Most questions can be answered by your ES. However, for any question or concern that cannot be handled by your ES, please contact your Advisor. If you need your Advisor's contact information, I can help you with that!

-RESOURCE CENTER: Our Resource Center in Boulder Creek is open year around. We offer curriculum, textbooks, games, math manipulatives, science items, and more! At no cost, you may check out materials for the entire school year! This is often an option for those who are frugal with their OGCS funding. You may call ahead to find out if a particular item is at the RC. Feel free to visit Monday-Friday 9:00-1:00. I do recommend that you check listserv before making the long drive—if there has been any temporary change in the RC schedule, it will be posted there.

-SPEAKING OF THE LISTSERVE...The listserv is a yahoo group where parents may receive formal announcements directly from the school. It is highly recommended that every parent join. To do so, please ask your ES to forward your name and email address to me. I will be sure you receive the invitation.

-ID CARDS: Sometimes we need school ID cards! Testing sites and some vendors are just a couple of situations that may require a school ID card. If this is something you desire for your student(s), simply mail or email me a small photo of each student. I prefer that the photo is formatted ahead of time to 1"x1"—this allows me to get it to you faster. If mailing, please be sure to send the ID card request/photo to the P.O. Box, not the physical address (see below).

*Please note: We can only create ID cards for the enrolled students; sorry, parents and siblings not included.*

Mailing Address (ID Cards): P.O. Box 1824, Boulder Creek, CA 95006

*Have a great School Year—Hope to see you soon!*

*--Kim Beaumont, Secretary/Parent Support*

# News From IEM

The Innovative Education Management (IEM) corporate office has moved. Our new address is 4535 Missouri Flat Road, Ste 1A, Placerville, CA 95667. The phone number has remained the same—530-295-3566. Parents will not need this information often as they direct their questions to their Education Specialist or for unresolved questions they contact their Education Specialist Advisor. (Those phone numbers are listed on your General Information Sheet you receive from your ES at the first meeting of each school year.)

IEM is working on improving our model of parent choice and individual learning plans for all students. We are developing a tool that will help Education Specialists and parents choose curriculum that is best suited for each student based on their individual student's interest and abilities. Imagine if you could use a few optional assessment tools to help determine the best curriculum for a student. Imagine if after using the curriculum you could rate it and when choosing a curriculum you could read the ratings of other parents. We are in the process of developing this tool and are looking for *your* input! SEE Strategies is the company who is helping create this valuable tool. If you are interested in participating in this project by giving input please contact SEE Strategies at (916)608-1812. They are currently looking for information about what types of assessments parents think would be valuable in determining curriculum and also questions about how many assessments, how long an assessment test should be and parent willingness to have students take these optional assessments.

*When you are part of an IEM school you are a part of a family of schools that want to change education by individualizing learning plans for every student and placing value on a parent's choice. We hope this year is a great school year for you!*

## **Student Authors' Fair April 30, 2011, 10:00-4:30, Capitola Mall, Capitola**



Luka Khim, 2009 OGCS Student Author

Start thinking and planning now to enter the Student Author's Fair in the Spring! The Fair is sponsored by the Santa Cruz County Reading Association and the Santa Cruz County Office of Education. Last year we had about 20 students participate, and it was wonderful to see the delightful variety of books they created!

There are wonderful websites that will give you some ideas on making books, and many are listed on this site: <http://www.fascinate-educate.com/2008/10/25/books-to-make-with-children/>. If you have any questions please email Terry Cleary at [tcleary@ieminc.org](mailto:tcleary@ieminc.org) or Kim Evans at [kevans@ieminc.org](mailto:kevans@ieminc.org). Look for more information in the spring!



# Curriculum Corner



## APEX CTV – Online Courses: NEW for 2010–2011

APEX Learning is an established online vendor who is offering their new CTV division online program. There are many favorable features about the new **APEX CTV online courses**, and the first is their inexpensive price. **A school-year license per student for unlimited courses is only \$360.** The reason for this low cost is due to the fact that the parent is the course teacher and the parent shares the course responsibility with the computer for the pacing, motivation, and grading. The course calendar can be set so that there are computer assignment due dates to help the student with their assignment pacing. But for parents who want an online program that just “handles it”, there are other more expensive programs we can recommend that provide that level of support and assume a greater degree of course oversight.

