

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. David Apodaca

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Day Creek Intermediate School

(As it should appear in the official records)

School Mailing Address 12345 Coyote Drive

(If address is P.O. Box, also include street address.)

Etiwanda CA 91739-9031
City State Zip Code+4 (9 digits total)

County San Bernardino

Telephone (909) 803-3300

Fax (909) 803-3309

Web site/URL http://dcis.etiwanda.org/

E-mail david_apodaca@etiwanda.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Shawn Judson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Shawn_Judson@etiwanda.org

District Name Etiwanda Elementary School District Tel. (909) 899-2451

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Dayna Karsch

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	204	208	412
7	238	197	435
8	219	222	441
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	661	627	1288

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 27 % Asian
 - 6 % Black or African American
 - 33 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 29 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2017	1293
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 5%
65 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Mandarin, Spanish, Arabic, Korean, Cantonese, Vietnamese, Punjabi, Hindi, Tagalog, Urdu, Farsi, Russian, Tamil, Bengali, Indonesian, Japanese, Burmese, Cebuano, Hungarian, Gujarati, French

7. Students eligible for free/reduced-priced meals: 29%
Total number students who qualify: 372

8. Students receiving special education services: 8 %
101 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>20</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>38</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>47</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	47
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	23
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Developing intellectual, personal and social abilities. Creating an atmosphere of acceptance and honor. Instilling respect and appreciation for the arts and humanities. Supporting students in their quest for academic excellence.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Day Creek Intermediate School (DCIS) is the newest intermediate school in the successful Etiwanda School District (ESD). We consider ourselves a family. The unique phrase “The Etiwanda Way” is frequently used as we strive towards “Excellence in Education.” Etiwanda is a close-knit community located at the base of the beautiful San Bernardino mountains. It is a lovely place to grow up and people return here to raise their own families. Most ESD employees live and send their own children through the Etiwanda schools. Our district has a long tradition of current employees who were also educated in Etiwanda. ESD was founded in 1883 as a one-room schoolhouse and the building and grounds are still used today. The board room there was used until 1985. New teachers are greeted with a “new teacher academy” complete with a school bus tour of each site and the surrounding community led by one of our superintendents. Over the years our community experienced explosive growth. In the fifteen years between 1987 and 2002 our enrollment increased from 1,286 students to 9,533. Today our Etiwanda family enrolls 12,001 students who attend one of 17 schools. Our growth only strengthened Etiwanda’s commitment to excellence. The Etiwanda Way is reflected in our leadership. Our current superintendent began his educational leadership as a 3rd grade teacher when the district had just three schools. Of our seventeen principals, fourteen began as Etiwanda teachers. At DCIS both our principal and assistant principal were part of the Etiwanda family as elementary and middle school students attending our sister school, Etiwanda Intermediate.

In 2004, DCIS launched into the school system with energy and determination. Before the school doors even opened, teachers, administrators, and classified staff created a shared vision and mission statement, planned school-wide policies and procedures, and rallied together under the mantra that continues to drive our 1,295 diverse students today “Failure is not an option!”

Our mission statement:

“Developing intellectual, personal and social abilities
Creating an atmosphere of acceptance and honor
Instilling respect and appreciation for the arts and humanities
Supporting students in their quest for academic excellence”

reflects our motto “Failure is not an option”. We believe in a student-centered approach that provides an atmosphere in which a child’s social, emotional, and intellectual needs are equally important. All students have special talents and are given opportunities to develop those talents. Parents and the community play a very important role in the school. Understanding the school’s educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

The credit for our success is attributed to the unfailing efforts of the carefully selected team of professionals working together at Day Creek. From the front office to the classrooms and beyond, students, staff, and community members are treated with respect and dignity. It is through the collaborative effort of all stakeholders that our innovative Personally Achieving Character and Knowledge (PACK) program was developed to support our diverse population, which includes: 30% Caucasian, 32% Hispanic, 23% Asian, 6.5% African American, 12% Special Education, and 30% Socioeconomically Disadvantaged students. Our PACK program is an additional instructional period within the school day, where students are grouped homogeneously to provide Universal Access and character development lessons.

