

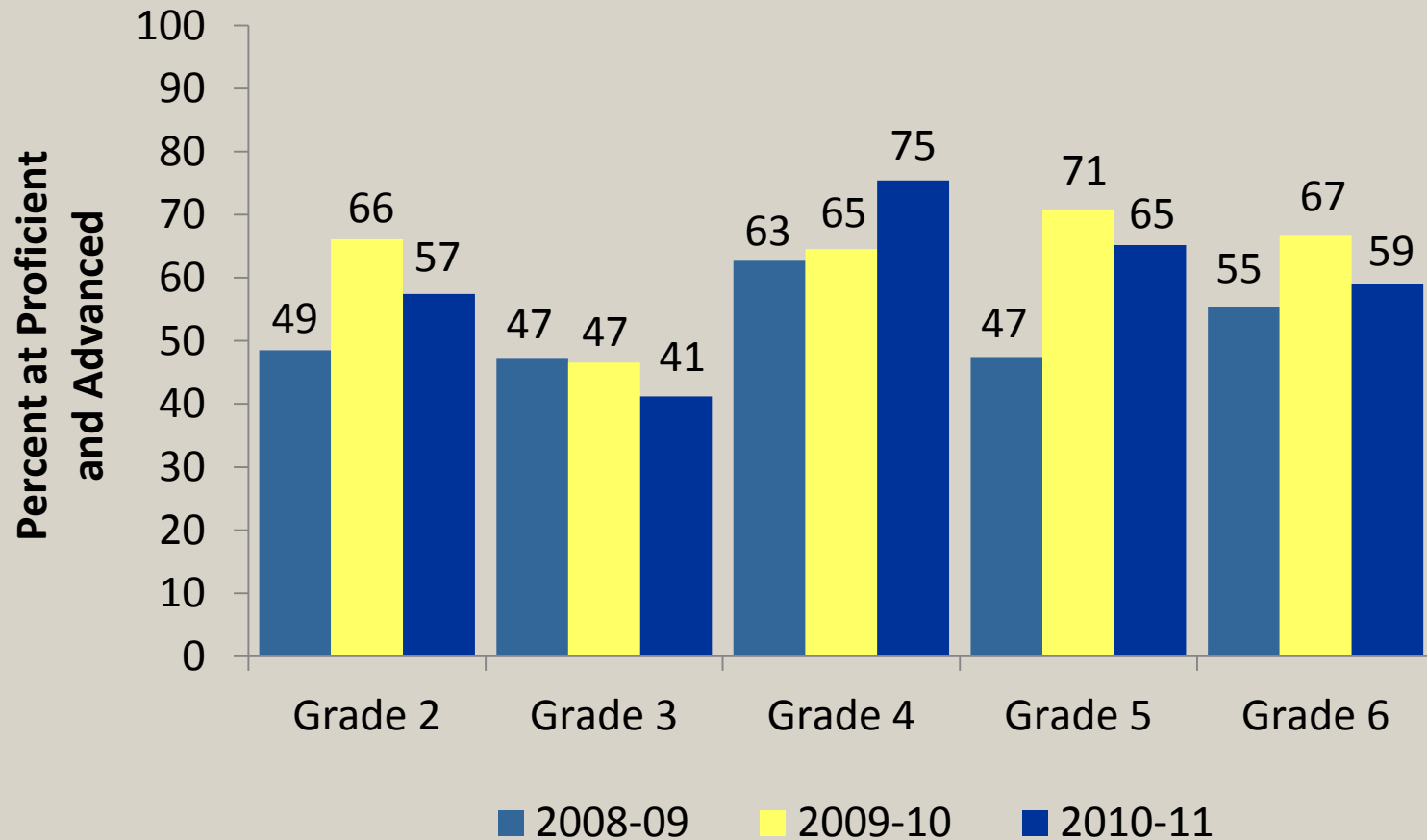


Report to the
Board of Education
February 14, 2012

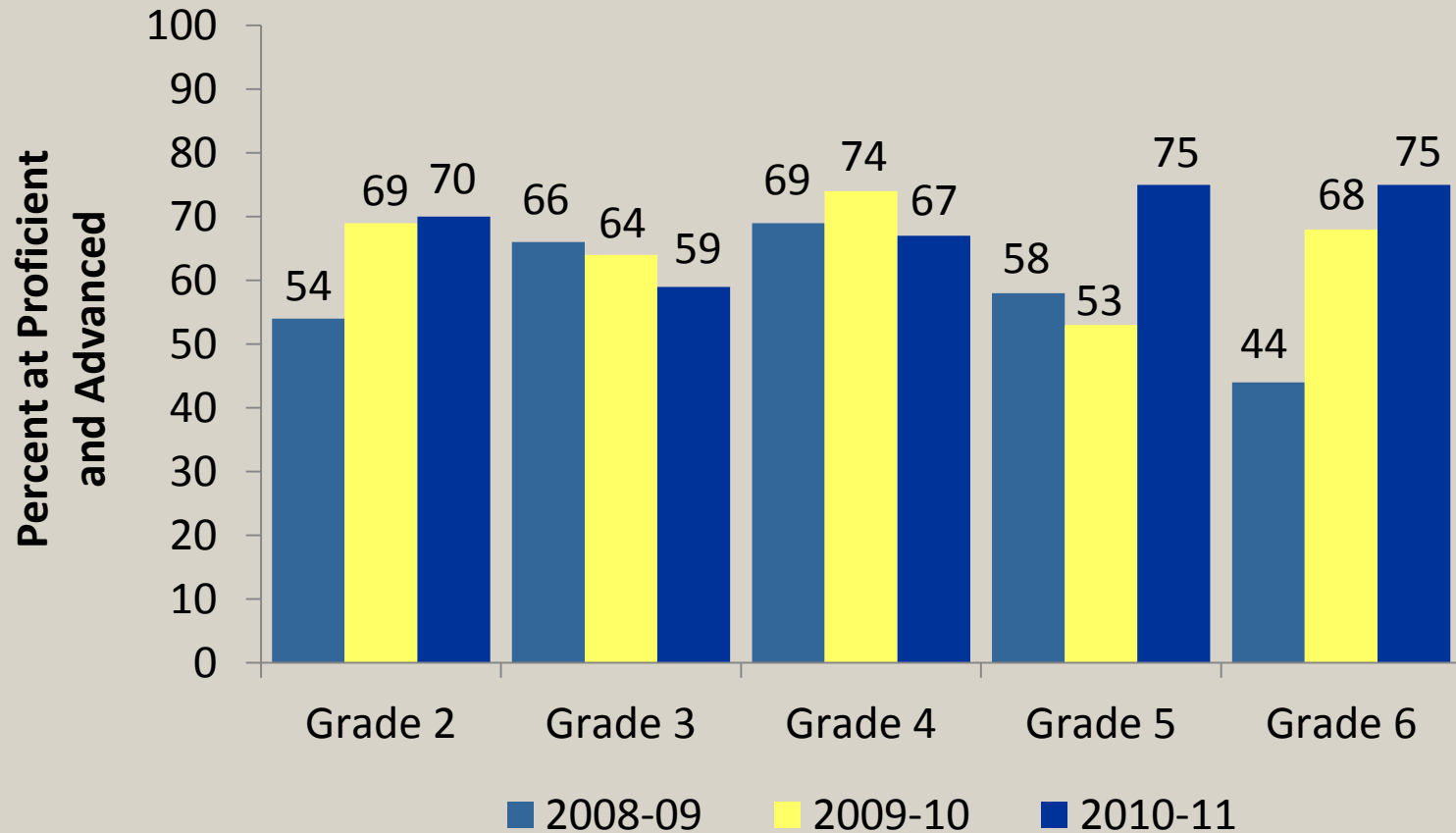


State Testing and Reporting (STAR)

