

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: Mrs. Susan Halliday

Official School Name: Killian Elementary School

School Mailing Address: 19100 E. Killian Avenue

Rowland Heights, California 91748-3941

County: Los Angeles School Code Number: 6022305

Telephone: (626) 964-6409 Fax: (626) 965-7729

Web site/URL: http://www.rowland-unified.org E-mail: shalliday@mail.rowland.k12.ca.us

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. Maria G. Ott

District Name: Rowland Unified School District Telephone: (626) 965-2541

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: Mr. Albert Chang

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 _____

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.

ROWLAND UNIFIED SCHOOL DISTRICT

1. Number of schools in the district: 15 Elementary schools
0 Middle schools
3 Junior high schools
3 High schools
3 Other
23 TOTAL

2. District Per Pupil Expenditure: \$6,615

Average State Per Pupil Expenditure: \$6,919

KILLIAN SCHOOL

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. Number of years the principal has been in her position at this school: 6

5. Number of students as of October 1 enrolled at each grade level:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	52	34	86	8			
1	39	36	75	9			
2	39	46	85	10			
3	48	42	90	11			
4	65	52	117	12			
5	50	48	98	Other			
6	47	41	88				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							639

6. Racial/ethnic composition of the school: 9 % White
2 % Black or African American
38 % Hispanic or Latino
51 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 15 %

[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	53
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	98
(4)	Total number of students in the school as of October 1	639
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 38 %

251 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: English, Spanish, Vietnamese, Cantonese, Korean, Tagalog, Mandarin, Khmer, Arabic, Burmese, Farsi, Hindi, Ilocano, Indonesian, Russian, Samoan, Thai, Urdu, Chaozhou, and Taiwanese

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 287

10. Students receiving special education services: 10 %

64 Total Number of Students Served

The number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

- | | |
|-----------------------------------|---|
| <u>31</u> Autism | <u>1</u> Orthopedic Impairment |
| <u> </u> Deafness | <u>1</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>48</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. Full-time and part-time staff members:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>26</u>	<u>8</u>
Special resource teachers/specialists	<u> </u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>20</u>
Support staff	<u>4</u>	<u>29</u>
Total number	<u>32</u>	<u>59</u>

12. Average school student-classroom teacher ratio: 23:1

13. Attendance patterns of teachers and students:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	98 %	97 %
Daily teacher attendance	97 %	97 %	94 %*	97 %	% **
Teacher turnover rate	3 %	7 %	7 %	14%***	14 %****

* Four teachers out due to mid-year pregnancies.

** Information is not available.

*** Two teachers moved to the Junior High School level and two temporary teachers were not selected for rehire.

**** Four teachers relocated out of the area.

PART III - SUMMARY

Killian School's common vision is: Commitment to excellence for all and by all students and staff, through our dedication to provide a strong support system for students; provide a rigorous instructional program delivered with high expectations for academic achievement; provide parent training and encourage parent participation.

The shared belief that together we can make great things happen truly captures the spirit and vision of the staff and community. The vision drives decision making in all areas; for students, staff, instruction, and support systems. The vision is communicated through classroom discussions, announcements, assemblies, posters, murals, banners, songs, and stakeholder conversations. Each year we collaboratively develop a theme which continually reminds the school community of our focus on "Excellence." The yearly theme is carried throughout the school by paintings on classroom windows, classroom bulletin boards, and the large Student of the Month wall in the cafeteria exhibiting students' pictures.

The expectation is that students and staff become life-long learners, continually striving to be the best they can be. Killian promotes an atmosphere that reflects a "Joy of Learning." The Community of Caring values of: Respect, Responsibility, Trust, Caring, and Family are taught and lived by both staff and students. At assemblies, students sing songs about these values that were specially written for Killian by our band teacher. Values promote an environment that is safe and nurturing.