In line with our vision, students have opportunities to nurture their personal and social abilities through course work and community service. Exploratory classes provide students with the opportunity to expand their knowledge and interests through our foreign language, careers, cooking, music, yearbook, journalism, video production, leadership, coding and many other courses that engage middle school students. Service learning is embedded in school-wide projects where students contribute by giving to organizations such as sock drives to the San Bernardino City Mission, Toys for Tots, American Heart Association, and Pennies for Patients. Students also learn the value of community service by participating in Rachel’s Challenge and California Junior Scholarship Federation, where they are encouraged to implement personal acts of kindness or community service to make our campus a better place for everyone.

Communication tools for students, parents, and the community include the School Accountability Report

Card (SARC), our school and teacher websites, Aeries Parent Portal, social media, newsletters, School Site Council and PTSO meetings, PACK Planners, Back-to-School Night, and Open House.

Day Creek Intermediate is a diverse community that celebrates our differences and understands that we are stronger because of them. At Day Creek, we have over 21 different languages spoken, a multitude of races, religions, creeds, and belief systems. Our culture of kindness and inclusiveness is evident throughout our school. All of our students are well represented within our classrooms, competitive application based opportunities, after-school programs, drama performances, etc. It is not uncommon to see a student with disabilities in a schoolwide drama production performing on stage. It is not unusual to look out among students at lunchtime and see groups of students who are interacting with a variety of students who are of different races, religion, and ability levels. It is not uncommon to see students sitting with severely disabled students during lunchtime, helping them cut their food or pushing their wheelchairs. Our student leadership students write birthday cards for all 1290+ students throughout the year. We believe that it is important to celebrate each student and their uniqueness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Two facets drive the foundation of our work at Day Creek Intermediate School: the Professional Learning Community Model and our Universal Access program. Our collaborative culture focuses on the goal for all students to be successful. Grade level teams identify the essential standards for each curricular area and support them through classroom instruction. Day Creek also utilizes Universal Access time to reach all students' ability levels. Students are grouped homogeneously for both Language Arts and Mathematics. Students requiring intervention receive targeted reteaching of crucial skills, while advanced students are challenged with rigorous enrichment activities. English language learners (ELL) are given specific language support through ILit and Language Live.

Our English- Language Arts curriculum is aligned to the Common Core standards and uses the McGraw Hill StudySync program which focuses on a balanced approach to literacy using technology. All students at Day Creek Intermediate are provided with a Chromebook to support academic instruction. The StudySync program's technology offers opportunities for students to engage in Sync TV literary analysis, blasts on relevant thematic topics, peer reviews, editing, and participate in the writing process. Students interact with the literature through blasts, which incorporate background knowledge of a topic, opportunities for research, as well as, provide students with the opportunity to participate in a class poll, allowing them to use their acquired knowledge to "weigh in" on the topic. Each unit focuses on an engaging theme which is highlighted through the literature studied, both fictional and informational text, within the unit and allows students to formulate ideas through writing and research. Students foster a deeper analysis, connection through independent reading, and textual analysis using the core skills program. They hone in on literary skills through guided reading and application of the literary concepts. Students are regularly assessed through formative assessments (quick writes/ exit tickets), comprehension tests, and written responses. Each unit of study allows for students to participate in interacting with the text through annotation, text-based answers incorporating higher level questioning and analysis skills, and synthesizing the content learned through short writing responses, research projects, and extended writing projects. The final assessment implemented by all teachers is the Unit Assessment which highlights the essential standards, the basis of our core and universal access instruction. This assessment allows us to monitor and support a student's progress throughout the year by the fluid movement of their individualized instruction, Universal Access(UA) period. The UA period allows for struggling students to receive targeted support on essential standards, grade level students the time to continue development, and advanced students to be enriched and challenged. Teachers incorporate academic vocabulary, as well as, specialized vocabulary throughout the unit to foster each student's vocabulary acquisition. The cornerstone of our success lies in the ability to utilize engagement strategies to foster literary discussion, analysis, and writing development through the use of the Kagan program. Students engage in active participation strategies that foster discussions of themes or literary text. One such "Pair Share" causing students to synthesize their learning by allowing think time, and expression. Students are regularly assessed through formal assessments, summative assessments, and progress monitoring assessments, such as the iReady, STAR Reading test, and unit comprehension tests and assessments.