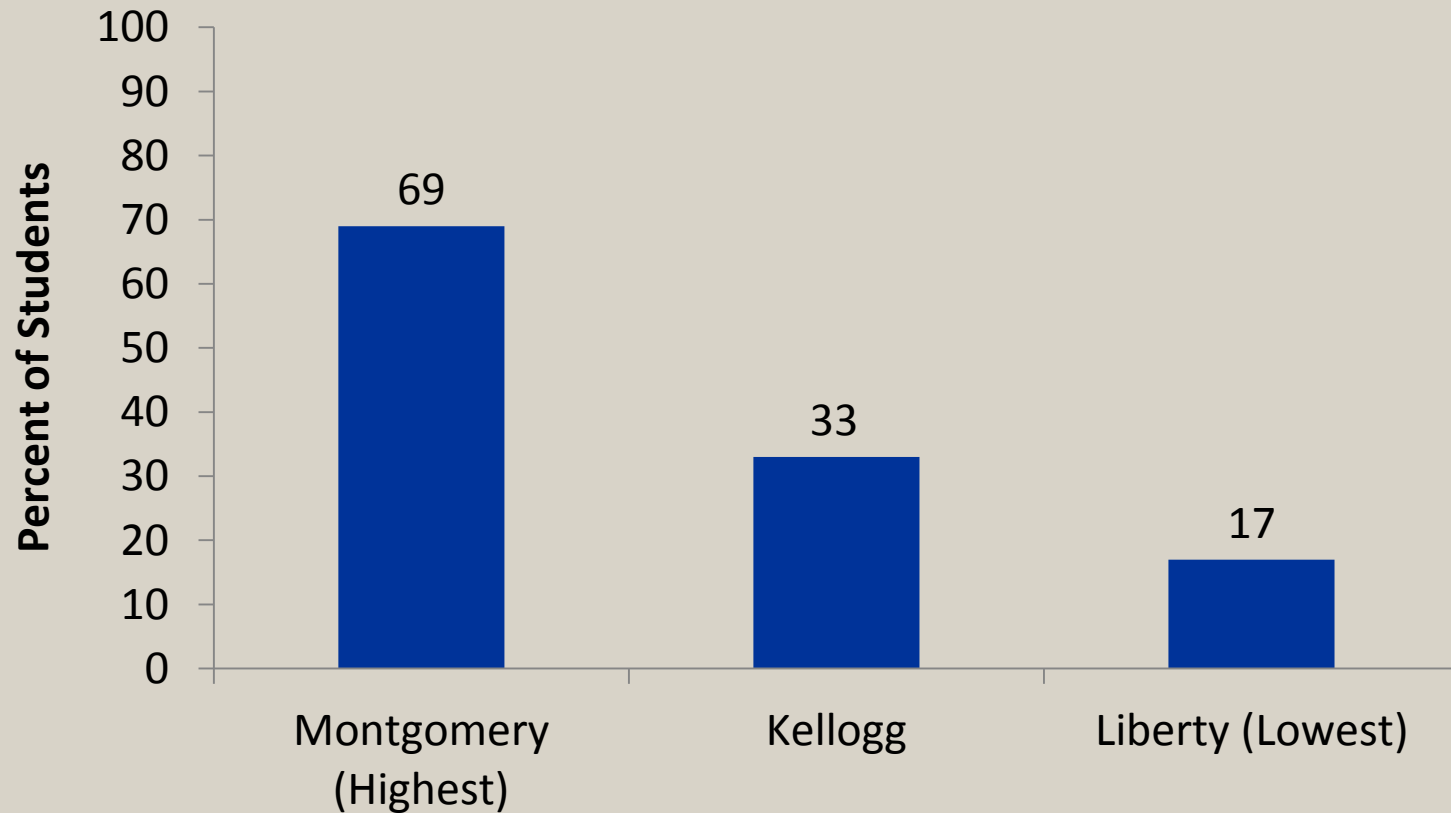
California Standards Test ELA, All Students



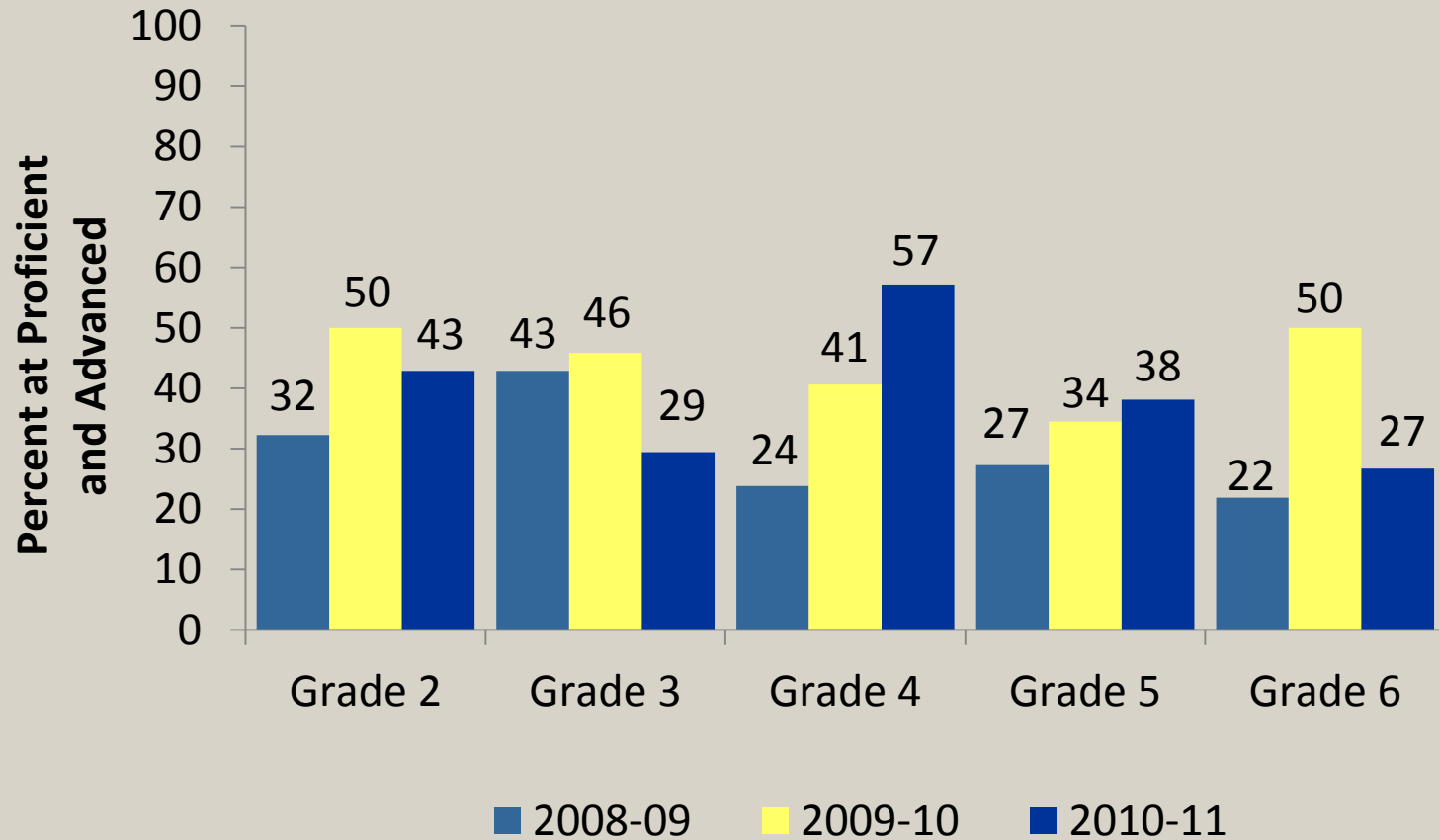
California Standards Test Math, All Students



