

2006-2007 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. Gregg Sonken
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mission Estancia Elementary
(As it should appear in the official records)

School Mailing Address 3330 Calle Barcelona
(If address is P.O. Box, also include street address.)

Carlsbad California 92009-9319
City State Zip Code+4 (9 digits total)
San Diego State School Code Number* 37-68080-6108534
County

Telephone (760) 943-2004 Fax (760) 943-2008

Web site/URL http://www.eusd.net E-mail gsonken@eusd.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. L. McLean King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Encinitas Union Tel. (760) 944-4300 ext. 1110

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Carol Skiljan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

**Private 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 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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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: 9 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other

 9 TOTAL
2. District Per Pupil Expenditure: \$5,306.32

 Average State Per Pupil Expenditure: \$5,326.00

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. 3 Number of years the principal has been in her/his position at this school.
 2 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			0	7			0	
K	38	37	75	8			0	
1	37	43	80	9			0	
2	39	38	77	10			0	
3	44	36	80	11			0	
4	49	35	84	12			0	
5	39	50	89	Other			0	
6	44	46	90					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								575

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>79</u> | % White |
| <u>2</u> | % Black or African American |
| <u>10</u> | % Hispanic or Latino |
| <u>8</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 9 %

[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	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	542
(5)	Total transferred students in row (3) divided by total students in row (4)	.092
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 12 %
72 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Spanish, German, Chinese, Sweden, Italian, Rumanian, Japanese, Persian, Korean, Arabic, Russian

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 28

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: $\frac{9}{49}$ %
49 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> </u> Deafness	<u>12</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>1</u>	<u> </u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u> </u>	<u>5</u>
Paraprofessionals	<u> </u>	<u>7</u>
Support staff	<u>3</u>	<u>8</u>
Total number	<u>28</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23.1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	100 %	97 %	97 %
Daily teacher attendance	100 %	100 %	100 %	100 %	100 %
Teacher turnover rate	4 %	4 %	4 %	8 %	8 %
Student dropout rate (middle/high)	N/A %				
Student drop-off rate (high school)	N/A %				

PART III – SUMMARY

Mission Estancia Elementary School is one of nine schools in the Encinitas Union School District. The school opened in July 1989, and provides its 574 students (Kindergarten through Sixth grade) with an encouraging, high performing learning environment that motivates and challenges students to reach their full potential. Our consistently high Academic Performance Index (most recently 925) is a strong reflection of the passion our staff has for teaching, and the joy our children display for learning.

Our community is very stable, and most of our students spend their entire elementary school career with us. Parents actively participate in a wide variety of school and classroom activities, providing thousands of volunteer hours a year. All Mission Estancia students engage in meaningful curriculum and instruction that is aligned to content standards across grade levels. Our staff, consisting of 25 classroom teachers and educational learning specialists, is dedicated to nurturing a life-long love for learning. As our school vision states, we are continually *“encouraging children to interact with others to develop responsibility and acquire life-long learning skills needed in a global society, along with an understanding of their vital role in the future.”*

Mission Estancia students are provided a strong academic foundation through an engaging, rich curriculum. The Mission Estancia vision statement reflects this sentiment: *“By modeling our expectations, we provide a child-centered education that helps students become self-directed learners, quality producers, collaborative team members, effective communicators, responsible members of society, constructive thinkers and problem solvers.”*

The educational program at Mission Estancia includes a wide range of services. Through the Mission Estancia Encinitas Educational Foundation (MEEEF) we have employed music, dance, art and technology consultants, thus providing additional learning opportunities in the visual and performing arts, as well as integrating technology into the curriculum. Extended learning opportunities are provided in a myriad of programs, such as enrichment classes, Study Buddies, and an individualized intervention lab for those students not yet academically proficient. Teachers provide authentic, purposeful learning opportunities for students that enable them to make connections with their community. Among these are coordinating a holiday basket/food drive for local needy families and supporting Rady Children’s Hospital of San Diego.

