Karl H. Kellogg Elementary School

229 East Naples St. • Chula Vista, CA , 91911-2399 • (619) 420-4151 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	43
Grade 2	49
Grade 3	45
Grade 4	34
Grade 5	49
Grade 6	48
Total Enrollment	335

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
Asian	1.8
Filipino	1.5
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	0.3
White	8.4
Two or More Races	2.1
Socioeconomically Disadvantaged	85.4
English Learners	37.6
Students with Disabilities	18.8
Foster Youth	0.9
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	17-18	18-19	19-20
With Full Credential	16	16	16
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	17-18	18-19	19-20
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 2019-20)
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 2019

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%

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: 1/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 702: heater/air makes noise, door doesn't shut all the way Kitchen: restroom has no ventilation and doesn't open (complaint)
Interior: Interior Surfaces	Good	CR 603: cabinet door peeling - sink area, ceiling pushed up Library 703: ceiling panels warped PTA Office 1011: book case not strapped to wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 401: color rug has stains CR 604: electrical box blocked, stain on carpet entrance Kinder Playground: cobwebs Stage: messy stage
Electrical: Electrical	Good	400 Custodian (440): electrical panel obstructed 400 Girl's RR: hand dryer doesn't work CR 604: electrical box blocked, stain on carpet entrance Electrical 1020: blocked by boxes
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	500 Girl's RR: sink knob loose Kinder 201: fountain low, sink knob loose
Safety: Fire Safety, Hazardous Materials	Good	CR 302: diffuser plug in CR 504: air freshener plug in 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 403: door doesn't shut all the way CR 702: heater/air makes noise, door doesn't shut all the way
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	52	65	64	50	50
Math	23	40	51	51	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	31.2	8.3	37.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	171	165	96.49	51.52
Male	77	73	94.81	39.73
Female	94	92	97.87	60.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	139	134	96.40	50.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	142	95.95	52.82
English Learners	74	70	94.59	42.86
Students with Disabilities	28	27	96.43	18.52
Homeless	--	--	--	--

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 2018-19 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	171	169	98.83	39.64
Male	77	76	98.70	39.47
Female	94	93	98.94	39.78
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	139	137	98.56	37.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	146	98.65	39.73
English Learners	74	74	100.00	33.78
Students with Disabilities	28	27	96.43	14.81
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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. 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 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	1.1
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.9
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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	20	2	2		19	3	1		20	2	1	
1	23		1		21	1	1		19	2		
2	22		2		22		1		22		2	
3	22	1	1		23		2		22		1	
4	20	1	1		14	2	1		21	1	2	
5	30		1		31		1		15	1	1	
6	24	1	2		24	1	2		22	1	2	
Other**									12	1		

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,274.88	$5,232.94	$8,041.94	$65,311.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-10.0
School Site/ State	20.1	-18.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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).

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.