

Karl H. Kellogg Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2023-24 School Contact Information

School Name	Karl H. Kellogg Elementary School
Street	229 East Naples St.
City, State, Zip	Chula Vista, CA , 91911-2399
Phone Number	(619) 420-4151
Principal	Luis Aparicio
Email Address	luis.aparicio@cvesd.org
School Website	https://kellogg.cvesd.org/home
County-District-School (CDS) Code	37-68023-6037832

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

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. Kellogg Elementary shares a vision with our district, and that vision is that our students are high-achieving, innovative thinkers. They are multi-literate, self-reliant, and confident.

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.

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	39
Grade 2	31
Grade 3	43
Grade 4	39
Grade 5	34
Grade 6	45
Total Enrollment	294

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
American Indian or Alaska Native	0.3%
Asian	1%
Black or African American	2.7%
Filipino	1.7%
Hispanic or Latino	81.6%
Two or More Races	3.1%
White	9.5%
English Learners	29.3%
Foster Youth	1%
Homeless	1.7%
Socioeconomically Disadvantaged	70.1%
Students with Disabilities	21.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	83.36	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	2.60	16.64	106.00	7.66	18854.30	6.86
Total Teaching Positions	15.90	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	83.36	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	2.60	16.64	109.80	7.63	15831.90	5.67
Total Teaching Positions	15.90	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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. Kellogg Elementary recently submitted an application to the city of Chula Vista requesting better and safer pedestrian signage in front of the school.

Year and month of the most recent FIT report

11/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			300 Lounge: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.CFC Section 604.3 400 Custodian (440): Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.CFC Section 604.3 CR 501: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.CFC Section 604.3 CR 502: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 603: Unapproved Devices - shall be polarized, grounded, and equipped

with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 Electrical 220: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Electrical 520: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Kinder 201: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 Office Workroom 210: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	44	54	53	47	46
Mathematics (grades 3-8 and 11)	29	38	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	158	98.75	1.25	44.30
Female	75	73	97.33	2.67	53.42
Male	85	85	100.00	0.00	36.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	43.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	40.00
English Learners	42	42	100.00	0.00	26.19

Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	103	100.00	0.00	39.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	10.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	157	98.13	1.87	37.58
Female	75	72	96.00	4.00	33.33
Male	85	85	100.00	0.00	41.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	37.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	42.86
English Learners	42	42	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	102	99.03	0.97	36.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	31.03

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.64	23.53	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	35	100.00	0.00	25.71
Female	18	18	100.00	0.00	22.22
Male	17	17	100.00	0.00	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	26.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88.57%	85.71%		82.86%	85.71%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Contact person: Principal Luis Aparicio
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 Learner Advisory Committee (ELAC), and Parent/Teacher Association (PTA). Parents are also encouraged to attend monthly Coffee Chats with the principal as an additional opportunity to maintain communication between home and school. We continue to hold all parent engagement meetings/groups virtually due to the surge in the pandemic. Invites to parent meetings are sent out through school communication channels; please contact our school office for any details how to get plugged in!

We believe that parents should share in the decision-making and governance of the school. Therefore input from the various parent groups is solicited when making important decisions affecting programs, schedules, and activities throughout the school year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	312	311	71	22.8
Female	146	145	36	24.8
Male	166	166	35	21.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	8	8	1	12.5
Filipino	5	5	2	40.0
Hispanic or Latino	252	251	61	24.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	3	30.0
White	33	33	4	12.1
English Learners	89	89	21	23.6
Foster Youth	4	4	1	25.0
Homeless	9	9	1	11.1
Socioeconomically Disadvantaged	220	220	56	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	76	24	31.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.52	1.28	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0
Female	0.68	0
Male	1.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.12	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.91	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

2023-24 School Safety Plan

Kellogg's Safe School Plan was developed by our Safety Committee and approved by our School Site Council on December 2, 2023 and the Board of Education approval date for the CSSP is January 17, 2024.. 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.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	4		
1	16	2	1	
2	19	2		
3	18	2		
4	23	1	1	
5	20	1	1	
6	29		1	
Other	12	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	1	
1	12	2	1	
2	20	2		
3	19	2		
4	16	1	1	
5	20	1	1	
6	19	1	1	
Other	14	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	1	0
1	13	3	0	0
2	15	1	1	0
3	20	2	0	0
4	17	1	1	0
5	16	2	0	0
6	19	1	1	0
Other	10	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,754.60	5,443.28	5,311.32	80,120
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-50.1	-6.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-21.5	-8.5

Fiscal Year 2022-23 Types of Services Funded

Programs at supplemental services offered at Kellogg include structured Visual Art and Music 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 assessment and provides small group support for our English Learners.. This service is provided through LEP categorical funding. Our Computer Technician is on-site to support educational technology programs such as Achieve 3000, Iready, and Accelerated Reader. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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

2023-24

Our professional development will focus on Understanding and Mastery of academic standards. The professional development focuses on unpacking power standards to fully understand the skills, critical questions and clear understanding of specific topics needed to be mastered by students. Teachers will receive professional development on small groups and student collaboration for those two are the school wide strategies to ensure student clarity. Our instructional focus area is mathematics and English. Professional development takes place in the form of staff presentations, teacher collaboration, peer observations, and collaborative time for teams to implement learning. learning occurs within our school and within our district cohort of schools.

The principal and staff instructional leadership teamwork collaboratively to plan and provide professional development during staff meetings and during weekly grade-level collaboration. The principal and staff instructional leadership plan across all content areas, making learning visible through the use of success criteria and teacher clarity has been a focus for staff.

The academic focus for English Language Arts is that all students will show measurable growth in grade-level text with purpose, understanding, and comprehension through the use of high impact reading strategies. Mathematics professional development has focused on small group instruction and collaborative conversations (student collaborations). Teachers are working closely with the District Math Resource Teacher and cohort as they engage in this work.

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, Small Groups, Student Collaboration, and Common Formative Assessments.
- 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	30