



**California Department of Education  
2017 California Gold Ribbon Schools Program  
Middle and High School Application: Part A**



3768411-6120968

County-District-School (CDS) Code – 14 digits

San Diego

County Name

Sweetwater Union High School District

District Name

EastLake Middle School

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

900 Duncan Ranch Road

Mailing Address

Chula Vista

City

91914

Zip Code

619-591-4000

Area Code and Phone Number Ext.

619-482-0553

Area Code and Fax Number

[Juan.ulloa@sweetwaterschools.org](mailto:Juan.ulloa@sweetwaterschools.org)

Principal's E-mail Address



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- A data re-certification in early 2017 may disqualify my school from consideration.*
- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Juan Ulloa

Principal's Name

Principal's Signature

12/2/16

Date

Karen Janney

District Superintendent's Name

Superintendent's Signature

12/2/16

Date

### School Information

1. Current school enrollment: 1630
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 type of services:     School-wide     Targeted Assistance
4. What is your school calendar?  Traditional     Year-round     Modified
5. Is your school a charter school?     Yes     No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	3	
Classroom teachers	63	4
Counselors	4	1
Credentialed librarians	1	
Nurses	1	
Psychologists	1	
Technology/media specialists or technicians	1	
Paraprofessionals	10	
Campus resource officers	1	2
Other staff ( <i>specify</i> ): Clerical	7	1
Custodial	7	
Speech Therapist		1
<b>Total staff</b>	<b>99</b>	<b>9</b>

### Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

County

Sweetwater Union High School District

District

EastLake Middle School

School

900 Duncan Ranch Road

Chula Vista

91914

Street Address

City

Zip Code

Juan Ulloa

(619) 591-4000

Principal

(Area Code) Phone Number Ext.

San Diego International Airport - Lindbergh Field: 3225 North Harbor Drive,  
San Diego, CA 92101

Name and Location of the Nearest Airport

Interstate Highway 805

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Take the I-5 South from San Diego International Airport.  
 Travel South on I-5 and merge onto the California State Route 54 East  
 Travel East on route 54 and merge onto I-805 South.  
 Travel South on I-805 and exit East on H street.  
 Travel East on H street, which then becomes Proctor Valley Road.  
 Turn right on Duncan Ranch Road.  
 Arrive at 900 Duncan Ranch Road; school will be on your right hand side.

## School Overview

EastLake Middle School, a California Distinguished School (2013), is located in southern San Diego County just 13 miles from the international border with Mexico. EastLake Middle (ELM) first opened its doors in 2003 with an enrollment of just 400 seventh graders. Today, EastLake Middle serves a diverse population of over 1,600 seventh and eighth graders. Over half of EastLake Middle students are Latino, Asian and Filipino students represent 18 percent of the population, 14 percent of students are white, and four percent are African-American. Roughly one in five EastLake Middle students faces the challenge of having to master English while simultaneously learning rigorous instructional content. EastLake Middle is, in increasing numbers, enrolling students who have never studied in a U.S. school before.

While the number and needs of students have changed dramatically since EastLake Middle's beginning thirteen years ago, the constant has been a strong commitment to academic excellence and "an invincible sense of promise" for *all* EastLake Middle students. EastLake Middle's instructional focus is rigor, relevance, and high expectations for every student in every class. Students benefit from a block schedule that provides instructional periods of 108 minutes 4 days a week. The schedule allows teachers the class time necessary to guide students through sequential and in-depth learning.

EastLake Middle is home to the 50/50 Dual Language Immersion (DLI) Program which, was established in 2011 with science, social science and Spanish as a foreign language taught in Spanish. This year, nearly half of all EastLake Middle students are enrolled in a Spanish class, an a – g graduation requirement. In addition to this rigorous program, roughly 20 percent of the student body is currently taking advanced integrated math classes. That statistic includes 185 students taking compacted math as seventh graders and 148 eighth graders taking integrated course I mathematics, a high school level course.

