2023-2024

Kettering Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Standardized ELA achievement results from spring 2023:
iREADY ELA
Overall - 78% On/Above, 13% 1 year below, 5% 2 or more years below
Vocabulary - 73% On/Above
Overall Comprehension - 75% On/Above
Literature - 77% On/Above
Informational - 69% On/Above

RACE:
White - 91% On/Above
Asian - 90% On/Above
Two or more - 78% On/Above
Hispanic - 67% On/Above
Black - 57% On/Above
EL's - 50% On/Above
Typical Growth - 72% Stretch Growth - 53%

Data measuring growth from September 2022 to May 2023:
RACE:
White - Typical Growth - 75% Stretch Growth 57%
Asian - Typical Growth - 74% Stretch Growth 58%
Two or more - Typical Growth - 79% Stretch Growth 64%
Hispanic - Typical Growth - 68% Stretch Growth 43%
Black - Typical Growth - 60% Stretch Growth 40%
EL's - Typical Growth - 79% Stretch Growth 40%

End of school year Foundational Reading Skills Assessment (FRSA) 2023:
Kinder - 86% On/Above
1st grade - 83% On/Above
2nd grade - 84% On/Above

Smarter Balanced Assessment Consortium (SBAC) State Assessment ELA results 2023:
Met/Exceeded
Change from last year
Overall
70.2%
-8%
Grade 3
68.1%
+6.5%
Grade 4
72.5%
-4.6%
Grade 5
70.5%
-23%
Lowest Performing
Hispanic
54.3%
-10.9
Highest Performing
White
82.6%
-8%
EL
71.4%
+7.8%
AA
50%
-25%

SPED- speech/RSP
22.7%
+1.3

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
With teachers given release days to engage in professional development, collaborate, analyze data, study common core standards, and plan curriculum, in addition to an instructional focus on differentiation and small group instruction, by June of 2024, there will be an increase of 6% (compared to spring 2023) of students that are identified as on or above grade level and 10% growth in students who achieve one year of typical and stretch growth in ELA as measured by iREADY ELA assessments. Additionally, the gap between the highest performing subgroup (white) and lowest subgroups (Black and EL) will close by 12%. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
Standardized Math achievement results from spring 2023: iREADY Math Overall - 73% On/Above, 22% 1 year below, 5% 2 or more years below

Numbers/Operations - 76% On/Above
Algebra/ Alg. Thinking - 79% On/Above
Measurement/Data - 70% On/Above
Geometry - 69% On/above
RACE:
White - 81% On/Above
Asian - 84% On/Above
Two or more - 78% On/Above
Hispanic - 57% On/Above
Black - 67% On/Above
EL's - 40% On/Above

Data measuring growth from September 2022 to May 2023:
Typical Growth - 66% Stretch Growth - 36%
RACE:
White - Typical Growth - 67% Stretch Growth 32%
Asian - Typical Growth - 63% Stretch Growth 47%
Two or more - Typical Growth - 77% Stretch Growth 49%
Hispanic - Typical Growth - 59% Stretch Growth 30%
Black - Typical Growth - 60% Stretch Growth 30%
EL's - Typical Growth - 60% Stretch Growth 20%

Smarter Balanced Assessment Consortium (SBAC) State Assessment Math results 2023:
Met/Exceeded
Change from last year
Overall
63.0%
-10.5%
Grade 3
66.0%
+ 2.8%
Grade 4
70.0%
- 7.6%

Grade 5
54.5%
- 24.2%
Lowest Performing
Hispanic
37.1%
- 25.9%
Highest Performing
White
76.0%
- 2%
EL
42.9%
- 26.4%
AA
58%
- 8%
SPED- speech/RSP
22.7%
-8%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
With teachers given release days to engage in professional development, collaborate, analyze data, study common core standards, and plan curriculum, in addition to an instructional focus on differentiation and small group instruction, by June of 2024, there will be an increase of 10% (compared to spring 2023) of students that are identified as on or above grade level and 10% growth in students who achieve one year of typical and stretch growth in math as measured by iREADY math assessments. Additionally, the gap between the highest performing subgroup (white) and lowest subgroups (Black and EL) will close by 14%. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

English Language Proficiency Assessments for California (ELPAC):
ELPAC Overall Performance
60% - Well Developed
33% - Moderately Developed
7% - Somewhat Developed
0% - Beginning Stages

Listening
60% - Well Developed
40% - Somewhat/Moderately Developed

Speaking
27% - Well Developed
73% - Somewhat/Moderately Developed

Reading
40% - Well Developed
47% - Somewhat/Moderately Developed
15% - Beginning Stages

Writing
53% - Well Developed
40% - Somewhat/Moderately Developed
7% - Beginning Stages

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis
Given access to differentiated instruction through small groups along with a a dedicated, intensive, and targeted EL specific tutoring program that will work on student identified areas of need according to ELPAC results, by June of 2024, all students within K-5 will achieve one column of English readiness advancement as measured by ELPAC Overall Performance data summary. Progress will be monitored by data collected during EL-specific tutoring.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

End of Year Pulse Survey (4th and 5th grades)
Agency - 82% (favorable response)
Lowest favorable response "How much respect do students show you"
57% - All
52% - White
68% - Hispanic
57% - 2 or more
38% - Black
Belonging - 81% (favorable response)
Lowest favorable response "How easy is it to make friends at school?"
67% - All
68% - White
68% - Hispanic
64% - 2 or more
63% - Black
Identity - 80% (favorable response)
Lowest favorable response "I think about the different parts of my identity (e.g., race/ethnicity/gender) and how they shape who I am."
53% - All
64% - White
55% - Hispanic
38% - 2 or more
75% - Black