Killian is nestled in the suburban community of Rowland Heights. There are twenty-seven regular education classes and three Severely Handicapped (autistic) Classes, one at the kindergarten level and two at grades 4-6. All grade K-3 classes have a 20:1 ratio. A culturally rich and diverse community surrounds Killian contributing to a student population of 45% Asian, 36% Hispanic, 10% White, 4% Black, 6% Filipino, 45% Socio-economically Disadvantaged, 41% English Learners and 12% of Students with Disabilities.

Killian staff is passionate about providing the highest standard of student-centered instruction as possible. Staff meets often as professionals who possess a compassionate, cooperative spirit to make decisions on human resources, staff development, school-wide assessment, parent involvement, curriculum development, instructional practices and technology uses. Even as the Title I population has increased, we continue to maintain high assessment scores, comparable with high achieving non-Title I schools.

Killian is well-supported by parents and community groups: Killian School Community Association (KSCA), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parent involvement is evident in a variety of ways: volunteers, site committees and attendance at district committees. Local business supports Killian students by providing school incentive programs, donating items for events, and giving discounts. More than 300 adults attend Adult Education classes which are housed on Killian's campus. Education for students from birth (Mommy & Me) through 90+ years of age is available from 6 am to 9 pm daily and on Saturdays.

Students participate in extra-curricular activities supporting their acquisition of social and academic skills: Cross-age Tutors, Student Council leaders, Chorus, Regular Band, Jazz Band, Intramural Sports, Mad Science Club, Chess Club, Drama Club and Young Rembrandts Art classes. Killian's campus is shared in the afternoons and Saturdays with American Chinese School which provides instruction in Mandarin, homework assistance and English Language Development (ELD).

There is an ardent commitment to professionalism which is exemplified in the collaborative and collegial manner the staff works together. Shared leadership is evident throughout the school. Teachers, support staff, parents, and community work in harmony to support student learning and instructional effectiveness to best meet students' needs. Killian School is a warm, supportive learning and growing environment committed to excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Killian’s 2006 California Standards Test (CST) results showed an increase of 21 points, scoring 855 on the California Academic Performance Index (API) and met federal accountability requirements on Adequate Yearly Progress (AYP). Each of Killian’s numerically significant sub-population groups showed growth with an average increase of 27 API points. These groups and percent of students are: Asian 45%, Hispanic 36%, Economically Disadvantaged 45%, and English Learners (EL) 38%. The Asian and EL subgroups consistently score higher than the Hispanic and Economically Disadvantaged groups. Analysis found that these scores correlate to parents’ educational levels.

State reports schools’ scores in a format showing what percent has met, plus exceeded state standards. The Proficient level reflects 75% correct on the CST, meeting grade level expectations. Proficient students need to have a scale score of 350-399. To exceed state standards (Advanced), students need to have a scale score of 400-600. Analyzing the CST Proficient/Advanced trend from 2004-05 to 2005-06, the English Language Arts (ELA) all school score (grades 2-6) increased on an average of 7%, the Asian subgroup increased 8%, the Hispanic subgroup increased 9%, the Economically Disadvantaged group increased 6% and the EL group increased 20%. There were strong gains in ELA across the grade levels and within the subgroups. In math, the total school score showed students increased to Proficient/Advanced on an average of 6%. The Asian subgroup increased to Proficient/Advanced 4%, Hispanic subgroup .6%, Economically Disadvantaged subgroup 2%, and EL subgroup 20%.

Scale scores from 300-349 are Basic, scores 250-299 are Below-Basic and scores lower than 250 are Far-Below-Basic. Basic is almost but not quite up to grade level. Below-Basic students are one grade level or more below state expectations. Far-Below-Basic students are significantly below grade level by 2 or more years. In ELA, between the years 2002 and 2006, 13% of students moved from Below-Basic to Basic and 16% moved out of the Far-Below-Basic category. In math, between the years 2002 and 2006, 32% of Below-Basic students moved to Basic and 4% moved up out of the Far-Below-Basic category. Annually, Killian implements an average additional 2,520 minutes of instruction time per grade level than the state requirement. This extra instructional time promotes stronger academic skills. Additional information on state scores can be found on the web site <http://www.cde.ca.gov/ta/ac/ay/>.