The teachers at EastLake Middle School are actively adapting their curriculum, instruction, and assessments to match the rigor of the Common Core State Standards and those of the Next Generation Science Standards. ELM teachers participate in Professional Learning Communities (PLC) aimed at creating common assessments, sharing effective instructional strategies, creating intervention plans for target students, and continuing to build capacity with iPad integration as we move into the 5<sup>th</sup> year of the 1 to 1 districtwide iPad Initiative. District benchmarks have been used to inform instruction and assessments while leading up to Smarter Balance Assessment Consortium (SBAC) high-stakes assessments reflect students' Common Core knowledge.

SBAC assessment data shows 68 percent of all EastLake Middle students met or exceeded standards in English Language Arts; 20 percent higher than the California state standard. Additionally, 53 percent of EastLake Middle students met or exceeded standards in math; 17 percent higher than the California state standard. The ongoing priority is to provide effective classroom instruction and subsequent interventions, so that *each* student achieves academic success, a challenge heightened by the fact that EastLake Middle does not receive Title I funding aside from very small budget dedicated to support for English learners.

Parent partnership is integral to the EastLake Middle community and has been strengthened by parent and community groups such as the Parent Teacher Student Organization (PTSO), the Dual Language Immersion Committee, The English Learner Advisory Committee (ELAC), and the EastLake Education Foundation. ELM's commitment to students, complemented with resources and volunteer time support the mission to inspire, prepare and support our students for 21<sup>st</sup> Century success. EastLake Middle School is the "Foundation for Tomorrow's Future," and has taken great strides to build upon this vision. The school's motto, a constant since the beginning, has been based on the premise that the Triton culture be one of respect, responsibility, and resourcefulness.



**California Department of Education  
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EastLake Middle School

### Model Program/Practice Summary

1. Name of Model Program/Practice:

Dual Language Immersion

2. How long has this Model Program/Practice been in place?

- Less than 2 years       2-4 years       5-8 years       8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- 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
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino

*(Continued on next page)*

EastLake Middle School

- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- Other (*specify*)

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*) Enrichment, Global Education

6. How is your Model Program/Practice referenced in your district’s LCAP? [Refer to the State Priorities listed in *Education Code* (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is distinguished** from the district’s model.

The EastLake Middle Dual Language Spanish Immersion program aligns with the Sweetwater Union High School District’s LCAP plan. SUHSD’s LCAP goal 1.2 b ensures that all students have access to resources that support higher levels of rigor including increasing student course opportunities and participation in specialized programs such as dual immersion. Goal 1.2 also outlines that the district will implement flexible scheduling to increase student participation in programs such as dual immersion

## Model Program Narrative

### **Model Program Name:** Dual Language Spanish Immersion Program (DLI)

#### 1. Description of the Model Program

EastLake Middle School (ELM) introduced the Dual Language Immersion (DLI) program in 2011 in response to community feedback and the request to provide students with the opportunity to continue rigorous, biliteracy programs from their feeder elementary schools. In partnering with the three DLI feeder elementary schools, ELM implemented a 50/50 model; three classes are taught in Spanish and the other three in English. The three elementary feeder schools start their DLI program in Kindergarten with a 90/10 model; 90% of their instruction is taught in Spanish, and 10% in English. The percentages shift every year until they reach a 50/50 model in 6<sup>th</sup> grade. ELM's model provides continuity for students as they transition from elementary to middle school and promotes ELM's mission to provide a rigorous and comprehensive curriculum that prepares students for higher learning. The 50/50 DLI model not only supports the elementary schools, but it is also in line with the recommended model from the San Diego County Office of Education (SDCOE). Although there are three other middle schools in the Sweetwater Union High School District that offer DLI programs, they all differ in their program models. The district has given sites the flexibility to develop programs that best fit the needs of their students and is currently in the process of developing a more uniform approach to DLI programs districtwide.

