



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kellogg Elementary School	42691956045488	September 22, 2023	October 25, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. All parents of students considered to be Multilingual Learners will give input through the Multilingual Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with the Kellogg School English Learner Advisory Council. Goals are determined based on the survey outcomes and students need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel on differentiation strategies to improve overall student achievement. Staff consistently uses "Depth and Complexity" within core instruction. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use and shared with District Administration, Staff, Kellogg School Site Council and Kellogg School English Learner Advisory Council.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students take STAR 360 Early Literacy or Reading/Math assessments and Dibels assessment each trimester. Students will take common formative assessments in language arts and math as needed per unit, along with the summative assessments their teacher elects to use. Teachers may add any additional assessments they feel necessary to inform their practice. All students are given the Mini DESSA each trimester to assess the students' social emotional needs. Observation is done regularly by teachers, staff, and site leadership.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are highly qualified and continue to be professionally developed in instructional strategies, reading strategies, and curriculum needs. Staff meeting are used to professionally develop staff in the areas of Student Achievement, Differentiation, English Language Development, and Gifted Student Services.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement. Professional development will be based upon areas for improvement with a focus on diversity, equity and inclusion.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and Professional Learning Team meetings by equity-minded professionals. Additional support is available, as needed, from site and district leadership.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet regularly in District and site professional development opportunities or staff meetings. Professional Development will focus on diversity, equity and inclusion. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community to support student achievement and diversity, equity and inclusion. Support staff can design their schedules to accommodate meeting with the general education teachers, and support is in process to ensure continuity of this cross-collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted Tier 2 and Tier 3 intervention and extension time also part of the daily routine.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to District adopted materials for English Language Arts, Math, Science, Social Studies and Social Emotional curriculum. Differentiation strategies and materials are available to students as necessary.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students with a focus on diversity, equity and inclusion.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. All parents of students considered to be Multilingual Learners will give input through the Multilingual Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with the Kellogg School English Learner Advisory Council. Goals are determined based on the survey outcomes and students need. Input is solicited on core programs, as well as comprehensive supplemental services. Additionally, site administration solicited input from staff, Kellogg School Site Council and PTA via surveys and informal discussions.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and summer school is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various educational partners in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data are used to develop the school plan. The school plan and survey results were also discussed with the ELAC EL Parent Committee.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	46	83
Grade 1	42	46	46
Grade 2	61	47	46
Grade3	48	67	45
Grade 4	61	55	71
Grade 5	55	63	54
Grade 6	62	65	64
Total Enrollment	368	389	409

Conclusions based on this data:

1. Enrollment at Kellogg School is beginning to stabilize post Covid, with slight increases over the past 3 years.
2. There was a significant increase in our number of kindergarteners this year.
3. There was a slight increase of 4th graders, due to new families moving into the Kellogg school boundaries.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	67	67	58	18.2%	17.2%	14.2%
Fluent English Proficient (FEP)	47	42	43	12.8%	10.8%	10.5%
Reclassified Fluent English Proficient (RFEP)	9	10	9	13.4%	14%	16%

Conclusions based on this data:

1. Approximately 14% of students enrolled at Kellogg are identified as English learners in 2022-23.
2. The number of Fluent English Proficient students has remained about the same for the past two years.
3. The percent of students reclassified is an approximate percentage. The number of reclassified students is approximately the same for the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	68	45	0	67	45	0	67	45	0.0	98.5	100.0
Grade 4	51	53	70	0	53	69	0	53	69	0.0	100.0	98.6
Grade 5	53	65	51	0	65	50	0	65	50	0.0	100.0	98.0
Grade 6	55	60	62	0	59	61	0	59	61	0.0	98.3	98.4
All Grades	202	246	228	0	244	225	0	244	225	0.0	99.2	98.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2468.	2452.		46.27	40.00		17.91	17.78		19.40	20.00		16.42	22.22
Grade 4		2526.	2494.		54.72	39.13		22.64	21.74		9.43	15.94		13.21	23.19
Grade 5		2583.	2559.		55.38	54.00		23.08	20.00		12.31	10.00		9.23	16.00
Grade 6		2603.	2608.		54.24	49.18		22.03	36.07		11.86	8.20		11.86	6.56
All Grades	N/A	N/A	N/A		52.46	45.33		21.31	24.44		13.52	13.33		12.70	16.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.31	28.89		49.25	60.00		13.43	11.11
Grade 4		35.85	30.43		62.26	52.17		1.89	17.39
Grade 5		43.08	48.00		49.23	42.00		7.69	10.00
Grade 6		44.07	45.90		45.76	47.54		10.17	6.56
All Grades		40.16	38.22		51.23	50.22		8.61	11.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.33	28.89		41.79	53.33		23.88	17.78
Grade 4		41.51	21.74		47.17	60.87		11.32	17.39
Grade 5		60.00	44.00		30.77	42.00		9.23	14.00
Grade 6		50.85	54.10		40.68	36.07		8.47	9.84
All Grades		46.72	36.89		39.75	48.44		13.52	14.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.37	26.67		62.69	53.33		11.94	20.00
Grade 4		15.09	18.84		73.58	75.36		11.32	5.80
Grade 5		32.31	12.00		61.54	76.00		6.15	12.00
Grade 6		23.73	27.87		72.88	65.57		3.39	6.56
All Grades		24.59	21.33		67.21	68.44		8.20	10.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.82	24.44		52.24	55.56		11.94	20.00
Grade 4		39.62	23.19		52.83	66.67		7.55	10.14
Grade 5		32.31	26.00		56.92	68.00		10.77	6.00
Grade 6		38.98	31.15		52.54	65.57		8.47	3.28
All Grades		36.48	26.22		53.69	64.44		9.84	9.33

Conclusions based on this data:

1. It should be noted that CAASPP English Language Arts was not completed during the 2019/2020 or the 2020/2021 school year due to the COVID-19 Pandemic and the subsequent school closures.
2. The percentage of students performing at or above grade level remains relatively the same (spring 2019 = 75%, spring 2022 = 74%).
3. The claims demonstrate that only a minimal number of students are performing below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	68	45	0	68	45	0	68	45	0.0	100.0	100.0
Grade 4	51	53	70	0	53	69	0	53	69	0.0	100.0	98.6
Grade 5	53	65	51	0	65	49	0	65	49	0.0	100.0	96.1
Grade 6	55	61	62	0	60	61	0	60	61	0.0	98.4	98.4
All Grades	202	247	228	0	246	224	0	246	224	0.0	99.6	98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2463.	2446.		39.71	22.22		29.41	35.56		11.76	22.22		19.12	20.00
Grade 4		2526.	2509.		35.85	33.33		33.96	36.23		22.64	13.04		7.55	17.39
Grade 5		2555.	2539.		46.15	32.65		21.54	22.45		16.92	30.61		15.38	14.29
Grade 6		2595.	2590.		46.67	45.90		18.33	31.15		23.33	13.11		11.67	9.84
All Grades	N/A	N/A	N/A		42.28	34.38		25.61	31.70		18.29	18.75		13.82	15.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.18	28.89		39.71	53.33		19.12	17.78
Grade 4		54.72	42.03		37.74	39.13		7.55	18.84
Grade 5		43.08	30.61		43.08	46.94		13.85	22.45
Grade 6		45.00	47.54		43.33	42.62		11.67	9.84
All Grades		45.53	38.39		41.06	44.64		13.41	16.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.12	28.89		36.76	53.33		19.12	17.78
Grade 4		33.96	26.09		43.40	59.42		22.64	14.49
Grade 5		33.85	30.61		53.85	57.14		12.31	12.24
Grade 6		36.67	27.87		46.67	62.30		16.67	9.84
All Grades		37.40	28.13		45.12	58.48		17.48	13.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.29	22.22		51.47	64.44		13.24	13.33
Grade 4		35.85	33.33		54.72	56.52		9.43	10.14
Grade 5		33.85	22.45		49.23	67.35		16.92	10.20
Grade 6		41.67	32.79		46.67	57.38		11.67	9.84
All Grades		36.59	28.57		50.41	60.71		13.01	10.71

Conclusions based on this data:

1. It should be noted that CAASPP Mathematics was not completed during the 2019/2020 or the 2020/2021 school year due to the COVID-19 Pandemic and the subsequent school closures.
2. The percentage of students performing at or above grade level remains relatively the same (spring 2019 = 67%, spring 2022 = 68%).
3. The claims demonstrate that only a minimal number of students are performing below standard, with a slight increase of challenge in problem solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1420.4	*	*	1428.8	*	*	1400.9	6	9	16
1	*	*	*	*	*	*	*	*	*	9	7	8
2	1479.9	*	*	1483.4	*	*	1476.1	*	*	14	4	7
3	1468.3	1474.9	*	1480.3	1480.6	*	1455.8	1468.9	*	12	14	*
4	*	*	1491.2	*	*	1490.5	*	*	1491.3	10	9	13
5	*	*	*	*	*	*	*	*	*	9	8	6
6	*	*	*	*	*	*	*	*	*	8	7	*
All Grades										68	58	56

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	18.75	*	*	18.75	*	*	43.75	*	*	18.75	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	21.43	*	*	35.71	*	*	35.71	*	*	7.14	*	*	14	*	*
3	16.67	7.14	*	41.67	35.71	*	16.67	35.71	*	25.00	21.43	*	12	14	*
4	*	*	0.00	*	*	46.15	*	*	15.38	*	*	38.46	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	24.14	10.71	33.82	41.38	41.07	27.94	20.69	23.21	14.71	13.79	25.00	68	58	56