CST testing results showed a drop in scores for 2003-04. During that particular testing window, Killian was under major facility modernization. The school’s air-conditioning was being replaced and students tested in rooms without windows with temperatures exceeding 100 degrees. Teachers noted the adverse conditions dramatically affected student stamina and performance during testing.

2005-06, California English Language Diagnostic Test (CELDT) reported 65% of Killian’s EL students improved one level toward English proficiency and are at levels Early Advanced or Advanced, demonstrating 13% above state expectations. Longitudinal studies show 55% of EL students reached levels Early Advanced or Advanced within 4 years, exceeding state expectations by 23%. Each EL student receives 30 minutes daily of English Language Development (ELD) at their proficiency level. The gain in EL scores can be attributed to focused, leveled ELD instruction.

California tests 4th graders on writing and 5th graders on science at the elementary level. In writing, 53% of Killian students scored Proficient in 2006 as compared to 4% scoring Proficient in 2004. The strong gains can be attributed to the implementation of Thinking Maps and Write From The Beginning (WFTB) instruction. Science scores reflect an increase of 17% from 2004 to the year 2006.

Killian consistently maintains scores that compare with high performing schools even as Economically Disadvantaged and EL subgroups have increased. Killian is the highest performing Title I school in the district.

2. Using Assessment Results: Killian staff monitors school programs for effectiveness using data from CST, district-developed benchmarks and other assessments. At the beginning of each school year

teachers analyze longitudinal data in ELA, math, CELDT, writing, science and PE. Results are discussed at staff meetings and at intensive day-long grade level meetings with district and site administrators. Data is used to focus teacher collaboration on research-based best-practices to improve instruction and guide re-teaching. Students scoring below Proficient in ELA are offered interventions including before /after school tutoring. Flexible and differentiated group instruction is utilized by teachers. In math, students are grouped for instructional needs. Grade 3-6 students scoring Advanced are considered for the Gifted and Talented (GATE) program.

EL students are assessed regularly by state and RUSD benchmark tests. Through on-going support, 20% more EL students scored Advanced on the CST since year 2002-03. Killian reclassified 10% of EL students to Fluent English in the spring of 2006, exceeding state, county and district elementary school averages. Reclassified student progress is continually monitored to maintain proficiency.

Assessment data assists in identifying students with special needs. A Child Study Team (classroom /RSP teachers, psychologist, parent and principal) reviews individual student's psychological and academic test results and writes a specific Individual Education Plan (IEP) for identified students.

Standardized and criterion-referenced assessment results are analyzed by parents and staff in the fall; targeted gap analysis and pacing guides are written to indicate specific student need areas, which are incorporated into the Killian School Plan for Student Achievement (SPSA). Identified needs are supported by tutoring, targeted training /conferences for teachers and parents, supplemental materials and additional guidance services. Killian starts academic analysis with a macro to the micro approach from district, school, grade level, to teacher. Emphasis on improving the first instruction students receive has led Killian to implement Thinking Map and WFTB strategies.

3. Communicating Assessment Results: Understanding the importance of communicating with various stakeholders, Killian shares information about student academic performance in a variety of ways: First Day of School Celebration, official CST reports, school newsletters, assemblies, special meetings, website, newspapers, SSC/ELAC, Killian School Community Association (KSCA), progress reports, report cards, and through conferences (parent and student). Throughout the year the principal holds discussions with individual 4th, 5th and 6th grade students regarding their personal assessment results.

Parents are mailed their child's state, CST, and CELDT reports in their home language. Teachers discuss and interpret CST, CELDT, Rowland Unified School District (RUSD) benchmarks, and various assessments with parents during conferences. Translators /translations (Chinese, Spanish, Korean) are available throughout the year to assist non-English speaking parents to better understand their child's progress.

General assessment results are shared at parents' meeting on the First Day of School Celebration. Throughout the year parents are invited to various meetings to discuss student performance, explaining assessment tied to standards. Weekly Morning Break Club provides an excellent opportunity to work with parents to support student learning. Training parents in Thinking Map, ELA and math strategies enables them to work more successfully with their children.

