

Revised March 9, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal

Mr. David Downing

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

Official School Name

Oak Middle School

(As it should appear in the official records)

School Mailing Address

10821 Oak Street

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

Los Alamitos

California

90720-2313

City

State

Zip Code+4 (9 digits total)

County Orange

State School Code Number*

30-73924-6058853

Telephone (562) 799-4740 ext. 105

Fax (562) 799-4773

Website/URL www.losalUSD.k12.ca.us/Oak E-mail C_martin@losal.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*

Mrs. Carol Hart

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

District Name Los Alamitos Unified School District Tel. (562) 799-4700 ext. 401

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

Dr. Marilyn Bates

President/Chairperson _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 2 Middle schools
 0 Junior high schools
 2 High schools
 0 Other

 10 TOTAL
2. District Per Pupil Expenditure: \$6,553

 Average State Per Pupil Expenditure: \$6,919

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	172	180	352
K				8	182	194	376
1				9			
2				10			
3				11			
4				12			
5				Other			
6	180	149	329				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1057

6. Racial/ethnic composition of the students in the school:
- 70 % White
 - 3 % Black or African American
 - 15 % Hispanic or Latino
 - 11 % Asian/Pacific Islander
 - 1 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	1057
(5)	Total transferred students in row (3) divided by total students in row (4)	.0237
(6)	Amount in row (5) multiplied by 100	2.37

8. Limited English Proficient students in the school: 1 %
11 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Korean, Mandarin, and Japanese
9. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 89

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{77}$ % 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 categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>7</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>9</u>
Support staff	<u>7</u>	<u>12</u>
Total number	<u>51</u>	<u>29</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 27

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	95%
Daily teacher attendance	91%	93%	94%	91%	95%
Teacher turnover rate	8%	15%	7%	14%	16%
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Oak Middle School is a neighborhood school serving the communities of Rossmoor, Seal Beach, and Los Alamitos with 1057 students in grades 6, 7, and 8. Oak is one of two middle schools in the highly awarded Los Alamitos Unified School District. A large Oak lion mural is painted across the front of the school with lion paw prints continuing across to the multi-purpose room. Among the several acres of grass fields is a gymnasium, which is shared with the Los Alamitos Recreation Department. A community funded Youth Center is located next door where many Oak students spend their afternoons working on homework, playing games, making crafts, or having an afternoon snack.

Oak embraces its mission statement, "Building a Community of Lifelong Learners". It was formulated by the entire school community and reflects the goal that every student will achieve at his or her highest level in an enriching and rigorous academic environment. Oak's vision is for all children to provide a program that ensures personal success, a life-long desire to learn, and civic responsibility. We believe that Oak provides a balanced, standards-based learning environment to all students. The mission statement and school vision are reviewed in September with students, staff, and parents, and re-visited in June to update according to the changing needs in student population, state standards, and educational practices. Academic content standards are posted in each classroom so that students know what they are expected to learn and understand before they enter high school. The teaching staff has referred to California's quality criteria, *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grade Students* (California Department of Education, 2001), to develop a program beyond academics that meets the needs of children in this age group. The Oak staff has created a supportive environment with high expectations for academic growth. They use a collaborative model of teaching to create a standards-based, rich curriculum that meets the needs of a diverse group of learners.

Forty-five certificated teachers staff Oak supported by a learning specialist, school counselor, school psychologist, library media specialist, speech and language pathologist, and two administrators. In addition, a vital component of our school is community volunteers and business partners. The community actively supports the school through the PTA, School Site Council, and volunteer program. Oak's supporters work in various capacities throughout the school including helping with school registration, an ice cream social, magazine fundraiser, student activity days, office and classroom aides, monthly award parties, and participation at Back-to-School and Open House evenings. The PTA provides parent education in areas of identified need. Students from California State University, Long Beach and students from Los Alamitos High School provide additional assistance to Oak students.