Mission Estancia teachers identify and provide differentiated and specialized instruction to students with specific academic needs. Support and academic challenges are provided for our Gifted and Talented Education (GATE) students. Modified instruction and support is offered for English Learners, students with 504 Accommodation Plans, and through the Student Study Team process that addresses the individual child. Cross-Cultural Language and Development (CLAD) teachers serve English Learners at every grade level providing English Language Development (ELD) support.

Each week Mission Estancia teachers collaborate during their modified day and meet in grade level teams to plan thematic instructional units that address content standards. During this collaboration, teachers review student work to establish the next level of instruction, identify anchor papers for writing assignments, discuss benchmarks and pace of instruction, determine homework, and develop rubrics for assignments.

Mission Estancia is proud of the teamwork of all stakeholders working together to develop solutions to challenges, while creating programs that are meaningful and captivating for students. There is a sincere, highly energetic spirit of innovation and joy present at our school. It is the trust, commitment and care that we share as staff, parents and students that earned Mission Estancia recognition as a 2006 California Distinguished School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Using the Standardized Testing and Reporting System (STAR), California students in grades 2-11 are assessed annually on both nationally normed and state criterion referenced tests that fulfill the *No Child Left Behind* legislation. The STAR system uses a statewide performance indicator, the Academic Performance Index (API), which calculates assessment results and demographic data. Further, it ranks schools statewide on a scale from 200 to 1,000 which allows for performance comparisons among schools.

The California Achievement Test 6th Edition (CAT/6) portion of the STAR is nationally normed and measures student proficiency for grades 3 in reading, mathematics, and language. Results from this assessment data are reported using cumulative percents of national rankings in three levels: above the 75th, 50th, and 25th percentiles. Over the past three years, 95% of Mission Estancia's students have scored above the 75th percentile in reading, mathematics, and language.

The California Standards Test (CST) is the state criterion referenced component of the STAR system. Based upon California's academic content standards, it is administered to all students grades 2-11 in the areas of language arts and mathematics. Additionally, students in grades 4 and 7 are assessed in the area of writing, and grade 5 students are assessed in science. The CST is the most significant measure of student achievement in the state of California. Student scores are reported in five performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). To be considered at grade level, students must score at the proficient level.

The CST results for Mission Estancia students reflect the school's strong commitment to continuous improvement. Three year trend data in all five grade levels in the area of language arts demonstrates an increase in the percent of students scoring within the Advanced and Proficient levels. In 2006, the CST ranked 84% of our students at the Advanced or Proficient levels as compared to 43% for the state of California. Additionally, the number of students scoring in the Below Basic and Far Below Basic levels has decreased over the past three years from 8% of the students to as few as 0% in some grade levels. In the content area of mathematics, student performance on the CST is even higher. All grade levels have increased the number of students scoring at Advanced and Proficient over the past three years. Particularly impressive is the 14% increase of students in Advanced and Proficient in grade 4, and the fact that 92% of second graders and 93% of third graders are performing at the Advanced and Proficient levels. Just as in language arts, the students scoring Below Basic and Far Below Basic in mathematics has decreased from 10% to as few as 0% in many grade levels.

While none of the subgroups at Mission Estancia are large enough to be considered statistically significant, all of our subgroups continue to show academic growth. Our largest ethnic populations are Hispanic/Latino (10%) and Asian (8%). Both of these groups demonstrate the same level of growth as other student populations.

The API for Mission Estancia is indicative of the school's dedication to helping all students succeed. Since the inception of the API system, Mission Estancia has scored above 800, the state indicator for a high performing school. Over the past four years, our API score has increased 45 points from 880 in 2003 to the 2006 ranking of 925. The greatest increase was seen between 2004 and 2005 when the school's ranking increased from 886 to 922, no small task given the school's already high ranking by state standards. All performance data for Mission Estancia can be verified at the California Department of Education website at (<http://star.cde.ca.gov>).

2. Using Assessment Data: Mission Estancia teachers and staff evaluate student assessment data throughout the year to monitor student progress. We focus student achievement on the state standards. Benchmarks developed by grade level teams at the district level provide a pacing guide for teaching essential standards in core subject areas. Teachers use results from the previous year's assessments, state standardized tests, and district multiple performance assessments to differentiate curriculum for students. At Mission Estancia, assessment and instruction go hand in hand. The task of aligning and implementing

standards is an on-going process. Differentiation is a key component in improving individual student performance, while challenging and keeping students engaged in learning. Our assessment plan is a multi-faceted process in line with content and performance standards, district benchmarks, and state frameworks. Results of assessment data guide us in determining academic targets for our Single Plan for Student Achievement. Using this information, we allocate funds to support instructional strategies for students.