API and AYP information is thoroughly discussed at staff meetings, grade level meetings, and SSC/ELAC meetings, explaining disaggregated scores and rankings (state-wide and similar schools rankings), helping target programs and resources to support student learning.

Information on Killian's Website and articles in the school newsletter help explain API and AYP scores and rankings to a wider range of parents, as well as to the community. Killian's 36 community business partners receive copies of the monthly newsletter to assist them in knowing /understanding Killian School.

4. Sharing Success: RUSD encourages schools to share successes with all support services to maintain the focus on students. Killian shares information with other schools in a variety of ways: monthly District Leadership Team (DLT), consisting of all RUSD superintendents, principals, vice principals, department directors (student assessment, special education, pupil services, curriculum development, bilingual

education, technology services, risk management, purchasing services, fiscal services, building services); Elementary Division Meetings (biweekly meetings with the 15 elementary school principals and the Deputy Superintendent); Vice Principal meetings; School Leadership Team meetings with 5 other schools (Cohort Teams); and Grade Level meetings with 3 schools (Diagnostic Teams).

CST data is shared with DLT in August, disaggregated data is presented and schools' successes shared. Killian's EL improvement was highlighted and rationale for student improvement shared. During Elementary Division meetings, best instructional practices are discussed, successes shared, and decisions made for additional training for administrators /teachers.

Killian's principal participates in a Cohort with 5 other principals. Cohort Teams attend annual training sessions to promote 'collaborative conversations' during staff and grade level meetings throughout the year. School teams discuss successful instructional practices, as they create and implement 'collaborative conversations' at their school sites to increase support for student success.

Killian with 2 other schools (Diagnostic Teams) hold grade level meetings with their principals and the Director of Student Assessment. CST disaggregated data is analyzed and successful strategies shared. District assessment data is reviewed, student responses analyzed, strategies for improvement discussed, and successes articulated.

Cohort Teams (including principals) will continue to meet, train, plan, and discuss successes. Grade level meetings (horizontal /same grades and vertical /different grade levels) for the Diagnostic Teams will meet to analyze disaggregated data, and discuss best practices next fall. In 2007-2008, the grade levels from the Diagnostic Teams will meet two to three times to further discuss successful strategies to best support student needs.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Data served as a catalyst clearly indicating students' 'knowledge' level was not lacking, but higher level thinking was needed. As a result, Thinking Maps and WFTB are implemented as a tool to clarify and expand comprehension throughout the curriculum. All curricula are aligned to the rigorous California Content Standards.

ELA: The K-5 Houghton Mifflin and Holt (6th) adoptions expose all students to quality literature-based reading including ongoing standard-aligned assessments. Students receive systematic instruction in phonics, phonemic awareness, comprehension and thinking skills, writing, grammar, mechanics, spelling, and engage in meaningful activities to increase /reinforce reading skills. Students have access to interactive computer programs to enhance literacy learning (Reading Counts, Renaissance Fluent Reader).

Math: Harcourt (K-5) and McDougal (6th) adoptions develop students' understanding of basic math concepts, logical reasoning, problem solving strategies and computational accuracy. Manipulatives, mental math activities, calculators, computer software, graphing activities, calendar strategies support /extend learning and application of math into real-life experiences. Excel Math, Mountain Math, and Daily Math Practice support the adopted text. Second - 4th grades participate in the M.I.N.D. Institute (researched based Math + Music program: piano keyboarding and computerized conceptual math). Top achieving 6th grade math students take Algebra I, enabling them to continue accelerated math curriculum in secondary education. Students (1-6th) enjoy participating in after school Chess Club which encourages higher level thinking application.

ELD: English Learner (EL) goals are: 1) provide a well-articulated, sequential developmental program establishing proficiency in listening, speaking, reading and writing, 2) ensure access to grade level core curriculum, 3) foster positive socio-cultural adjustment. Hampton Brown (adopted curriculum), as well as Singlish, Let's Talk About It, Let's Sing About It, and Just The Right Word (support curriculum) are used to build fluency. EL students participate in before /after school intervention instruction using interactive computer based English in a Flash.