Oak Middle School has a balance between academics and activities on campus. The activity program includes a strong intramural sports program, Student Leadership, performing groups, many clubs, as well as Science Olympiad, Geography Bee, Spelling Bee, Instrumental Music, field trips, student newspapers, annual Variety Show, zero period classes at the high school, drama presentations, and spirit assemblies.

The Oak staff is a committed team of professionals that are complemented by a highly qualified support staff. Staff development days based on a school needs assessment are offered several times a year. All staff is encouraged to attend conferences based on their annual professional goals. It is this team of educators that work together to create a student-centered learning environment of the highest caliber.

Some strengths and special features of Oak Middle School are listed below:

- Academic Performance Index from 2001-2002 to 2004-2005 has grown 34 points
- Oak met its Adequate Yearly Progress goals (AYP) every year since its inception. In 2005, Oak met 23 out of 23 target goals
- School curriculum and student assignments are calibrated to state content standards
- School wide sustained silent reading (8:30 a.m.-8:42 a.m.)
- Team Time, a daily advisement for the purpose of creating a student and staff connection
- Beginning Teacher Support and Assessment (BTSA) to pair new teachers with veteran staff
- Intervention classes are offered during the school day and after school to assist underachieving students

- Character Education Program, “Pursuit of Academic And Character Excellence”
- All school e-mail, voice mail, and auto dialer program to facilitate communication among staff, parents, and district personnel
- Continuous communication with parents is vital and an Oak priority. To facilitate this, 100% of teachers use www.schoolnotes.com to post student homework and many teachers use www.snapgrades.net to post students’ grades
- Three technology labs with Internet access and a media center staffed with a full-time credentialed library media teacher
- Commitment to educating the whole child through a variety of club offering and school activities

PART IV – INDICATORS OF ACADEMIC SUCCESS

In the spring, all California schools participate in the administration of the California Standardized Testing and Reporting (STAR) Program. The purpose of the STAR program is to measure how well students are learning the skills and knowledge identified in the California academic standards. The standards describe what students at each grade level should know and be able to do in English-language arts, mathematics, science, and history-social science.

STAR Student Reports provide overall scale scores, performance levels, and reporting cluster results for each California Standards Test (CST). Overall scores are reported on a scale ranging from 150-600. In addition, results for the CSTs are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. Each performance level indicates how well a student is achieving the state standards tested. The state target is for all students to attain the proficient level or advanced level on the CSTs. Oak assessment data may be found at the STAR website at www.cde.ca.gov.

Oak Middle School students did exceedingly well in all curricular areas of the California Standards Test. Comparing the 2001-2002 to 2004-2005 school years, in ELA, Oak students meeting the proficient level increased an average of 13% across grade levels. Comparing 2001-2002 to 2004-2005 school years, students meeting the advanced level demonstrated a 14% increase. This data reveals that Oak students continue to improve every year in ELA including our two subgroups, White and Hispanic. When comparing 2001-2002 to 2004-2005 school years, Oak’s White student population considered proficient, increased by 16%. White students considered advanced increased by an average of 18%. Our Hispanic students considered advanced, comparing 2001-2002 to 2004-2005 in ELA, increased 10%.

Comparing 2001-2002 to 2004-2005 school years, Oak students considered proficient in math increased 9%. Students considered advanced increased by 8%. Oak’s subgroups did just as well. In looking at the 2001-2002 to 2004-2005 STAR data, our White students considered proficient increased by 12%. White students considered advanced increased by 6%. Our Hispanic subgroup considered proficient increased by 10%. Those considered advanced increased by 4%.

Oak students exceeded the state’s Academic Performance Index (API) growth target again this year. Our API grew from 838 to 858 for a gain of 20 points. NCLB requires that we achieve Adequate Yearly Progress (AYP) and we have once again exceeded our AYP goal in all significant subgroups tested. Oak met its AYP every year since its inception. In 2005, Oak met 23 out of 23 target goals. Our AYP score reveals that 74% of students are meeting or exceeding grade level standards in ELA and 60% of students are meeting or exceeding grade level standards in mathematics. Each year we have met or outperformed the base API that the state recommends.