Students in the DLI program at EastLake Middle are enrolled in social science and science classes taught in Spanish. They are also enrolled in Spanish for Spanish Speakers as their elective class. There are currently 167 students, 10% of the overall student population, enrolled in the DLI program. There are six DLI teachers. In the spirit of open access, ELM's Dual Immersion Program accepts all students who were enrolled in a DLI program at their elementary schools. The DLI coordinator, a teacher with a dedicated resource period, works with other DLI teachers to support any student who may be lacking in his or her Spanish proficiency. A unique feature of ELM's DLI program is the access that it provides to newcomer English learners. In situations where a student would be best served in a Spanish content area classes, students are offered the opportunity to take science and/or social science in their primary language, Spanish.

The DLI program requires a strong commitment from all teachers, counselors, administrators, students, and especially parents. The fact that ELM has been able to staff such a robust program speaks to the dedication and ownership that teachers have for the DLI program. Highly qualified and skilled bilingual teachers in science and social science have been the key the program's success. DLI teachers commit to monthly team meetings and take key roles in extracurricular events for DLI students. The DLI coordinator attends quarterly district DLI meetings and communicates with the coordinators at feeder elementary schools to develop a partnership. Site administration ensures that there is an equitable allocation of resources in order to support the success of the DLI within the total school system. Finally, counselors support students in the DLI program who may be struggling, as well as communicates the intricacies of the program to parents. ELM is

fortunate to have 3 Spanish speaking counselors that can relate to students in their efforts to be bilingual and biliterate students.

Parents are not only an integral part of the DLI program in terms of events and meetings, but they also share the program's mission all DLI students:

“Our mission is to provide our middle school students with the opportunity and support to continue their development as biliterate, bilingual and bicultural students so they can be productive members of both the local and global community”.

By supporting their child in the DLI program at EastLake Middle, parents can expect to see the benefits the rigorous program has to offer such as: social and cultural enrichment, achieving high levels of Spanish proficiency, preparation to take Advanced Placement Spanish courses in high school, fulfillment of high school a – g requirement for a foreign language, graduating high school with the California State Seal of Biliteracy, and ultimately gain greater career opportunities in the local and international marketplace.

EastLake Middle's Dual Language Immersion program has come to be a small learning community within the school. Students strive to motivate each other and have established a culture of success. This not only positively impacts the DLI program as a whole, but students' language and cultural awareness extends out to the overall school population, making ELM a more global and goal-driven learning environment.

## 2. Implementation & Monitoring of the Model Program

The focus on fostering a biliterate, bicultural, and global citizen is the foundation of the DLI program and the events that take place throughout the school year. The DLI coordinator and teachers work to provide enrichment opportunities year round. Students broaden their cultural awareness through events such as a Mexican Independence Day celebration, Mexican Mother's Day performance, and a bilingual opera concert. Through these events, students are able to put into practice their Spanish language skills outside of the classroom and participate in culturally rich events that they often read and learn about in class, but are not exposed to in their own day to day lives.

A continuing goal of the DLI program is to build a community amongst the DLI students and their families. This practice strengthens the ties between school and family and promotes a culture of collaboration. There are periodic parent meetings during the school year that are both informational in nature and focus on planning events and fundraising efforts. Additionally, there are two DLI picnics that has come to be a tradition for the DLI program. DLI students and their families come together, at a local park, along with school staff. This not only strengthens the school to community ties for DLI families, but also provides students with the opportunity to establish a greater rapport with their teachers and administrators. The DLI picnic builds a continued sense of trust and develops an even safer learning environment for all students.

In the early years of the DLI program, the science DLI teacher was tasked with teaching both grade levels and serving as the DLI coordinator. ELM has been fortunate to have DLI



teachers that meet the challenges of building a program, and additionally taking on the task to translate course materials so that students are not only speaking in Spanish, but also reading and learning the materials in Spanish as well. With the growing success of the DLI program, more sections and teachers have been added thus, each core DLI teacher is only teaching one grade level. Having a larger department, DLI teachers are able to plan and vertically align to ensure that they are addressing the language skills and enrichment opportunities needed for students. Teachers are also extended the opportunity to attend professional development opportunities as they become available. The EastLake Middle Dual Language Immersion program has come to be well known in the community and receives high accolades from students and parents. The success of the program is not only based on the rigorous curriculum, but also the sense of community that has been established and maintained throughout the years, making it a well rounded and comprehensive program.