1b. Mathematics:

Our math curriculum is aligned to the Common Core Standards and uses the McGraw Hill ConnectEd program which promotes higher order thinking through the depth of knowledge questions. Concepts are introduced to match the essential standards and are reviewed, reinforced, or analyzed during Universal access time. Ratios and Proportions, Number Sense, Expressions and Equations, Functions, Geometry, and Statistics and Probability are explored through Performance Tasks and collaborative Kagan group work, such as Numbered Heads Together and Sage and Scribe. We have found great success with these structures which promote effective personal accountability and puts the emphasis on active self-directed learning and long-term retention. Technology access is one foundation of our instruction. Every Day Creek student is

provided with a Chromebook. Technology is used to deliver differentiated direct instruction through programs like IXL and also highly engaging interactive instruction through game-based learning sites, such as Quizlet and Quizziz. Math instruction is also data-driven. Through vertical articulation essentials skills are backward mapped from 6th grade to 8th grade. To assess progress students take the iReady assessment three times a year. Extensive, targeted feedback is given and reviewed by the standard as a grade level team. Next, the individual results are shared with each student who uses them to set a personal, specific growth goal. The goals are revisited and revised after each testing period and students are shifted between universal access levels when appropriate. Students who achieve growth are celebrated.

1c. Science:

Our Science curriculum is designed around phenomena and project-based learning. We also use the Holt Rinehart Winston textbook series to supplement with high-quality informative texts covering earth science, life science, and physical science. The cornerstone of our programs is highly engaging in science projects and lab experiments. Kagan engagement structures such as Quiz Quiz Trade, stir the class to foster engagement and develop collaboration. Day Creek has our own operating science laboratory and all grades levels use it frequently. Hands-on experiments include building mousetrap cars, the can crusher implosion lab, and designing and launching bottle rockets. We encourage students to explore phenomena by questioning the world around us. Health science programs are also used to help build a healthy, well-rounded student. Each grade level incorporates age-appropriate comprehensive sexual health to encourage healthy decision making. Our physical science department also teaches a rotation of drug and alcohol abuse awareness to address potential health issues. Our science classes at Day Creek are inclusive and students from special education and general education actively learn together.