1.Using Assessment Results:

STAR Program test results are used for different purposes. They are used to communicate with parents and guardians, making informed decisions needed to support student achievement, evaluating school programs, and providing data for state and federal accountability programs. The parent reports give information regarding their child’s achievement and should be compared to school grades, classroom tests and quizzes, and school work to get a complete profile of their child’s academic achievement.

Every summer, after test scores have been received, Oak’s principal and learning specialist review the test scores for every student. Using the test scores and data from other multiple measures, student class

placements are considered. Intensive intervention programs are planned for those students in need of additional assistance. Using data from other multiple measures and students who do extremely well on the California Standards Tests are considered for Gifted and Talented Education identification. Every teacher is given reports of how their students performed the previous year and how their current students performed. Teachers are expected to use this data to provide interventions to students in need and map their curriculum accordingly. During fall planning, the principal meets with every teacher to discuss the plan and progress of struggling students.

STAR test data is compiled and disaggregated. This data is reviewed by the school staff and areas of strength and weakness are identified. The information helps us determine the extent to which students are learning the academic standards, instructional areas that can be improved, teaching strategies that can be developed to address the needs of students, and help decide how to use school funds to ensure that students achieve the standards. A school leadership team takes the information learned from the staff and uses the STAR data to provide direction in writing curricular and staff development goals for Oak's Single Plan for Student Achievement (School Plan). Once the goals are written, plans of action are taken to help Oak achieve their intended goals. This plan, once written by the school leadership team, is shared with Oak's School Site Council and Board of Education, and later approved by both governing bodies. This process is cyclical. STAR data and multiple measures are reviewed annually and the process begins again for every school year.

2. Communicating Assessment Results:

All parents and guardians of Oak students who participate in the STAR Program receive at least one score report that shows how well their students are meeting the academic standards for each subject tested. The school district sends the STAR results to each student's home within 20 working days after the district receives the reports. These STAR Student Reports can be used by parents and guardians to talk with teachers about ways to improve their children's achievement of the California standards.

In order for a school program to be effective, students must be assessed frequently and teaching modified accordingly. Assessment must be constructive, authentic and consistent, across and between grade levels. In order to help our students attain the state standards, Oak teachers regularly utilize a variety of measures to assess progress, modify curriculum, target instruction, and improve student performance. Assessment strategies include standardized test scores, portfolios of student work, rubric-scored writing samples, teacher observation, progress in group and individual projects, class tests, student self-assessment, fitness-gram data, and application of learning real-life scenarios. Entry-level assessments are used to determine what students already know. Summative assessments are used to assess whether students have achieved grade level standards.

A record of assessments and samples of student work in ELA, social science, mathematics, and science is compiled throughout the school year to document progress for parents, administration, and the student. When student work is compared to grade level expectations, performance standards, and state standards, it is clear whether a child is making the expected growth in all areas or if modifications in instruction are necessary.

This data is communicated in a variety of ways. Parent conferences, mailed progress reports, e-mail, www.schoolnotes.com, www.snapgrades.net, and mailed report cards keep parents abreast of how their child is doing. Each year, at staff, PTA, and School Site Council meetings, Oak's STAR data is presented and discussed. Oak's School Accountability Report Card (SARC), Oak's website, and the state's STAR website also communicate assessment data. The *Orange County Register* and the *Los Angeles Times* newspapers publish test results annually.

3. Sharing Success:

Oak has a reputation of sharing its successes with other schools. Within our own district, we have the *Good News Coalition Newsletter* which spreads positive news and successes about individual schools. Every other month, the *School News Roll Call*, is distributed throughout the community. This newspaper publishes individual articles about schools in the Los Alamitos School District. Each article highlights a particular event or activity that has been successful at each school site. Articles range in topics from exciting science projects, special field trips, television broadcasts, or a fun, student musical. In the

November/December issue of the *School News Roll Call*, Oak's article focused on the variety of extracurricular activities for enjoyment and enrichment. Students are able to choose from over 20 clubs on campus. Some examples of the clubs are Science Olympiad, Crafts and Cooking, Running, Scholarship, Leadership, Game, Chess, Intramural sports, Recycling, Science, Video, and Weightlifting.