In addition to the course license, some APEX CTV courses have a few required materials and this list is posted to the school’s website under APEX CTV,

[http://www.ieminc.org/handbook/curriculum/vendor/vendor\\_info\\_index.dwt](http://www.ieminc.org/handbook/curriculum/vendor/vendor_info_index.dwt).



Because these materials are purchased directly from the publishers and not from APEX, the prices on the APEX materials list are not applicable and will be much lower. **Unlike other online vendors, APEX CTV licenses are able to provide three user logins: a student login, an ES teacher login, and a parent login.** This is a real advantage over other online programs that in addition to the student login, give us a parent or ES login, but never both.

Once inside the program, the student will encounter about 5 assignment types. Most assignments deliver the course content and they are called “study” assignments. The student is directed to print out a study guide that they use to take notes and complete as they read or watch a video for that assignment. The Study Guides are actually Note-Taking Guides, and are not graded assignments, and upon completion are to be placed in a three-ring binder and used to study for the lesson quizzes and unit tests. Parents have teacher access to print out the Answer Keys to the Study Guides. They can choose to use these Answer Keys in ways that are most beneficial to their child. One strategy that I think would work well in our school model, would be for the parents to print out the Study Guide Answer Key after their child has completed theirs, and let their child self-correct their Study Guide as a way to correctly reinforce what they just learned. I could also see parents and ESs using the Study Guide Answer Keys to lead discussions with their child about the content covered in the assignment. And lastly, some parents may want to review their child’s Study Guides with them and not give the child the Answer Keys.

Inside the grade book for each course, the parent and/or the ES can manage all course assignments. Assignments can be “hidden” from the course. There is a quiz at the end of each lesson, and a two-part unit test at the end of each unit. Most courses consist of 10 units of learning, or 5 units of learning each semester. Quizzes are done on the computer and are computer scored and entered into the grade book by the computer. The first part of the two-part unit test is a computer scored test (CST) consisting of multiple choice problems that the computer automatically scores and puts into the grade book. The second part of each unit test consists of open-ended questions and is to be printed out and administered by the parent or ES as a teacher scored test (TST). The TST part of the unit test is graded by the parent and is manually entered into the grade book by the parent.

One other of the five assignment types are the Practice Assignments. These are graded by the parent and entered into the grade book. But another advantage to APEX CTV is that the answer keys to these assignments give specific or suggested possible answers, and seldom does the parent encounter “answers may vary” on the answer key.

The APEX CTV course content is delivered using frequent videos to make the content delivery more interesting and multi-sensory. A link to the right of the video allows students to print out a transcript of the videos if they are

visual learners and would prefer to read rather than listen to the content. Key terms that students will encounter are identified and defined at the beginning of each lesson. Throughout the course, there are links that the student can click on that allows the computer to read aloud the assignment directions. Lab science courses typically require a Student and Teacher Edition of a hardcopy lab manual. The student is given dry lab assignments to complete that incorporate their lab manual workbook.

Within each course, there are pre-posted discussion board posts with assignments that direct the student to respond to a "post". The parent can pretend to be another student in the class and send a reply post to the board to give a "classroom feel" to that assignment. Or they can just choose to grade their student's initial response to the "post" and have them skip the second part of the assignment which is to "reply to another student's reply". I think that doing one complete discussion board assignment per semester in each course, gives students adequate experience with this mode of classroom communication. Parents have the option to "hide" some of these discussion board assignments.

APEX CTV comes with both Student and Teacher orientation videos. It is imperative that the student and parent view these orientation videos right after they login in the first time before beginning their course work.

APEX CTV courses have tight security over their logins. This means that sometimes a login password will automatically be re-set by the system and not work. If that should happen to you, email Kirstine Larsen, [iemtraining3@ieminc.org](mailto:iemtraining3@ieminc.org), who can re-set your login password and get you back to work.

Towards the bottom of each course there is an "Appendix A: Student Resources". This appendix contains a course syllabus in the form of a check-off sheet for each assignment and the time needed to complete each assignment in the course. There are links to Study Tips, Key Terms, Readings, How to Site Research, How to Use the Discussion Board, and more. Students would do well to look through the links and instruction in Appendix A before beginning their course.

