



**California Department of Education
2015 California Gold Ribbon Schools Program
Middle and High School Application: Part A**



Exemplary Education Programs ~ *[Optional—additional application(s) required.]*

Arts Education Yes; Career Technical Education Yes; Physical Activity & Nutrition Yes

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

San Diego
County Name

San Dieguito Union High School District
District Name

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

675 Balour Drive
Mailing Address

Encinitas, CA 92024
City and Zip Code

760-753-6241 3307
Area Code and Phone Number Ext.

760-942-0520
Area Code and Fax Number

ryan.yee@sduhsd.net
Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Rick Schmitt
District Superintendent's Name

rick.schmitt@sduhsd.net
District Superintendent's e-mail



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:

- *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.*

Principal's Name

Principal's Signature

Date

School Information

1. Current school enrollment: 849
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:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>2</u>	<u> </u>
Classroom teachers	<u>37</u>	<u>4</u>
Counselors	<u>1</u>	<u> </u>
Credentialed librarians	<u> </u>	<u> </u>
Nurses	<u> </u>	<u> </u>
Psychologists	<u> </u>	<u>1</u>
Technology/media specialists or technicians	<u>1</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>4</u>
Campus resource officers	<u> </u>	<u>1</u>
Other staff (<i>specify</i>) <u>Health Tech</u>	<u>1</u>	<u> </u>
Total staff	<u>42</u>	<u>10</u>

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

Sand Dieguito Union High School

District

Oak Crest Middle School

School

675 Balour Drive

Street Address

Encinitas 92024

City and Zip Code

Ryan Ryee

Principal

760-753-6241

Area Code and Phone Number

3307

Ext.

San Diego International, San Diego

Name and Location of the Nearest Airport

Interstate 5

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.

From Interstate 5, exit Encinitas Boulevard (southbound turn left under the freeway; northbound turn right under the freeway). Travel east for approximately two miles. Turn right on Balour Drive and travel approximately 1/4 of a mile. Turn left on Oakcrest Park Drive. Continue to the end of the drive and enter the parking lot of the school.

School Overview

Oak Crest Middle School and its dynamic staff provide all students with high-quality, innovative instruction in a safe, supportive environment with challenging curriculum in preparation for future academic success. Oak Crest Middle school strives to provides it students opportunities for academic, physical and social growth by setting high academic and behavioral expectations and providing tiered support systems.

Oak Crest Middle School prides itself on having a highly educated and qualified teaching staff that cares about the whole child: intellectual, social and emotional. Oak Crest is recognized for having a caring, nurturing, supportive teaching staff. Oak Crest teachers are dedicated professionals who make themselves available to support students before school, during lunch, and after school. The involved parents and supportive community partners support Oak Crest's efforts and help to offer enrichment opportunity to the students.



**California Department of Education
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Middle and High School Application: Part B**



Oak Crest Middle School

Model Program Summary

1. Name of Model Program:

Standards-Based Tiered Instruction and Intervention

2. How long has this Model Program 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 and Community Involvement
- 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
- Hispanic or Latino

(Continued on next page)

Oak Crest Middle School

- 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)
 English-Language Arts – Students Not Yet Proficient
 English-Language Arts – Advanced Learners
 Mathematics – Students Not Yet Proficient
 Mathematics – Advanced Learners
 Other Core Subject Areas – Students Not Yet Proficient
 Other Core Subject Areas – Advanced Learners
 Other (*specify*)

5. What strategies are used to implement the Model Program? (*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*) RTI2

6. Is this model program initiated by your district and implemented district-wide?

Brief answer: Yes. OCMS has used our districts LCAP goals, specifically goals 1, 2, 3, and 5, to provide a framework for our own work. Goal #1 focuses on aligning all instruction to the CCSS and NGSS. To go above and beyond our district's expectations, we have begun instructional rounds to help our teachers share and disseminate best practices to fulfill the new standards. Goal #2 focuses on English Learners and moving them to proficiency. In addition to district support, our school has created new support classes to help these students become strong in English: Read 180, English 3D, and cohort based classes so as

to support ELs with classroom tutors. Goal #3 focuses on bulding equity into honors level classes and having these classes reflect the actual demographics of the student body. To fulfill, and go beyond, this district goal, our school has created flexible schedules for students. The counselor, administration, our intervention coordinator, our Title 1 coordinator, and our EL coordinator continuously review classroom data to ensure students are challenged and placed accordingly. Goal #5 strives to ensure that all students achieve at grade level or above as reflected in ELA and math summative assessments. In addition to our teachers participating in the multiple district trainings and teacher collaboration, OCMS has created an RTI2 plan to realize standards-based teaching, aligned to NGSS and CCSS, in all classrooms.