At the district level, we frequently have "roundtable" discussions at learning specialists' meetings, administrators' meetings, and counselors' meetings. Best practices and school successes are shared with each other in a collegial atmosphere to the betterment of all schools. Articulation between grade levels is a district priority goal as well as a district value. Articulation meetings are held twice a year to professionally dialog important curriculum issues to increase staff communication and understanding and to provide a good transition between elementary and middle school for our students. The purpose of the articulation meetings is to discuss skills, needs and strengths seen using the standards as a foundation, and to discuss strategies that are working well.

Every year, Oak opens our campus to fifth grade parents who are anxious to get a peek at the middle school program. We offer three spring parent tours and one student tour. The administrative team presents information about the middle school program and lead tours through classrooms. These tours give parents an opportunity to not only see middle school "in action" but ask questions as well. The tours also give teachers and administrators an opportunity to boast to the fifth grade parents regarding Oak's successes.

Teachers and administrators from other schools and districts visit Oak to get ideas for their own sites. When asked why they chose Oak to visit, they mention our outstanding reputation, our California Distinguished School award or our Blue Ribbon award. The visitors always leave thanking us for leaving them inspired to try new ideas and/or innovative teaching techniques.

PART V – CURRICULUM AND INSTRUCTION

The Los Alamitos Unified School District provides a superior model for curriculum planning and implementation that begins with the Curriculum Steering Committee (CSC), an advisory group of parents, students, teachers, classified staff, administrators, board members, and community members. During these monthly meetings, members read current educational research, conduct advocacy debates, learn about exemplary programs and practices, and offer recommendations for members to share with their respective sites. The CSC receives information and directives from the State and County Departments of Education. These directives, such as content standards, teacher performance standards, and Frameworks, form the structure through which the educational programs are established. The CSC disseminates information regarding curriculum guidelines and standards for site level implementation.

Oak's curriculum, under the guidance of the CSC, is a direct reflection of our vision statement, state frameworks, standards, school district standards, *No Child Left Behind* requirements, *Every Child a Reader*, *State Quality Criteria for Middle Grades*, *Taking Center Stage*, and model curriculum guides. Collaboratively agreed upon departmental and district continuums are evaluated to stay abreast of current educational practices and reforms in middle school education. Curricular and grade level leaders facilitate bimonthly meetings at which the information from the CSC is shared. The curricular and grade level teams discuss, reflect, and plan implementation strategies. Frequently, student work is presented and discussed. School Based Program Coordination Days are used to create time for staffs to meet across the district by grade level and/or subject area to maintain a well-defined and articulated curriculum.

Oak's math teachers use a standards-based curriculum and use a variety of instructional methods and strategies that include explorations, flexible groupings within heterogeneous classes, cooperative groups, inquiry lessons, and sustained discourse in problem solving situations. Standards-aligned textbooks and manipulatives (algebra tiles, Hands-On Equations, geoboards, etc.) are used as part of ongoing lessons. Writing in math is considered an essential element to the program. Students use scientific calculators as part of their instruction. The computer lab is available to all classes, and the programs used most frequently are a spreadsheet program and a geometry unit. The PTA purchased Accelerated Math and STAR Math for computer labs. This program helps teachers individualize math instruction for every student and provides detailed reports that help the teacher focus on each student's problem areas. Students are grouped heterogeneously for math with the exception of advanced math students and students who

qualify for Math Intervention classes. Students who receive high marks in math classes may opt to take an advanced placement test for placement in an advanced math class. Students not meeting math standards are enrolled in a Math Intervention class and/or an after school Math Intervention clinic. In 2005, our math teachers were trained by Fulton and Lombard in using Algebraic Thinking Skills for all grade levels.