1d. Social studies/history/civic learning and engagement

Our Social Studies core curriculum is aligned to the State adopted standards and uses the Glencoe program. Our middle school students progress through the exploration of Social Studies beginning with Ancient Civilizations, progressing to World History, and culminating with the exploration of American History. Students learn through guided reading of the informational text, primary and secondary sources, hands-on projects, and activities. Students are regularly assessed through quizzes and formative chapter assessments. Our school provides students with the opportunity to engage in break-out boxes, engaging activities, which foster collaborative learning, communication, and a deeper understanding of the historical topic being highlighted. Our teachers provide students with strategies to decode informational text through analyzing text structures, examining multiple perspectives, note-taking strategies (outlines, Cornell notes, and interactive journals), and culminating projects which allow them to apply their gained knowledge through Socratic reasoning. Specific project based learning examples are designing a cartouche with hieroglyphics, narratives about a Sumerian Family, Greek pottery showing emphasis of relevant cultural ideas and philosophies, and simulation activities allowing kids to explore multiple perspectives (i.e. Jacksonian Democracy, Civil War, and declaring independence). Kagan is also used within the study of Social Studies through Quiz Quiz Trade. Our teachers also incorporate the use of media, highlighting the time periods, allowing students to gain a deeper understanding and make a stronger connection to the historical ideas. Students interact daily with literary text and analysis through the use of discussion, writing, and cross-curricular content connections. One essential practice is the inclusiveness of learning where general education and special education students are able to collaborate and learn together.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Day Creek is proud of our outstanding performing arts program. Run by teachers, students, and parents as an after-school program, months are spent preparing for a full-length theater performance. Our talented performers have produced Peter Pan, Jr., Beauty and the Beast, Jr., and Alice in Wonderland, Jr. Students memorize lines, songs, and dance routines. They learn to work the lights and sound equipment, sew costumes, and choreograph dance pieces. Not only is a wonderful performance produced; the program also incorporates our school philosophy of student inclusion. Students from all grades and classrooms, including special education, take active roles. Two entire productions are cast in order to include more students. The season culminates in live performances for the school, for the local elementary schools, and then in the evening for parents and the greater community. The performance helps students develop academically, but even more importantly, it encourages hard work, perseverance, teamwork, and an appreciation for the arts.

Another stellar program is our Physical Education (PE) curriculum and its focus on healthy lifestyles. The PE department incorporates student-designed games and activities, such as Hunger Games and Zombies Apocalypse to encourage a healthy and fun approach to exercise. A badge of honor for students at Day Creek is to achieve membership to become “DCIS Strong.” Students must complete six pull-ups, 40 sit-ups in a minute, 35 push-ups in a minute, and 80 pacers. Club members are celebrated and given a DCIS Strong t-shirt and their names are added to a commemorative banner displayed in the gym.

Our PE department does more than just exercise, they take a holistic approach to the student. One important school-wide event, the Color Rally, is run by the department with the help of parents and students. This inspirational event begins with students assigned to PE color groups that will compete against each other in a Rally filled with musical events, dance routines, and physical challenges in the spring. This year’s Color Rally featured a homemade yellow flying saucer, giant green tank, and a purple Viking ship.

Our exploratory elective program incorporates hands-on activities, creative arts, performing arts, foreign language, leadership activities, and college and career readiness skills to aid in the development of the well-rounded student. All grade levels participate daily in these exploratory classes. Students participate in six exploratory classes throughout each academic year, or they are part of a year-long elective in Band, Leadership, Journalism, Yearbook, or Coyote News Network (CNN). Our hands-on project-based learning is evident in our Science, Technology, Engineering, Art, and Mathematics (STEAM) electives, such as Geometric Art, Animation, 3 D printing, and Podcasting. The members of our DCIS Band program are recognized by our school and also well represented in our San Bernardino County Honor Band. Our foreign language program utilizes Rosetta Stone to teach grammar, written, and oral communication of the Spanish and French languages. Our elective program provides an opportunity to build leadership and communication skills through Journalism, Leadership, Yearbook, and CNN. These student leaders generate enthusiasm, school spirit, and pride in Day Creek. Students in need of intervention for core essential standards or support with organizational skills attend the Coyote Academy. This elective allows students to receive additional support from a credentialed teacher to reteach, practice, and enhance their understanding of these essential skills. These exploratory electives develop a well-rounded student on the path to success.

Character education is a foundational philosophy at DCIS. Our unique synthesis of character instruction is engaging and evident in the inclusiveness and kindness embodied on our campus daily. Character education is taught every Monday. Students engage in discussion, reflection, and application of specific traits to enhance their social and emotional development as valuable contributors to society. The inspirational novel, *Wonder*, was read and discussed schoolwide. This year we introduced the Character Strong curriculum to facilitate character development. Student of the Month Awards recognizes character traits, such as tolerance, charitability, optimism, perseverance, integrity, and other traits valued at DCIS. Our character education program is taught with the same rigor as students’ academic education and mastery.