Your answer above should be yes. You must explain in your Model Program Narrative how your school ties the program/practice/strategy to your district LCAP, but more importantly, how your school has implemented this program at your school's site. Tell us how you are taking this district-wide program beyond normal expectations and making it an integral part of your school's successes—(remove these lines of text).

Model Program Narrative

1. Description of the Model

Oak Crest Middle School teacher and staff, in light of changing standards and district mandates to adopt and implement new state standards, began discussing, training, and creating units, lessons, and activities. In addition to equipping our teachers with the new skills and materials needed to fulfill the new state standards, Oak Crest Middle School began new programs and practices to ensure all students on campus achieved. Our model, based on similar RTI frameworks, seeks to support and challenge all students to master the new state standards. In the following paragraphs, we will describe how our school is implementing the new state standards, and supporting all students through a robust response to instruction and intervention program.

In 2012, our district began training and equipping teachers to master the new state standards. The training included opportunities for teachers to be pulled out of the classrooms (four pull out days for core subjects), and trained during regularly scheduled inservice days. In addition, our school scheduled eight days for department collaboration during the current school year. Plus, teachers can request collaboration days throughout the year. On these late start days, teachers work on common plans, unpacking the standards, assessments, and essential learning outcomes based on the new state standards.

In math, teacher teams were brought together to write and produce new curriculum that would meet the needs of the new state standards. Our teachers built a curriculum to support an integrated approach to math, which includes common assessments and activities. To address the various needs of students in mathematics, three courses were designed: readiness, college preparatory, and honors. Students self-select the course at each grade level that best meets their needs. Of course, we support these decisions with teacher recommendations and classroom based measurements. In addition, at least once each quarter, students who are struggling are counseled and offered more supportive math classes.

In other departments, we continue to work to master the new standards. In science, our district's department chairs are hard at work adopting, unpacking, and developing core curriculum for the Next Generation Science Standards. In English/language arts, our teachers have adopted unit-based instruction that prepares students for the performance tasks on the new state tests (SBAC). These thematic units integrate informational and fictional texts and challenge students with rigorous writing requirements. In social studies, our teachers were trained on the use of document based questions to challenge students to read demanding texts in history and tackle the new state assessments.

In all academic areas, our district supported our teachers through the use of teachers on special assignment. These TOSA coaches guide and support our teachers' implementation of the standards through curriculum writing, reading and writing activities, modeling, and new technologies.

In addition to the training and professional development, Oak Crest Middle School has begun to utilize instructional rounds with our teachers. Instructional rounds will allow our teachers to share best practices in implementing the new standards. Often, professional development is about hearing new ideas; with rounds, our teachers get to see the new standards in action. In the beginning of the process, individual teachers volunteered to open up their classrooms for visits from other teachers. As this process evolves, teachers will visit each other's rooms in pairs and groups to look for ideas, solutions, and data to help with the "problems of practice" that teachers have identified.

Our robust instructional and intervention program includes honors classes without predetermined levels of achievement to enter. This allows students from various backgrounds, both culturally and academically, to take honors and college preparatory classes.

OCMS offers a full range of support classes for English learners. For our English learners who speak, write, and read very little English, we offer a full period of Scholastic's Read 180, which includes System 44 and Rosetta Stone. Not only do these students benefit from a fully-credentialed teacher, the students are supported by two outside college tutors. As students progress with English fluency, students with CELDT scores of 4-5 are enrolled in a reading support class, based upon Scholastic's English 3D. Administration, teachers, and our EL coordinator monitor data throughout the year to ensure students are placed accordingly. While EL students attend general education courses, their learning is supported by adult tutors and an EL coordinator.