Listening, speaking, reading, writing, and critical thinking are practiced and assessed in every classroom. Thinking creatively and problem solving are important components in all instructional areas. Oak's class offerings prepare students for both the technical and interpersonal aspects of the work place. The Visual and Performing Arts Standards provide a foundation for our electives curriculum. Oak's elective program incorporates the content standards for music, theater, and the visual arts and instructors teach the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. In Art, students are introduced to the basic elements and principles of art through guided explorations in two and three-dimensional design. Students use a variety of media and develop their skills of aesthetic value in different art genres. Art, Music, Drama and Keyboarding are offered as an exploratory wheel for our sixth grade students. Beginning Band, Advanced Band, Beginning Choir, Show Choir, Jazz Band, and Drama are offered to students interested in the performing arts. Healthy Living, Keyboarding/Computer Art, and Quest (life skills/personal development) are part of the 7th grade exploratory wheel for students expressing an interest in taking a variety of electives. Art, Drama/video Production, Teen Cuisine, and Advanced Computers are offered as semester electives.

Seventh and eighth students have the opportunity to take foreign language at Oak. We currently offer Spanish on our campus but students also have the opportunity to take zero period at Los Alamitos High School where they may enroll in Japanese, French, German, and Spanish II Honors. Currently nine Oak students attend the high school for foreign language instruction. Oak currently has 140 7th and 8th grade students enrolled in Spanish. Our foreign language teachers use the *Foreign Language Framework for California Public Schools* (2003) as the foundation for their academic program. Students taking Spanish develop basic skills in listening, speaking, reading and writing. Vocabulary is enhanced and emphasis is placed on communicating ideas through a variety of expressions. Spanish cultures are also studied focusing on history, geography, traditions, and aspects of daily living through the use of multimedia, class discussions, and readings.

Due to limited space, Oak's ELA and science program are discussed in sections 2b and 3.

2b. (Secondary Schools) English-language arts:

The ELA department has worked diligently to create an exceptional program. Through the work of grade level and curricular teams, we have identified the specific standards for each grade level, the standards-aligned textbooks to be used for each subject, and the set of assessments that provide the necessary feedback needed to ensure success in learning grade level standards for all students. We call these Essential Agreements (EA). With the same collaborative effort that went into the development of the EAs, teachers meet and discuss the results of district and state assessments in their curricular area at least four times a year. The ELA department provides a literature rich program that encourages students to become fluent readers, skilled writers, masterful speakers, and critical thinkers. Standards-aligned, framework-based thematic units integrate skills and knowledge across subject-matter lines. The students' schedule is structured to support this integrated program. Each student has a two or three period core class at all grade levels. Core classes include instruction in grammar, written and oral language, reading, literature, vocabulary, spelling and/or social science. Reading instruction includes analytical skills, monitoring comprehension, questioning strategies, directed reading/thinking activities, vocabulary, developing vocabulary in context, jigsaw procedures, and learning logs. While students read a variety of genres, students read historical fiction to integrate reading and social science. Eighth graders, for example, read *Farewell to Manzanar*, which provides an opportunity to analyze the geographic, political, economic, religious, and social structures of the early 20th century.

Students who read below grade level are identified early through articulation with feeder schools and other multiple measures. Students are placed in a Reading Intervention class in addition to their Core (reading and language arts) class. The Reading Intervention class focuses primarily on decoding,

comprehension, and fluency. These students are frequently assessed and once they reach grade level proficiency, they are dismissed from the program.