Individual student assessment results, such as STAR test data and Standards-Based Assessment in Mathematics (SAM) data, are disseminated to teachers at the beginning of the school year. Teachers access the Pulliam Group's Instructional Data Management System (IDMS) website for data analysis. Teachers then examine and disaggregate this assessment data and guide decisions regarding instructional practices, focusing particularly on students not yet proficient. To monitor student attainment of the standards, teachers use information gleaned from district benchmark tests, including the Developmental Reading Assessment (DRA) for grades K-2, Stieglitz Reading Inventory (SRI) for grades 3-6, English Language Arts (ELA) summative tests, district writing assessments, California English Language Development Test (CELDT), and ELD portfolios for language acquisition progress. These assessments are given three times per year to ensure continuity in grading across the Encinitas Union School District and to measure student performance. The continual analysis of student assessment data is paramount to monitoring student progress and helping to determine goals for ongoing improvement at Mission Estancia.

3. Communicating Assessment Results: Mission Estancia values the importance of keeping all stakeholders informed of student academic progress and achievement, as well as, school events and activities. Our School Accountability Report Card (SARC) is published annually and can be viewed on the Mission Estancia website at (www.eusd.net/me). The monthly Parent Teacher Association (PTA) sponsored newsletter, *Paw Prints*, provides the community with articles pertaining to our school. Mission Estancia utilizes an automated telephone system which reaches each parent in our school with informative messages about school recognition and events.

Prior to the start of the school year in August, the school provides every family with individual student data analysis regarding their child's achievement on the annual STAR test. School wide results are presented at School Site Council (SSC) and PTA meetings, and are detailed in the school newsletter. Assessment data is also used by our Special Education Team as they review student progress and generate goals in Individualized Educational Program (IEP) meetings. Parents and the school community can view the school web page for information about the school's API score and Annual Yearly Progress Report.

Grade level standards and standards-based report cards are explained at our Back-to-School Night forming a partnership with families. Shortly after, parents attend individual goal setting conferences to identify strengths and needs, and establish goals for their child. An annual Open House allows students to showcase their accomplishments and provides an opportunity for parents and community members to view the results of the school programs they help support. Throughout the year, individual student progress towards attainment of the standards is communicated to parents through report cards, parent-teacher conferences, progress reports, weekly classroom letters, phone calls, and email communication.

4. Sharing Success: The teachers and staff at Mission Estancia take pride in sharing their accomplishments. We are recognized by our colleagues for providing an academic environment where every child can thrive. Members of our staff recently led district professional development workshops on the 6-Traits of Writing, a technique that supports a common writing language and emphasizes writing as a process through all grade levels. Our presenters offered teachers creative strategies and a rubric, based on state writing standards and district benchmarks. Staff members also share their expertise throughout San Diego County. Another example is the San Diego Area Writing Project, which helps promote writing strategies so teachers can apply innovative methods to their adopted language arts program.

The Special Education Team at Mission Estancia shared the evolution of a new special education model, The Learning Center, for serving all special education students at their home school. They presented this model to regional educational specialists who were invited to observe the program.

An innovative Primary Intervention Program called “Time for Kids” originated at Mission Estancia and has been shared district-wide. This unique program for K-3 students promotes social and emotional well being for students struggling to meet the demands of the classroom expectations. An individualized session with a trained “adult buddy” offers children a weekly thirty minute supervised playtime, so students are better prepared to re-enter the learning environment.

To involve fathers with their child’s education, we formed the Mission Estancia Dad’s Club, which recognizes the importance of academic success through the father’s active participation. It has grown tremendously in popularity and now includes a variety of events such as, educational presentations, weekend campouts and a BBQ lunch with students. Two schools in the Encinitas Union School District launched their own Dad’s Club based on our success.