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	25.00	*	*	43.75	*	*	18.75	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	28.57	*	*	50.00	*	*	14.29	*	*	7.14	*	*	14	*	*
3	50.00	28.57	*	25.00	35.71	*	8.33	14.29	*	16.67	21.43	*	12	14	*
4	*	*	38.46	*	*	15.38	*	*	38.46	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.76	48.28	25.00	39.71	32.76	28.57	10.29	6.90	28.57	13.24	12.07	17.86	68	58	56

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	25.00	*	*	50.00	*	*	12.50	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.14	*	*	42.86	*	*	35.71	*	*	14.29	*	*	14	*	*
3	0.00	7.14	*	41.67	21.43	*	25.00	21.43	*	33.33	50.00	*	12	14	*
4	*	*	0.00	*	*	23.08	*	*	23.08	*	*	53.85	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.29	8.62	7.14	33.82	39.66	32.14	27.94	25.86	35.71	27.94	25.86	25.00	68	58	56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	25.00	*	*	50.00	*	*	25.00	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
3	41.67	21.43	*	33.33	57.14	*	25.00	21.43	*	12	14	*
4	*	*	15.38	*	*	46.15	*	*	38.46	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.24	25.86	19.64	45.59	62.07	55.36	16.18	12.07	25.00	68	58	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	56.25	*	*	31.25	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	21.43	*	*	71.43	*	*	7.14	*	*	14	*	*
3	58.33	42.86	*	25.00	42.86	*	16.67	14.29	*	12	14	*
4	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.59	60.34	30.36	41.18	29.31	48.21	13.24	10.34	21.43	68	58	56

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	75.00	*	*	12.50	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
3	0.00	7.14	*	58.33	42.86	*	41.67	50.00	*	12	14	*
4	*	*	0.00	*	*	46.15	*	*	53.85	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.18	12.07	14.29	55.88	56.90	57.14	27.94	31.03	28.57	68	58	56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	37.50	*	*	31.25	*	*	31.25	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	14.29	*	*	71.43	*	*	14.29	*	*	14	*	*
3	0.00	0.00	*	58.33	57.14	*	41.67	42.86	*	12	14	*
4	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.24	20.69	16.07	60.29	60.34	57.14	26.47	18.97	26.79	68	58	56

Conclusions based on this data:

1. The number of language learners dropped significantly, from 68 to 58.
2. It should be noted that the ELPAC was not completed during the 2019/2020 or the 2020/2021 school year due to the COVID-19 Pandemic and the subsequent school closures.
3. Approximately 24% of English learner students achieved an overall score of Level 4, one criteria for reclassification.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	19.3	17.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kellogg Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	17.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	75	19.3
Students with Disabilities	61	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian		
Asian	32	8.2
Filipino		
Hispanic	142	36.5
Two or More Races	28	7.2
Pacific Islander		
White	184	47.3

Conclusions based on this data:

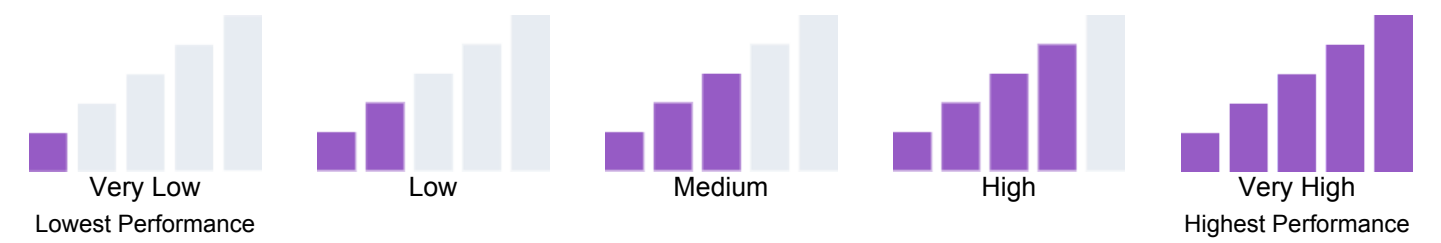
1. The percentage of students who are socioeconomically disadvantaged has dropped this year to 19.3%.
2. The percentage of students who are English learners has dropped this year to 17.2%.
3. 15.7% of enrolled students have disabilities. This percentage has increased this year. It should be noted there is an intensive program for students with Autism on the Kellogg campus and we added an additional class this year.

School and Student Performance Data

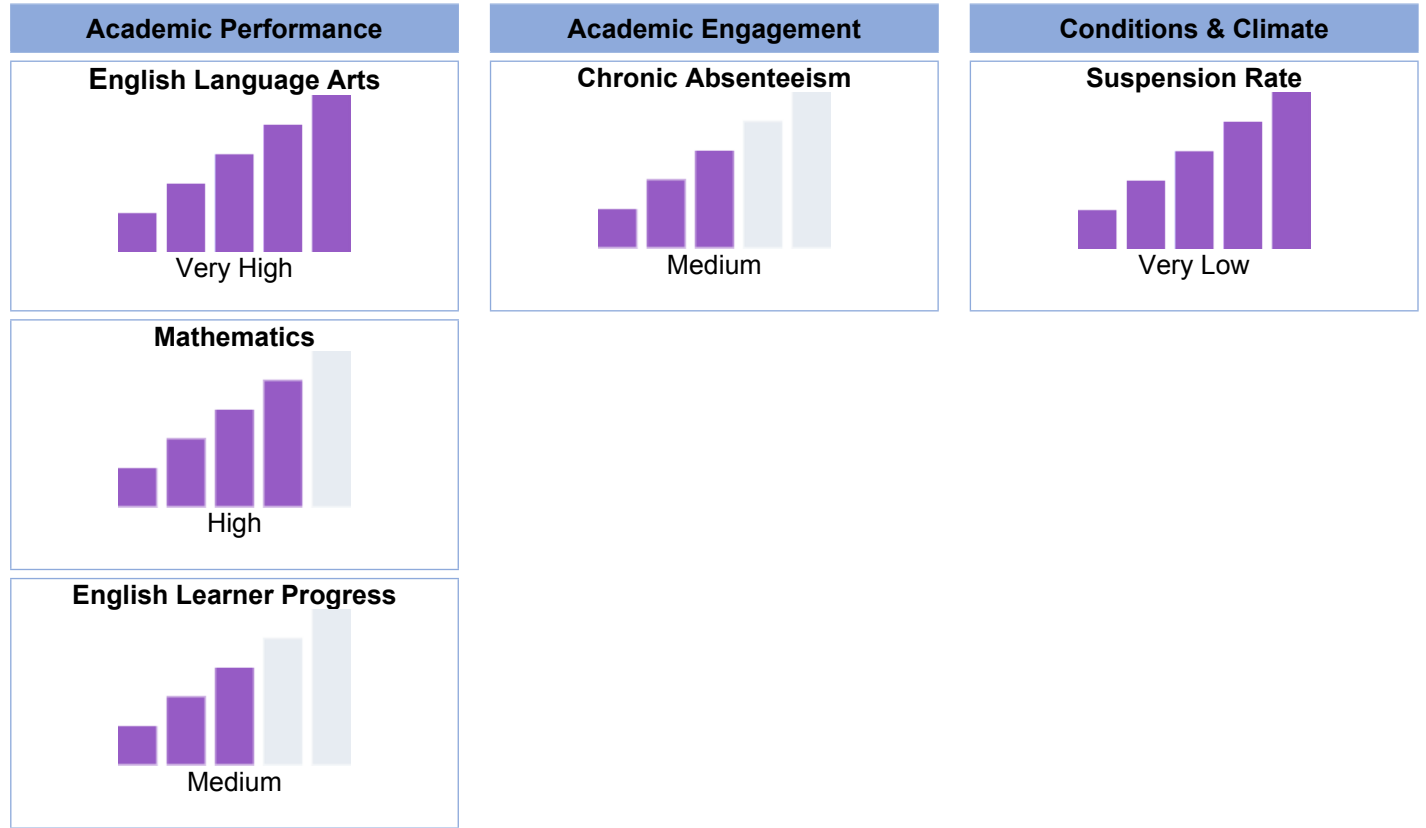
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- English Language Arts overall performance is very high. Mathematics overall performance is high.
- Student engagement is medium as chronic absenteeism has become a concern. This concerns is partially due to students being kept home more often due to COVID concerns.

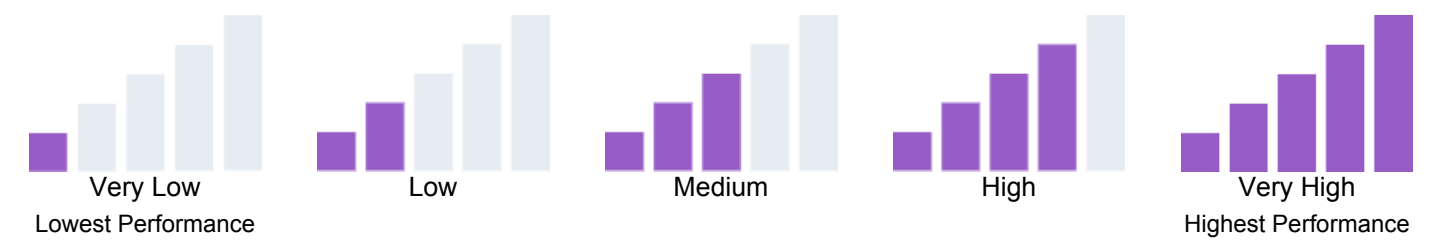
3. Suspension Rate is very low, with no suspensions this year.