3. Mathematics, Science, Art, Etc.:

The Oak staff is pleased to have standards-aligned science textbooks that help ensure that our students are well informed in the areas of earth, life, and physical science. We prepare our students by aligning our curriculum with the *Science Content Standards* (1998). This challenging curriculum is directly supported by our mission statement which emphasizes that every student will achieve at his or her highest level in an enriching and rigorous academic environment. Our “hands on” approach in science motivates all students to be actively involved in learning important concepts and deriving meaning through a constructivist approach. The activity-based lessons encourage students to use the scientific processes of observing, comparing, organizing, and applying information. Students use journals to record steps of experiments, prepare charts, graphs, and report their findings. This gives them the opportunity to apply the scientific method. In order to accomplish this, students must read non-fiction texts, extract important information, follow directions during experiments, organize information and write conclusions accurately and clearly. Since science uses “hands on” activities, even the most challenged student can succeed. Students can be seen creating a cell city, using cell parts as city structures and utilities. Others may be “creating a critter” where, through random selection of genetic characteristics, students create an organism. During the sixth grade study of oceanography, every year our students go on an overnight field trip to the Long Beach Aquarium where they can see nocturnal life in action! They also visit the Dana Point Marine Institute to board a research vessel and do oceanic experiments at sea. Students can also be seen racing each other with mousetrap cars that help teach elements of force and motion. A Science Club and Science Olympiad are two after school opportunities that all students are encouraged to join.

4. Instructional Methods:

Teachers employ a variety of instructional methods for maximum student achievement. Oak teachers use the *California Standards for the Teaching Profession* (1999) (CSTP) as a foundation for their instruction. The *CSTP* are designed to be used by teachers to prompt reflection about student learning and teaching practice; formulate professional goals to improve teaching practice; and guide, monitor and assess the progress of a teacher’s practice toward professional goals and professionally-accepted benchmarks. The Oak staff believes that instructional methodology requires continual renewal based on the latest research and changing needs in student populations. Our teachers work together to provide students with an outstanding academic program.

Oak teachers use various methods to provide an optimum academic program to meet the needs of our diverse population. Teachers understand that they should connect to students’ prior knowledge, life experiences, and interests with learning goals. One example in English/language arts is when students are asked to write persuasive essays. Students are asked about rules on campus and which ones they disagree or agree with. Some students write a persuasive essay about chewing gum on campus or they may try to persuade administrators to allow students to listen to their ipods in class. The freedom to choose their persuasive essay topic facilitates a learning experience that promotes autonomy, interaction, and choice.

Oak teachers recognize the need to plan instruction and design learning experiences for all students. Howard Gardner’s theory of multiple intelligences is used to develop a variety of instructional strategies. Our teachers employ a multitude of strategies that help our EL students using SDAIE (Specially Designed Academic Instruction in English) while our Gifted and Talented Education (GATE) students receive a differentiated model based on the work of Sandra Kaplan of USC that includes a challenging curriculum to meet their different needs. Small group and individualized instruction, actively involved learning centers, hands-on experimental learning, skill-based grouping, cooperative grouping, thematic teaching, integration across curriculum, jigsaw, and group discussion are all used to benefit each child at Oak. These strategies are employed across grade levels and across curriculum.

During English-language arts, teachers meet with flexible guided reading groups, which incorporate various reading strategies on a daily basis. In addition, read aloud and shared reading sessions, independent and self-selected reading sessions are held each day. Walk through any Oak classroom, and you will observe students actively involved in reading and writing activities. Some students may be

dramatizing a Greek play, others may be writing a Middle Ages newspaper, and others may be writing a response to literature.

Students are challenged during mathematics and science instruction that is manipulative-based, hands-on, and linked to real life. Students are given opportunities to participate in learning activities, which help them to construct new knowledge that builds on existing knowledge. If you walk on campus, you may see students outside measuring various parts of the campus as part of their geometry unit or in science, racing their student-created mousetrap carts for their motion and force unit. In seventh grade science, students use the ADAM (Animated Dissection of Anatomy for Medicine) software to learn about the physiology of the human body. Our eighth grade students are currently building and testing decelerator payloads that will be launched soon from the Cape Canaveral Air Force Station on the Shadow ID (Super Loki) rocket. The final unit is expected to fly, re-enter the atmosphere, and carry a transmitter package for recovery in the Atlantic Ocean. Each year on March 14 (3.14), our math department celebrates “Pi Day” where parents donate and students eat pie as a culmination of their study of circles as part of their geometry unit. These types of instructional strategies engage students in problem solving, critical thinking, and make subject matter more meaningful.