For struggling learners, OCMS offers a full range of classes to support students' academic needs. Our school offers math skills courses for students who need help with the new math curriculum. In addition, academic labs are offered for students who have consistently performed poorly on state assessments and classroom based measures. These students benefit from research-based programs such as ALEKS and Edgenuity. Similarly, a skills class is provided for students who have been suspected of an academic disability as a measure to support them before an assessment occurs.

In addition, our teachers have dedicated extra hours outside the normal school day to help students achieve. First, teachers provide students with "Open Lunch" time. Students can drop in to a teacher's classroom to receive some extra help, ask a question about a homework assignment, or simply turn in missing work. Secondly, our teachers run an afterschool session, "Academic Power Hour," that is free and open to all students. English-language arts and math teachers tutor students, review grades, and counsel students to help with any challenges. Thirdly, our core subject teachers run short "Boot Camps" throughout the year to ensure certain groups of students understand and respond to the curriculum. These re-teaching camps are populated based on common assessments given in the core areas and fluidly change as new standards are taught.

In addition to our RTI2 pyramid addressing the academic needs of all of our students, OCMS added strategies and practices to ensure students are supported both socially and behaviorally. Our counselor runs a myriad of small groups during the week to support students: a group for students who struggle with major life issues; a group for students suffering from traumatic diseases; a group for those adjusting to a new school. Our

teachers have also been trained on the use of RTI2 strategies that support the behavioral and emotional development of each student including 2X10 informal counseling techniques.

OCMS has used our districts LCAP goals, specifically goals 1, 2, 3, and 5, to provide a framework for our work here at OCMS. Goal #1 focuses on aligning all instruction to the CCSS and NGSS. To go above and beyond our district's expectations, we have begun instructional rounds to help our teachers share and disseminate best practices to fulfill the new standards. Goal #2 focuses on English Learners and moving them to proficiency. Our school has created new support classes to help these students become strong in English: Read 180, English 3D, and cohort based classes so as to support ELs with classroom tutors. Goal #3 focuses on bulding equity into honors level classes and having these classes reflect the actual demographics of the student body. To fulfill, and go beyond, this district goal, our school has created flexible schedules for students. The counselor, administration, our intervention coordinator, our Title 1 coordinator, and our EL coordinator constantly review classroom data to ensure students are challenged and placed accordingly. Goal #5 strives to ensure that all students achieve at grade level or above as reflected in ELA and math summative assessments. In addition to our teachers participating in the multiple district trainings, OCMS has created an RTI2 plan to realize standards-based teaching, aligned to NGSS and CCSS, in all classrooms.

2. Implementation & Monitoring of the Model

Parents have great choices here at Oak Crest Middle School. Parents can work with their children to decide which English and math class to enroll from a selection of honors, college preparatory, or readiness courses. If students are struggling, our intervention team, which includes our counselor, administrators, our intervention coordinator, and our Title I coordinator, hold informal meetings to discuss student progress and communicates with parents about the options available to support students.

Stakeholders, including parents and guardians are kept abreast of student programs and practices through a variety of methods. To begin with, the principal and counselor visit each elementary feeder school to discuss the courses students can choose. Parents are informed that the three levels of math and ELA courses offered are based on choice, not on past test scores or teacher recommendations. Parents of upcoming middle school students can also visit the school in the early spring to see firsthand the supportive and challenging courses; these visits include discussions from our English and math department about which course level is most appropriate for each student. In the summer, Oak Crest hosts an orientation night for all parents of upcoming middle school students. The parents learn about our internet-based grading portal, our electives, our support classes, and the range of academic classes offered. Finally, our parents benefit from constant communication as our teachers update websites regularly to inform parents of homework, assessments, and general school information.

To measure stakeholder engagement, our leadership team runs monthly coffee chats with parents, speaks with parents on a daily basis as they interact with the school, and we send surveys and all call/emails are sent to parents to keep them informed of what is occurring with the instructional program.

During the year, OCMS offers a few days of in-house professional development for teachers. During the remaining days of district scheduled teacher inservice days, teachers spend time collaborating and building common lessons and assessments. Furthermore, teachers are now conducting instructional rounds and visiting one another's classrooms to inform their own "problems of practice" surrounding new standards implementation. From a district level, the teachers are given pull out days to attend trainings and collaborative exercises. Lastly, in order to equip teachers and staff with the latest skills and tools they need to implement the new standards, we have sent them to the following conferences this year: CAFE, California League of Schools, Kagan Cooperative Learning, Visible Learning, and various Association of California School Administrator trainings.

