



California Department of Education

2019 California Distinguished Schools Program

Middle and High Schools Application

IMPORTANT—This document is for working/editing purposes only. The official application for eligible schools to apply to be recognized as a California Distinguished Schools Awardee in 2019 is available online at <https://goo.gl/forms/Bkrpu73Wf3F9yToX2>.

If you need assistance with your application, please contact your County Coordinator. You can find contact information for County Coordinators on the California Department of Education (CDE) CA Schools Recognition Program County Coordinators webpage at <https://www.cde.ca.gov/ta/sr/cs/coordinators.asp>.

If you have any questions regarding the Distinguished Schools Program, contact the Awards Team by email at awards@cde.ca.gov or by phone at 916-319-0842.



2019 Distinguished Schools Application

County-District-School (CDS) Code [14 digits]:

County:

San Diego

District:

Poway Unified School District

School:

Meadowbrook

City:

Poway

Zip:

92064

Area Code and Phone Number:

(858) 748-0802

Extension:

2104

Principal's Email Address:

crbrownlee@powayusd.com

District Superintendent's Email Address:

County Superintendent's Email Address:



School Information

1. What is the current school enrollment?

2. Which category best describes where your school is

located? Urban

Suburban

Rural

3. Does your school receive Title I

funding? Yes

No

If yes, indicate the type of program:

School-wide

Targeted Assistance

4. Is your school a charter

school? Yes

No



California Department of
EDUCATION



California Casualty



Model Programs and Practices

This section requires a narrative response, which will need to be available online as a document or webpage from the district or school's website. The online application for this section will require a valid web address to be entered. The web address will be made available from the CDE Model Programs and Practices webpage at <https://www.cde.ca.gov/ta/sr/cs/modelpropra.asp>.

Provide the name and description of your school's Model Programs and Practices. The narrative needs to provide clarifying explanation on **how your implementation and monitoring** of the Model Programs and Practices **at your school site is distinguished** from the district's model. Discuss how the Model Programs and Practices are **referenced in your district's Local Control and Accountability Plan (LCAP)**. [Refer to the State Priorities listed in *Education Code (EC)* sections 52060 and 52066. Charter schools must address priorities in *EC* Section 5206(d).] And also provide a description of the **results and outcomes**.

Use the space available for the Model Programs and Practices Narrative wisely, as you would for a news release. Please be sure that there are no typographical mistakes or grammatical errors.

Enter the web address of the Model Programs and Practices Narrative



4. What are the target populations? (*select all that*

- apply*) American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

5. What strategies are used to implement the Model Programs and Practices? (*select all that apply*)

- School Climate
- Small Learning Communities
- Parent Engagement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)



modeling as collaborative teams to learn content. Beyond content, students develop stronger leadership and problem-solving skills which extends into other content areas. This course allows for small group and one-on-one interaction. In addition to the interactive strategies used, note-taking and reading support are purposefully integrated to help these underserved students, which results in resiliency and confidence.

STEAM coursework provides unique experiences considered to be competitive, rigorous, differentiated, rewarding, and focused on the next generation of learners.

Meadowbrook's **STEAM program** directly supports the following areas of the PUSD LCAP and State Priorities (SP 1-8):

- Supporting high quality teachers in their implementation of standards to ensure college and career readiness (CCR). (State Priority 1 & 2)
 - Provide teachers with embedded technology coaching in classrooms
 - Well defined professional development plans to include continuous year round learning and training
 - Next Generation Science Standards professional development
- Provide multiple pathways of learning and engagement to increase CCR and close achievement gaps. (State Priorities 4,5,6,7,8)
 - Response to intervention and instruction for reading, math and science
 - Proactive student engagement
 - Support the use of educational technology and blended learning (includes project based learning and flipped classroom models)
 - Extended pathways for career technical education students
 - Support implementation of visual and performing arts strategic plan

With high standards and the tools to succeed our students consistently rise to the occasion. Each year Digital Media Production students win “*IVIE*” (*Innovative Video in Education*) awards from the San Diego County Office of Education; showcase final projects in San Diego’s very own Museum of Photographic Arts; and, enter into various competitions at the San Diego County Fair. Typically, Meadowbrook students are awarded *Best in Class* and *Best in Show* awards. Students successfully compete against not only middle and high school students, but also community colleges students. Meadowbrook’s goal continues to be providing a well-rounded, quality program designed to meet diverse student needs and provide opportunities to support future success in college and career.