Science: The Harcourt adoption, supports the principle all children develop knowledge of, and ability to use tools /processes of scientific inquiry. Students engage in investigating /learning health and science concepts through activities and experiments, throughout all three disciplines of science: life, earth and physical. Group projects and take home assignments allow students to extend /practice their science knowledge. Field trips to museums, zoos, and Outdoor Science School (6th grade) gives students opportunities to experience the natural world around them. After school Mad Science sessions provide additional fun lab experiences.

Social Studies: Harcourt K-5 and McDougal 6th adoptions focus learning on groups of people, respect /responsibility, the necessity for groups to work together, cultural diversity /traditions, geographical locations and relationships, important historical characters and events. K-3 curriculum increases students' knowledge from self, family, community, expanding to larger geographical areas. Fourth grade focuses on history /geography of California. Fifth graders study U.S. history /geography emphasizing the founding of our country. Sixth grade students learn the history /geography of ancient civilizations. Students learn about the life, art, architecture and tools ancient people developed and used. The adoptions include technology that supports and expands student understanding. Textbooks are additionally available on line or on individual CDs. Killian's fieldtrips support social studies curriculum (Gold Miners, 27th Regiment a Foot, museums).

Physical Education: Students develop skills building physical fitness, flexibility, cardiovascular endurance, muscular strength, and activities encouraging positive attitudes toward maintaining healthy bodies. Instruction specificity increases as students move through grade levels. Included are: rhythmic dance, skill lessons, sportsmanship, safe use of playground equipment, which develop skills leading to organized games. Students receive instruction from teachers and a P.E. specialist (K-6). Supervised games during lunch recess and after school intramural sports teams are provided. Fourth - 6th grade

students compete with other schools in soccer, softball, and basketball.
Visual & Performing Arts: See Section V, part 3

2a. Elementary School: Reading: Houghton Mifflin (K-5) and Holt (6th) adoptions were selected as the best California state curriculum option matching RUSD's philosophy of reading. It is a well balanced literacy program, aligned to rigorous state standards for reading, writing, listening, and speaking, and includes a healthy English Learner component. Due to Killian's diverse demographics (language, cultural, ethnic, and socio-economic) we recognize no one core package is totally complete, therefore we implement additional literacy support. Thinking Maps, Reading Recovery, Making Meaning, reciprocal teaching, leveled reading strategies, and guided reading strategies additionally support fluency and comprehension. Textual reading is supported through social studies and science text books. Various instructional strategies (including Thinking Maps and WFTB) are used to best challenge student thinking.

Reading is encouraged and promoted through monthly reading logs, Reading Counts (computer program testing comprehension) and Book Adventure (internet based reading comprehension program). Incentives for students keeping accurate reading logs, signed by parents, include a special holiday craft workshop, a special assembly (story teller), and a barbeque lunch with site administrators. Reading Counts ribbons are presented each trimester at assemblies. Olympic (like) Medals are awarded for each grade level's students earning the Bronze, Silver, and Gold for the most points earned based on individual reading levels. All students are motivated to earn points and raise their reading lexile levels.

English Learners at the beginning levels are encouraged to attend daily before /after school sessions working on English language development and reading fluency using technology in the Renaissance program. As students advance they use special headphones to record themselves and improve speaking and comprehension skills. EL students appear to enjoy tutoring and their strong gains on CST assessment indicates program strength. Time, consideration and care have gone into developing and expanding student support with research based best teaching strategies and materials to optimally support student learning.

3. Additional Curriculum Area: Visual and Performing Arts (VPA): Killian's mission emphasizes "whole child" development, giving students a strong, quality visual performing arts education. Credentialed vocal music specialist provides standards based instruction to grades 1-6. "Movement through Music" curriculum incorporates singing, games and movements to music. School chorus is offered to grades 4-6 culminating with a district honor choral festival. Credentialed band and string instrument teachers work with students twice a week. The band teacher travels to Killian on a bus, the "Music Machine," specially remodeled as a traveling band room. Additional weekly practice for band and orchestra students is provided. Instrumental music students have the opportunity to play for school activities, in parades, and to participate in district elementary jazz band that performs for the community. The M.I.N.D. music and math program teaches piano keyboarding skills using both hands to develop both sides of the brain. During instruction, students listen to classical piano, learn terms, timing, and application.