We continually reflect and revise our programs, resources and strategies to improve student achievement. At Mission Estancia, we are always open and excited to share successful practices with other schools within our district, and at the county, state and national levels.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Mission Estancia students are actively engaged in a comprehensive, standards-aligned curriculum where explicit skills are taught in meaningful, authentic lessons. All students, regardless of language, special needs, or ability have access to the core curriculum and are held to the same academic standards.

Our school uses the Houghton Mifflin Language Arts Program which is phonics based and uses systematic instruction to teach reading. This well-rounded program includes spelling and dictation, grammar, vocabulary, comprehension, and the writing process. The spelling component utilizes sound-spelling patterns and the etymology of words. Leveled readers are used in literature groups for independent supplemental reading, small group differentiated instruction, and for English Learners.

Our mathematics curriculum provides practice for basic skills and incorporates an extension of these skills into problem-solving activities. Students are given opportunities to construct their own mathematical understanding through experiences with challenging, innovative situations. Using McGraw-Hill Mathematics, students participate in a balanced program that is developmentally appropriate and addresses the five strands of the California Mathematics Framework.

Our social studies curriculum provides students with opportunities to acquire historical and geographical knowledge while developing personal understanding, civic pride, and cultural diversity. The Houghton-Mifflin social studies curriculum serves as a springboard for engaging students in a wide variety of activities that help them connect to the real world while encouraging them to be active and constructive members of our community. Our teachers incorporate the social studies state standards into their lessons by providing integrated thematic units rich with authenticity. At different grade levels, students study career opportunities, implement a Native American unit on the Kumeyaay Indian tribe, participate in a Gold Rush simulation, and attend an overnight excursion on the Californian, a British vessel used to reenact events on the eve of the American Revolution.

The standards which comprise our science curriculum provide hands-on experiences for students in the physical, earth and life sciences. Using textbooks, Full Option Science System (FOSS) science kits, field trips, guest speakers, laboratory investigations, and experiments, each grade level provides a solid investigative approach to science incorporating a variety of learning modalities. We provide a unique school wide program that captures the special culture of Mission Estancia, called M.A.R.E. (Marine Activity Resources Education), which converts the school's curriculum into an ocean laboratory for two weeks.

Mission Estancia students have opportunities, support, and encouragement for moderate to vigorous physical education on a regular basis. The Sports, Play and Active Recreation for Kids (SPARK) program provides engaging activities and goals for student physical development. These activities promote and develop the physical, mental, emotional, and social well-being of each student.

The visual and performing arts curriculum taught by classroom teachers helps students discover and use their own unique strengths and learning modalities. Our music program, including the student chorus, provides students with several venues during the year to spotlight their talents in community wide performances. Our dance instruction offers students an additional way to express themselves while integrating physical education and performing arts standards. Our visual arts program, Arts Attack, directs students in using the elements of art to describe, analyze and critique their own work and the work of professional artists. We integrate art with a focus on enrichment opportunities such as the National Reflections Program sponsored by the PTA.

Mission Estancia's primary goal is to provide many avenues to the core curriculum. We offer activities that are of high interest, interactive, challenging, and motivating. Our wide variety of programs within the curriculum is evidenced through the numerous student artifacts displayed on bulletin boards, display cases, and auditorium walls. Culminating activities highlight exceptional academic achievement and celebrate our on-going successes.

2a. (Elementary Schools) Reading: Mission Estancia utilizes a balanced literacy program to provide explicit instruction as the most effective approach for student success. Instruction is tailored to the varying skill proficiency of students through guided reading groups and literacy circles. In order to determine and monitor student attainment of the reading standards, we assess students four times a year utilizing researched-based diagnostic tools: Developmental Reading Assessment (K-2) and Stieglitz Informal Reading Inventory (3-6).

All teachers at Mission Estancia use the Houghton Mifflin Reading Program, a researched-based curriculum that addresses critical elements through a scope and sequence. It encompasses our belief of balanced literacy through print awareness, phonemic mastery, oral reading fluency, comprehension of text and written response to literature. A teacher resource literacy library with leveled book sets provides materials for the individual needs of students. Students who require additional support beyond the regular curriculum receive a variety of reading interventions. The reading intervention teacher, educational specialists and instructional assistants meet with groups of students from all grade levels on a daily basis. We use volunteers through the Everyone A Reader program that assist students who are not yet proficient in their reading fluency skills.