With project-based curriculum and hands-on learning, the STEAM courses focus on 21st century skills aligned to Common Core National Standards. Teaching and learning has been extended beyond the classroom through the use of industry-standard equipment. Learning occurs through real-life scenarios, which apply in-depth, cognitively demanding, and technologically oriented instructional approaches.

Students participating in the STEAM course shared their experiences. A two-year student explained the benefits of a STEAM course. The hands-on project-based activities increased engagement in learning; her confidence and leadership skills improved. She explained that the confidence gained has overlapped into other content area courses. Joaquin, a PLTW student, recognized his growth in problem-solving and communication skills. A common theme among

Summary

6. Name of the Model Programs and Practices:

Community of Kindness

7. How long has this Model Programs and Practices been in place? (*select one option*)

Less than 2 years

2–4 years

5–8 years

8+ years

8. What is/are the target area(s)? (*select at least*

one area) Career Technical Education

Chronic Absenteeism and Dropout Prevention

Civic Education Awareness

Closing the Achievement Gap

Education Supports

Nutrition and Physical Activity/Education

Parent, Family, and Community Involvement

Professional Development

Science, Technology, Engineering, and Mathematics



9. What are the target populations? (*select all that*

- apply*) American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

10. What strategies are used to implement the Model Programs and Practices? (*select all that apply*)

- School Climate
- Small Learning Communities
- Parent Engagement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)



- Student leaders help facilitate lessons with other students

Gathering data from students and staff drives lesson design for this program. Student surveys are administered in order to gather feedback on the effectiveness of our lessons. Based on our most recent survey of 319 students, we found the following:

- **78%** of students say they have been more kind to other students since we started the Community of Kindness.
- **86%** of students say they are more likely to help other students since we started the Community of Kindness.
- **74%** of students say they are learning a lot from the kindness lessons.
- **82%** of students believe we should continue doing the monthly kindness lessons.

Meadowbrook's safe and caring environment has allowed students a voice. In our site's tradition of gratitude, students feel safe enough to share special thoughts. One of Meadowbrook's students Sara shared "Today I am grateful for all of the amazing people in my life who are always by my side every step of the way ..." Myles shared "I am grateful for my school Meadowbrook. I am grateful for Meadowbrook because it is a part of a very good school system. In schools like this it produces good learning which will help people later on in life, this is good for everyone..." Finally, Gage explained "I am grateful for laughter because without laughter the world would be a boring and dull place. Laughter is the best kind of medicine because even if you're are sad, sick, or in a bad place in life laughter can make those pains go away."

Meadowbrook Middle School has excelled at supporting all students. Our school-wide measurements on the school performance dashboard, are green and blue in all areas over the past two years. This includes a move in suspension rate from yellow to green. Our chronic absenteeism is also rated in the green zone. Both programs have had a positive impact on all students learning and social-emotional wellbeing.

Exemplary Arts, Physical Activity and Nutrition, and Career Technical Education Programs

Schools applying for a California Exemplary Award must meet the eligibility criteria to apply as a California Distinguished School.

If the school elects to apply for special recognition, the school must complete the Exemplary Arts Education Program, Exemplary Physical Activity and Nutrition Program, and/or Career Technical Education Program section(s).

Exemplary Program Application Components

Demographics

The Exemplary Arts and Career Technical Education Programs will each have a Demographics section to fill-in education data about your school.

Synopsis Narratives

Each Exemplary Program will require a synopsis narrative that is limited to one page. The Synopsis Narratives should highlight the main topics discussed in the School Programs and Processes Narrative sections. Summarize the program's strengths and accomplishments, focusing on the importance in your school's overall program. Omit testimonials about how much your school deserves the award. The evaluators will not score the synopsis, but it will provide them with important background information for understanding your program.

The font type and size must be Arial 12 and the margins $\frac{3}{4}$ " on the right, left, top, and bottom. This part must be able to be printed on standard 8 $\frac{1}{2}$ " by 11" paper. Applications that fail to use this format will not be reviewed.

Space limitations for the synopsis will be strictly enforced. If additional pages or attachments are added beyond the number of pages specified, the additional pages and/or attachments will be removed before the application is reviewed.

Use of tables, charts, and/or photos are not allowed in the synopsis.