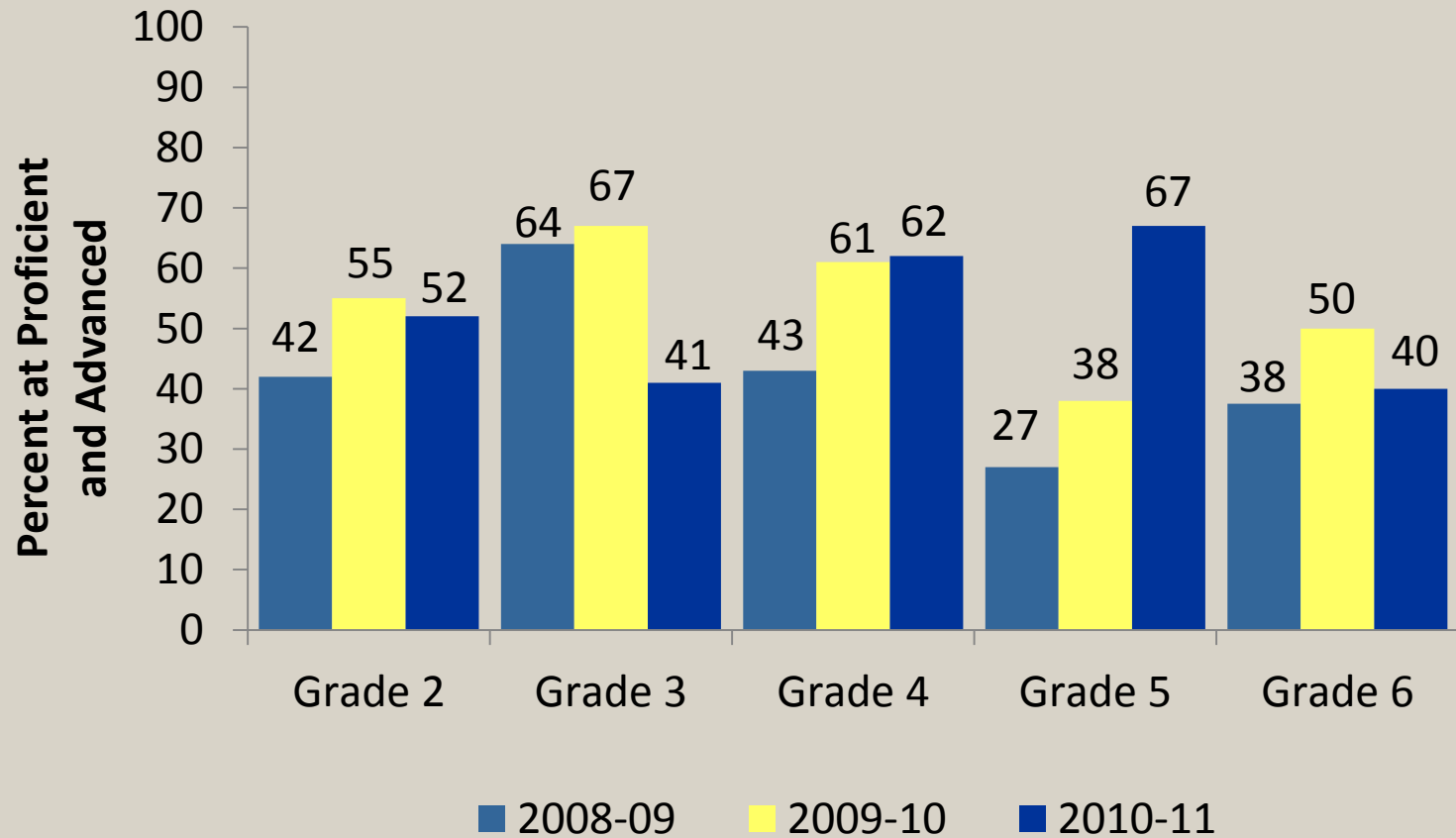
English Learners



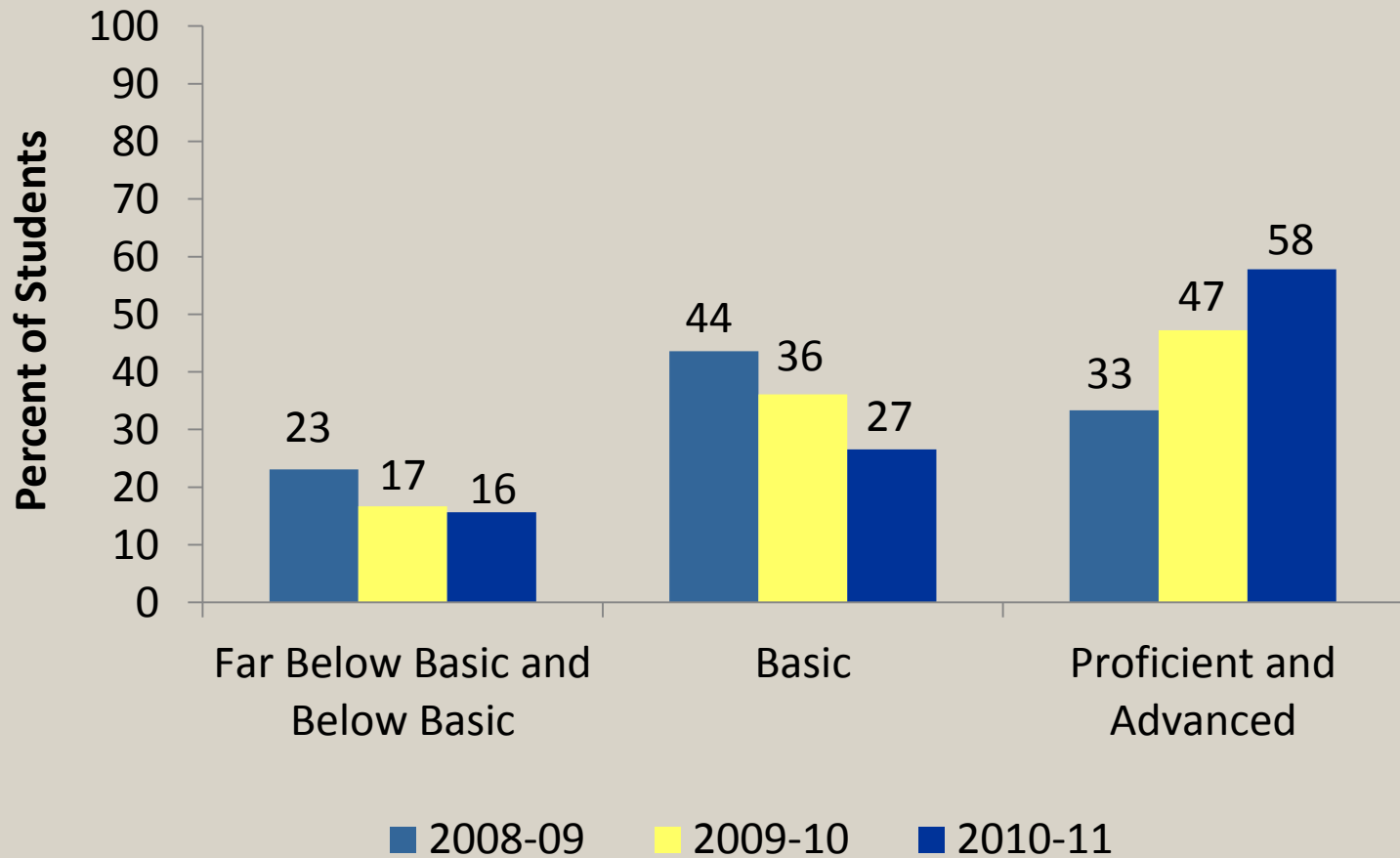
California Standards Test ELA, English Learners



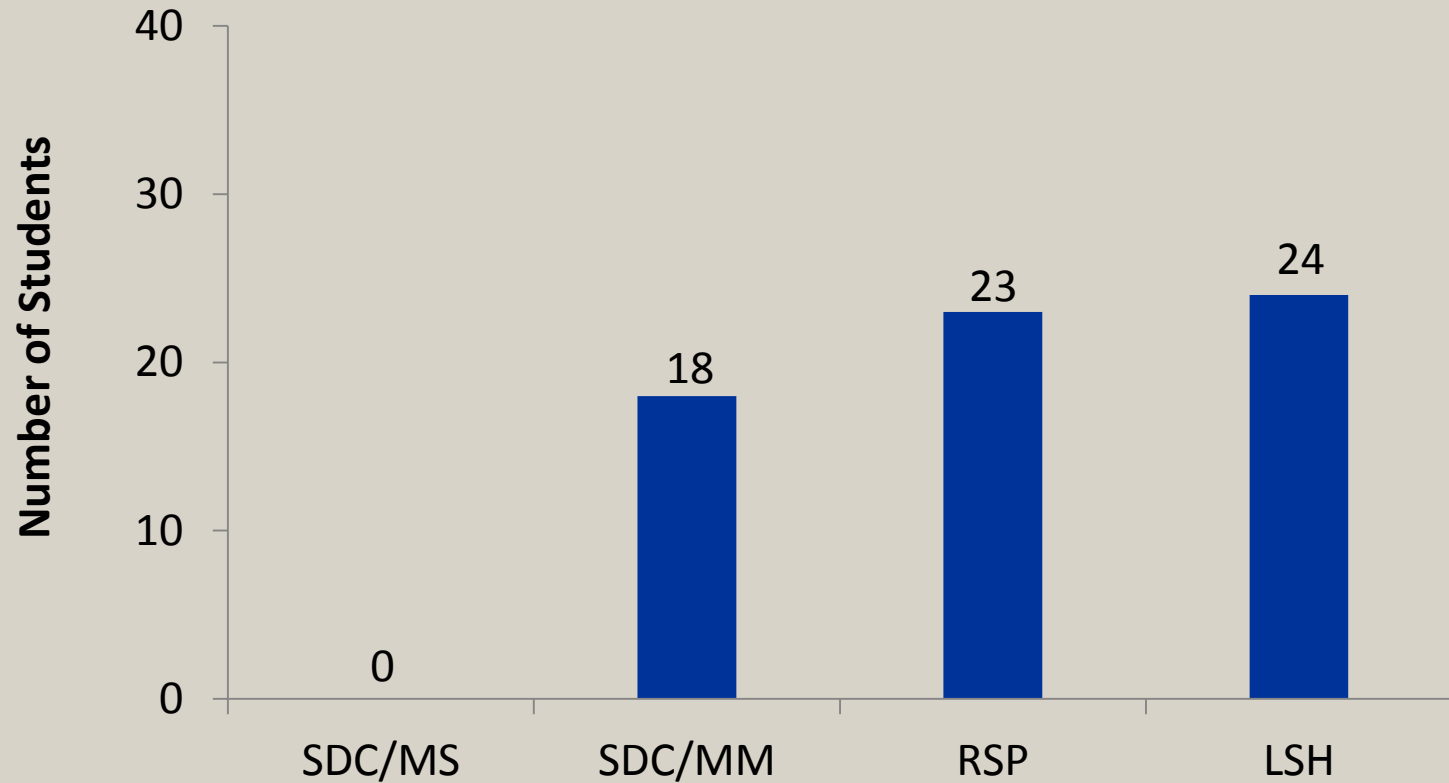
California Standards Test Math, English Learners