3. Special Populations:

DCIS tailors instruction, interventions, and assessments to meet the diverse and individual needs of special student populations. We strive to provide targeted supports to students who are performing both above and below grade level. Our flagship program, Personally Achieving Character and Knowledge (PACK), ensures

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that all students receive instruction at their level in both reading and math two days per week, in addition to providing character education. Using a variety of data including grades, previous state test scores, and district benchmark results, students are placed in above-grade-level, on-grade-level or below-grade-level PACK courses. Language arts and math are distinct, a student may receive on-level support for ELA while receiving below-level intervention in math, based on need. Groups are fluid and are re-shuffled at least twice throughout the year.

Our special education program follows an inclusion model and is based on a multi-tiered schoolwide support system. Students with Individualized Education Plans (IEPs) receive services in Special Day Class (SDC), partially pull out, full push-in, co-teaching, collaborative Specialized Academic Instruction (SAI), or elective support-only class, depending on the needs and IEP goals of the individual student. This format allows students to be placed in general education settings for as much of the school day as possible, while still providing scaffolded support that allows them access to the grade-level curriculum as much as possible. The result of this model has been an increase in the performance of special education students on both district benchmark and statewide assessments, notably moving from “orange” to “yellow” on the California Assessment of Student Performance and Progress (CAASPP) for both language arts and math.

Our English language learners have unique learning needs and receive a variety of supports. Students who have been in the country for less than one year are placed in an ELL support class during our school-wide PACK period, where they receive language acquisition support for a 50-minute period four days a week. In addition, our language arts curriculum, StudySync, provides embedded English language development (ELD) lessons for our core curriculum. All students read and discuss the same text, but ELL students receive scaffolded instruction through lessons and worksheets at one of the three California ELL stages: Emerging, Expanding and Approaching levels of language development.

Day Creek also focuses on providing enrichment opportunities for students who are performing above grade level. In PACK classes, these students regularly engage in studies that require outside research based on both novels and current events. Within our elective wheel, Gifted and Talented Education (GATE)-identified students are placed together to allow teachers to modify content to provide extension activities to these students.

In the classroom, students are also seated in differentiated, strategic, flexible heterogeneous table groups, based on the Kagan cooperative learning format. Not only does this allow teachers to adjust questions and tasks to individual students within a group, but it also encourages cooperation and interdependence within small groups. Intervention students benefit from the visible thinking modeled by on-level students, and above-level students have the opportunity to become teachers within their groups; extension activities allow them to become experts on new subjects and to provide that information to their table groups.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Day Creek we employ a variety of strategies to keep students and staff engaged and motivated academically, socially, and emotionally. We recognize that creating a positive environment for students and staff is essential in making our school successful.

We offer a host of incentives to encourage and celebrate students who excel in the classroom. Our Renaissance Rewards program provides monthly rewards like Kona Ice for students who earn a 3.0-grade point average (GPA) or above. This program also recognizes students who have made significant academic improvement. At-risk students meet with our Student Support Adviser (SSA) to set up individual goals, earning rewards and high-interest, curriculum-based field trips, including California Speedway, Long Beach Aquarium and college visits. All students receive rewards for meeting typical and stretch growth goals on our district's iReady assessments; regardless of their initial results, every student has the opportunity to receive recognition for improvement throughout the school year.

Day Creek provides a variety of after-school opportunities for student engagement. California Junior Scholarship Federation(CJSF) recognizes academic excellence and volunteerism; Junior Upcoming Medical Professionals (JUMP) Club members participate in competitions related to the medical field; and, our annual College & Career Fair exposes our 8th-grade students to nearly 50 different employment and higher learning opportunities.