School and Student Performance Data

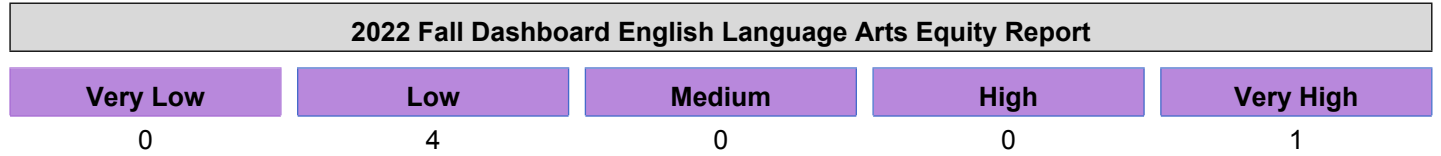
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

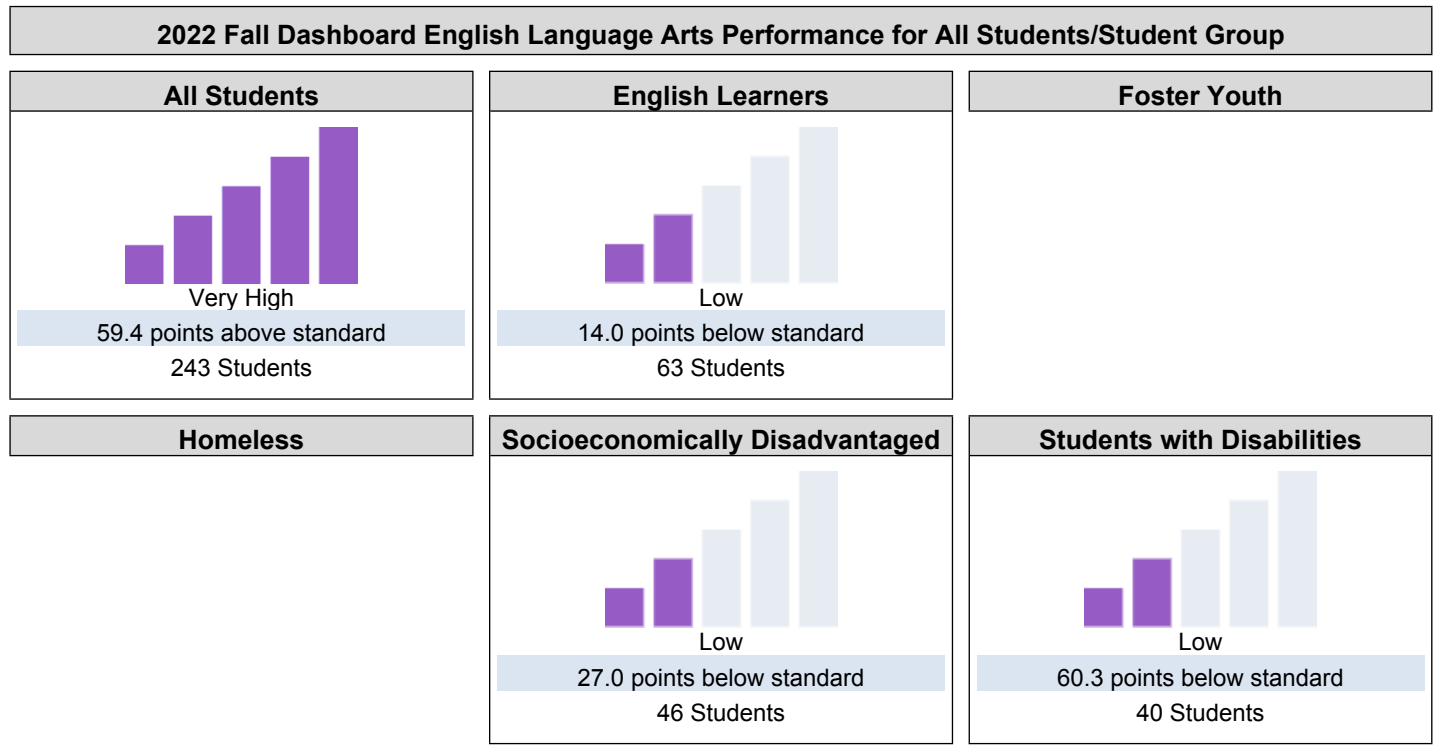
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



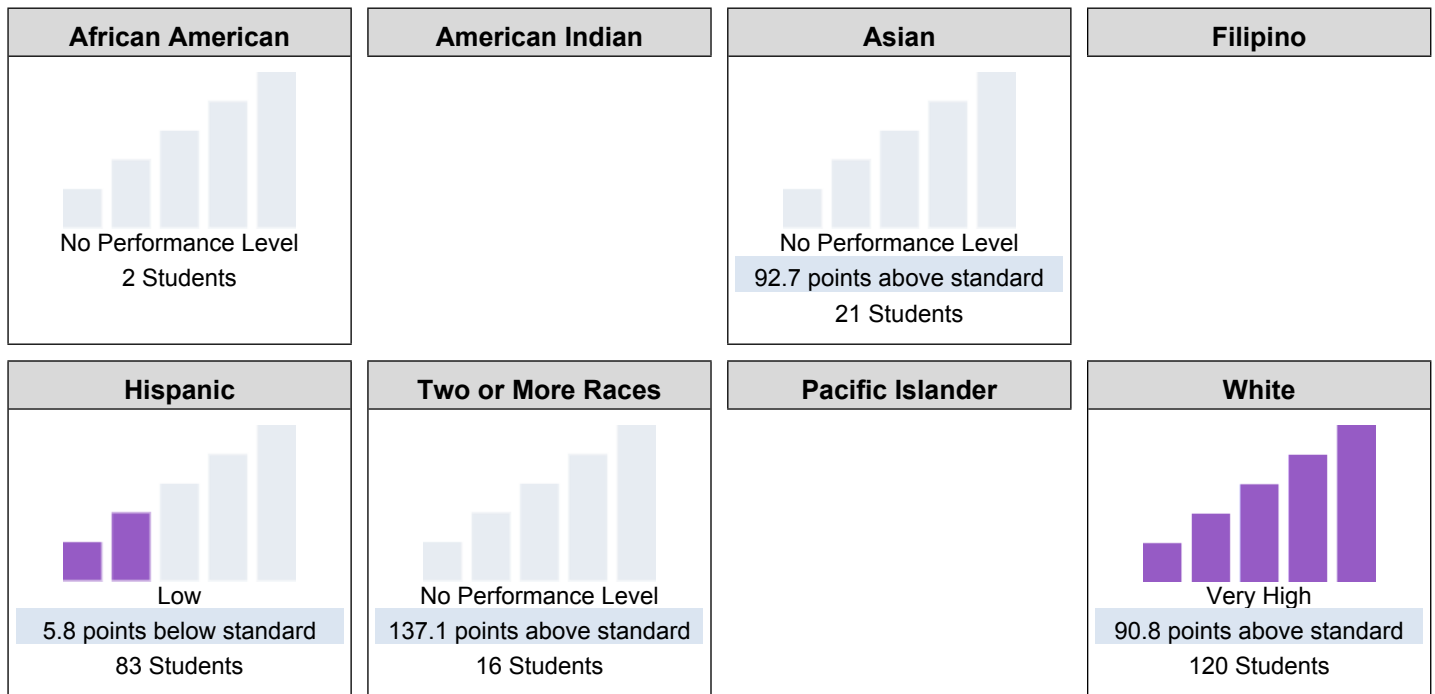
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.0 points below standard 33 Students	55.3 points above standard 30 Students	80.1 points above standard 169 Students

Conclusions based on this data:

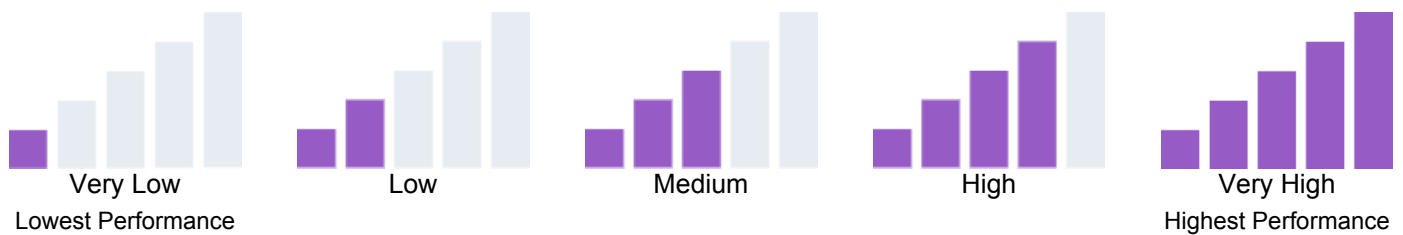
- Overall students performed very high on Language Arts. On average 59.4 points above the standard.
- English learners performed on average 14 points below the standard on English language arts. Students identified as socioeconomically disadvantaged performed 27 points below the standard on language arts. Progress will need to be made to close the gap between all students.
- Students identified as white performed very high, 90.8 points above the standard. Students identified as Hispanic performed low, 5.8 points below the standard. While 5.8 points below shows growth for this subgroup, the gap is still a concern. Progress will need to be made to close the gap between all students.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