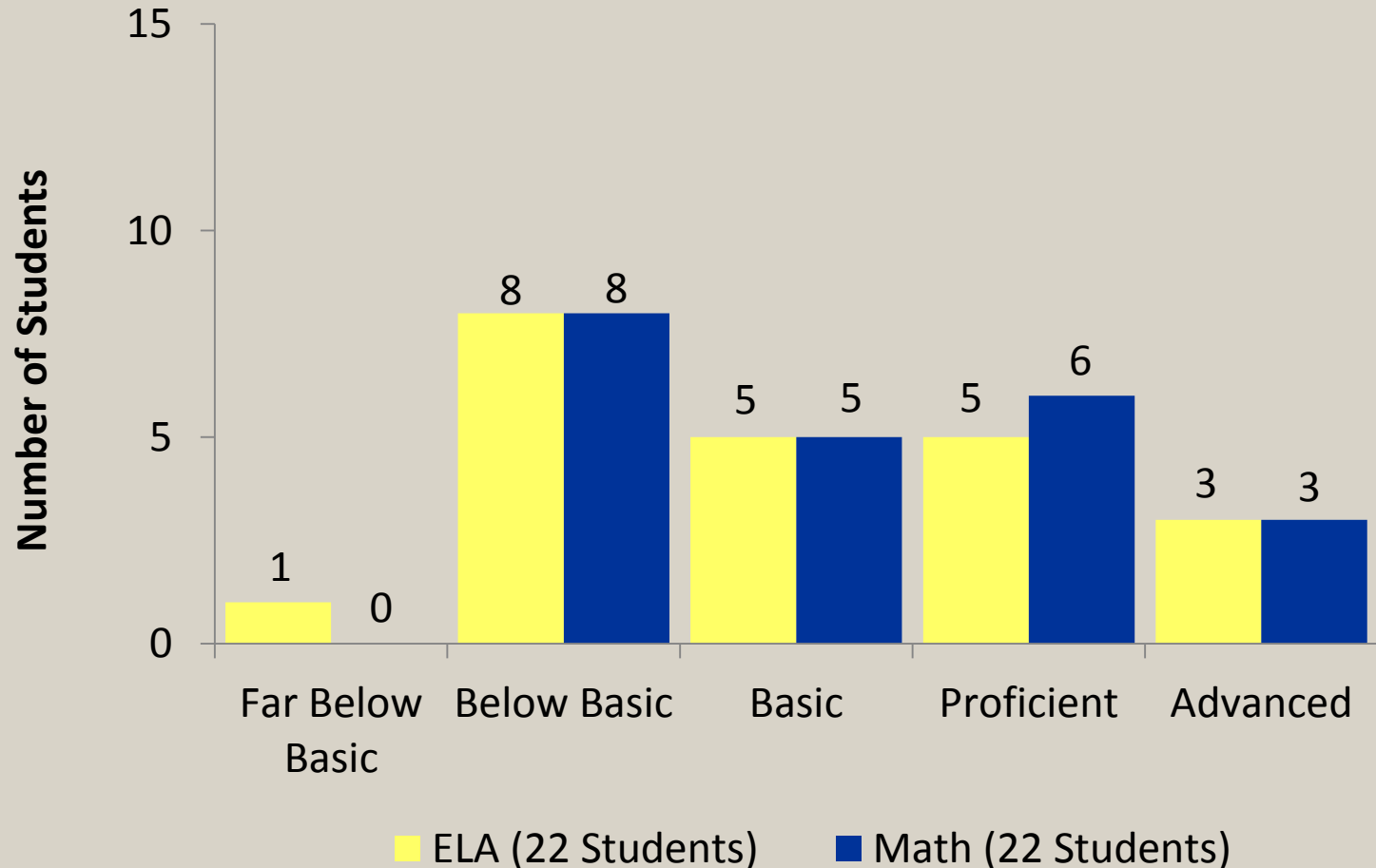
California Standards Test Grade 5 Science



Students with Disabilities



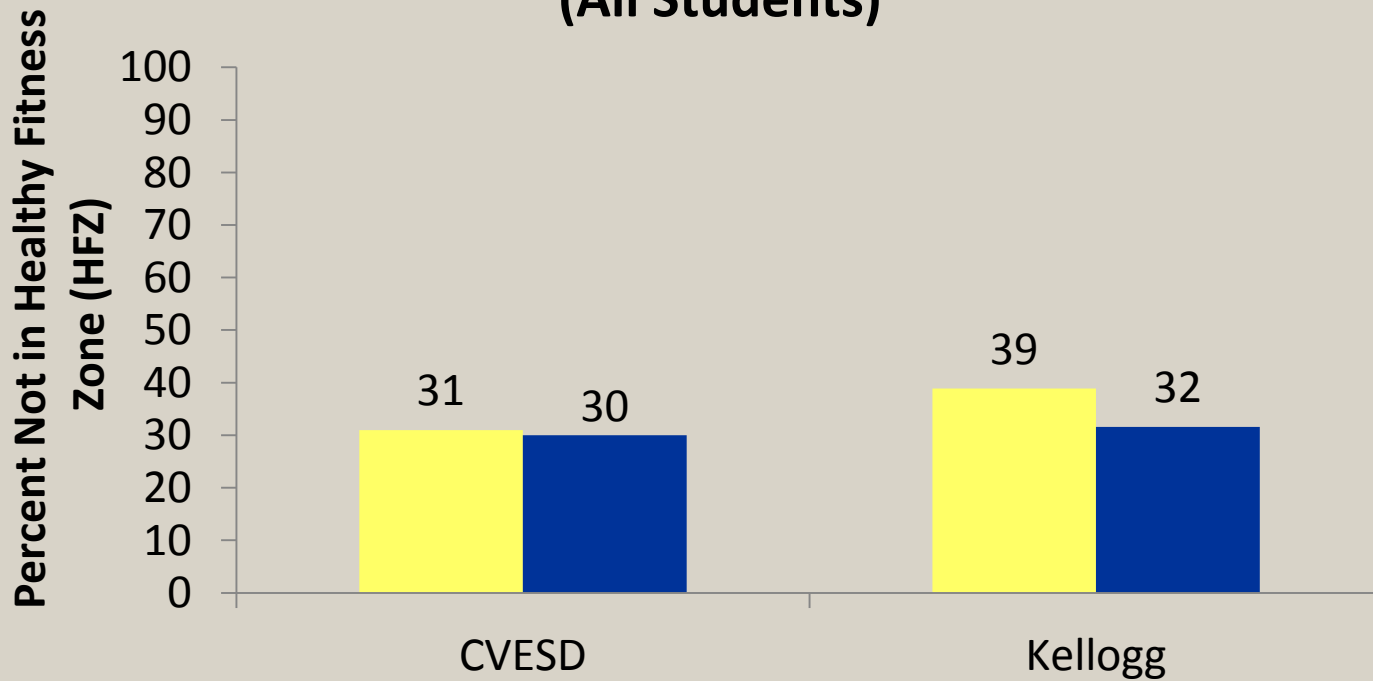
California Modified Assessment Students with Disabilities





California Physical Fitness Test Grade 5

Body Mass Index* (All Students)



