Karl H. Kellogg Elementary School

229 East Naples Street • Chula Vista, CA , 91911-2399 • (619) 420-4151 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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Superintendent

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Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description
MISSION:

Our mission at Kellogg Elementary is to develop the whole child through a program that focuses on academic excellence, social responsibility, creativity, and health of mind and body. By providing a safe learning environment where students are both challenged and feel safe to take risks, Kellogg develops innovative thinkers, problem-solvers, and lifelong learners. Working together as partners in education, teachers, staff, and parents are committed to this mission, and committed to helping each and every child achieve their full potential in mastering the New California State Standards.

VISION:

We envision Kellogg as a place where high academic achievement, creativity and imagination take center stage through strong parent engagement and teacher leadership. Knowing that children learn in many different ways, Kellogg will be a unique school where differentiation exists for the diverse learning styles, talents, interests, and abilities that our students possess. Our students will achieve success both academically and socially through an integrated arts program, a love of reading both fiction and nonfiction, and a belief that every child can succeed.

BELIEFS:

We believe...

- that through nurturing, encouragement, patience, and perseverance that ALL students can succeed
- that each student is a unique individual and we must acknowledge that they learn and express themselves in many different ways
- that learning is maximized when activities are meaningful and have purpose
- that we must educate the "whole" child
- that a strong support system both at home and school is critical for each student's success
- that consistency and continuous improvement can be achieved through collaboration and teamwork
- that learning takes time and that some students need multiple opportunities to demonstrate mastery of content

SCHOOL PROFILE:
Dr. Karl H. Kellogg Elementary School is one of 46 schools in the Chula Vista Elementary School District. The school opened in 1957 and is located in between Interstate 805 and Interstate 5, just south of L Street. Once a Visual and Performing Arts magnet school, the Kellogg community takes great pride in Kellogg's history of accomplishments in the arts, especially in it's "Glory Days." Kellogg has been recognized by the National Endowment for the Arts and has received a Golden Bell Award from the State of California for an exemplary program.

Seven wings of classrooms, a computer lab, a video production room, a library, a teacher's lounge, a professional development center, a multi-purpose room, an arts arbor, an administrative building, and two playgrounds characterize Kellogg Elementary. We also offer a full-day kindergarten program, "Mommy and Me" preschool (Sweetwater Adult Education), Adult ESL classes (Chula Vista Adult Education), and we also house the SDSU School of Teacher Education. In addition, the Leonardo da Vinci Health and Sciences Charter School occupies two wings of our campus and shares the playgrounds, auditorium, library, and computer lab.

STUDENT PROFILE:

Kellogg's current enrollment is 321, with 56.1% of our students being Socio-Economically Disadvantaged, 31.5% English Learners, 14.6% Students with Disabilities, and 10% GATE. Our student race-ethnicity make up is: Hispanic (85.362%), Asian (.31%), Filipino (2.18%), African-American (1.87%), Native Hawaiian/Pacific Islander (.93%), White (8.10%), and Multiple/No Response (0.93%).

STAFF PROFILE:
Kellogg staff includes one school principal, 15 general education teachers, three special education teachers, 1 RSP teacher,1 music teacher and two part time Visual and Performing Arts teachers. We have a Library Media Services Paraprofessional, a school psychologist, a school nurse (2 days/week), a Speech/Language Pathologist, a Secretary, an Attendance/Health Specialist, an ELL Aide, a computer technician, five classroom instructional assistants, three student attendants, three Child Nutrition Services workers, three noon duty supervisors, a day custodian, and a night custodian. In addition, we have a morning and afternoon preschool.