If students are doing APEX CTV to meet an a-g university college entrance requirement, there are usually extra assignments to be completed in addition to the APEX CTV online course, and occasionally some additional a-g materials to purchase. Ask your ES for a list of those a-g assignments and a-g additional materials. Also, students taking APEX CTV courses and any other course for a-g must take face-to-face ES administered semester exams.

Lastly, the school has set up APEX CTV Optional Teacher Support Services CP classes for parents who want to share in less of the work load, or who may not want to grade the a-g extra assignments. These classes are in addition to the cost of the APEX CTV license and cost about \$86 per student per course per semester. If you want to learn more about the services provided by these optional classes, contact your ES. The list of services provided by each class is on the class syllabus. If you have questions about the services being provided, contact the instructor for that class.



### Questions about APEX CTV?

Email Shelley Ross, Curriculum Coordinator,  
[curriculum@ieminc.org](mailto:curriculum@ieminc.org) .

Login Help? Email Kirstine Larsen,  
[iemtraining3@ieminc.org](mailto:iemtraining3@ieminc.org) .



## School-Wide Writing Assignment Reminder, 2010-2011

### **The Purpose:**

The purpose of the mandatory yearly school-wide writing assignment is to promote writing among our students. We also hope this assignment will help prepare our students for their high stakes writing tests and the CAHSEE ELA, prepare and give students resources for this writing genre, and increase their overall writing skills.

### **Who Must Participate:**

All students are encouraged to participate, but 2nd to 11th grade students, and 12th graders who have not yet passed the CAHSEE ELA, are **required** to participate. Each year the school will focus on a different type of writing. 2011's writing genre is **expository writing**. The school will collect a sample of that writing at the December LR Meeting, then score according to the school rubric, and save as our school writing samples. The writing assignment is optional for grades K-1. Having said that, the assignments for grades K-1 are really more of a writing lesson, and students would benefit by doing them. Kindergartners are walked through the process of writing expository sentences. 1st graders are walked through the process of writing an expository topic sentence and main idea sentences about the topic.

### **To Locate the Writing Assignment and Expository Writing Resources:**

Your ES will orient you to this assignment. The website explains everything you need to know about expository writing and the school-wide writing assignment. This website can be found at

[http://www.sscs.cc/Handbook/writing\\_2011/wr\\_exp\\_index\\_11.dwt](http://www.sscs.cc/Handbook/writing_2011/wr_exp_index_11.dwt)

At this website link, you will find the directions to administer the writing assignment, the school-wide writing Assignments, optional "Mock" Practice Writing Assignments, the Scoring Rubrics, writing practice checklists, and "How to Write Expository Essays" with links to graphic organizers that show the expectations for each grade level writing assignment! Also at this website link, [http://www.sscs.cc/Handbook/writing\\_2011/wr\\_exp\\_index\\_11.dwt](http://www.sscs.cc/Handbook/writing_2011/wr_exp_index_11.dwt), you will find lots of great weblinks to other expository writing websites, expository writing prompts, expository writing lessons plans and WebQuests, expository writing student samples, and general writing resources.

### **Suggested Timetable (for next year's optimum planning):**

**August – November:** Students are to read about the standards and characteristics of expository writing using the weblinks found at [http://www.sscs.cc/Handbook/writing\\_2011/wr\\_exp\\_index\\_11.dwt](http://www.sscs.cc/Handbook/writing_2011/wr_exp_index_11.dwt)

Students should practice expository writing using the expository writing prompts from the weblinks along with the information listed in the "How to Write Expository Essays," and graphic organizers. These graphic organizers tell you exactly, sentence by sentence what to include in each paragraph of the essay for the various grade levels.

**November:** Students should complete the optional "Mock" Practice Writing Assignment.

**Late November – Early December:** Students are to complete their School-Wide Writing Assignment.

**December Learning Record Meeting:** Students will turn in their assignment sample to their ES.

### **Please Remember:**

- (1) The writing assignment is due no later than the December Learning Record Meeting.
- (2) The ESs will score the writing sample in January using the school-provided rubric.
- (3) The original writing sample will be kept by the school and not returned.