Every year various grade levels participate in music /drama performances. Teachers enhance classroom instruction with poems, songs, plays and visual arts. Field trips to Cerritos Performing Arts Center, Music Center and Disney Hall offer students a chance to see quality professional plays and dancing. Professional and high school performances at assemblies enrich student experiences. Art projects are displayed at Open House, in the district office and at the LA County Fair. Young Rembrandts after school art club gives direct instruction on art techniques. Killian classes partner with a local high school in creating art projects of clay, books and plays. Multicultural Day expands student knowledge in the arts. Parents, community members, high school and Killian students share cultures through dance, music and art projects. At the Summer Arts Academy students create and perform in a VPA extravaganza. Killian's VPA supports the commitment to excellence for all and by all students and staff.

4. Instructional Methods: Direct instruction has always been the first choice for teaching all students, but as classroom needs vary teachers felt the need to utilize differentiated instruction throughout the day. Preview, review or reteaching of concepts is frequently integrated into lessons for students with EL /at-risk needs. Flexible grouping within math and language arts instruction assists students in learning necessary skills and concepts. Teachers implement leveled reading /instructional groups for comprehension skills and to practice fluency. Cooperative grouping facilitates student understanding in all curricular areas. Students learn responsibility, work together for a common goal, and utilize different talents of each group member. Tutoring is offered for students on intervention plans both before /after school. All EL students receive 30 minutes of leveled instruction daily. Small group instruction allows EL students to practice in a safe, supportive environment. EL students work on computer programs designed to build vocabulary, fluency and math concepts. Fluid math grouping in grades 3-6 allows students to learn at their own pace, accelerated for advanced students and provide groups additional review and practice when necessary. Reciprocal teaching strengthens questioning and leadership techniques. The powerful Thinking Map instructional strategies develop teacher and student organization and application of higher level thinking on Bloom's Taxonomy. Students create Thinking Maps to clarify comprehension and plan their writing. Write From The Beginning implemented from Kinder to 6th grade builds articulated writing skills across the grade levels. Grades 1-6 receive instruction on the application of technology from a credentialed technology expert, enabling students to expand knowledge and acquire methods of research to create presentations.

5. Professional Development: Killian's focused staff development has a positive impact on student achievement as demonstrated by assessment scores. Staff development is inclusive, supporting staff as life long learners. New teachers attend a series of district inservices (Elements of Instruction, Brain Compatible Strategies, Class Discipline, Literacy) and are paired with on-site BTSA (Beginning Teacher Support Advisor) providers for two years. Each new adoption consists of district-training for school on-site pilot teachers who become experts supporting the implementation. Teachers collaborate to determine areas of focus. TOT's (Trainers of teachers) are initially trained, practice and refine strategies, then train staff. This practice has been successful with implementing WFTB, Thinking Maps and Guided Language Acquisition Development (GLAD) training. Killian's literacy coach demonstrates lessons and works with teachers to refine strategies. Staff work with site administrators establishing professional growth goals, and are encouraged to attend trainings, conferences and share information with peers. Trainings include: Building Early Literacy, Reciprocal Teaching, Guided Reading, Power of Full Engagement, Effective Direct Instruction (EDI), WFTB, Advanced Thinking Maps, AVID (Advancement Via Individual Determination program), Collaborative Leadership training, and M.I.N.D. (Math + Music). Teachers attend the California Association of Gifted (CAG), CA Reading, CA Math, and Technology Conferences. Training has been a catalyst to engage staff in additional best practices, resulting in improved teaching strategies and student learning. Our principal attends on-going leadership training in Cognitive Coaching and Walk-Through Coaching. Classified personnel receive on-going training in technology, safety, health, and behavior modification. Various parent trainings are offered throughout the year in a variety of areas: Parent Involvement Academy, How to Help Your Child in Reading, Thinking Map Strategies, and parent discipline techniques. Staff development is based on gap analysis, determining school-wide areas needing support for optimum student learning. The long range staff development plan is based on student need and developed by staff.