The social and emotional well-being of our students is also a top priority. Our school has implemented Positive Behavioral Interventions and Supports (PBIS) as our schoolwide discipline policy. Explicitly teaching students expected behaviors have led to a decrease in suspensions and referrals, and higher student self-efficacy regarding behavior. Annual schoolwide events, like the Halloween Bash and Color Rally give students the opportunity to have fun while building positive relationships. Our student Leadership team hosts lunchtime competitions and themed spirit days. Throughout the year, our physical education department hosts intramural sports. Student of the Month awards allows teachers to recognize students for demonstrating exemplary character traits. Our school guidance counselor provides small group and whole class lessons on coping strategies and stress reduction techniques. We also invite motivational speakers like Redmond Ramos to share personal stories of perseverance in the face of obstacles. Participation in these activities allows students to connect to their school in meaningful ways.

At DCIS teachers feel valued. Teachers are supported by administration, our Parent Teacher Student Organization (PTSO), and each other through Professional Learning Communities (PLCs). Administration provides monthly teacher treat days, breakfasts, and off-campus parties and BBQ's. The PTSO awards grants annually to teachers. They host a teacher appreciation dinner at the end of the school year. Every week, teachers support each other at PLCs where successes are celebrated and concerns addressed.

2. Engaging Families and Community:

Day Creek Intermediate School celebrates the united efforts of parents and the greater community to ensure student growth and success. Day Creek Intermediate begins each school year with a "Back to School" night the Friday prior to our actual school year beginning, which includes live bands, food trucks, and dancing. This celebratory event allows parents to attend their child's multi-classroom school day before students even experience their first day of school. Such initial positive interaction between the school and community demonstrates the high level of home/school connection. This continues with parents and students completing surveys to direct the staff for our upcoming year. Parental input is a valuable asset that contributes to the success of our school.

Day Creek Intermediate prides itself on open communication and collaborative efforts between all stakeholders. Our staff uses a school messenger system to facilitate teacher websites, autodialers, and emails. Academic grades are available for viewing by staff, students, and parents through our AERIES

online, live grade book. Such engaging group communication is reinforced with student-led conferences where students meet with their parents and teachers to advocate for their own education.

Our comprehensive approach to the school year creates a student-centered community with ample examples of activities for students, parents, staff, and the greater community. Day Creek hosts multiple Family Engagement nights. One such example, "Technology Night," allows teachers to train parents on how to use the online grade portal, online textbooks, and google classroom so they can remain involved in the computer-based one to one curriculum and develop a greater home/school connection. PTSO is another valuable asset in bringing the community together. This year the PTSO initiated student representatives from each classroom to attend meetings so the school, parents, and students would engage face to face regularly for enhanced interactions.

Also each year the parents, students, staff and community produce a musical production to showcase our diverse students while building camaraderie between the community and Day Creek families. Students can also engage in serving their community through our chapter of the California Junior Scholarship Federation members' community service efforts in which students volunteer five hours a trimester to serve the school and community. Students have initiated sock drives for the homeless, the Heart Association Ball Tournament, and countless other community service projects. Day Creek Intermediate also boasts a schoolwide Character Development program. Recently, Day Creek adopted the Character Strong curriculum, so teachers and students can discuss their honest attempts to improve personal character and institute weekly focus and challenges.

3. Professional Development:

In Etiwanda School District (ESD) professional development is valued. ESD's own professional development department greatly supports Day Creek Intermediate. This department facilitates the implementation of the central district initiatives: The Implementation of State Standards, Engagement and Collaboration, and Cultural Proficiency. Using a variety of data from district and state assessments, all instruction continuously asks: What do we want our students to know? How will we know that they have learned it? What if they don't? What will we do if they already know the material? Successful professional development strengthens the methods by which we specifically address these questions, encouraging staff growth alongside the progress of our students.

Over the past three years, Day Creek has implemented and strengthened an intentional professional learning community by grade level. Each PLC team met and determined the essential standards. Then, the grade level team created a series of common assessments addressing those standards. Students' universal access time is devoted to improving their progress and growth based off of the joint assessment results. This assures that all students have an individualized, specific course of study.