Dr. Marilyn Bates trained the Oak staff in fall 2005 on elements of effective instruction. These elements consist of formulating an objective at the correct level of difficulty; teaching to an objective; monitoring and adjusting the teaching according to the progress of the learner; and using sound principles of learning. After the workshop, teachers were provided time to work collaboratively to plan and adjust instructional plans according to the elements of instruction and then share best practices as a staff. Oak teachers have also been trained in the methods of DataWorks’ Explicit Direct Instruction. These methods include curriculum calibration to standards, time on task, depth and breadth of standards, and instructional effectiveness. E.D.I. uses the following model: objectives stated, review, explanation, modeling, demonstrating, checking for understanding, and closure. Steps include monitoring and feedback using cues and prompts, periodic review, and guided practice. Teachers use frequent assessment and evaluation as a critical tool to know whether their students have attained mastery of the standards.

Los Alamitos Unified School District expects teachers to follow the *CSTP* as a foundation for good teaching. The workshops that teachers have attended in the past two years have given them strategies to implement the *Teaching Standards* in their classrooms. Formal evaluations and informal teacher observations, frequent administrator classroom visitations, and discussions with staff ensure that these instructional strategies are being used daily.

5. Professional Development

Oak’s professional community consists of our principal, assistant principal, specialists, teachers, instructional assistants, and other support staff. We use the *California Standards for the Teaching Profession* as a compass for professional development. Our Staff Development Plan reflects the results of student assessments, NCLB requirements, staff needs, current research, recommendations from School Site Council, family surveys, and our district’s Curriculum Steering Committee. The plan provides jointly established goals for teachers, administrators, and other school personnel. Goals are designed to improve student achievement, provide content skills/pedagogy, engage and support learning, establish an environment conducive to learning, and use assessment to guide instruction.

A variety of professional development has been offered over the past few years. In the areas of math and ELA, the state sponsored (Assembly Bill 466) training for teachers to attend a week long in-service on how to use state-adopted, standards-based materials in the classroom. All district administrators have attended a Principals’ Academy (Assembly Bill 75) which provides training in the areas of technology, curriculum, and management. This year, our teachers attended staff development conducted by Jane Schaffer, and taught her methods of teaching writing not only in language arts but in all other content areas. During a staff development day, Dr. Marilyn Bates presented to the Oak staff, a workshop titled, “Purposeful Teaching”. Participants were trained in the elements of effective instruction (see section 4).

Teachers are also encouraged to receive training based on professional growth goals. Workshops that some teachers attended in 2005 are: the World History Institute, Physical Fitness Specialist Certification, Differentiated Instruction, Understanding the Needs of Gifted Students, Building a Master Schedule,

Algebra Teacher Academy, National Council of Teachers of Mathematics Annual Conference, Math for Underachieving Students, Young Adult Literature, and English Learner Accountability. Oak teachers are dedicated, by their own volition, attended English Language Learner training and the majority of our staff has their Senate Bill 395 or CLAD (Cross-cultural Language and Academic Development) certificate. Support personnel have received training in PowerPoint, first aid, and Aeries (student management system). The Staff Development Plan is evaluated and revised each year.

PART VII - ASSESSMENT RESULTS

ASSESSMENTS **REFERENCED AGAINST NATIONAL NORM**

Subject-Mathematics/English-language arts/Social Science Grade-6-8 Test-California Standards Test

Edition/Publication Year-2001, 2002, 2003, 2004, 2005 Publisher-Educational Testing Services

Subject-Mathematics/English-language arts Grade-7 Test-California Achievement Test

Edition/Publication Year-Sixth Edition (CAT-6) Publisher-CTB/McGraw-Hill

*Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

No Child Left Behind-Blue Ribbon School
English-Language Arts Grade Six
California Standards Test