## Website Resources for Parents:

Parents are encouraged to view the curriculum resources on our website. Here you will find suggestions for Complete Curriculums, Online Curriculums, and Supplemental Curriculum. You may also find website links, and parent trainings here!

These parent curriculum websites are available for grades K-5 or Grades 6-12, and can be viewed by going to the school website, [www.ogcs.org](http://www.ogcs.org): click on Educational Resources, on the dropdown...click on the word "Curriculum", or on "Curriculum Home Page", then scroll down to the middle of the page and click on either K-5 or 6-12, or go to these links:

Grades K-5, <http://www.ieminc.org/handbook/curriculum/gencurres/curric/elemK-5.dwt>

Grades 6-12, <http://www.ieminc.org/handbook/curriculum/gencurres/curric/secon6-12.dwt>

These links contain curriculum suggestions and resources for the core subject and some electives. The information found on the California Department of Education, and some Special Resources can also be found at these links. Previously recorded Parent Curriculum Workshops are posted on the far right of each subject row. They are WebEx recordings, so parents will need to download the player that corresponds to their computer. If you need help downloading a player, contact WebEx Support, [www.webex.com](http://www.webex.com). The recorded files are .WRF files.

### *Parent Curriculum Workshops*

Most months the school provides FREE Parent Curriculum Workshops.

To view a list of the workshops and to sign up, go to [http://www.ieminc.org/handbook/curriculum/gencurres/curric/parent\\_wkshp\\_2011.pdf](http://www.ieminc.org/handbook/curriculum/gencurres/curric/parent_wkshp_2011.pdf)

### **Standards Materials Reviews**

--It is recommended that students begin using their standards review products at the beginning of the school year to maximize their benefit and use. Particularly for the 8th grade history CST, as it covers the 6th, 7th, and 8th grade history standards, and students will not be able to review three years at the last minute.

--To view standards review materials for all subjects/grades,

<http://www.ieminc.org/handbook/curriculum/cresource/curricresourcefiles/standardsrevieworderinginfo.pdf>

--History - Grades 6-12,

[http://www.ieminc.org/handbook/curriculum/gencurres/curric/HI\\_6-11/hi\\_stds\\_rev.dwt](http://www.ieminc.org/handbook/curriculum/gencurres/curric/HI_6-11/hi_stds_rev.dwt)

--Math - Grades 6-12,

[http://www.sscs.cc/es/Departments/Mathematics/fe\\_ma\\_6\\_12/mastdrev6-12.pdf](http://www.sscs.cc/es/Departments/Mathematics/fe_ma_6_12/mastdrev6-12.pdf)

--Science - Grades 8-12,

[http://www.ieminc.org/handbook/curriculum/gencurres/curric/SC\\_6-12/sc\\_stds\\_rev6-12.dwt](http://www.ieminc.org/handbook/curriculum/gencurres/curric/SC_6-12/sc_stds_rev6-12.dwt)

--STAR Released Test Questions (FREE) - Grades 2-11 can be used to review the standards,

<http://www.sscs.cc/es/Departments/freestdrevweb.pdf>

### **Study Island – Online Standards Review**

A popular online standards review vendor is Study Island. It is recommended that families use this program over

the entire school year. A license is only \$25 per student and gives access to all of the Study Island subjects for this one low price. The licenses are all school year licenses, and all licenses expire at the end of the school year regardless of when the license was purchased. Study Island offers pro-rated pricing, so the ES should contact the vendor for the license price before placing the PO.

## Curriculum (FREE) Websites

### MATH

#### Online Math Learning

Math help, math fun, useful resources, interesting quizzes, practice, homework help; fun facts, games, puzzles to make this subject something to be enjoyed rather than dreaded. [onlinemathlearning.com](http://onlinemathlearning.com)

#### Harcourt School Publishers Multimedia Math Glossary

An animated math glossary website for grades K-6. [http://www.hbschool.com/glossary/math2/index\\_temp.html](http://www.hbschool.com/glossary/math2/index_temp.html)

#### National Library of Virtual Manipulatives

(Virtual manipulatives related to the NCTM standards, K-12. Pick your grade level and a math topic to explore math manipulatives online). <http://nlvm.usu.edu/>

#### Khan Academy

Over 3,000 U Tube math videos from basic math through Calculus, including physics, banking, finance, some Singapore math, and SAT math preparation. <http://www.khanacademy.org/index.html>

#### IXL

Math practice website. Select the standard, click on the California standard, and then complete online math problems for that standard. <http://www.ixl.com/>

#### Math Drills (Beat the Computer)

(Drills to help students memorize important facts, grades 2 through Trigonometry).