In order to build on the districtwide efforts for technology integration, DLI teachers have evolved lessons to embed technology in a meaningful and innovative manner. The Sweetwater Union High School District is currently in the 5<sup>th</sup> year of the 1 to 1 iPad implementation. All EastLake Middle students have school issued iPads that serve as their textbooks for some classes. Ultimately, iPads are remarkable research and educational tools. The use of the iPad has provided teachers with the opportunity to bring places and events to their students in a way they previously never could. This is especially crucial in the DLI program, given the rich cultural activities and awareness embedded into the standards and curriculum. In keeping with the ever changing world of technology and the evolving ways teachers provide instruction, this year DLI students established a partnership with a school in Mexico and maintained communication via technology. This year, the DLI social science classes in both 7<sup>th</sup> and 8<sup>th</sup> grade participated in international video conferencing with a sister school in Tijuana. Students engaged in discussions connected to the curriculum through Skype and Facetime. The students from Mexico plan to visit EastLake Middle and have been invited to the upcoming opera concert. The DLI program strives to nurture global citizens and teachers accomplish this by bringing diverse learning opportunities to the classroom.

### 3. Results of the Model/Pupil Outcomes

There are a number of practices in place to ensure that the Dual Language Immersion program at EastLake Middle is rigorous, effective, and ultimately provides students with greater opportunities in high school and beyond. Data shows that DLI class grade averages are typically higher than non DLI classes by 3-5%. Although student motivation to succeed is a factor in the higher grade averages, DLI core teachers and the coordinator constantly monitor student achievement and regularly communicate with parents to monitor progress and provide updates. Teachers also include students and parents in the monitoring practice by hosting student led conferences two times a year. These conferences take place after school in the ELM Pavilion, a large common use facility. Students guide their parents through a number of preselected assignments and reflect on their coursework. Both students and parents, follow suggested prompts to engage in a dialogue about assignments, scores, projects, and then formulate a plan in the event there

EastLake Middle School

are areas that are lacking. This is a very powerful opportunity for parents to monitor their student's progress, but also to reflect alongside their child and celebrate accomplishments.

As an additional monitoring data point, students take a Spanish lexile assessment through the Achieve 3000 reading program 3 times a school year to track growth in Spanish proficiency. During the 2015-16 school year, the Spanish for Spanish Speakers 1/2 students demonstrated exceptional growth in their Spanish lexile proficiency with an average growth of 240 lexile levels. To put this measure into perspective, the average growth for ELM's overall student population was 87 lexile levels.

As previously mentioned, the DLI program has grown over the past few years and is well regarded amongst the community and both elementary and high school. The high schools that ELM's DLI students feed into have shared how advanced students are in their Spanish proficiency and overall academic skills compared the overall student population. In fact, upon entering high school ELM's DLI students automatically skip a level of Spanish and are eligible to take AP Spanish as 10<sup>th</sup> graders. In doing so, students are closer to completing the requirements set for graduating with the California State Seal of Biliteracy.

The culminating event for EastLake Middle Dual Language Immersion students is the DLI ceremony at the end of the school year for. This ceremony is highly anticipated by students and parents alike. The ceremony is a time to celebrate and come together as a DLI community. DLI teachers prepare speeches and anecdotes to share with families, 2 highly regarded students are chosen to speak to their promoting class, and pictures showcasing student growth and highlighting the DLI events are presented. This ceremony not only serves as the culminating event for ELM DLI students, but it also hosts the presentation of the highly coveted DLI medals for 8<sup>th</sup> graders who successfully completed the DLI program. The EastLake Middle Dual Language Immersion program strives to maintain a high level of excellence in both its content rigor and enrichment opportunities. With the support of dedicated teachers and diverse enrichment opportunities, the EastLake Middle DLI program has set a strong foundation to continue at a high level of for years to come.