Karl H. Kellogg Elementary School

229 East Naples St. • Chula Vista, CA , 91911-2399 • (619) 420-4151 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

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

School Description

This school year, Kellogg leadership has worked diligently to develop a shared Purpose and Core Values amongst all stakeholders. Our Purpose answers the question: Why do we exist as an organization? Our Core Values answer the question: How does each member of our organization behave? These statements and beliefs were developed in collaboration with all stakeholders from community members, parents, classified staff, certificated staff, and administration. The statements are shared, concise, and every member of our organization holds the responsibility not only to demonstrate on a daily basis but to hold each other accountable as well.

Purpose:

Kellogg exists as the heart of the community to provide a safe and inclusive learning environment, which maximizes student achievement through targeted instruction while nurturing relationships and creating responsible global citizens.

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.

Core Values:

1. Students' needs come first.

2. We cultivate positive relationships school wide.

3. We have a commitment to an "I Can" attitude.

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	38
Grade 3	50
Grade 4	46
Grade 5	34
Grade 6	52
Total Enrollment	312

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	1.6
Hispanic or Latino	81.4
Native Hawaiian or Pacific Islander	0.3
White	10.3
Two or More Races	1.6
Socioeconomically Disadvantaged	84.9
English Learners	30.4
Students with Disabilities	21.5
Homeless	0.3

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 for Karl H. Kellogg	18-19	19-20	20-21
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Karl H. Kellogg Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Note: "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 2020-21)

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: June 2020

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	GoMath and Eureka/Engage New York.	
	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%

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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/2/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Kitchen: restroom has no ventilation and doesn't open (complaint), hot water low pressure
Interior: Interior Surfaces	Good	Health Office: small opening in tile seam, no fire extinguisher Library 703: ceiling panels warped PTA Office 1011: file cabinet needs earthquake strap
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Kinder 201: sink knob loose, termite damage on overhang, backdoor not closing properly Kinder Playground: cobwebs
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Kinder 201: sink knob loose, termite damage on overhang, backdoor not closing properly Kitchen: restroom has no ventilation and doesn't open (complaint), hot water low pressure
Safety: Fire Safety, Hazardous Materials	Good	Admin: no fire extinguisher CR 504: air freshener plug in Health Office: small opening in tile seam, no fire extinguisher Office 1010: air freshener plug in
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 301: door doesn't shut all the way CR 702: door doesn't shut all the way Kinder 201: sink knob loose, termite damage on overhang, backdoor not closing properly Office Workroom 210: roll up blinds detached
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	64	N/A	50	N/A
Math	40	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)
Contact person: Principal Chris Houck
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), and Parent/Teacher Association (PTA). These school governance groups meet monthly. In addition, parents may participate in in supporting our Morning Running Program. Parents are also encouraged to attend monthly Coffee Chats with the principal as an additional opportunity to maintain communication between home and school. During Distance Learning and through the COVID-19 Pandemic, all parent engagement meetings/groups will meet virtually. Invites to parent meetings are sent out through school communication channels; please contact our school office for any details how to get plugged in!

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 (School Year 2020-2021)

Kellogg's Safe School Plan was developed and approved by our School Site Council in January 2020. 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. This year, our Safety Plan is inclusive of various safety measures to ensure safety measures and protocols related to COVID-19 are followed.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	1.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.25	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	0.4
Nurse	0.5
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	1.5

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	3	1		20	2	1		16	1	2	
1	21	1	1		19	2			14	3		
2	22		1		22		2		16	2		
3	23		2		22		1		22		2	
4	14	2	1		21	1	2		14	2	1	
5	31		1		15	1	1		16	2		
6	24	1	2		22	1	2		15	2	1	
Other**					12	1			13	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

2017-18:
- 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.

2018-19

Our professional development will focus on a professional learning cycle that includes input training, professional reading, safe-practice, peer observation and feedback and Looking at Student Work (LASW) protocol. Our instructional focus area is mathematics while our cycle of professional learning theme for the year is teacher and student clarity.

Within our cycle of professional development, we will also receive professional development in the following content areas:
- Math Framework and Standards (District and Site)
- iReady Math Assessment Training (Site)
- Development and implementation of Quality Indicators centered on Learning Intentions, Success Criteria, Teacher Questioning, and Student written and oral production.
- Art and Music Integration (Site)
- Technology to Support Classroom Instruction (Site)
- Training on Social Emotional Learning - Sanford Harmony Curriculum and Youth Mental Health First Aide
- The Instructional Leadership Team (ILT) will continue to support all staff at staff meetings and grade level collaboration meetings.

2019-20

Our professional development will focus on a professional learning cycle that includes input training, professional reading, safe-practice, peer observation and feedback and Looking at Student Work (LASW) protocol. Our instructional focus area is mathematics while our cycle of professional learning theme for the year continues to be centered around teacher and student clarity. Our ILT meets on a quarterly basis to conduct guided walkthroughs of all classrooms, collect instructional data, and project next instructional and professional development steps. Our team has developed a set of Quality Indicators with set expectations for Room Environment, Teacher Actions, and Student Behaviors. In addition, we observe and collect student response data to our three focus questions: What are you learning? What are you thinking on your current problem? Where can you go for support if you don't understand?

Our three PLC's for the 2019-20 school year have been focused around the following:
- PLC 1 - Quarter 1 - Learning Progressions
- PLC 2 - Quarter 2 - Making Thinking Visible through Thinking Routines
- PLC 3 - Quarter 3 - Teacher Questioning: Funneling vs. Focus Questioning

2020-21

Our professional development focus for this unique year full of distance learning has been centered on the transfer of previous successful instructional practices to the online, distance learning format. As instruction has shifted to 100% online delivery for a majority of this school year, our ILT has been meeting twice per month to assess teacher needs, provide adequate instructional/technological support, and develop PD opportunities that help our team move forward. Teachers have opportunities to weekly collaborate with grade level partners and engage in meaningful conversations/planning during Friday teacher meetings. This year we have emphasized the transfer of instructional practices with purpose. We have focused our professional development and feedback around Learning Intentions centered on grade level standards, developing purposeful student tasks based on standards, and providing differentiated opportunities for learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	16,849.73	7,613.82	9,235.91	75,384
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-8.1
School Site/ State	17.5	-11.0

Note: Cells with N/A values 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. Our EL Aide supports our English Learner population by administering and monitoring critical ELPAC 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. Additionally, Kellogg funds a School Social Worker that supports with push in class lessons and pull out student counseling support groups. Our School Social Worker is paid by a combination of Title 1 and LCAP funds.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.