INSTRUCTIONAL FOCUS:

Reading Comprehension our instructional focus with an emphasis in writing. Professional development will be centered around reading comprehension strategies and best practices to increase comprehension using expository and nonfiction texts. The Instructional Leadership Team (ILT) will be instrumental in leading professional development in the New California State Standards, as well as helping identify strategies that will be implemented to develop instructional consistency and coherence across all grade levels, especially in regards to our instructional focus.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	0
Filipino	1.2
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.9
White	9.5
Two or More Races	1.5
Socioeconomically Disadvantaged	75
English Learners	39
Students with Disabilities	18.9
Foster Youth	0.6

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	73
Grade 1	44
Grade 2	28
Grade 3	49
Grade 4	43
Grade 5	40
Grade 6	51
Total Enrollment	328

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Karl H. Kellogg Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	16	16	16
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Karl H. Kellogg Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	N/A **Percent of students lacking their own assigned textbook:** N/A
Health	N/A **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
Classroom space at Kellogg Elementary School is adequate to support our school's current enrollment. Routine maintenance functions are performed on a scheduled basis. Kellogg's custodial staff performs basic cleaning operations daily. Custodial and office staff ensure safety of school campus and grounds by locking all access gates to the campus during school hours and having all visitors sign in at the front office. Our Public Announcement system is being updated to ensure that communication to staff and students during emergency situations is heard in all areas of the school campus, including the outdoor playground areas.

This year we have made changes in our traffic pattern in front of the school to ensure a safer drop-off and pick-up for students. Volunteer parents assist during morning and afternoon at both the upper and lower parking lots.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		400 GirlsRR: (8) Loose toilet seat (9) sink needs caulk. Toilet dispenser falling off wall. Stall door sticks. 500 Girls: (4) vent rusty (9) Caulking around sink toilets. Two toilet seats are loose. (11) GoJo Soap dispenser, side wall toilet is loose of wall building. CR 701: (4) Broken ceiling tile, (9) laminate falling off coutertop, (11) Household products, (15) door will not latch on its own, Health Office: (4) VCT lifting near clock. Paint peeling. Holes in wall, near strobe light. Kinder 202: (4) Sheet vinyl is lifting. Open carpet seams. (15) Sliding door will not lock. **Missing sign on door, ligth on panel out, cobwebs under sink. speech room: (4) VCT glue coming up between tiles. (13) possible roof leak., missing ceiling tile, small amount glue tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 304: (10) fire extenguisher in wrong location (behind blinds), carpet stains. CR 503: (13) Exterior fascia peeling paint. Roof edge needs to be wrapped. emergency door is block, stain carpet. Main Playground: (5) Trash around stroage containers. (6) spider webs on play structure. (12) Crack in big green slide. MP: (7) Electrical cover East of stage stairs., floor tile dirty more on west side of building by wall.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2017				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical		X		CR 301: (4) Paint flaking on the window ledge (15) Window frame maybe leaking, ligth panelout, storage room door stuck CR 306: (7) phone jack cover missing CR 402: (9) sink doors falling off (11) Household cleaning products under sink, lamp blinking by projector. CR 501: (4) Open carpet seams. (11) air fresheners, fire extinguisher out its place, mutt outlet hook another. CR 502: (4) Open carpet seams. (12) Eaves are water damaged, hook up air fresheners. Kinder 202: (4) Sheet vinyl is lifting. Open carpet seams. (15) Sliding door will not lock. **Missing sign on door, ligth on panel out, cobwebs under sink. Kitchen: Cobwebs under sink, trallwins open without anti tamper. MP: (7) Electrical cover East of stage stairs., floor tile dirty more on west side of building by wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		400 Boys RR: (8) Sink drain leaking/urinal handle leaking. Missing lock on stall door, sink calk loose off wall. 500 boys: (9) Caulk around sinks and toilets. 500 Girls: (4) vent rusty (9) Caulking around sink toilets. Two toilet seats are loose. (11) GoJo Soap dispenser, side wall toilet is loose of wall building. Book R 305: (10) Electrical panel obstructed, water pressure too high in sink. CR 303: Electrical outlet cover missing. (9) Fountain low. (13) Possible roof leak, some ceiling tile are down. CR 402: (9) sink doors falling off (11) Household cleaning products under sink, lamp blinking by projector. CR 702: (9) Fountain low (11) Household cleaning products under sink, gutters by air cond is loose. Kinder 201: (9) Fountain low (11) Household products under sink