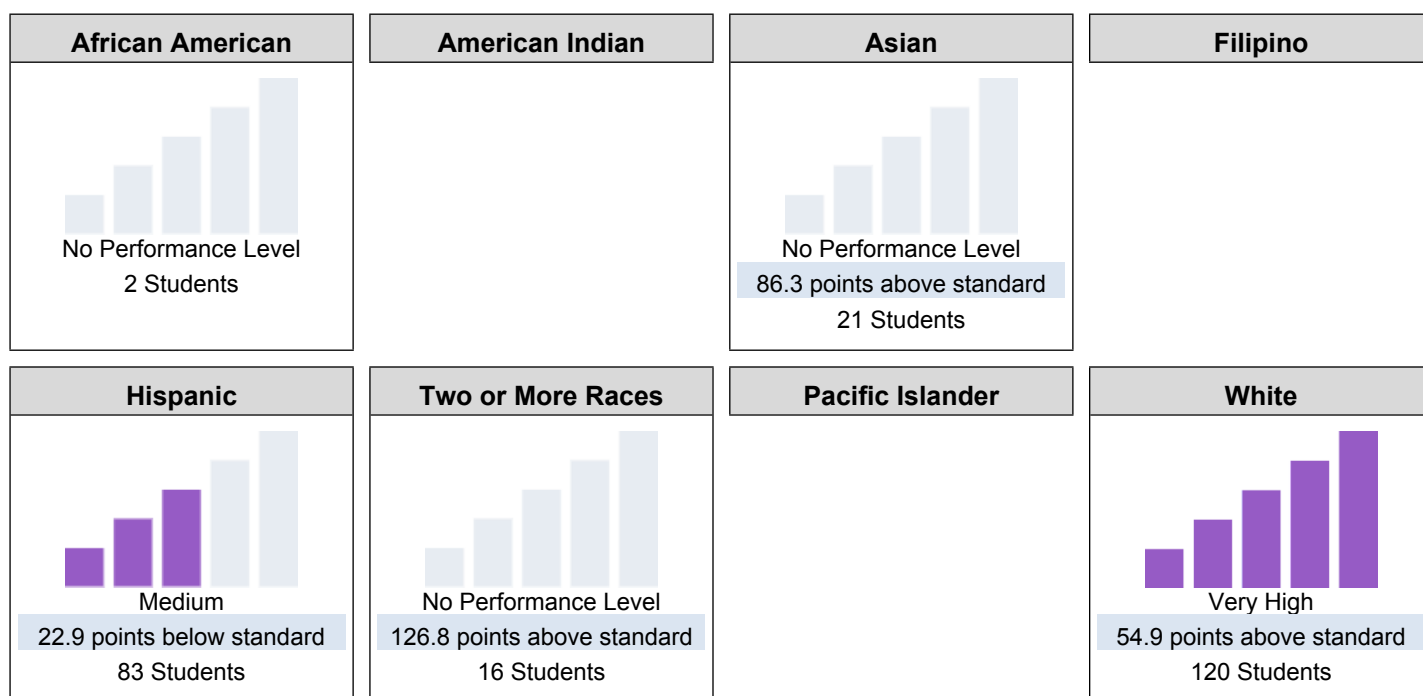
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	1	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>34.5 points above standard</p> <p>243 Students</p>	<p>Low</p> <p>26.3 points below standard</p> <p>63 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Low</p> <p>44.0 points below standard</p> <p>46 Students</p>	<p>Low</p> <p>70.3 points below standard</p> <p>40 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.3 points below standard 33 Students	12.3 points above standard 30 Students	51.4 points above standard 169 Students

Conclusions based on this data:

1. Overall students performed high on Mathematics. On average 34.5 points above the standard.
2. English learners performed on average 26.3 points below the standard on Mathematics arts. Students identified as socioeconomically disadvantaged performed 44 points below the standard on language arts. Progress will need to be made to close the gap between all students.
3. Students identified as white performed very high, 59.4 points above the standard. Students identified as Hispanic performed medium, 22.9 points below the standard. While the Hispanic subgroup performed medium and shows growth for this subgroup, the gap is still a concern. Progress will need to be made to close the gap between all students.

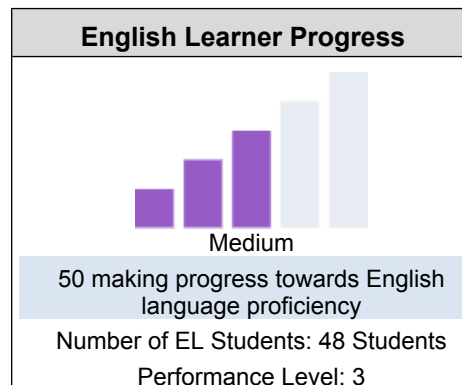
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	37.5%	4.2%	45.8%

Conclusions based on this data:

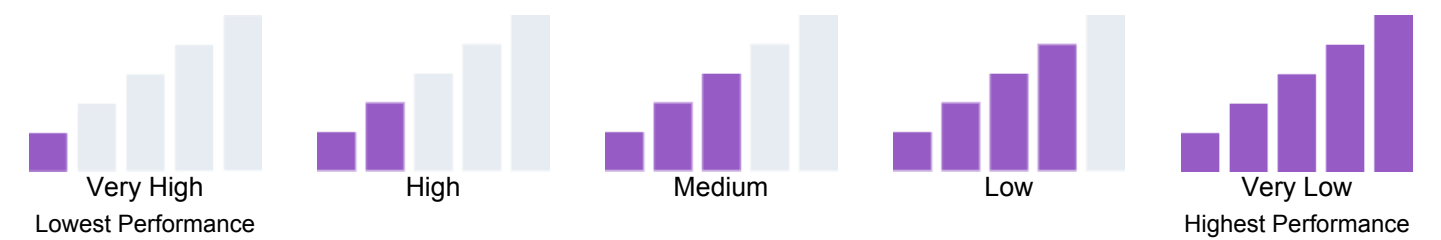
1. English Learner are making progress towards proficiency, with 87.5% either maintaining or progressing one level.
2. Approximately 45.8% of students progressed at least one proficiency level, up from 29% in the previous year. Approximately 4.2% of students achieved a level 4, one qualification for reclassification, down from 22% the previous year.
3. Approximately 12.5% of students decreased one proficiency level, a decrease from 22% in the previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



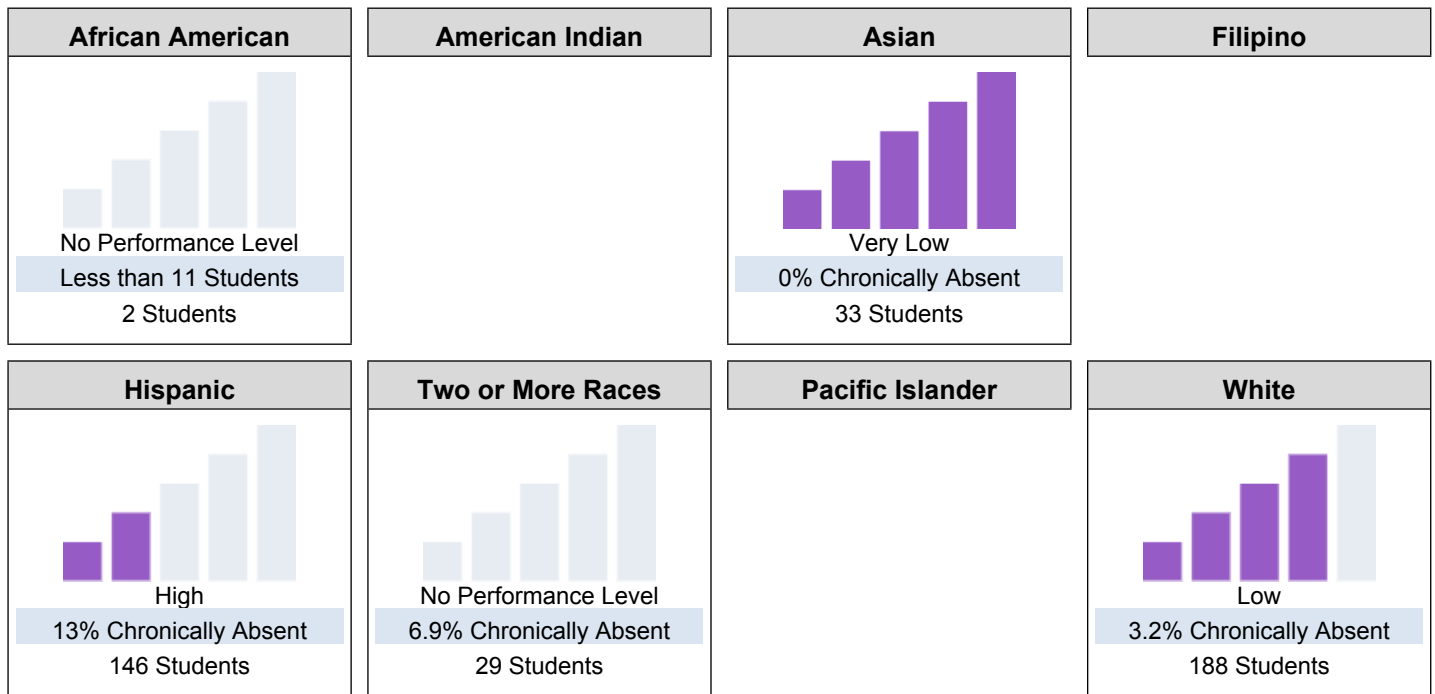
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	3	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div><p>Medium</p><p>6.8% Chronically Absent</p><p>398 Students</p></div>	<div>English Learners</div> <div><p>Medium</p><p>9% Chronically Absent</p><p>78 Students</p></div>	<div>Foster Youth</div> <div></div>
<div>Homeless</div> <div></div>	<div>Socioeconomically Disadvantaged</div> <div><p>High</p><p>14.8% Chronically Absent</p><p>81 Students</p></div>	<div>Students with Disabilities</div> <div><p>High</p><p>19.7% Chronically Absent</p><p>66 Students</p></div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