School Programs and Processes Narratives

This section requires narrative responses which may not exceed a total of eight pages for each program.

Quality Statements



theme. It is critical that as the narrative response for each theme of the application is being developed, **all of the corresponding quality statements** in the scoring rubric will be **carefully reviewed and addressed**.

One reason for low scoring applications is that narrative responses are based solely upon the overarching question or the discussion questions. High scoring applications reflect comprehensive responses based upon addressing all of the quality statements that appear in the scoring rubric.

Attributes of a Strong Response

The application should accurately describe your school and the community it serves and reflect the school demographics. All of this information will be subject to validation during a site visit if your school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that **all** quality statements for each theme of the scoring rubric are addressed. For each theme, **specific examples and data** should be included to support your responses. That is, provide a vivid, illustrative example or description for the evaluator in order to communicate a "picture" of what happens at your school, how and why, who is involved, etc. Avoid generalized statements such as "we do that." Simply restating the language in the rubric in the affirmative or including generalized statements will result in a rating of "two" on the three-point rubric.

Keep in mind that quantitative data always strengthen responses. For example, "Last school year, our volunteer partner logs documented that over 60,000 hours were volunteered community organizations; volunteer activities included x, y, and z," presents far more information than "There is a high level of parent involvement."

Cross-Referencing

The school's writing team will decide how much space to allocate for each theme within the overall limitations of eight pages, per exemplary program. In order to make maximum use of limited space, you need not repeat the same information for different themes. Because many of the areas of discussion are related and impact each other, we recommend that you **cross-reference** to conserve space and avoid repetition. Specify the location of related information for the evaluator, for example "(see p. 5, par. 2)." Make sure each theme is clearly addressed before referring to additional information. Evaluators prefer to spend a minimum amount of time searching through an application for evidence not directly contained in a response or reference.

Editing

A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit



written presentation influences the evaluators' assessments. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final application. The principal should personally ensure that each theme of the scoring rubric has been fully and accurately addressed and that the formatting of the application complies with the technical specifications.

Formatting

Bold, italic, and underline is allowed in the theme responses. The font type and size must be Arial 12 and the margins $\frac{3}{4}$ " on the right, left, top, and bottom. Modification of font type, font size, or margins is not acceptable. This part must be able to be printed on standard 8 $\frac{1}{2}$ " by 11" paper. Applications that fail to use this format will not be reviewed.

Graphic Images

It is acceptable to include tables, charts, or photos, which may be presented in color. The font size for text that appears in these graphic images may be smaller than the Arial 12 font required for narrative text; however, the font size may not be smaller than Arial 8.

Space Limitations

Space limitations for the School Programs and Processes for each exemplary program, theme narrative responses will be strictly enforced. If additional pages or attachments are added beyond the number of pages specified, the additional pages and/or attachments will be removed before the application is reviewed.

Exemplary Programs

Which special recognition program(s) is/are your school applying for?

Exemplary Arts Education Program ([Go to Section](#))

Exemplary Physical Activity and Nutrition Program ([Go to Section](#))

Exemplary Career Technical Program ([Go to Section](#))

None ([Go to Section](#))

2. Number of students currently enrolled in your Arts program and school-wide at each grade level. *(Complete all grade levels appropriate to your school site.)*

Grade Level	Number of Students In Arts	Number of Students School-Wide
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Other (fifth-year seniors, etc.)		
Total Students		



Arts Education Synopsis Narrative

This section requires a narrative response and is limited to one page. No tables, charts, and/or photos are allowed in this section.

Enter your Arts Education Vision Statement, and Arts Education Synopsis Narrative.

Provide a brief, colorful description of your school's Arts Education program that will highlight the main topics in the narrative—School Programs and Processes. Summarize your Arts program's strengths and accomplishments, focusing on the importance of arts education in your school's overall program. Omit testimonials about how much your school deserves the award. The evaluators will not score the synopsis, but it will provide them with important background information for understanding your Arts program.

Use the space available for the Arts Education Program Synopsis Narrative wisely, as you would for a news release. Please be sure that there are no typographical mistakes or grammatical errors. If your Arts Education Program is selected for honors, your Arts Education Synopsis Narrative will be made available to the news media upon request.