Utilizing multiple modalities, teachers use a variety of methodologies to ensure language acquisition for English Learners. The needs of emergent and advancing learners are met through the use of technology as one of the tools to support reading/language arts instruction. All students, even the most reluctant readers, are motivated by their interaction with technology in the classroom and in our new technology lab. Mission Estancia's balanced reading approach allows children to work in small groups and independently at their own pace, skill, and language level which leads to student achievement.

3. Additional Curriculum Area: Writing: Writing is an integral component of many teaching strategies across the curriculum at Mission Estancia. An explicit writing criterion, developed by teachers in the form of rubrics and charts, has successfully guided this school-wide approach to writing. Students embrace the writing process and have learned to revise and edit work for clarification and quality. Using a common writing language (6-Traits), students analyze their writing, discuss revisions, "think like an author," and realize that writing is a creation of words they design. During reading instruction, students discuss all facets of a well-written story. Stories from their basal, picture books, and novels are used to model good writing techniques. Further, writing can enhance math instruction as students write to clarify or show understanding of concepts. In science and social studies, students write informative reports by taking notes, organizing key concepts, and writing the information in their own words and style.

Since writing is a process, students can experience growth at their own level. A student with emerging writing skills will be successful writing complete sentences and organized paragraphs. Other students experiment with the development of a creative introduction, precise word choice, and a strong writer's voice.

Technology allows students use of the Internet for research, and struggling writers have access to compensatory tools: Solo, CoWriter, Write out Loud, and Inspiration. Students learn formatting and publishing skills, incorporating multimedia, such as PowerPoint, into their written projects to showcase their final products with a variety of audiences.

Writing allows students to modify their ideas and focus on critical thinking skills. With the development of analytical skills and written communication, the students at Mission Estancia show continual academic growth in all areas.

4. Instructional Methods: When serving a population with multiple learning styles, the staff provides instructional techniques to address the needs of each student. We employ a host of teaching strategies to serve our students. Students are offered access to differentiation of the curriculum based on their skills. Differentiation is a key component for maximizing student success. Mission Estancia teachers provide all students guided instruction within whole, small, peer and collaborative groupings. Whole group instruction is used to present lessons and integrate thematic units in all curricular areas. Small group and

individual instruction allows teachers to reach students requiring an alternative approach to address a specific skill. After presenting students with an authentic situation, working in peer and collaborative groups allows students to become effective problem solvers and reach consensus based on each other's contributions. A reading teacher supports the classroom teacher by providing small group instruction to meet the language arts standards for those students not yet proficient. To enrich and challenge all students, teachers provide opportunities to enhance and extend the curriculum through open-ended and project-based activities, such as a study of one's ancestry through oral history or dramatization of life in a colonial town.

Recent brain research shows that movement, music and art are a rich source for learning and motivation. Therefore, we enhance our programs with specialists who collaborate weekly with classroom teachers in the areas of visual and performing arts using the California State Standards. As a cross-curricular tool, technology is utilized to support instruction in the classroom and the computer lab. The use of technology fosters independence by allowing children to organize their work, and gain assistance in all levels of instruction. Individualized learning software programs such as Assessment Learning in Knowledge Places (ALEKS) and Success Maker, integrate the curriculum with teaching in a manner that promotes student achievement.

5. Professional Development: All professional development at Mission Estancia begins with optimal student achievement as our goal and is tailored to the strong experience level of the staff. Our principal encourages teachers to attend state and local conferences that promote alignment with state standards and *No Child Left Behind* legislation. Training is provided for teachers at all grade levels in differentiated instruction to appropriately challenge students and meet the needs of those students not yet proficient. Susan Weinbrenner, author of Teaching Gifted Kids in the Regular Classroom, worked with our teachers to develop innovative strategies for addressing different learning abilities and needs, with emphasis on providing for high achieving students. CLAD certified teachers have been trained to utilize Specially Designed Academic Instruction in English (SDAIE) techniques to scaffold instruction for English Learners.