To measure the effectiveness of Oak Crest's instructional and intervention program, we monitor sets of data from various sources. First and foremost, the intervention team monitors the number of students referred to the Student-Study Team process. In addition, the team monitors the amount submitted and referrals for 504 or special education training. OCMS believes that the fewer referrals we have, the more evidence exists that the pyramid of interventions is working.

Our intervention team also closely monitors classroom grades. Teachers and staff look for patterns across subjects matters and look for ways to support our departments in responding to the needs of students. In our support classes, the following data is used to assess a program's worth: Khan Academy, Edgenuity, ALEKS, Scholastic Reading Inventory, and CELDT Testing. Each of these research-based programs and assessments informs our team about student progress and the impact of the intervention programs.

To develop our program, the instructional and intervention goals are based on the the district's LCAP goals, specifically goals 1, 2, 3, and 5. To support goal 1, OCMS focused on aligning all instruction to the CCSS and NGSS and have begun instructional rounds to help our teachers share and disseminate best practices to fulfill the new standards. To ensure English Learners are moving to proficiency, our school offers support classes to help these students become strong in English: Read 180, English 3D, and cohort based classes so as to support ELs with classroom tutors. To build equity into honors level classes and so that these classes reflect the actual demographics of the student body, our school has created flexible schedules for students. The counselor, administration, our intervention coordinator, our Title 1 coordinator, and our EL coordinator constantly review classroom data to ensure students are challenged and placed accordingly. Class placement is largely open for any student to consider any level course. To ensure all students achieve at grade level or above as reflected in ELA and math summative assessments, teachers participate in the multiple district trainings. Finally, OCMS has created an RTI2 plan to realize standards-based teaching, aligned to NGSS and CCSS, in all classrooms.

3. Results of the Model

Each quarter when classroom grades are posted for parents, and the effectiveness of our instructional and intervention program is evaluated, the intervention team also closely

monitors classroom grades, analyzing patterns across subject while looking for ways to support each department in responding to the needs of students. In support classes, the following data is used to assess our program's worth: Khan Academy, Edgenuity, ALEKS, Scholastic Reading Inventory, and CELDT Testing. Each of these research based programs and assessments informs our team about student progress and the impact of our intervention programs.

Quantitatively, data is collected in many forms at Oak Crest Middle School to ensure our programs are working. First, classroom based grades are monitored. Decisions on future placement is based on these grades, in addition to teacher feedback about student abilities. In support classes, teachers utilize data from several different sources: ALEKS gives us a data source about a student's mathematical abilities and what concepts they need to further explore; Scholastic Reading Inventory provides a Lexile level; Edgenuity is used to help students master concepts in both English and math, and, provide feedback for remediation teachers to inform future placement; in our EL classes, teachers use Rosetta Stone and Read 180 to help ensure students are progressing in acquiring English.

Qualitatively, to ensure OCMS' programs and practices are working, parents, teachers, and students informally and formally surveyed. The administrative team holds monthly coffee chats to inform parents of our programs and to receive feedback about areas of improvement. Students are interviewed to monitor the health of our programs. This is done on an informal basis as the administrative team visits classrooms often and meets with students during breaks and lunches. Formally, students are polled to see how they feel about issues such as ownership of learning, choice in courses and class assignments, along with the rigor and challenge of the programs. With teachers, monthly department chair meetings are held in which each content area is represented and can inquire about the school's direction.

Each quarter, the intervention team meets to review pertinent data sources to decide which students need further assistance. The counselor runs grade reports, and team maps a course for each student. Parents are included in this process as approval is always solicited for any change in placement.

At the end of this year, the administrative team, including members of our intervention team and department chairs, will analyze the results of all the programs and practices in place for our students. The data utilized will include the CAASPP summative assessments and all the accompanying claim/objective references. The courses for the following year will be scheduled and appropriately placed teachers will be assigned; finally, OCMS will solicit district and stakeholder feedback on the school's direction.