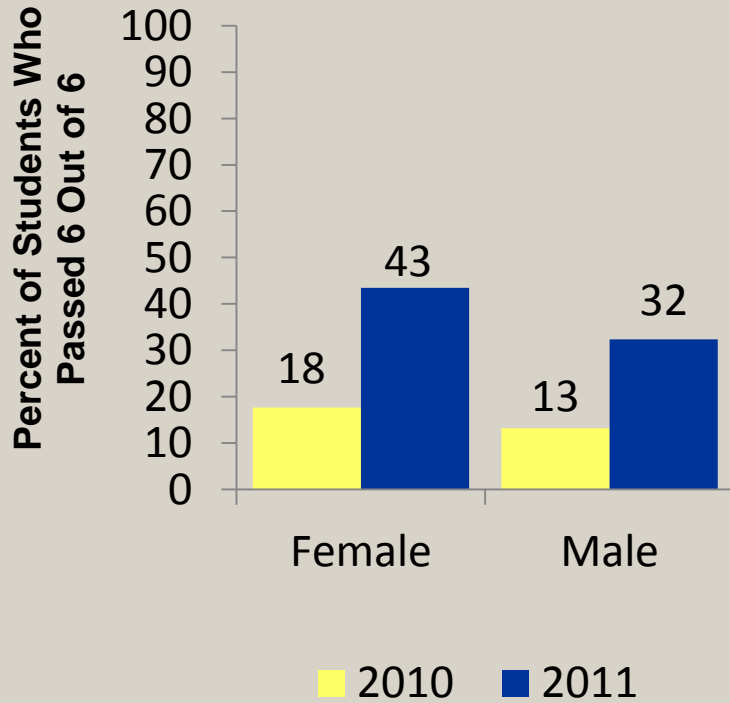
*Chart created using 2010 HFZ Criteria

2010

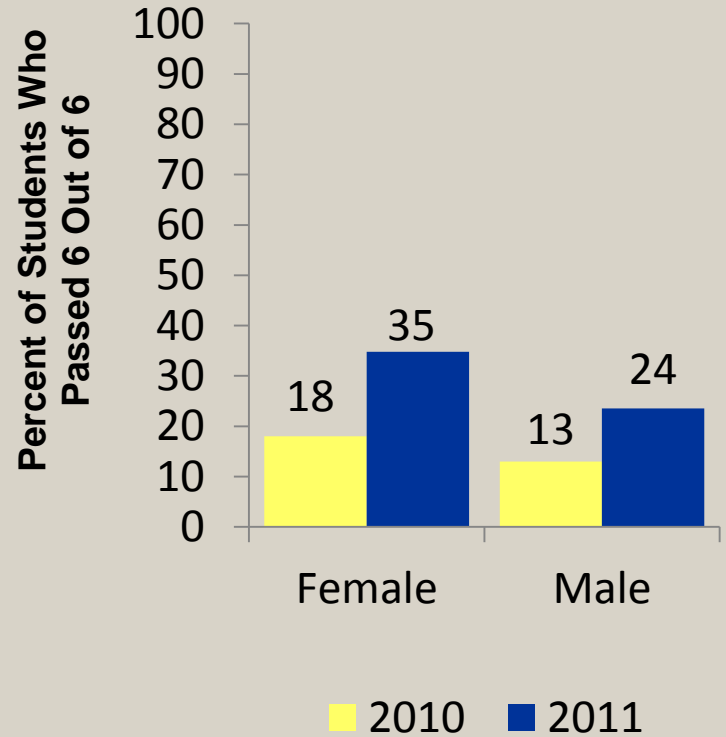
2011

California Physical Fitness Test Grade 5

2010 HFZ Criteria



2011 HFZ Criteria*



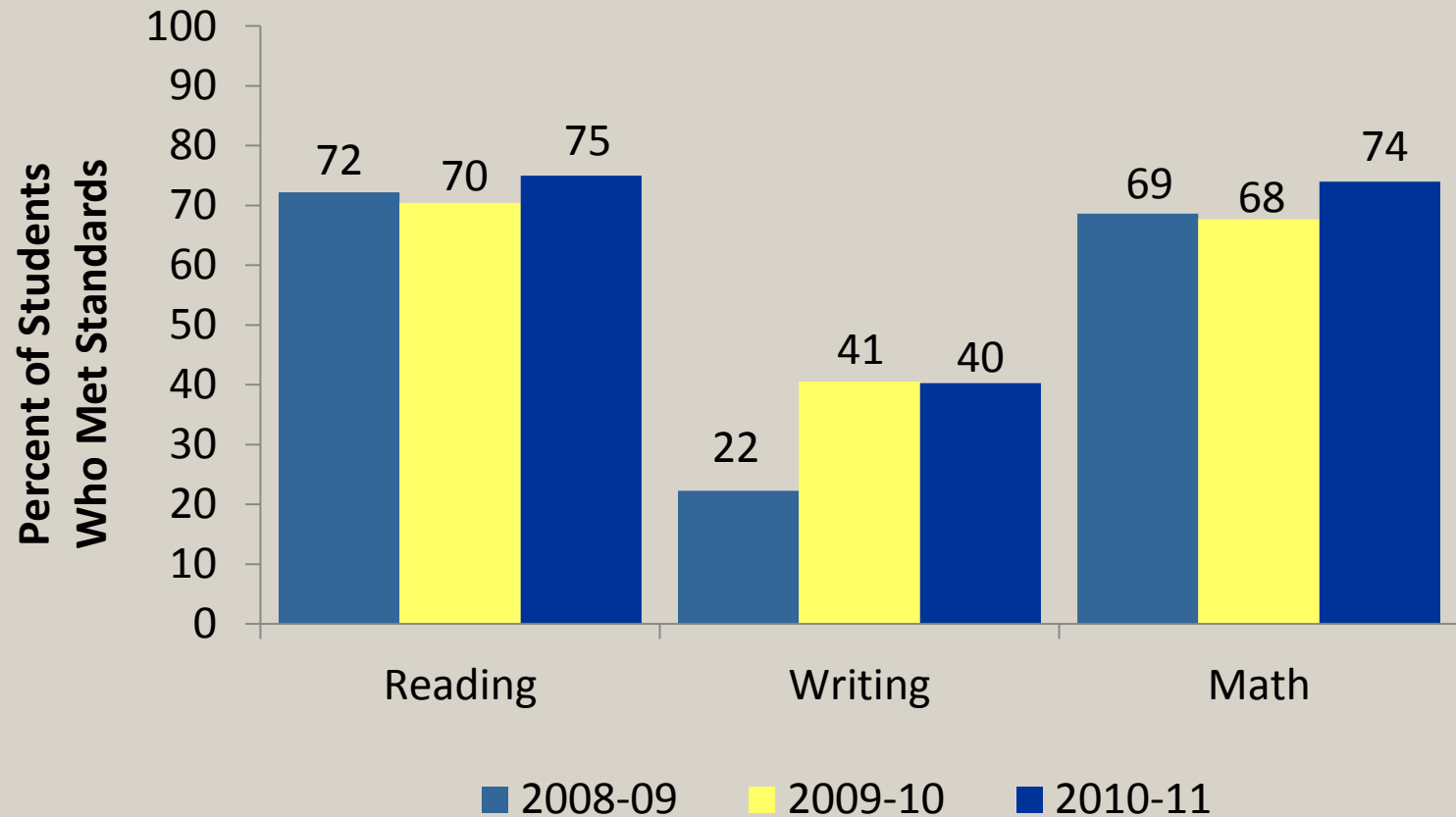
* NEW this year



Local Measures

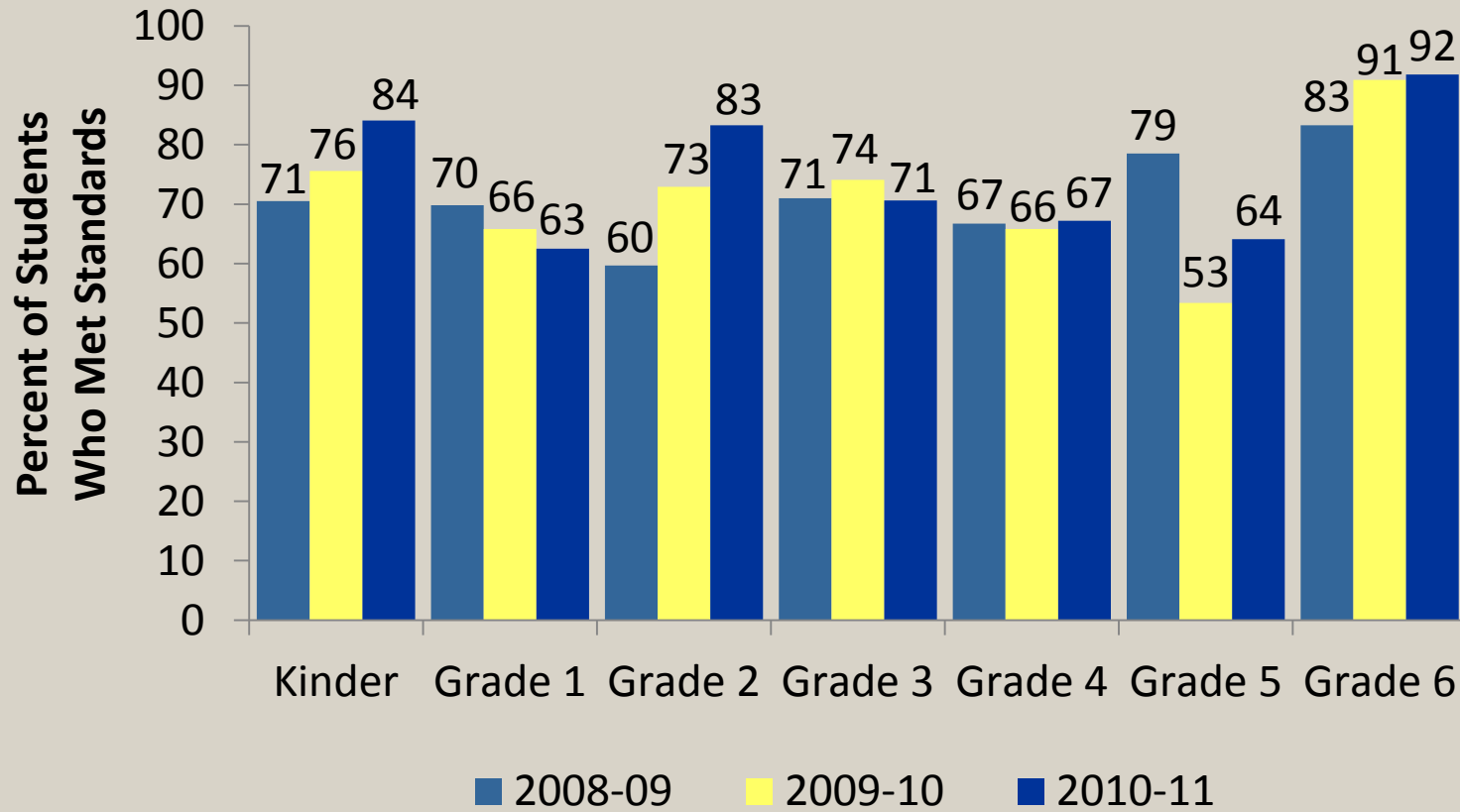


Local Measures All Students

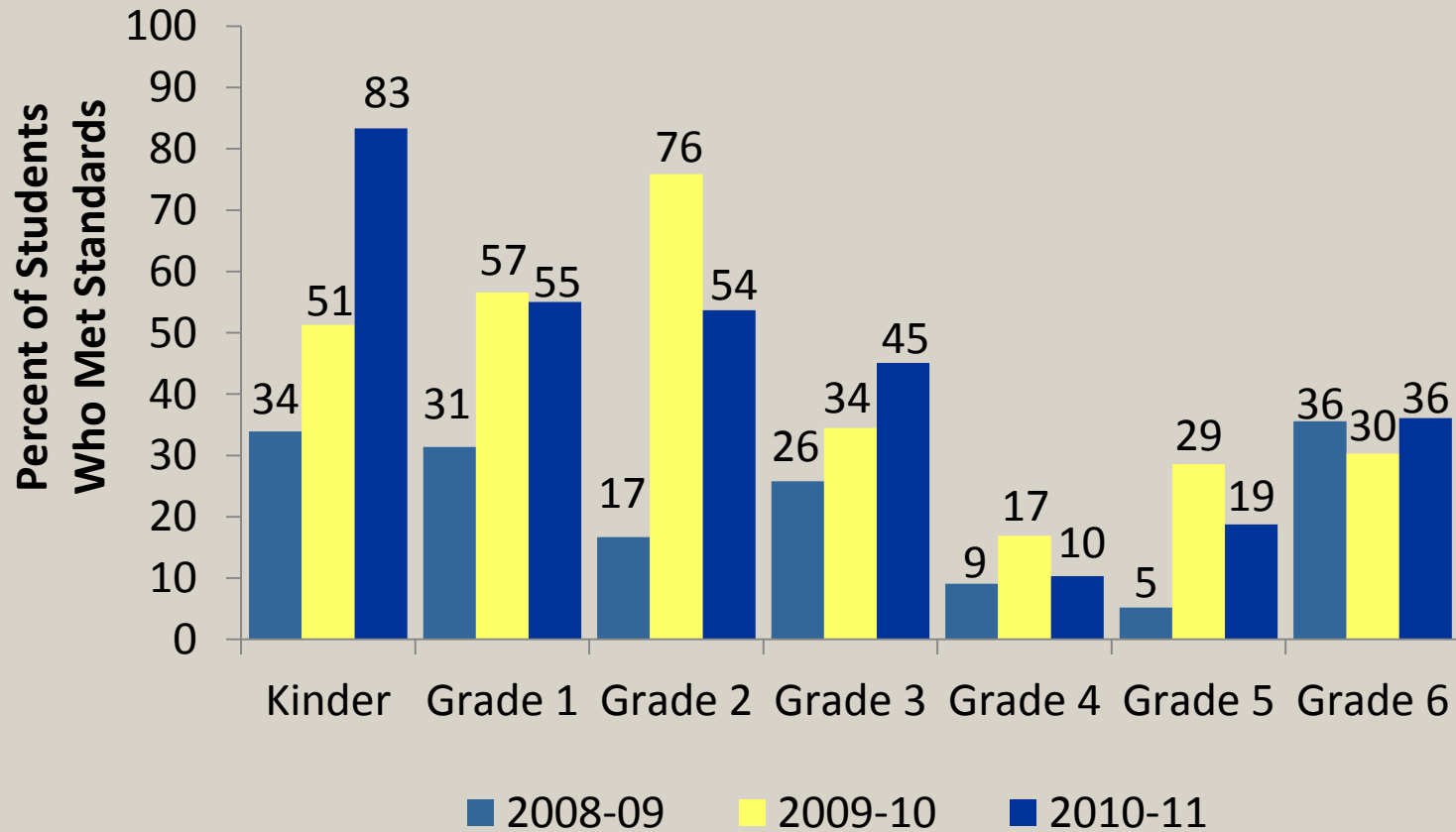


Local Measures