[http://www.lbschools.net/Main\\_Offices/Curriculum/Areas/Mathematics/Drills/](http://www.lbschools.net/Main_Offices/Curriculum/Areas/Mathematics/Drills/)

## HISTORY-SOCIAL STUDIES

### Kidport

Kidport uses a multi-faceted approach to learning in the core subject areas for students grades K-8.

<http://www.kidport.com/>

#### Kindergarten

American Symbols; US Presidents; Flags of the World; Whose Home Is It?

<http://www.kidport.com/GradeK/SocialStudies/SocStudiesIndex.htm>

#### 1st Grade

Whose Home Is It?; Continents of the World; The Oceans; North America; Maps; Signs; American Symbols; US Presidents; Flags of the World. <http://www.kidport.com/Grade1/SocialStudies/SocStudiesIndex.htm>

#### 2nd Grade

Continents; Oceans <http://www.kidport.com/Grade2/SocialStudies/SocStudiesIndex.htm>

#### 3rd Grade

Basic Structure of the U.S. Government; U.S. Landmarks; Famous Americans.

<http://www.kidport.com/Grade3/SocialStudies/SocStudiesIndex.htm>

#### 4th Grade

U.S. Presidents; California Missions; Mexican-American War; California Gold Rush

<http://www.kidport.com/Grade4/SocialStudies/SocStudiesIndex.htm>

#### 5th Grade

Pilgrims; American Revolution; US States and Capitols.

<http://www.kidport.com/Grade5/SocialStudies/SocStudiesIndex.htm>

#### 6th Grade

Ancient Egypt; Ancient Rome; Ancient Greece; US Government Structure; US Constitution; Presidents.

<http://www.kidport.com/Grade6/SocialStudies/SocStudiesIndex.htm>

### 7th Grade

Ancient Egypt; Ancient Rome; Ancient Greece; US Government Structure; US Constitution; Presidents; World Geography. <http://www.kidport.com/Grade7/SocialStudies/SocStudiesIndex.htm>

### 8th Grade

The Civil War; The War of 1812. <http://www.kidport.com/Grade8/SocialStudies/SocStudiesIndex.htm>

### **The Library of Congress**

America's Story from America's Library. Meet amazing Americans; jump back in time; explore the states; join Americans at play; see, hear, and sing. <http://www.americaslibrary.gov/index.html>

### **Digital History**

Online American History Textbook, links to primary sources, lesson plans and guides, student inquiries and activities, and multi-media. [http://www.digitalhistory.uh.edu/database/hyper\\_titles.cfm](http://www.digitalhistory.uh.edu/database/hyper_titles.cfm)

### **SCIENCE**

#### **MadSci Library**

Website for exploring science resources and science careers on the WWW for all science topics. <http://www.madsci.org/libs/libs.html>

#### **NASA Quest**

NASA Quest connects K-12 classrooms with people, research, and science through mission-based interactions and activities. NASA Quest Challenges are FREE Web-based, interactive explorations designed to engage students in authentic scientific and engineering processes. <http://www.quest.arc.nasa.gov/>

#### **SciNet**

The ultimate Science World Wide Web resource. Topics include reactions, elements, electricity, light, plants, and body. Take the SciNet quizzes. Explore the Biographies. Learn vocabulary and concepts using their extensive index linked to website activities. <http://www.nelsonthornes.com/secondary/science/scinet/scinet/>

#### **NASA Jet Propulsion Laboratory: California Institute of Technology**

NASA space missions, solar system photographs, and activities for kids. <http://www.jpl.nasa.gov/>

NASA photos of the solar system. <http://photojournal.jpl.nasa.gov/>

NASA's California Science Education Standards "Quilt" <http://quilt.jpl.nasa.gov/california/frame.cfm>



As a public school within California, state law requires our charter school to identify and assist students with academic, physical, or social/emotional issues that may impede their school performance. This process is called "Child Find" (Education Code 52040, 56300), and occurs routinely at the start of each school year.