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2017				
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		500 Girls: (4) vent rusty (9) Caulking around sink toilets. Two toilet seats are loose. (11) GoJo Soap dispenser, side wall toilet is loose of wall building. Book R 305: (10) Electrical panel obstructed, water pressure too high in sink. CR 108: (4) Ceiling tile popped up Front door post side closes to fast. CR 402: (9) sink doors falling off (11) Household cleaning products under sink, lamp blinking by projector. CR 404: (7) bulb is out, (15) chipped on bottom of back door, house hold products, nail on wall by exit door. CR 501: (4) Open carpet seams. (11) air fresheners, fire extinguisher out its place, mutt outlet hook another. CR 502: (4) Open carpet seams. (12) Eaves are water damaged, hook up air fresheners. CR 503: (13) Exterior fascia peeling paint. Roof edge needs to be wrapped. emergency door is block, stain carpet. CR 701: (4) Broken ceiling tile, (9) laminate falling off coutertop, (11) Household products, (15) door will not latch on its own, CR 702: (9) Fountain low (11) Household cleaning products under sink, gutters by air cond is loose. Kinder 201: (9) Fountain low (11) Household products under sink Kitchen: Cobwebs under sink, trallwins open without anti tamper.
Structural: Structural Damage, Roofs	X			CR 303: Electrical outlet cover missing. (9) Fountain low. (13) Possible roof leak, some ceiling tile are down. CR 306: (7) phone jack cover missing CR 404: (7) bulb is out, (15) chipped on bottom of back door, house hold products, nail on wall by exit door. Library: (7) Needs black cover over empty outlet. (12) Gap between ramp/trgrsgikd (13) Roof Leak (15) Doors slam., ceiling tile open Main Playground: (5) Trash around stroage containers. (6) spider webs on play structure. (12) Crack in big green slide. speech room: (4) VCT glue coming up between tiles. (13) possible roof leak., missing ceiling tile, small amount glue tile.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 108: (4) Ceiling tile popped up Front door post side closes to fast. CR 503: (13) Exterior fascia peeling paint. Roof edge needs to be wrapped. emergency door is block, stain carpet. CR 601: Back door splintered at bottom, CR 602: Emergency door peel on botton. CR 604: Door shuts fast. CR 701: (4) Broken ceiling tile, (9) laminate falling off coutertop, (11) Household products, (15) door will not latch on its own, Kinder 202: (4) Sheet vinyl is lifting. Open carpet seams. (15) Sliding door will not lock. **Missing sign on door, ligth on panel out, cobwebs under sink. Library: (7) Needs black cover over empty outlet. (12) Gap between ramp/trgrsgikd (13) Roof Leak (15) Doors slam., ceiling tile open Main Playground: (5) Trash around stroage containers. (6) spider webs on play structure. (12) Crack in big green slide. Principal: (15) Door closes fast.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
			X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	62	59	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	40	36	62	62	48	48
Math	24	16	48	49	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	30	17.5	7.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	46	46	100.0	58.7
Male	19	19	100.0	57.9
Female	27	27	100.0	59.3
Hispanic or Latino	41	41	100.0	53.7
Socioeconomically Disadvantaged	31	31	100.0	48.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	188	180	95.74	35.56
Male	77	74	96.1	22.97
Female	111	106	95.5	44.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	154	95.65	32.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	139	95.21	32.37
English Learners	85	80	94.12	21.25
Students with Disabilities	39	38	97.44	5.26

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	188	184	97.87	15.76
Male	77	77	100	12.99
Female	111	107	96.4	17.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	157	97.52	13.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	143	97.95	14.69
English Learners	85	84	98.82	8.33
Students with Disabilities	39	38	97.44	2.63

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
•	Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact person: Principal Sylvia Echeverria
Phone number: (619) 420-4151

PARENT ENGAGEMENT OPPORTUNITIES:

Partnerships with our parent community is vital to the success of our students, and parents participate in the School Site Council (SSC), English Language Advisory Committee (ELAC), School Advisory Committee (SAC) and Parent/Teacher Association (PTA). These school governance groups meet monthly. In addition, parents may participate in committees such as Rise-N-Run and the Fitness Fair committee. Parents are also encouraged to attend monthly Coffee Chats with the principal as an additional opportunity to maintain communication between home and school. On-site Kellogg Parent Workshops will continue this year to increase parent engagement and education opportunities.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
•	Pupil suspension rates;
•	Pupil expulsion rates; and
•	Other local measures on the sense of safety.