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	73	66	66	56
% At Exceeds State Standards	36	38	33	20
Number of students tested	329	344	323	347
Percent of total students tested	99	98	100	96
Number of students alternatively assessed (CAPA)*	1	0	0	0
Percent of students alternatively assessed	.3	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	76	68	69	60
% At Exceeds State Standards	37	34	34	16
Number of Students Tested	218	245	240	284
2. Hispanic				
% At or Above Meets State Standards	55	56	46	31
% At Exceeds State Standards	14	22	22	5
Number of Students Tested	58	54	46	37

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**English-Language Arts Grade Seven
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	78	71	72	64
% At Exceeds State Standards	36	28	29	18
Number of students tested	362	330	379	320
Percent of total students tested	100	98	99	90
Number of students alternatively assessed (CAPA)*	1	0	1	0
Percent of students alternatively assessed	.3	0	.1	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	80	76	75	66
% At Exceeds State Standards	38	33	31	18
Number of Students Tested	255	244	300	226
2. Hispanic				
% At or Above Meets State Standards	67	54	51	50
% At Exceeds State Standards	24	12	12	10
Number of Students Tested	54	46	41	58

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**English-Language Arts Grade Eight
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	69	66	59	62
% At Exceeds State Standards	34	39	20	26
Number of students tested	351	362	334	328
Percent of total students tested	100	98	100	98
Number of students alternatively assessed (CAPA)*	0	2	0	0
Percent of students alternatively assessed	0	.19	0	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	71	68	61	64
% At Exceeds State Standards	37	29	23	23
Number of Students Tested	254	280	226	237
2. Hispanic				
% At or Above Meets State Standards	57	51	44	49
% At Exceeds State Standards	20	11	11	13
Number of Students Tested	51	37	54	46

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**Mathematics Grade Six
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	61	57	53	45
% At Exceeds State Standards	25	18	16	9
Number of students tested	329	344	323	348
Percent of total students tested	99	98	100	96
Number of students alternatively assessed (CAPA)*	1	0	1	0
Percent of students alternatively assessed	.3	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	76	58	55	47
% At Exceeds State Standards	25	15	15	15
Number of Students Tested	218	245	241	284
2. Hispanic				
% At or Above Meets State Standards	41	46	37	31
% At Exceeds State Standards	10	4	4	3
Number of Students Tested	58	54	46	37

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**Mathematics Grade Seven
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	56	55	51	45
% At Exceeds State Standards	21	20	15	12
Number of students tested	362	330	379	328
Percent of total students tested	100	98	99	92
Number of students alternatively assessed (CAPA)*	1	0	1	0
Percent of students alternatively assessed	.3	0	.1	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	56	57	52	47
% At Exceeds State Standards	21	15	15	12
Number of Students Tested	255	244	296	226
2. Hispanic				
% At or Above Meets State Standards	39	30	34	30
% At Exceeds State Standards	7	0	0	8
Number of Students Tested	54	46	41	58

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**General Mathematics Grade Eight
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	53	65	56	53
% At Exceeds State Standards	8	16	8	7
Number of students tested	250	269	259	257
Percent of total students tested	71	73	77	76
Number of students alternatively assessed (CAPA)*	0	2	0	0
Percent of students alternatively assessed	0	.19	0	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	54	68	57	53
% At Exceeds State Standards	6	8	8	7
Number of Students Tested	176	207	174	190
2. Hispanic				
% At or Above Meets State Standards	48	60	37	30
% At Exceeds State Standards	9	5	5	0
Number of Students Tested	44	35	43	43

*The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests and the CAT/6 Survey.

**Algebra 1-Grade Eight
California Standards Test**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	90	78	84	82
% At Exceeds State Standards	21	14	29	16
Number of students tested	99	84	65	70
Percent of total students tested	28	23	19	21
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Meets State Standards	88	77	82	79
% At Exceeds State Standards	24	30	52	17
Number of Students Tested	76	65	46	48