PART VII - ASSESSMENT RESULTS

Subject: Killian - English Language Arts Grade: 2 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	66	59	42	59	-
% "Advanced" State Standards	24	17	15	22	-
Number of students tested	83	105	86	93	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	74	78	56	81	-
% "Advanced" State Standards	33	29	*	*	-
Number of students tested	42	51	43	36	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	60	35	18	41	-
% "Advanced" State Standards	16	8	*	*	-
Number of students tested	25	40	28	39	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	58	44	38	40	-
% "Advanced" State Standards	16	18	16	7	-
Number of students tested	43	61	37	42	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	67	58	46	59	-
% "Advanced" State Standards	19	19	17	17	-
Number of students tested	36	53	52	41	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - Mathematics Grade: 2 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	80	74	66	76	-
% "Advanced" State Standards	40	40	28	32	-
Number of students tested	83	105	86	93	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	86	90	84	94	-
% "Advanced" State Standards	57	63	*	*	-
Number of students tested	42	51	43	36	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	76	48	46	64	-
% "Advanced" State Standards	28	13	*	*	-
Number of students tested	25	40	28	39	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	72	64	54	64	-
% "Advanced" State Standards	30	34	19	14	-
Number of students tested	43	61	37	42	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	78	72	73	80	-
% "Advanced" State Standards	44	45	29	24	-
Number of students tested	36	53	52	41	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - English Language Arts Grade: 3 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	56	37	40	50	-
% "Advanced" State Standards	18	5	10	14	-
Number of students tested	116	85	92	69	-
Percent of total students tested	100	100	98.9	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	71	51	56	72	-
% "Advanced" State Standards	29	7	*	*	-
Number of students tested	56	45	34	29	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	35	23	32	33	-
% "Advanced" State Standards	5	4	*	*	-
Number of students tested	43	26	38	27	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	42	30	29	46	-
% "Advanced" State Standards	16	2	7	0	-
Number of students tested	64	43	41	28	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	53	32	20	52	-
% "Advanced" State Standards	19	5	4	9	-
Number of students tested	58	38	25	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - Mathematics Grade: 3 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	79	72	58	58	-
% "Advanced" State Standards	54	40	28	33	-
Number of students tested	116	85	92	69	-
Percent of total students tested	100	100	98.9	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	98	91	79	83	-
% "Advanced" State Standards	80	60	*	*	-
Number of students tested	56	45	34	29	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	40	46	50	44	-
% "Advanced" State Standards	21	12	*	*	-
Number of students tested	43	26	38	27	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	73	67	49	46	-
% "Advanced" State Standards	48	35	15	18	-
Number of students tested	64	43	41	28	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	79	68	52	57	-
% "Advanced" State Standards	64	39	12	35	-
Number of students tested	58	38	25	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - English Language Arts Grade: 4 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	63	58	66	67	-
% "Advanced" State Standards	32	30	31	28	-
Number of students tested	100	81	75	94	-
Percent of total students tested	100	98.8	100	100	-
Number of students alternatively assessed	6	0	0	0	-
Percent of students alternatively assessed	6	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	80	78	87	83	-
% "Advanced" State Standards	56	44	*	*	-
Number of students tested	45	32	32	42	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	50	42	57	44	-
% "Advanced" State Standards	13	18	*	*	-
Number of students tested	32	33	30	27	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	53	50	53	58	-
% "Advanced" State Standards	22	19	20	20	-
Number of students tested	45	36	31	40	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	58	48	**	61	-
% "Advanced" State Standards	32	5	0	22	-
Number of students tested	38	21	10	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - Mathematics Grade: 4 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	76	72	73	86	-
% "Advanced" State Standards	48	51	51	59	-
Number of students tested	100	81	75	94	-
Percent of total students tested	100	98.8	100	100	-
Number of students alternatively assessed	6	0	0	0	-