To improve effectiveness Day Creek has adopted the KAGAN model for student engagement. ESD provides teachers five days of KAGAN training. The district has a KAGAN teacher coach. This teacher coach visits each DCIS teacher twice a year to model or coach them through a specific Kagan strategy. Kagan methods used effectively in the classroom have greatly supported student achievement. Kagan strategies are used at the principal's meetings and also at the start of every staff meeting and not just in classes. This shows the integration of the district values, initiatives, and support at the district, site, and classroom levels.

Through the daily implementation of KAGAN, students recognize the value of positive interdependence, individual accountability, simultaneous interaction, and equal participation. Our students cooperate and communicate with elevated interest and confidence.

At DCIS new teachers are supported through the district's own Beginning Teacher Support and Assessment (BTSA) induction program. Each new teacher is assigned a veteran coach to help them successfully acclimate into the Etiwanda family. Their success is celebrated at the end of the year colloquium. Numerous training is available through programs, such as TechBytes a district-sponsored series of lessons taught by teachers that cover technology such as Google Classroom, game-based learning site, and our

online grade book. Increasing teacher efficacy in technology improves the effectiveness of based instruction and improves student achievement.

DCIS school culture of inclusion is helped by our Professional Development's commitment to cultural proficiency. Teachers are trained to recognize the importance of having culturally appropriate practices to make every student feel welcome. Teachers are encouraged to take equity walks through classrooms to improve classroom inclusiveness. Parents are invited to participate in the English Language Advisory Committee (AAPEAC) and the African-American Parent Educator Advisory Committee to maintain teachers' culturally responsive interactions with students and families.

4. School Leadership:

Day Creek Intermediate's leadership philosophy is the "Etiwanda Way": a slogan derived from the Etiwanda School District. At Day Creek the leadership team is just that....a team working together with one task in mind: to prove EVERY student can learn. The "Etiwanda Way" means we are more than a collaboration of colleagues, rather we are a family of valuable educators striving to ensure student success. The principal carefully creates strong, multifaceted teams to ensure teaching groups are fully armed to implement the most effective instruction for every student at DCIS. He is often out on campus emphasizing to each student their importance by using their first names and exemplifying a personal approach. Our principal and assistant principals conduct classroom walkthroughs regularly and often engage in lessons with the teachers and students. This "Etiwanda Way" leads to the ultimate success of our school. From administration to teachers, support staff and school counselors, the entire staff works together vigorously to create a positive school culture for each student's journey here at Day Creek. Administrators utilize the idea of shared leadership with a team of certificated and classified members to take part regularly in decision making, analyzing school climate, and brainstorming ideas to meet all students' needs. In addition to cooperating with the school leadership team, administrators also join together with both student and parent advisory groups. These synergetic groups include: Student Leadership, Parent-Teacher-Student-Organization (PTSO), School Site Council, English Language Advisory Committee (ELAC), and African-American Parent Educator Advisory Committee (AAPEAC). Such harmonious groupings elicit feedback driving further growth for an invigorating school culture to permeate all parts of our campus. Day Creek's collaborative approach serves as an example for all that the whole is greater than the sum of its' parts. Such synergy galvanizes the Day Creek community and is felt the moment one steps onto our campus.

Recently Day Creek administrators created more significant growth by introducing the PBIS system. This system challenged our novice and veteran teachers alike to rethink the standard practices used on campus to push our united endeavors into more successful celebrations of good behavior. This program has inspired our entire school staff to redevelop our Professional Learning Communities (PLC). Through the leadership efforts, our PLC grade level chairs now hold weekly data-driven meetings to improve content as a grade level team. During these meetings, teams work collaboratively to identify essential standards, create common formative assessments, analyze data, and create strategic academic and behavioral interventions. Every student is placed in the appropriate level of academic support during Universal Access time. Through these shared leadership efforts to meet students' educational needs and employ the best behavioral practices our Day Creek community continues to enjoy and celebrate ongoing academic and behavioral success. This continuing success gives every Day Creek Coyote something to howl about!