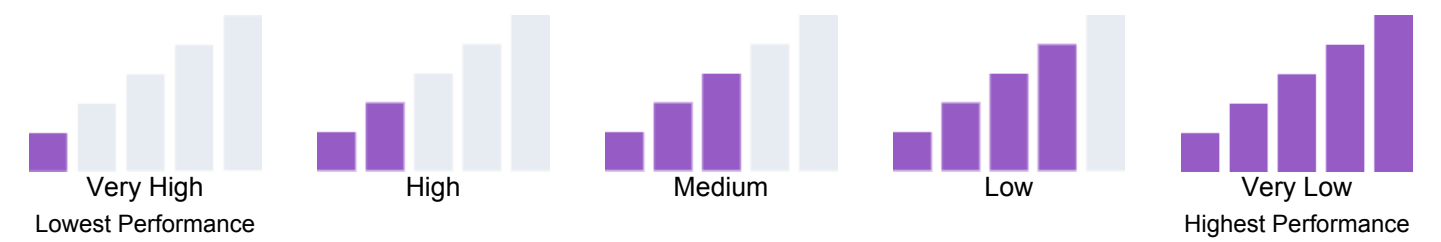
1. English Learners are equal to all students with a medium level of chronic absenteeism.
2. Students identified as Hispanic have a higher proportion of students with chronic absenteeism and have increased to 13% chronically absent.
3. Students with Disabilities and Socioeconomically Disadvantaged have increased overall in in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



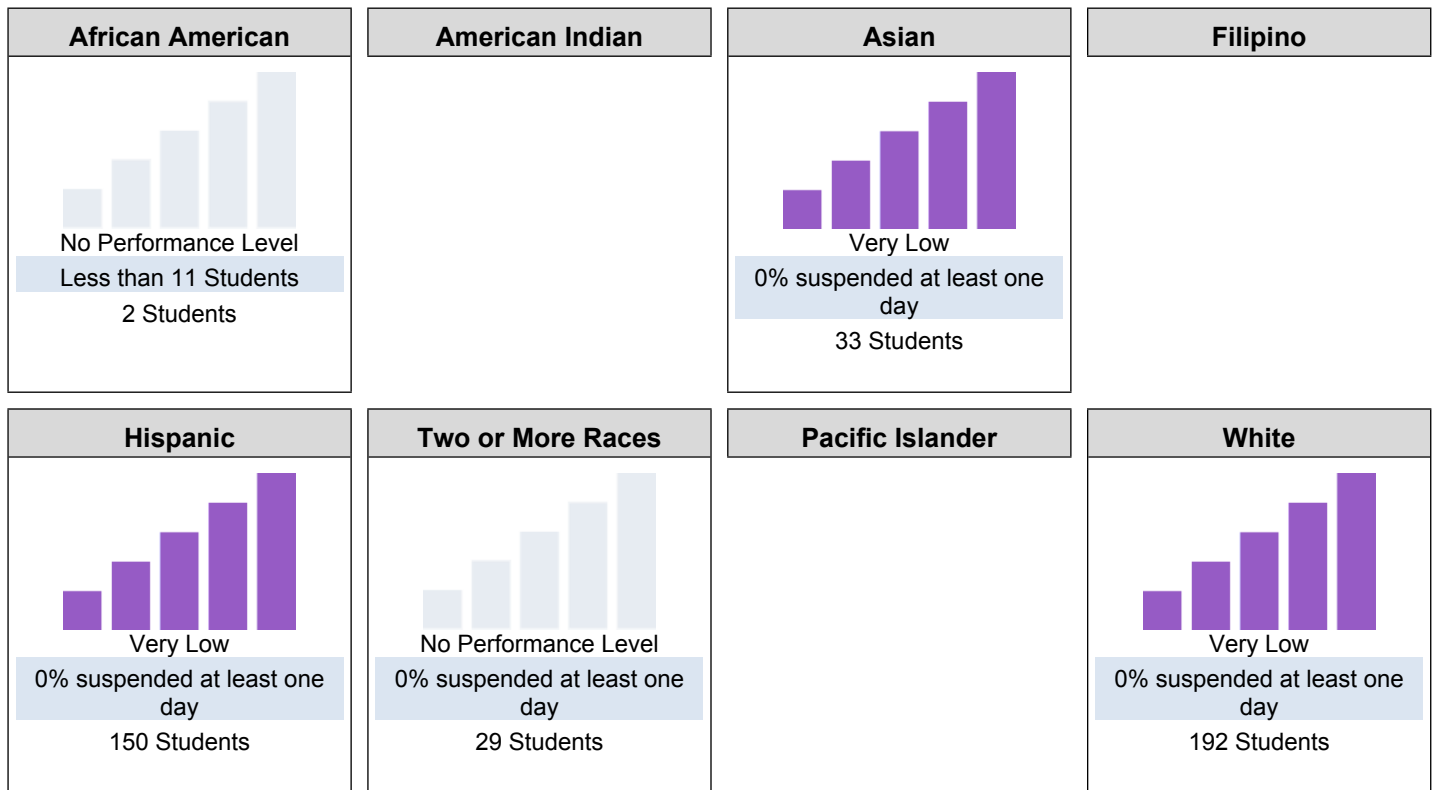
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>406 Students</p>	<div>English Learners</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>82 Students</p>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>85 Students</p>	<div>Students with Disabilities</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>66 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, the conditions and climate contributing to a positive learning experience are present. No students were suspended.
- No discrepancy exists in suspension rates amongst subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts/Literacy

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, multi-lingual and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

All students, specifically including students who are learning English as a second language or have special needs, will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