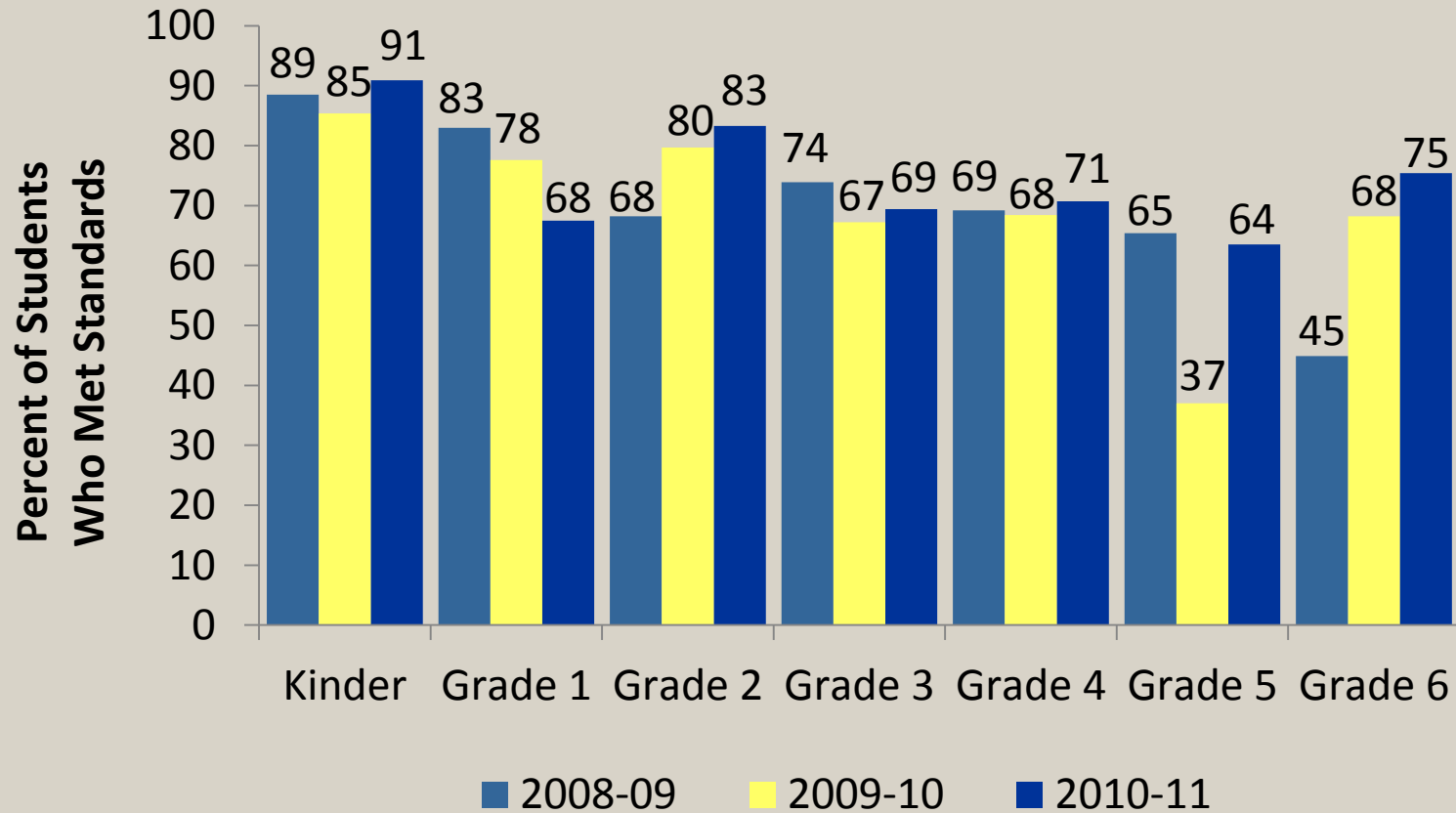
Reading, All Students



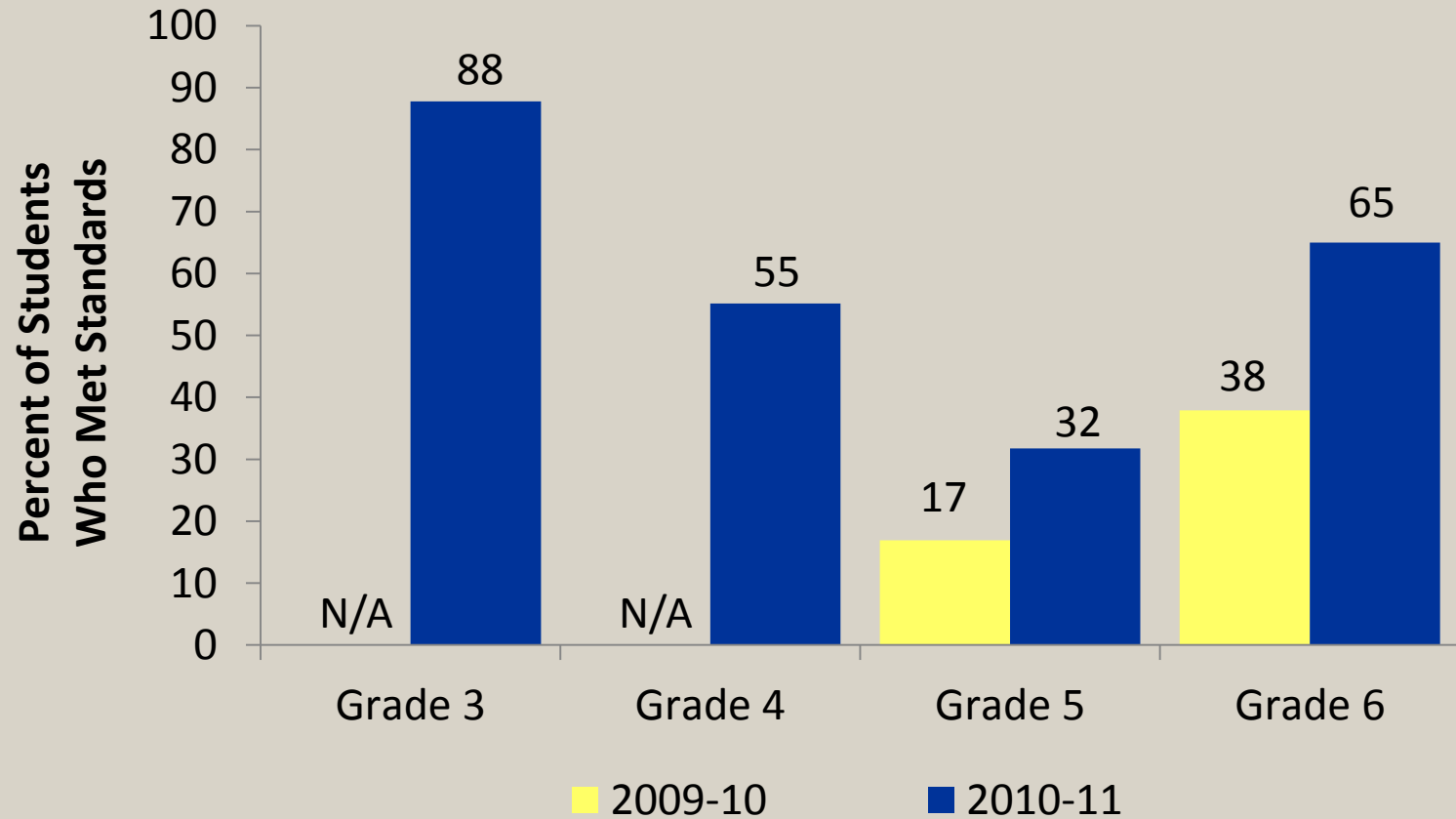
Local Measures Writing, All Students



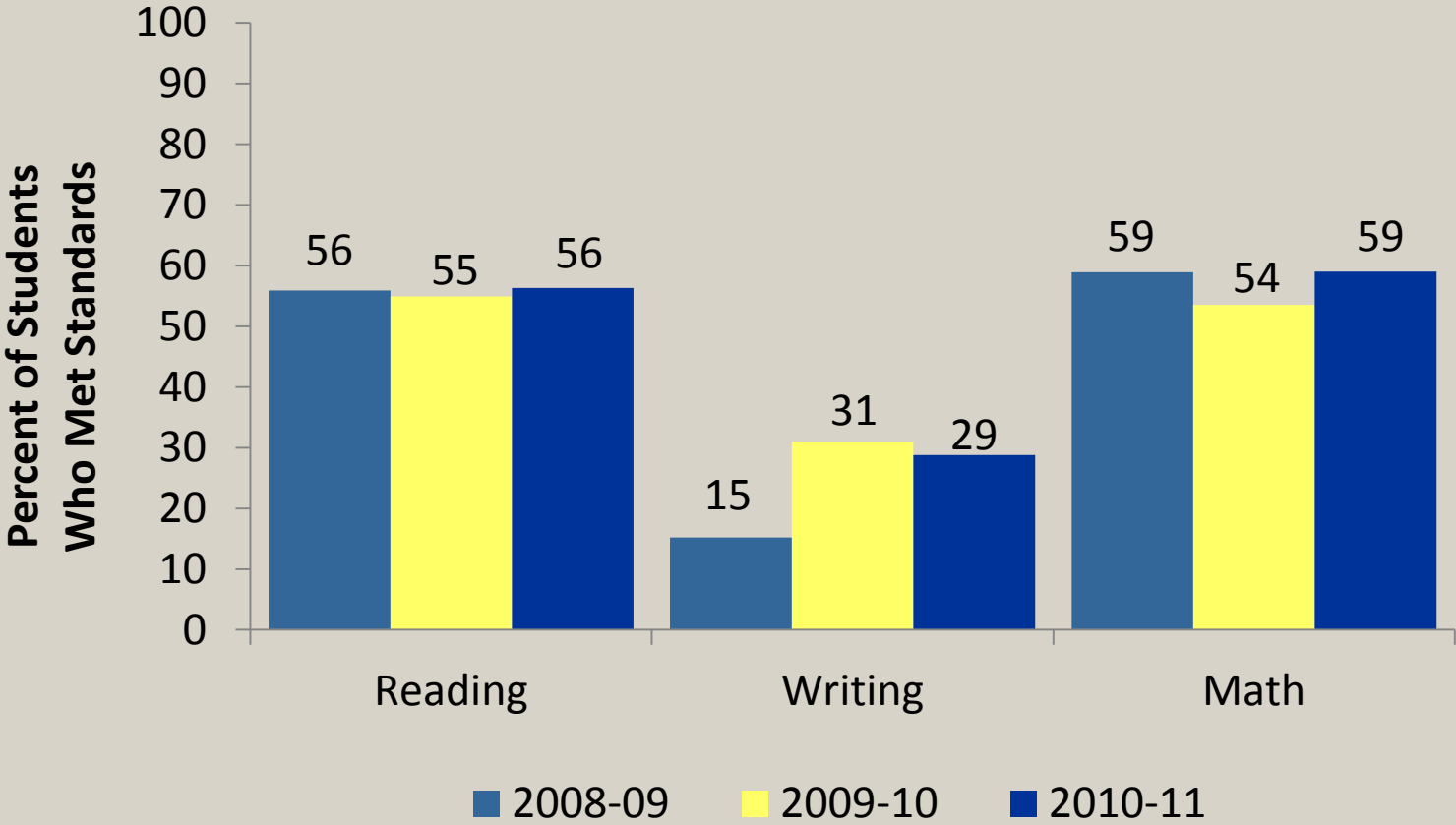
Local Measures Math, All Students



Local Measures Algebra



Local Measures English Learners

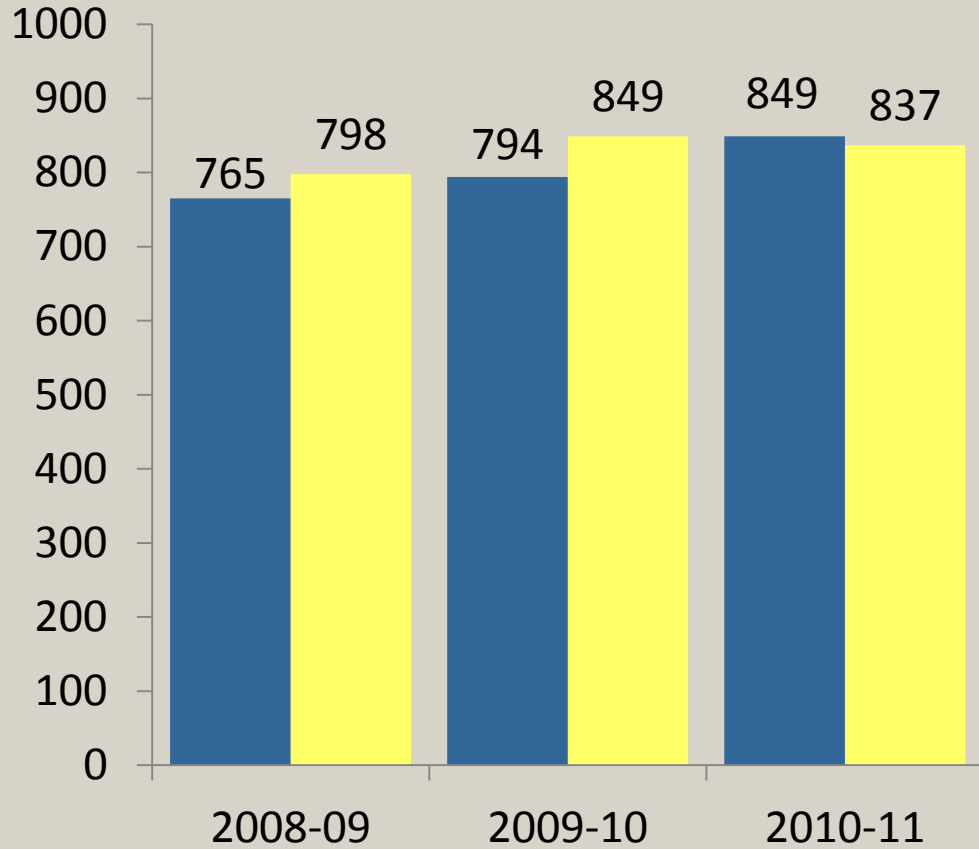




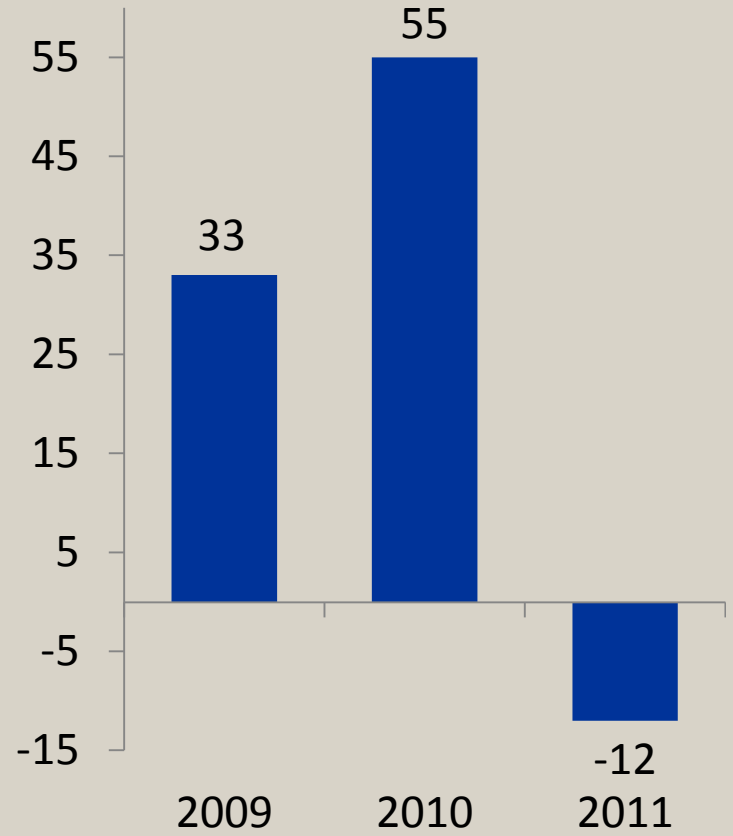
Academic Performance Index and Adequate Yearly Progress (API and AYP)



API



Base and Growth Scores



Growth



AYP ~ Target Populations

	<u>ELA</u>			<u>Math</u>		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Schoolwide	55.6	65.8	61.0	60.1	68.6	71.0
Hispanic/Latino	52.5	63.8	57.1	59.9	67.0	68.3*
White	72.0	86.7	79.3	62.0	81.2	89.7
Socioeconomically Disadvantaged	46.9	57.1	54.7	55.6	64.2	66.9*
English Learners	41.5*	53.7*	50.9	53.4	63.0	60.7
Target	46.0	56.8	67.6	47.5	58.0	68.5