School Safety Plan
Kellogg's Safe School Plan was developed and approved by our School Site Council in September 2017. Our comprehensive Safe School Plan includes a component that addresses the Kellogg's School Climate as well as Kellogg's Physical Environment. Key elements in the plan include a crime assessment, code of conduct/school rules, dress code, suspension policies, bully prevention, child abuse reporting procedures, attendance improvement strategies, procedures for safe ingress and egress of pupils, and disaster procedures.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.3	0.6	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.3
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	18	17	20	1	3	2	2	1	2			
1	19	25	23	2				1	1			
2	21	24	22				1	2	2			
3	22	24	22			1	2	1	1			
4	23	20	20	1	1	1	1	2	1			
5	28	30	30				1	1	1			
6	26	21	24	1	1	1	2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers and professional staff based on student performance data and identified student needs.

2013-14:
- All teachers participated in District-wide Academies that focus on professional development in Common Core implementation as well as English Learner support
- ILT team participated in 3 all day sessions to plan and review our professional development cycle
- Teacher teams participated in 13 collaboration sessions throughout the year to analyze student work, participate in professional development and plan for instruction
- All teachers received training on Close Reading given by Dr. Bonnie McGrath
- All teachers received training on Academic Discourse and Conceptual Math given by District Math Resource Teacher
- All teachers participated in peer observations to give and receive feedback on close reading implementation
- All teachers received ongoing training on iPad applications and other technology for classroom instruction, including the Apple TV, Wordpress, Edmodo, and Achieve 3000.

2014-15:
- All teachers participate in District-wide Academies that focus on professional development in Common Core implementation as well as English Learner support
- ILT team participate in 3 all day sessions to plan and review our professional development cycle
- Teacher teams participate in weekly collaboration sessions throughout the year to analyze student work, participate in professional development and plan for instruction
- All teachers continue to receive training on Reading Comprehension strategies led by Dr. Bonnie McGrath

- All teachers continue to receive training on Conceptual Math given by District Math Resource Teacher
- All teachers participate in peer observations to give and receive feedback on professional learning
- All teachers receive ongoing training on iPad applications and other technology for classroom instruction, including the Apple TV, Wordpress, Edmodo, Reading Eggs and Achieve 3000.

2015-16:
- All teachers participate in District-wide Academies that focus on professional development in New California State Standards implementation as well as English Learner support
- ILT team participate in 4 all day sessions to plan and review our professional development cycle
- Teacher teams participate in weekly collaboration sessions throughout the year to analyze student work, participate in professional development and plan for instruction
- All teachers continue to receive training on Reading Comprehension and writing strategies led by Dr. Bonnie McGrath and on-site Resource Teacher
- All teachers continue to receive training making thinking visible in Math given by District Math Resource Teacher
- All teachers participate in peer observations to give and receive feedback on professional learning
- All teachers receive training on GLAD strategies to support English Learners
- All teachers receive ongoing training on technology for classroom instruction, including the Apple TV, Wordpress, Edmodo, Reading Eggs, ILE and Achieve 3000.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$13,274.88	$5,232.94	$8,041.94	$65,311.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			0.3	-5.6
Percent Difference: School Site/ State			23.6	-9.8

* Cells with ♦ do not require data.

Types of Services Funded
Programs at supplemental services offered at Kellogg include structured Visual Art and Creative Movement classes provided by part-time program support teachers. This enrichment program also allows for teacher collaboration and is funded through LCAP funds. One kindergarten aide supports our full-day kinder program and is also funded by Title 1. Our EL Aide supports our English Learner population by administering and monitoring critical CELDT and LAS assessment data. This service is provided through LEP categorical funding. Our Computer Technician is on-site to support educational technology programs such as Achieve 3000, Reading Eggs, Accelerated Reader, and Imagine Learning English.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.