Arts Education Synopsis Narrative Response

Limit response to one page. *(A document upload will be available in the online application for this section.)*



Exemplary Physical Activity and Nutrition Program

This section of the application focuses on intermediate schools (includes Middle and Junior High) serving grades five through nine and high schools serving grades seven through twelve that are making significant improvements in their school environment related to physical activity and nutrition. This award will recognize the schools that are implementing the goals of the California for Healthy Kids initiative:

1. Increasing Access to fresh fruits and vegetables
2. Increasing Access to fresh, free, drinking water
3. Increasing moderate to vigorous physical activity

If the school elects to apply for special recognition in Physical Activity and Nutrition, the school must complete the following sections.

Physical Activity and Nutrition Program Synopsis

This section requires a narrative response and is limited to one page. No tables, charts, and/or photos are allowed in this section.

Provide a brief, vivid description of your school's physical activity and nutrition programs/practices as discussed in the responses to the seven themes. Summarize your programs' strengths and accomplishments, focusing on the importance of physical activity and nutrition in your school's overall program. Omit testimonials about how much your school deserves the award.

The evaluators will not score the synopsis, however, it will provide important background information for understanding your physical activity and nutrition programs.

Use the space available for the Physical Activity and Nutrition Program Synopsis wisely, as you would for a news release. Please be sure there are no typographical or grammatical errors. If your school's Physical Activity and Nutrition Program is selected for honors, the synopsis will be made available to the news media upon request.

Physical Activity and Nutrition Synopsis Narrative Response

Limit response to one page. *(A document upload will be available in the online application for this section.)*



Exemplary Career Technical Education Program

For the purposes of this section of the application, Career Technical Education (CTE) is defined as a program that meets the minimum following definition;

1. The CTE courses are taught by properly credentialed CTE instructors;
2. The CTE courses are aligned to the State Board adopted CTE Model Curriculum Standards; and
3. The CTE courses have their data reported to the CDE using CTE CalPADS codes.

If the school elects to apply for special recognition in Career Technical Education (CTE), the school must complete the following sections.

Career Technical Education Demographics

1. Number of CTE/ROP classrooms, labs, and program spaces (*may include Business and Industry, and Community Classroom sites*):

Category	Number of Classrooms
Agriculture Education	
Business and Marketing	
Health Careers Education	
Home Economics	
Industrial and Technology Education	
Arts, Media, and Entertainment	
Other 1 (specify):	
Other 2 (specify):	
Other 3 (specify):	
Total Classrooms	



2. Number of students currently enrolled in your CTE/ROP program and school-wide at each grade level. (*Complete all grade levels appropriate to your school site.*)

Grade Level	Number of Students in CTE/ROP Program	Number of Students School-Wide
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Other (fifth-year seniors, etc.)		
Total Students		



Career Technical Education Program Synopsis

This section requires a narrative response and is limited to one page. No tables, charts, and/or photos are allowed in this section.

Enter your CTE/ROP Vision Statement, and Career Technical Education Program Synopsis Narrative.

Provide a brief, colorful description of your school's CTE program that will highlight the main topics in the narrative—School Programs and Processes. Summarize your CTE program's strengths and accomplishments, focusing on the importance of CTE education in your school's overall program. Omit testimonials about how much your school deserves the award. The evaluators will not score the synopsis, but it will provide them with important background information for understanding your CTE program.

Use the space available for the CTE Program Synopsis Narrative wisely, as you would for a news release. Please be sure that there are no typographical mistakes or grammatical errors. If your CTE Program is selected for honors, your CTE Synopsis Narrative will be made available to the news media upon request.

Career Technical Education Synopsis Narrative Response

Limit response to one page. (*A document upload will be available in the online application for this section.*)



California Department of
EDUCATION



California Casualty

Thank You for Applying to the California Department of Education's 2019 California Distinguished Schools Program

IMPORTANT—This document is for working/editing purposes only. The official application for eligible schools to apply to be recognized as a California Distinguished Schools Awardee in 2019 is available online at <https://goo.gl/forms/Bkrpu73Wf3F9yToX2>.

If you need assistance with your application, please contact your County Coordinator. You can find contact information for County Coordinators on the California Department of Education (CDE) CA Schools Recognition Program County Coordinators webpage at <https://www.cde.ca.gov/ta/sr/cs/coordinators.asp>.

If you have any questions regarding the Distinguished Schools Program, contact the Awards Team by email at awards@cde.ca.gov or by phone at 916-319-0842.