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Before Day Creek opened its doors in 2004, trends in California Standards Test (CST) data showed that student achievement typically declined as students moved through middle school. Since students have historically been grouped heterogeneously for core instruction in math, language arts, social studies, and science, instructional leaders knew they needed to provide additional support and enrichment beyond core classroom instruction. Other schools in the district attempted to address this concern with traditional before and after school programs. Low participation made this model ineffective. Instead, our leadership team and staff opted for a daily, integrated solution called Personally Achieving Character and Knowledge (PACK).

When designing the master schedule, the leadership team recognized that academic support and enrichment must happen during the school day and be horizontally embedded into the curriculum to meet the needs of all students at all levels. They also recognized that flexible groupings were vital to effective instruction. As a result, PACK classes would meet the academic needs of students both horizontally (within a grade level) and vertically (across grade levels). Students would receive embedded support or enrichment for math and ELA curriculum each day in PACK classes but have the flexibility to move within levels of instructional rigor based on periodic joint assessment. During our PACK period, students could be distributed across the entire grade level, and in certain instances, even to other grade levels. The outcome became a school-wide program tailored to meet the needs of the individual student.

Heterogeneous grouping for core instruction gives all students equal access to rigorous instruction, talented teachers, and stimulating activities. While on-level students need a boost to master difficult concepts, advanced students need a chance to collaborate with like-minded peers. PACK achieves this goal. We continue to see academic growth at all levels and across all student groups on campus. Furthermore, our PACK classes allow us to serve our unique student populations. Recently, Day Creek has seen an increase in newcomers to the country, who know little to no English. During our PACK period, newcomers receive designated English Language Development support in a smaller classroom environment with a lower adult-to-student ratio.

Meanwhile, students with disabilities who show significant cognitive gaps work directly with a specialist on targeted academic outcomes that support the core as well as their IEP goals. Students who struggle with reading comprehension receive intensive text support through a researched-based reading program. GATE and advanced learners receive rigorous lessons that challenge them to think at a more thorough depth of knowledge. All of these diverse student populations receive this Universal Access support during our PACK period, allowing them to achieve outstanding academic growth.

Key pieces of data that drive our students' placement and progress monitoring include: iReady Diagnostics, spring CAASPP assessments, CAASPP Interim Assessment Blocks (IAB), CAASPP Performance Tasks, and site-created common assessments. Our teachers use these assessments to create homogenous groupings, diagnose areas of weaknesses and strengths, determine foundational gaps, and prescribe supports needed to access the core instruction successfully.

In addition to academic support, differentiation within our PACK program works to address our students' social, emotional, and behavioral needs. Most negative or challenging behaviors in class are due to students' inability to access the curriculum. These behaviors often result in lost instructional time, office referrals, and suspensions. However, if a student can understand the curriculum, they are more likely to engage in classroom activities, and less likely to act out. This translates to increased instructional time and reduced misbehavior, absenteeism, office referrals, and suspensions.

Furthermore, Day Creek staff recognized the importance of educating the whole student. We understood that there is more to education than the Common Core curriculum. Therefore, since the inception of PACK, one day per week has been designated for character development. Teachers work with their students on building a school-wide culture of strong character and applying specific character traits in their daily lives. Our teachers understand the importance of educating the whole student and the need to treat one another with respect and kindness. We also understand that when students feel safe, both physically and emotionally, they

are more likely to attend school.

From the first moment of 6th-grade orientation, students, parents, and community members are introduced to our motto, “Failure is Not an Option.” In communicating our belief in student success, parents know that their child will be placed in PACK classes throughout their time at Day Creek to receive the specific supports that are needed. PACK allows our teachers to address our students on two fronts, during their core instruction and during their Universal Access time. Over the years, our PACK period has become an essential practice for providing both Universal Access and character development lessons: one that has been most instrumental to Day Creek Intermediate School’s success.