The use of technology in the classroom heightens the interest of all students and positively impacts student achievement. Therefore, we have invested numerous professional development opportunities in this area: Improving Learning for All Students through Technology (ILAST), California Technology Assistance Project (CTAP), Computer-Using Educators (CUE), National Center for Technology in Education (NCTE), and SOLO, a software tool that builds learning skills in Language Arts.

Teachers attend training in Visual and Performing Arts (VAPA) to embed the arts across the curriculum which research has proven strengthens student success. First and second year teachers participate in the Beginning Teacher Support and Assessment Program (BTSA). BTSA provides a teacher mentor to maintain morale and provide guidance. New teachers are given opportunities to visit other classrooms to gather ideas for classroom management, curriculum, and instruction.

Professional development enables teachers to develop innovative strategies for addressing the needs of students at all academic levels. Our API score has increased 45 points in four years which is a strong reflection of the on-going training and exemplary instructional skills acquired and shared through professional development.

PART VII – ASSESSMENT RESULTS_____

Academic Performance Index (API)

MISSION ESTANCIA ELEMENTARY SCHOOL 2003-2006 Academic Performance Index (API)								
	2006	+/-	2005	+/-	2004	+/-	2003	Total
School API	925	+3	922	+36	886	+6	880	+45

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
English Language Arts Grade 2			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	89%	85%	89%
% Advanced	41%	38%	41%
# of students tested	73	66	79
% of total students tested	100%	100%	98%
# of students exempted	0	0	2
% of students exempted	0	0	2%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

- Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
English Language Arts Grade 3			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	81%	75%	61%
% Advanced	35%	42%	19%
# of students tested	78	69	81
% of total students tested	100%	97%	99%
# of students exempted	0	2	1
% of students exempted	0	3%	1%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
English Language Arts Grade 4			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	85%	85%	74%
% Advanced	63%	41%	44%
# of students tested	81	81	82
% of total students tested	99%	100%	99%
# of students exempted	1	0	1
% of students exempted	1%	0	1%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
English Language Arts Grade 5			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	76%	81%	75%
% Advanced	42%	59%	45%
# of students tested	89	79	77
% of total students tested	100%	100%	100%
# of students exempted	0	0	0
% of students exempted	0	0	0
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
English Language Arts Grade 6			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	88%	77%	77%
% Advanced	60%	46%	49%
# of students tested	80	83	97
% of total students tested	100%	99%	98%
# of students exempted	0	1	2
% of students exempted	0	1%	2%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
Mathematics Grade 2			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	92%	92%	91%
% Advanced	60%	65%	66%
# of students tested	73	66	79
% of total students tested	100%	100%	97.5%
# of students exempted	0	0	2
% of students exempted	0	0	2%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
Mathematics Grade 3			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	93%	90%	74%
% Advanced	65%	52%	33%
# of students tested	78	69	81
% of total students tested	100%	97%	99%
# of students exempted	0	2	1
% of students exempted	0	3%	1%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
Mathematics Grade 4			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	82%	82%	68%
% Advanced	57%	47%	38%
# of students tested	81	81	82
% of total students tested	99%	100%	99%
# of students exempted	1	0	1
% of students exempted	1%	0	1%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
Mathematics Grade 5			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	79%	80%	73%
% Advanced	45%	46%	31%
# of students tested	89	79	77
% of total students tested	100%	100%	100%
# of students exempted	0	0	0
% of students exempted	0	0	0
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.

MISSION ESTANCIA ELEMENTARY SCHOOL			
Tests: <u>California Standards Test</u>			
Edition/Publication Year: <u>Revised Annually</u> Publisher: <u>Educational Testing Services</u>			
Mathematics Grade 6			
	2005-06	2004-05	2003-04
Testing Month	May	May	May
SCHOOL SCORES			
% at or above Proficient	82%	77%	72%
% Advanced	39%	43%	44%
# of students tested	80	83	97
% of total students tested	100%	99%	98%
# of students exempted	0	1	2
% of students exempted	0	1%	2%
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0%	0%	0%

* Aggregate data are not available for groups less than 10 or that are not statistically significant.