Preliminary Spring 2023 State SBAC and local (STAR 360) data indicates that progress has been made towards proficiency and growth of the majority of students which demonstrates the need to continue the systems and supports we have put in place in Language Arts. Focus is still needed on a significant number of students that not meeting the standards. Additionally, by looking at individual students' growth data, grade level PLT teams are able to better target instruction for improved outcomes. There will be an emphasis on student subgroups, Latinx, multi-lingual and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2023 STAR 360 Kindergarten: Early Literacy Proficiency Overall At/Above = 72.3% Intervention = 23% Student Group by Ethnicity* Latinx = 36.8% White = 87.5% *Only statistically significant student groups represented in data above. Spring 2023 Data Kindergarten 63.4% Exceeded 2.8% Met 5.6% Nearly Met 28.2% Not Met	Increase the number of students meeting and exceeding proficiency in Early Literacy to 75%. Increase students who identify as Latinx to at least 60% at/above. Decrease the number of students overall needing intervention to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ML:Spring 2023 Data Kindergarten 35.7% Exceeded 0% Met 14.3% Nearly Met 50% Not Met</p> <p>Sped:Kindergarten Spring 2023 Data 21.1% Exceeded 0% Met 5.3% Nearly Met 73.6% Not Met</p>	
STAR 360 - Spring Data Early Literacy – Growth	<p>Spring 2023 Data Kindergarten</p> <p>Overall Typical/Above Average Growth = 48.6% Student Group by Ethnicity Latinx = 27.3% White = 50%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten Spring 2023 Data 48.6% High Growth 20% Typical Growth 31.4% Low Growth</p> <p>ML:Spring 2023 Data Kindergarten 38.5% High Growth 7.7% Typical Growth 53.8% Low Growth</p> <p>Sped:Kindergarten Spring 2023 Data 21.1% Exceeded 10.5% Met 66.4% Not Met</p>	100% of students will demonstrate adequate growth (at least typical or high growth) as measured by the Star Early Literacy.
STAR 360 - Spring Data Reading – Proficiency	<p>Spring 2023 STAR 360 Reading Proficiency Data</p> <p>Overall At/Above Reading Proficiency = 75.4%</p>	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 to 78%. Increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Groups by Ethnicity*</p> <p>Latinx = 55.3%</p> <p>White 86.6%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade</p> <p>72.3% Exceeded</p> <p>6.4% Met</p> <p>6.4% Nearly Met</p> <p>14.9% Not Met</p> <p>Second Grade</p> <p>59.1% Exceeded</p> <p>9.1% Met</p> <p>6.8% Nearly Met</p> <p>25% Not Met</p> <p>Third Grade</p> <p>68.2% Exceeded</p> <p>6.8% Met</p> <p>9.1% Nearly Met</p> <p>15.9% Not Met</p> <p>Fourth Grade</p> <p>62.9% Exceeded</p> <p>7.1% Met</p> <p>8.6% Nearly Met</p> <p>21.4% Not Met</p> <p>Fifth Grade</p> <p>62.7% Exceeded</p> <p>5.9% Met</p> <p>13.7% Nearly Met</p> <p>17.7% Not Met</p> <p>Sixth Grade</p> <p>69.4% Exceeded</p> <p>21.0% Met</p> <p>1.6% Nearly Met</p> <p>8% Not Met</p> <p>ML Data</p> <p>First Grade</p> <p>55.6% Exceeded</p> <p>0% Met</p> <p>11.1% Nearly Met</p> <p>33.3% Not Met</p>	<p>the students who identify as Latinx performing at/above to at least 60%.</p> <p>Decrease the number of students needing intervention to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Second Grade</p> <p>14.3% Exceeded</p> <p>28.6% Met</p> <p>14.3% Nearly Met</p> <p>42.8% Not Met</p> <p>Third Grade</p> <p>0% Exceeded</p> <p>0% Met</p> <p>0% Nearly Met</p> <p>100% Not Met</p> <p>Fourth Grade</p> <p>15.4% Exceeded</p> <p>0% Met</p> <p>7.7% Nearly Met</p> <p>76.9% Not Met</p> <p>Fifth Grade</p> <p>0% Exceeded</p> <p>0% Met</p> <p>33.3% Nearly Met</p> <p>66.7% Not Met</p> <p>Sixth Grade</p> <p>0% Exceeded</p> <p>33.3% Met</p> <p>0% Nearly Met</p> <p>66.7% Not Met</p> <p>SPED Data</p> <p>First Grade</p> <p>14.3% Exceeded</p> <p>0% Met</p> <p>14.3% Nearly Met</p> <p>71.4% Not Met</p> <p>Second Grade</p> <p>20% Exceeded</p> <p>0% Met</p> <p>0% Nearly Met</p> <p>80% Not Met</p> <p>Third Grade</p> <p>25% Exceeded</p> <p>12.5% Met</p> <p>12.5% Nearly Met</p> <p>50% Not Met</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fourth Grade</p> <p>8.3% Exceeded</p> <p>8.3% Met</p> <p>16.7% Nearly Met</p> <p>66.7% Not Met</p> <p>Fifth Grade</p> <p>20% Exceeded</p> <p>0% Met</p> <p>20% Nearly Met</p> <p>60% Not Met</p> <p>Sixth Grade</p> <p>0% Exceeded</p> <p>16.7% Met</p> <p>0% Nearly Met</p> <p>83.3% Not Met</p>	
STAR 360 - Spring Data Reading Growth	<p>STAR 360 Reading Growth Spring 2023</p> <p>Overall Typical/Above Average Growth = 72.1%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 65.37%</p> <p>White = 73.8%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Spring 2023</p> <p>First Grade</p> <p>45.7% High Growth</p> <p>37% Typical Growth</p> <p>17.4% Low Growth</p> <p>Second Grade</p> <p>54.5% High Growth</p> <p>27.3% Typical Growth</p> <p>18.2% Low Growth</p> <p>Third Grade</p> <p>43.2% High Growth</p> <p>25% Typical Growth</p> <p>31.8% Low Growth</p>	100% of students will demonstrate adequate growth (at least typical or high growth) as measured by the Star Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fourth Grade</p> <p>37.1% High Growth</p> <p>21.4% Typical Growth</p> <p>41.4% Low Growth</p> <p>Fifth Grade</p> <p>34%High Growth</p> <p>32% Typical Growth</p> <p>34% Low Growth</p> <p>Sixth Grade</p> <p>54.8% High Growth</p> <p>25.8% Typical Growth</p> <p>19.4% Low Growth</p> <p>MLL Data</p> <p>First Grade</p> <p>12.5% High Growth</p> <p>62.5% Typical Growth</p> <p>25% Low Growth</p> <p>Second Grade</p> <p>42.9% High Growth</p> <p>28.6% Typical Growth</p> <p>28.6% Low Growth</p> <p>Third Grade</p> <p>0%High Growth</p> <p>50% Typical Growth</p> <p>50% Low Growth</p> <p>Fourth Grade</p> <p>23.1% High Growth</p> <p>15.4% Typical Growth</p> <p>61.5% Low Growth</p> <p>Fifth Grade</p> <p>16.7%High Growth</p> <p>50% Typical Growth</p> <p>33.3% Low Growth</p> <p>Sixth Grade</p> <p>33.3% High Growth</p> <p>33.4% Typical Growth</p> <p>33.3% Low Growth</p> <p>SPED Data</p> <p>First Grade</p> <p>14.3% High Growth</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>28.6% Typical Growth 57.1% Low Growth</p> <p>Second Grade 40% High Growth 60% Typical Growth 0% Low Growth</p> <p>Third Grade 12.5%High Growth 25% Typical Growth 62.5% Low Growth</p> <p>Fourth Grade 25% High Growth 25% Typical Growth 50% Low Growth</p> <p>Fifth Grade 20%High Growth 30% Typical Growth 50% Low Growth</p> <p>Sixth Grade 16.7% High Growth 16.7% Typical Growth 66.7% Low Growth</p>	
SBAC - Spring Data Overall English Language Arts/Literacy	<p>SBAC Data from 2023</p> <p>English Language Arts Overall Exceeded/Met Standard = 68.5% Student Group by Ethnicity Latinx = 45.5% White = 86.7%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Spring 2023 Data English Language Arts/Literacy Achievement</p> <p>Third Grade</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC to 75% (ELA). Increase students who identify as Latinx to at least 60% proficient. Decrease the number of students in not met category to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>41.9% Exceeded 18.6% Met 20.9% Nearly Met 18.6% Not Met</p> <p>Fourth Grade 29.8% Exceeded 19.1% Met 19.1% Nearly Met 31.9% Not Met</p> <p>Fifth Grade 54% Exceeded 20% Met 10% Nearly Met 16% Not Met</p> <p>Sixth Grade 48.3% Exceeded 36.7% Met 8.3% Nearly Met 6.7% Not Met</p>	
Average daily attendance & chronic absenteeism	<p>Spring 2023 Average Daily Attendance - 94.6% Chronic Absence - 14.5%</p> <p>May 2023 Average Daily Attendance Latinx - 93.6% White - 94.8% Chronic Absence Latinx - 17.9% White - 13.5%</p>	Overall chronic absenteeism is reduced to less than 10%, including students who identify as Latinx.
Level 2 and Level 3 Behavior referrals	<p>**Please note that this data from 2022-2023 school year is incomplete, as our system of data collection is in progress.</p> <p>218 Level 2 Behaviors were documented. 48 Level 3 Behaviors were documented. 83% were male students, 17% were female students Location of Incident: 46% Playground 18% Snack/Lunch Area</p>	<p>Develop an accurate data collection and documentation system for Level 2 and Level 3 behavioral incidents.</p> <p>Based on 2022-2023 collected data, expected outcomes would be: Reduce Level 2 Behavior referrals to the office to less than 150. Reduce Level 3 Behavior to less than 35, overall.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17% Classroom 14% Specialist Grade Level TK - 5.4% K - 23.7% 1st - 4% 2nd - 11.2% 3rd - 2.2% 4th - 21% 5th - 7.6% 6th - 25%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from the Multi-Tier Systems of Support (MTSS) process. English Learner, Socioeconomically Disadvantaged and Special Education sub-groups which continue to show an achievement gap will be served by this strategy.

Strategy/Activity

During the Professional Learning Communities (PLC) Teams and professional development at staff meetings, emphasis will be on Tier 1 and Tier 2 core instruction, using established protocols with pre-assessments and common formative assessments (CFAs) to differentiate in Tier 1 and Tier 2 instruction. Teachers will participate in professional development to support their skills in data analysis, with an emphasis on effective use of pre-assessments, desegregating data, and using a common grade level protocol for data. Primary teachers (TK-3) will participate in Science of Reading professional learning. Upper grade teachers will focus on applying differentiation strategies such as depth and complexity and making connections through universal themes. Principal will observe in classrooms and PLC Teams and provide feedback on instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kellogg students, including all subgroups including Multilingual Learner, Socioeconomically Disadvantaged and Special Education populations that continue to show an achievement gap will be served by this strategy.

Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to determine a protocol for disaggregating data, with an emphasis on pre-assessment and common formative assessments (CFAs). They will use these identified protocols as the basis for Tier 1 small group differentiated instruction and Tier 2 core instruction, scaffolding, and differentiation in class. Essential standards will be monitored. Essential standards will be communicated to special education teachers and families to support focused intervention. Grade level PLCs will monitor the growth of different student groups (i.e. Multilingual Learners, neurodiverse students, BIPOC students.)