If your child has previously received special education and/or been served under a 504 Accommodation Plan, and you *have not been contacted* by this office to discuss continued services, please call us at (619) 562-7328. Our office hours are Monday-Friday 8:00 AM through 4:00 PM.

To assist our staff in better identifying and meeting the needs of underachieving students, our school utilizes a process called Student Study Teams (SST). Periodically throughout the school year, Student Study Teams meet to identify resources and supports for students experiencing difficulty in our charter school. The SST enables parents and their educational specialist to better meet the needs of struggling students by generating instructional strategies and ideas for them to use with the student. A written plan is generated for each student referred to SST to monitor his or her progress in future months.

If sufficient growth is not noted following a student's referral to Student Study Team then the youngster may need to be evaluated for possible special education support. Should this be the case, my office becomes involved in helping parents and their student throughout the assessment and identification processes. Once the evaluations are

complete, if the student meets the criteria for special education support, those services and materials are provided to the youngster at no cost to your family.

If you would like to discuss your student's academic progress at an upcoming Student Study Team, please contact your Educational Specialist for more details. He or she has access to the forms that you will both complete in order to generate a referral to our SST.

In the meanwhile, should you wish to discuss any aspects of our school's special education programs including referrals, identification, evaluations, or services, please do not hesitate to contact our office. It is our intent that every eligible student be identified and served in a timely and supportive manner.

Here's to another great school year!

PARENTS + STUDENTS + EDUCATIONAL SPECIALISTS = SUCCESS

## 8 Quick Ways to Improve Reading Comprehension

*\*Brought to you By Your Special Education Department\**



*Help your child retain what they read — a crucial skill needed to glean important information from textbooks.*

1. Have your child read aloud. This forces student's to go slower, which gives them more time to process what they read. Plus, not only seeing the words, but hearing them, uses two different modalities (visual and auditory).
2. Take turns reading. You read a page to model pacing (fluency), tone, and intonation. Then have your child re-read what you read.
3. Provide the right kinds of books. Make sure your child gets lots of practice reading books that aren't too hard. They should recognize at least 90 percent of the words without any help. Stopping any more often than that to figure out a word makes it tough for to focus on the overall meaning of the story.
4. Reread to build fluency. To gain meaning from text, your child needs to read quickly and smoothly - a skill known as fluency. By the end of 2nd grade, for example, your child should be able to read 90 words a minute. Rereading familiar, simple books gives your child practice at decoding words quickly, and increases their fluency.
5. Consider referring to an SST. If your child is struggling with academics, our Student Study Team is designed to provide parents of struggling students with a wide range of suggestions and interventions for reading and other academic areas. Your Educational Specialist has information on how to start the SST referral process.
6. Supplement core reading. If your child's is studying a particular theme or subject, look for easy-to-read books or magazines on the topic. Front loading your student with key vocabulary terms, and giving them prior

information about a topic will help make it easier for them to understand when you use their core instructional materials.

7. Talk about what your student is reading. This “verbal processing” helps them remember and think through the themes of the book. Ask questions before, during, and after a reading session. For example:

*Before:* “What are you interested in about this book? What doesn’t interest you?”

*During:* “What’s going on in the book? Is it turning out the way you thought it would? What do you think will happen next?”

*After:* “Can you summarize the book? What did you like about it? What other books does it remind you of?”

8. Use Visual Cues to increase recall. Using a highlighter (for consumable/throw away materials) can help your child have a visual reminder of key facts, details, or vocabulary concepts. For books that can’t be marked in, put a post-a-note on the page. Your child can also write on the post-a-note to help them remember the fact or detail that is contained on the given page.



## VENDOR CHANGES

Powerspeak12 has changed its name to Middlebury Interactive Languages – Powerspeak12

Toys That Teach has changed its name to Brainyzoo – Toys That Teach.

Sunburst has changed its name to Smarterville Educational LLC

Shang-I Yu has changed to a corporation, so is now named ALLSTAR – Formerly Shang-I Yu – Music\_A2G

*For a complete list of new vendors, please visit our website at:*

<http://www.ogcs.org/newsletters/ogfall11ven.pdf>