* Safe Harbor

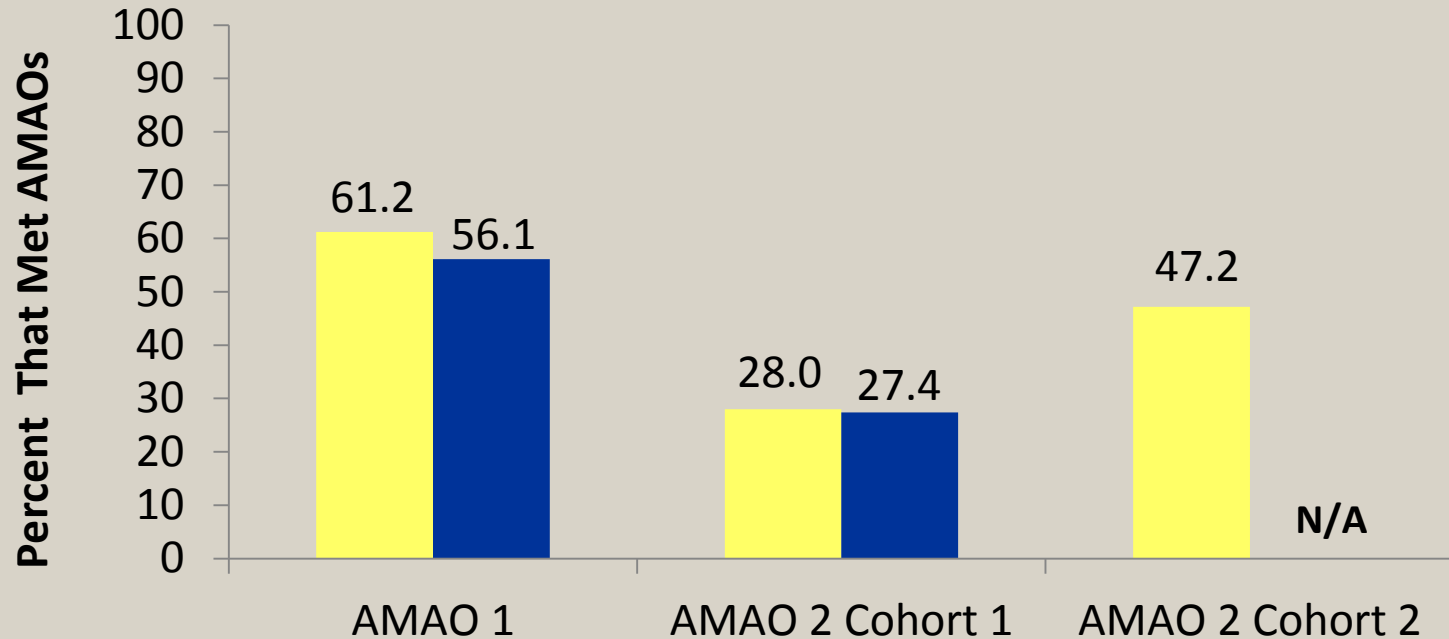


California English Language Development Test (CELDT) Data



CELDT

Annual Measurable Achievement Objectives



2010-11 Targets

AMAO 1: 54.6% / AMAO 2: Cohort 1 – 18.7% and Cohort 2 – 43.2%

■ District ■ Kellogg



Customer Satisfaction

Harris Interactive Survey

Harris Interactive

	Concern	Solution
Students	70.1% surveyed felt that restrooms were not clean.	Custodial staff check more frequently throughout the day.
Staff	71% surveyed felt that student absenteeism was a problem.	Monitored through the SART process and attendance incentives.
Parents	55% surveyed felt that budget restrictions have affected their child's education.	Parents are encouraged to become involved in the budget process through School Site Council and Budget Advisory Committee.



Academic Goals



Goal 1

By May 2012, the percentage of all students scoring at Proficient and Advanced levels in the ELA portion of the CST will increase from 61.5% to 78.8%.

- Tier 1: Standards-based instruction, Houghton Mifflin (HM), Gradual Release of Responsibility (GRR), Side by Side Differentiation, Accelerated Reader (AR), SuccessMaker.
- Tier 2: Small-group instruction based on ELA checkpoint data, additional learning time on SuccessMaker, extended-day program, literacy support group.
- Tier 3: Customized interventions through Student Success Team (SST) process, one-on-one teacher support, San Diego State University (SDSU) tutoring, Imagine Learning English (ILE).



Goal 2

By May 2012, the percentage of all students scoring at Proficient and Advanced levels on the Mathematics portion of the CST will increase from 72.5% to 79.6%.

- Tier 1: Standards-based instruction, McGraw-Hill, MAT Math, GRR, SuccessMaker, IXL Math.
- Tier 2: Small-group instruction based on weekly math quiz data, additional learning time on SuccessMaker, extended-day program.
- Tier 3: Customized interventions through SST process, one-on-one teacher support.

Goal 3

By May 2012, the percentage of EL students scoring at Proficient and Advanced levels in the ELA portion of the CST will increase from 51% to 78.8%.

- Tier 1: Standards-based instruction, HM, GRR, Side by Side Differentiation, AR, SuccessMaker, daily ELD through Social Studies/Science.
- Tier 2: Small-group instruction based on ELA checkpoint data, additional learning time on SuccessMaker, extended-day program, literacy support group.
- Tier 3: Customized interventions through SST process, one-on-one teacher support, SDSU tutoring, ILE, newcomer support.

Goal 4

By May 2012, the percentage of EL students scoring at Proficient and Advanced levels on the Mathematics portion of the CST will increase from 62% to 79.6%.

- Tier 1: Standards-based instruction, McGraw-Hill, MAT Math, GRR, SuccessMaker, ELD Strategies, IXL Math.
- Tier 2: Small-group instruction based on weekly math quiz data, additional learning time on SuccessMaker, extended-day program.
- Tier 3: Customized interventions through the SST process, one-on-one teacher support.

Goal 5

By May 2012, the percentage of Students with Disabilities (SwD) scoring at the Proficient and Advanced levels in Mathematics on the CST will increase from 44.7% to 78.4%.

- Tier 1: Standards-based instruction, McGraw-Hill, MAT Math, GRR, SuccessMaker, ELD Strategies, IXL Math, special day class/ general education teacher collaboration.
- Tier 2: Small-group instruction based on weekly math quiz data, additional learning time on SuccessMaker, extended-day program, literacy support.
- Tier 3: Customized interventions through the SST process, one-on-one teacher support.



Goal 6

By May 2012, the percentage of Gifted and Talented Education students scoring at the Advanced level in Mathematics on the CST will increase from 73% to 95%.

- Tier 1: Differentiated standards-based instruction, McGraw-Hill, MAT Math, GRR, SuccessMaker, IXL Math.
- Tier 2: Small-group instruction based on weekly ELA quiz data, additional learning time on SuccessMaker, extended-day program, literacy support group.
- Tier 3: Customized interventions through the SST process, one-on-one teacher support, SDSU tutoring, ILE.

Goal 7

By May 2012, the percentage of Socioeconomically Disadvantaged students scoring at the Proficient and Advanced levels in ELA on the CST will increase from 55.2% to 78.4%.

- Tier 1: Standards-based instruction, HM, GRR, AR, SuccessMaker.
- Tier 2: Small-group instruction based on weekly ELA quiz data, additional learning time on SuccessMaker, extended-day program, literacy support group.



Progress Towards District Initiatives

Gradual Release of Responsibility

A stronger focus on modeling and establishing purpose and meaning for learning activities is the goal for improving GRR this year.

Side by Side (Differentiation)

Teachers have created differentiated lesson plans on EdCaliber, and tiered questions and sentence frames have been implemented schoolwide to support ELs.

Conceptual Development in Mathematics

Staff has received professional development from Dr. Jeff Thiel and Denise Finney. Teachers use performance assessments to collaborate on strategies that involve algebraic thinking and reasoning.

Common Core Writing Standards

Teachers receive training on Common Core Writing Standards, and share with their team partners on effective strategies to teach students to write an opinion/argument piece.



School Committees



School Site Council (SSC)

Parents/Community

- Debby Duran
- Gilda Elorriaga
- Sheryl Incharregui
- Sandra Perez
- Jeanette Sanchez

Staff

- Carol Kawamoto
- Connie Mack
- Chris Morrison
- Lalaine Perez
- Jacqueline Simeon



SSC

- Approved technology upgrades to include schoolwide wireless access along with the purchase of 30 iPads to enhance student learning and prepare our school to move forward in developing 21st-century skills.
- Amended and approved our Safe School Plan which included the adoption of the Olweus Bully Prevention Program and goals for increasing parent engagement.



English Learner Advisory Committee (ELAC)

Parents/Community

- Sonia Arballo
- Ana Cervantes
- Maria H. Herrera
- Pablo Kubilis
- Veronica Martinez
- Sandra Perez
- Blanca Roldan

Staff

- Albert Baeza
- Lalaine Perez



ELAC Activities

Kellogg's ELAC is a very active committee of parents who have been instrumental in helping put together the first Fitness Fair, a rummage sale, and soon our first Family Reading Night. Our ELAC works closely with members of SSC and PTA on various school events, including school efforts to increase health and fitness, increase literacy and student achievement, and raise money for our school.



A Student-Based Decision at Kellogg

- This year, we implemented the Olweus Bully Prevention Program to create a safe, nurturing, and accountable environment for students. All staff members received training. We held a Bully Prevention Program kickoff in August with the support of our School Resource Officer from the Chula Vista Police Department. At Kellogg students know to “Be a Buddy, Not a Bully.”



School Highlight

Kellogg Fitness Fair