Grade level PLC teams will utilize data using both Renaissance Learning, Schoolzilla reports and ELlevation, as well as discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time. Additional support staff utilized to decrease student:staff ratio during targeted instruction for students with strategic or intensive needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Supplemental programs are being implemented to support intervention and enrichment, including, Lexia (K-3), Reading Plus (4 & 6th) Teachers and PLC teams will analyze student progress and usage data to improve student outcomes. Student progress will be communicated with parents regularly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success. The School Office

Assistant (SOA), and principal will establish a system of reviewing attendance data regularly. Supports to address students at-risk for chronic absenteeism will be monitored through intervention plans. Tier 1 PBIS plan will be implemented with fidelity. The plan and behavior expectations will be communicated with staff, students, and families. Input will be requested. Training for students and all staff is planned for the beginning of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

All staff will participate and focus on promoting diversity, equity and inclusion. Staff will have professional development on "Speak Up at School." Working with the PTA, the school will plan and Honor Heritage Days Monthly. We will increase mirrors and windows in school libraries, classrooms, and assemblies. The staff is committed to the work of the "My Name, My Identity" campaign.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development supported the development of team collaboration and professional learning community work (PLCs). Grade level PLTs collaborate to analyze student formative and summative assessments as well as discuss effective instructional strategies for all students. Additionally, PLTs worked together to determine intervention/extension needs of students and implement strategies/curriculum to serve them in differentiated target time. Most PLT teams are more significantly in alignment with each other, which supports uniform access to learning for all students. STAR 360 proficiency outcomes indicate most grade levels are demonstrating overall

success in proficiency levels of students. However there is a significant performance gap on SBAC between the Latinx and White student groups with 45.4% proficient or above for Latinx compared to 86.7% proficient or above for White. STAR 360, most student groups made growth this year, with our multi-lingual learners showing the most growth of the our student groups. Students with disabilities did not show growth this year. This year grade level teams did not fully utilize Schoolzilla or ELlevation to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension. The goal is to develop grade level leads to learn and teach how to better use the data from Schoolzilla and ELlevation to better meet the academic needs of our students with a focus on our Latinx population and students with disabilities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significant difference between the intended implementation of the budget and the expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our next steps will be to continue to work as Professional Learning Communities to examine our Tier 2 core instruction more deeply, including what we can do to differentiate and scaffold within core instruction to support the success of all students. This will also be a focus of some of our professional development. Tier 3, systematic targeted intervention/extension time will be provided for students. The curriculum, instructional strategies, skills and the use of pre-assessments to inform instruction will be discussed during PLC time teams have together. Common protocols will be used by grade levels PLC teams to assess the needs of all students, in the areas of intervention and extension. This year we will focus on growth expectations of all students, with an emphasis on SPED, MLs and Gifted students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional and Behavioral Learning

LEA/LCAP Goal

Goal 2

Goal is discontinued for 2023-2024. Specific actions on chronic absenteeism and positive behavioral support are now embedded into the other School Plan goals. Please see Annual Review below regarding last year's progress on goal.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Year 1 of the PBIS training has been completed. Tier 1 structure for PBIS has been developed and a plan for implementation has been created by the PBIS Team. Behavior Expectation Matrix has been completed and common language has been established. This was developed with input from staff and Kellogg School Site Council. Staff has been trained on the basics of the plan. Second Step Lessons are being implemented in classrooms weekly. Playground support for emotional and behavioral needs was not implemented this year. Office staff worked with the principal to monitor absence. Chronic Absenteeism has dropped from 15% to 14.5%. Principal met with and discussed the importance of attending school with families who had an excess of absences. Alternative recess activities were not consistent this year, but were successful when offered. Overall, with the success of the PBIS plan there is no longer a need to focus directly on the Social emotional needs of the students. Social Emotional strategies will be embedded into the Language Arts, Mathematics and ELD goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastically material differences in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be discontinued. Specific actions to support chronic absenteeism and positive behavior will be embedded within the other goals. We will continue development of the PBIS plan, next year will focus on implementing the Tier 1 plan and focus professional development on Tier 2 strategies. We will make training of the PBIS a priority for all staff, especially the playground supervisors, to establish a better understanding of the social emotional/behavioral needs of the students at Kellogg. We have developed a plan to collect and analysis data to determine the effectiveness of the plan, which will be implemented at the beginning of the school year. Alternative recess activities will be implemented with the support of PTA, Guiding Coalition and Kellogg School Site Council.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 1: All students learning English as an additional language will increase their overall English proficiency and academic achievement.

Goal 3

All students learning English as an additional language will increase one level on the English Language Proficiency Assessment of California (ELPAC).

Identified Need

2023 ELPAC data, 57% of English Language Learners are making progress towards English language proficiency. 10% scored Level 4, 41.1% scored Level 3, 23.2% scored Level 2, and 25% scored Level 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	2023 - Predicted 16% 37.8% - 6th grade 31% - 5th grade 13.8% - 4th grade 6.9% - 3rd grade 0% - 2nd grade 10.2% 1st grade	All students reclassified by the end of 6th grade.
ELPAC Level Progress	2022 Dashboard Data: English Learners Progressed at least 1 level: 45.8% English Learners Maintained a level 4: 4.2% English Learners Maintained levels 1-3H: 37.5% English Learners Decreased at least 1 level: 12.5% 2023 ELPAC Proficiency 51.8% scored proficient 10% Level 4 41.1% Level 3 23.2% Level 2	All English learners will progress at least one level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	25% Level 1	
STAR 360 Reading growth of students learning English as an additional language	<p>2022-2023 Fall to Spring STAR 360 Reading Growth</p> <p>Kindergarten High Growth = 45.5% Typical Growth = 9.1% Low Growth = 45.5%</p> <p>First Grade High Growth = 14.3% Typical Growth = 57.1% Low Growth = 28.6%</p> <p>Second Grade High Growth = 42.9% Typical Growth = 28.6% Low Growth = 28.6%</p> <p>Third Grade High Growth = 0% Typical Growth = 50% Low Growth = 50%</p> <p>Fourth Grade High Growth = 23.1% Typical Growth = 15.4% Low Growth = 61.5%</p> <p>Fifth Grade High Growth = 25% Typical Growth = 50% Low Growth = 25%</p>	All English Language Learners will make typical or high growth on the STAR 360 literacy/reading assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level range, utilizing Wonders

Designated ELD curriculum and supplemental curriculum specifically designed to increase academic vocabulary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2023-2024 school year, teachers will use planned, structured academic routines to increase the frequency and complexity of student academic vocabulary throughout the school day (Integrated ELD).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Grade level PLC teams will utilize data using ELlevation reports, as well as discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students to support academic vocabulary. Teachers focused on academic language and scaffolded support for multi-language learners during integrated English Language Development. Grade Level PLC teams focused on strategies to support multi-lingual learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastically material differences in the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Focus will continue to be on improving vocabulary and to provide numerous opportunities throughout the school day to enhance the student's academic vocabulary. Teachers will collaborate within grade level PLCs to ensure all students are making meaningful progress towards their goals. Professional Development will be used to enhance the use of the ELlevation student information system specifically to target students considered English Language Learners, or Reclassified. English Proficiency will be used to look at English Learner Progress through ELPAC language proficiency measure, and academic measures such as STAR 360 and the SBAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, multi-lingual and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 4

All students, specifically including students who are learning English or have special needs, will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

Identified Need

Preliminary Spring 2023 State SBAC and local (STAR 360) data indicates that progress has been made towards proficiency and growth of the majority of students which demonstrates the need to continue the systems and supports we have put in place in Mathematics. Focus is still needed on a significant number of students that not meeting the standards. Additionally, by looking at individual students' growth data, grade level PLT teams are able to better target instruction for improved outcomes. There will be an emphasis on student subgroups, latinx, multi-lingual and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2023 STAR 360 Kindergarten: Early Literacy Proficiency Overall At/Above = 72.3% Student Group by Ethnicity* Latinx = 36.8% White 87.5% *Only statistically significant student groups represented in data above. Spring 2023 Data Kindergarten 63.4% Exceeded 2.8% Met 5.6% Nearly Met 28.2% Not Met MLL:Spring 2023 Data Kindergarten	Increase the number of students meeting and exceeding proficiency in Early Literacy to 75%. Increase proficiency of students who identify as Latinx to at least 60%. Decrease the overall number of students not meeting proficiency to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>35.7% Exceeded 0% Met 14.3% Nearly Met 50% Not Met</p> <p>Sped:Kindergarten Spring 2023 Data 21.1% Exceeded 0% Met 5.3% Nearly Met 73.6% Not Met</p>	
STAR 360 - Spring Data Early Literacy – Growth	<p>Spring 2023 Data Kindergarten</p> <p>Overall Typical/Above Average Growth = 48.6% Student Group by Ethnicity Latinx = 27.3% White = 50%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten Spring 2023 Data 48.6% High Growth 20% Typical Growth 31.4% Low Growth</p> <p>MLL:Spring 2023 Data Kindergarten 38.5% High Growth 7.7% Typical Growth 53.8% Low Growth</p> <p>Sped:Kindergarten Spring 2023 Data 21.1% Exceeded 10.5% Met 66.4% Not Met</p>	100% of students will demonstrate adequate growth (at least typical or high growth) as measured by the Star Early Literacy.
STAR 360 - Spring Data Mathematics – Proficiency	<p>Spring 2023 STAR 360 Mathematics Proficiency Data</p> <p>Overall At/Above Math Proficiency = 81.7% Student Groups by Ethnicity* Latinx = 69.1%</p>	Increase the number of students meeting and exceeding proficiency in math to 85%. Increase proficiency of students who identify as Latinx to at least 60%. Decrease the overall number of students not