Percent of students alternatively assessed	6	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	93	88	100	98	-
% "Advanced" State Standards	78	75	*	*	-
Number of students tested	45	32	32	42	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	56	61	59	74	-
% "Advanced" State Standards	22	33	*	*	-
Number of students tested	32	33	30	27	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	62	64	60	70	-
% "Advanced" State Standards	40	36	30	50	-
Number of students tested	45	36	31	40	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	76	62	**	91	-
% "Advanced" State Standards	50	38	10	65	-
Number of students tested	38	21	10	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - English Language Arts Grade: 5 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	59	57	59	55	-
% "Advanced" State Standards	20	25	27	22	-
Number of students tested	87	75	96	97	-
Percent of total students tested	98.9	100	100	100	-
Number of students alternatively assessed	3	0	0	0	-
Percent of students alternatively assessed	3	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	78	71	76	70	-
% "Advanced" State Standards	27	32	*	*	-
Number of students tested	37	31	42	47	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	41	55	34	43	-
% "Advanced" State Standards	14	16	*	*	-
Number of students tested	29	31	29	28	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	35	46	48	43	-
% "Advanced" State Standards	14	24	15	8	-
Number of students tested	37	37	33	37	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	47	8	18	44	-
% "Advanced" State Standards	0	0	0	20	-
Number of students tested	19	12	11	25	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - Mathematics Grade: 5 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	61	62	58	54	-
% "Advanced" State Standards	36	33	19	20	-
Number of students tested	87	75	96	97	-
Percent of total students tested	98.9	100	100	100	-
Number of students alternatively assessed	3	0	0	0	-
Percent of students alternatively assessed	3	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	84	84	86	72	-
% "Advanced" State Standards	54	65	*	*	-
Number of students tested	37	31	42	47	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	34	58	28	32	-
% "Advanced" State Standards	10	13	*	*	-
Number of students tested	29	31	29	28	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	43	46	39	35	-
% "Advanced" State Standards	19	27	15	8	-
Number of students tested	37	37	33	37	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	58	33	64	56	-
% "Advanced" State Standards	21	25	9	20	-
Number of students tested	19	12	11	25	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - English Language Arts Grade: 6 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	59	59	57	56	-
% "Advanced" State Standards	27	23	22	22	-
Number of students tested	80	99	95	86	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	92	76	73	63	-
% "Advanced" State Standards	40	38	*	*	-
Number of students tested	25	42	45	35	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	53	40	38	41	-
% "Advanced" State Standards	24	13	*	*	-
Number of students tested	35	30	32	32	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	46	36	54	53	-
% "Advanced" State Standards	22	15	12	18	-
Number of students tested	38	39	41	34	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	45	**	23	23	-
% "Advanced" State Standards	9	0	0	8	-
Number of students tested	11	10	13	13	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Killian - Mathematics Grade: 6 Test: California Standards Test (CST)

Edition/Publication Year: CDE/2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April / May					
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	70	65	57	54	-
% "Advanced" State Standards	29	35	22	17	-
Number of students tested	79	99	95	86	-
Percent of total students tested	98.8	100	100	100	-
Number of students alternatively assessed	0	0	0	0	-
Percent of students alternatively assessed	0	0	0	0	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Proficient" plus "Advanced" State Standards	100	88	82	77	-
% "Advanced" State Standards	60	57	*	*	-
Number of students tested	25	42	45	35	-
2. <u>Hispanic</u>					
% "Proficient" plus "Advanced" State Standards	68	53	34	31	-
% "Advanced" State Standards	18	13	*	*	-
Number of students tested	34	30	32	32	-
3. <u>Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	57	56	54	50	-
% "Advanced" State Standards	19	28	15	15	-
Number of students tested	37	39	41	34	-
4. <u>English Language Learner</u>					
% "Proficient" plus "Advanced" State Standards	64	**	38	54	-
% "Advanced" State Standards	9	0	15	0	-
Number of students tested	11	10	13	13	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

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