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White 87.3%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade 87% Exceeded 2.2% Met 4.3% Nearly Met 6.5% Not Met</p> <p>Second Grade 63.6% Exceeded 6.8% Met 11.4% Nearly Met 18.2% Not Met</p> <p>Third Grade 74.4% Exceeded 11.6% Met 0% Nearly Met 14% Not Met</p> <p>Fourth Grade 68.6% Exceeded 10% Met 4.3% Nearly Met 17.1% Not Met</p> <p>Fifth Grade 70.6% Exceeded 3.9% Met 5.9% Nearly Met 19.6% Not Met</p> <p>Sixth Grade 83.9% Exceeded 6.5% Met 3.2% Nearly Met 6.4% Not Met</p> <p>MLL Data First Grade 75% Exceeded 12.5% Met 0% Nearly Met 12.5% Not Met</p> <p>Second Grade</p>	meeting proficiency to less than 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	14.3% Exceeded 14.3% Met 42.9% Nearly Met 28.5% Not Met Third Grade 0% Exceeded 0% Met 0% Nearly Met 100% Not Met Fourth Grade 38.5% Exceeded 7.7% Met 0% Nearly Met 53.8% Not Met Fifth Grade 66.7% Exceeded 0% Met 0% Nearly Met 33.3% Not Met Sixth Grade 33.3% Exceeded 33.3% Met 2% Nearly Met 33.4% Not Met SPED Data First Grade 33.3% Exceeded 16.7% Met 0% Nearly Met 50% Not Met Second Grade 40% Exceeded 0% Met 20% Nearly Met 40% Not Met Third Grade 28.6% Exceeded 28.6% Met 0% Nearly Met 42.8% Not Met Fourth Grade 33.3% Exceeded	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>10% Met 8.3% Nearly Met 58.4% Not Met</p> <p>Fifth Grade 30% Exceeded 10% Met 10% Nearly Met 50% Not Met</p> <p>Sixth Grade 16.7% Exceeded 33.3% Met 0% Nearly Met 50% Not Met</p>	
STAR 360 - Spring Data Mathematics Growth	<p>STAR 360 Mathematics Growth Spring 2022</p> <p>Overall Typical/Above Average Growth = 66.8%</p> <p>Student Group by Ethnicity Latinx = 59.8% White = 72.3%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Spring 2023 First Grade 34.1% High Growth 29.3% Typical Growth 36.6% Low Growth</p> <p>Second Grade 25% High Growth 45.5% Typical Growth 29.5% Low Growth</p> <p>Third Grade 27.9% High Growth 41.9% Typical Growth 30.2% Low Growth</p> <p>Fourth Grade 34.3% High Growth 24.3% Typical Growth</p>	100% of students will demonstrate adequate growth (at least typical or high growth) as measured by the Star Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>41.4% Low Growth</p> <p>Fifth Grade 30%High Growth 24% Typical Growth 46% Low Growth</p> <p>Sixth Grade 56.5% High Growth 27.4% Typical Growth 16.1% Low Growth</p> <p>MLL Data First Grade 0% High Growth 50% Typical Growth 50% Low Growth</p> <p>Second Grade 0% High Growth 42.9% Typical Growth 57.1% Low Growth</p> <p>Third Grade 0%High Growth 0% Typical Growth 100% Low Growth</p> <p>Fourth Grade 30.8% High Growth 15.4% Typical Growth 53.8% Low Growth</p> <p>Fifth Grade 50%High Growth 33.3% Typical Growth 16.7% Low Growth</p> <p>Sixth Grade 66.7% High Growth 0% Typical Growth 33.3% Low Growth</p> <p>SPED Data First Grade 0% High Growth 0% Typical Growth 100% Low Growth</p> <p>Second Grade</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>0% High Growth 100% Typical Growth 0% Low Growth</p> <p>Third Grade 14.3% High Growth 42.9% Typical Growth 53.3% Low Growth</p> <p>Fourth Grade 25% High Growth 16.7% Typical Growth 58.3% Low Growth</p> <p>Fifth Grade 20% High Growth 10% Typical Growth 70% Low Growth</p> <p>Sixth Grade 66.7% High Growth 0% Typical Growth 33.3% Low Growth</p>	
SBAC Math	<p>Spring 2023 Data Mathematics Achievement SBAC Data from 2023</p> <p>Mathematics Overall Exceeded/Met Standard = 65.4% Student Group by Ethnicity Latinx = 45.5% White = 76.4%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Third Grade 23.3% Exceeded 37.2% Met 20.9% Nearly Met 18.6% Not Met</p> <p>Fourth Grade 27.7% Exceeded 36.2% Met 10.6% Nearly Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC to 72.9% (Math). Increase the students who identify as Latinx to at least 60% proficient. Decrease the number of students in not met category to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	25.5% Not Met Fifth Grade 32.7% Exceeded 22.4% Met 30.6% Nearly Met 14.3% Not Met Sixth Grade 46.7% Exceeded 31.7% Met 11.7% Nearly Met 10% Not Met	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from the Multi-Tier Systems of Support (MTSS) process. English Learner, Socioeconomically Disadvantaged and Special Education sub-groups which continue to show an achievement gap will be served by this strategy.

Strategy/Activity

During the Professional Learning Communities (PLC) Teams and professional development at staff meetings, emphasis will be on Tier 1 instruction, using established protocols with pre-assessments and common formative assessments (CFAs) to differentiate Tier 1. Teachers will participate in professional development to support their skills in data analysis, with an emphasis on effective use of pre-assessments, desegregating data, and using a common grade level protocol for data. Principal will observe in classrooms and PLC Teams and provide feedback on instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kellogg students, including all subgroups including Multilingual Learner, Socioeconomically Disadvantaged and Special Education populations that continue to show an achievement gap will be served by this strategy.

Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to determine a protocol for desegregating data, with an emphasis on pre-assessment and common formative assessments (CFAs). They will use these identified protocols as the basis for Tier 1 and Tier 2 core instruction, scaffolding, and differentiation in class. Essential standards will be monitored. Essential standards will be communicated to special education teachers and families to support focused intervention. Grade level PLCs will monitor the growth of different student groups (i.e. Multilingual Learners, neurodiverse students, BIPOC students.)

Grade level PLC teams will utilize data using both Renaissance Learning, Schoolzilla reports and ELlevation, as well as discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time. Additional support staff utilized to decrease student:staff ratio during targeted instruction for students with strategic or intensive needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Supplemental programs are being implemented to support intervention and enrichment, including Reflex Math. Teachers and PLC teams will analyze student progress and usage data to improve student outcomes. Student progress will be communicated with parents regularly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2023-2024.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal for 2023-2024.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2023-2024.

Kellogg							
COST ITEMS			Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding							
	General Education		62,720				
			31,496				
			94,216				
Supplemental Curriculum							
	Licenses & Subscriptions						
	Lexia				\$4,300	PTA	
	Accelerated Reader				\$2,500	PTA	
	Reflex Math				\$3,000		
	Reading Plus				\$4,000		
	StarFall						
				\$355			
	Intervention Materials						
	SIPPS						
	Additional ELPAC Prep Books/Resources						
Supplies & Duplicating							
	Duplicating (Copiers)			\$13,720			
	Printer Costs			\$12,500			
	Math Manipulatives			\$1,000			
	Science Materials			\$1,000			
	Art Specialist Additional Supplies			\$250			
	Library Specialist Supplies			\$2,500	\$1,000	PTA	
	STEAM Specialist Incidental Supplies			\$100	\$1,000	PTA	
	Big End of Year Order for Classroom Supplies			\$8,000			
	Basic Storeroom Supplies (paper, crayons, pens, etc.)			\$28,146			
	Annual Order of Friday Folders			\$1,500			
	Art Per Teacher Classroom Materials			\$250			
	New Teacher Budget			\$1,000			
	Sped & Service Provider Supplies (250 per provider)			\$2,000			
	Additional Playground Equipment			\$250		PTA	
	Recess Maker Space					PTA	
	Excessive Staff or Student Device Replacement			\$0			
Professional Development							
	Anthony Muhammad						
	Teacher Compensation			\$630			
	CAPS Network						
	Fee per teacher (\$750/teacher)			\$1,875			
	Subs per teacher (\$210/day)			\$3,780			
	Mileage (Add mileage amount)						
	Additional General Subs (\$210/sub)						
	K/1 DIBELs Assessment Support			\$1,260			
	LACOE Literacy						
	Registration fee for 4th - 6th grade (\$100/teacher)			\$300			
	PBIS Team						
	# meetings x # hours (x \$38)			\$1,140			
	Book read [title here]						
School Events & School Experiences							
	Back to School Night						
	Interpretation (+\$15 hr + time/half of employee)			\$500			
	Childcare (time/half of employee)			\$250			
	Transportation			\$0			
	Chalk Festival						
	Art Specialist Extra Service Hours			\$150			
	Chalk						
	6th Grade Promotion					PTA	
	Refreshments			\$0			

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Regina Davis	Principal
Claudia Hamers	Classroom Teacher
Kate Flanagan	Classroom Teacher
Katherine Haws	Classroom Teacher
Mary Paterson	Classroom Teacher
Rhonda Redkey	Other School Staff
Wenjing Chen	Parent or Community Member
Sara Prince	Parent or Community Member
Nick Burwell	Parent or Community Member
Celeste Kafri	Parent or Community Member
Jen Malkin-Grillo	Parent or Community Member
Sonya Ngyuen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.



The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Regina Davis on	10/2/22
SSC Chairperson, Wenjing Chen on	10/3/23