One time per year CORE Survey February 2023- 3rd, 4th and 5th grades
Climate of Support for Academic Learning - 77% (favorable response)
Sense of Belonging - 76% (favorable response)
Knowledge & Fairness of discipline, rules and norms - 75% (favorable response)
Safe and Civil - 72% (favorable response)
Safety - 68% (favorable response)

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
Given tier 1 instruction in Social Emotional Learning along with attendance incentives to address chronic absenteeism along with reward systems for good behavior, by June of 2024 Kettering's students' sense of personal identity, belonging and agency will increase by 3% as seen through the Panorama Pulse survey. Progress will be monitored by discipline, attendance, and Pulse and Core Survey data reviewed in monthly Climate & Culture meetings.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) ELA goal: By June of 2023, through QCI collaboration, small group instruction, and intervention there will be an increase of 10% (compared to spring 2022) of	Goal Met	In the area of ELA we implemented the following strategies: differentiation with small group instruction, grade-level specific Quality Core Instruction professional development training	This year in the area of ELA we will continue to implement the following strategies: differentiation with small group instruction and we will utilize our Instruction and Intervention Coach (IIC) to support with tier 1 and tier 2 in-class and small group instruction. Additionally, teachers will be

	students that will achieve one year of typical and stretch growth in ELA as measured by iREADY ELA assessments. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.		days targeting district understandings and expectations, and Instruction and Intervention Coach (IIC) support with tier 1 and tier 2 in class and small group instruction. Test scores: Spring 2022 - overall 53% met typical growth and 32% met stretch growth Spring 2023- overall 72% met typical growth and 53% met stretch growth Grade Level Relative Placements: 78% On/Above, 13% 1 year below, 5% 2 or more years below Vocabulary - 73% On/Above Overall Comprehension - 75% On/Above Literature - 77% On/Above Informational - 69% On/Above RACE: White - 91% On/Above Asian - 90% On/Above Two or more - 78% On/Above Hispanic - 67% On/Above Black - 57% On/Above EL's - 50% On/Above Typical Growth - 72% Stretch Growth - 53%	given 4 full day release days to analyze data, study common core standards, and plan curriculum. Teachers will also be provided with 3 Quality Core Instruction professional development training days focused on the Science of Reading.

			Data measuring growth from September 2022 to May 2023: RACE: White - Typical Growth - 75% Stretch Growth 57% Asian - Typical Growth - 74% Stretch Growth 58% Two or more - Typical Growth - 79% Stretch Growth 64% Hispanic - Typical Growth - 68% Stretch Growth 43% Black - Typical Growth - 60% Stretch Growth 40% EL's - Typical Growth - 79% Stretch Growth 40% End of school year Foundational Reading Skills Assessment (FRSA) 2023: Kinder - 86% On/Above 1st grade - 83% On/Above 2nd grade - 84% On/Above Smarter Balanced Assessment Consortium (SBAC) State Assessment ELA results 2023: Met/Exceeded Change from last year Overall 70.2% -8% Grade 3 68.1% +6.5%	

			Grade 4 72.5% -4.6% Grade 5 70.5% -23% Lowest Performing Hispanic 54.3% -10.9 Highest Performing White 82.6% -8% EL 71.4% +7.8% AA 50% -25% SPED- speech/RSP 22.7% +1.3	
Math	1) Math goal: By June of 2023, through QCI collaboration, small group instruction, and intervention there will be an increase of 10% (compared to spring 2022) of students that will achieve one year of typical and stretch growth in math as measured by iREADY ELA assessments. Progress	Goal Met	In the area of math we implemented the following strategies: differentiation with small group instruction, 3 grade-level specific Quality Core Instruction professional development trainings targeting district understandings and expectations, and Instruction and Intervention Coach (IIC) support with tier 1 and tier 2 in class	This year in the area of math we will continue to implement the following strategies: differentiation with small group instruction and we will utilize our Instruction and Intervention Coach (IIC) support with tier 1 and tier 2 in class and small group instruction. Additionally, teachers will be given 4 full day release days to analyze data, study common core standards, and plan curriculum. We will also have our math lead teacher who will attend additional district-level

	monitoring will be conducted regularly during teacher planning and collaboration sessions.		and small group instruction. We also offered after school tutoring focused on math with teachers and external math tutoring. Spring 2022 - overall 56 % met typical growth and 23% met stretch growth Spring 2023- overall 66% met typical growth and 36% met stretch growth Standardized Math achievement results from spring 2023: iREADY Math Overall - 73% On/Above, 22% 1 year below, 5% 2 or more years below Numbers/Operations - 76% On/Above Algebra/ Alg. Thinking - 79% On/Above Measurement/Data - 70% On/Above Geometry - 69% On/above RACE: White - 81% On/Above Asian - 84% On/Above Two or more - 78% On/Above Hispanic - 57% On/Above Black - 67% On/Above EL's - 40% On/Above Data measuring growth from	professional development training and will then support teaching staff in the implementation of our math curriculum.

			September 2022 to May 2023: Typical Growth - 66% Stretch Growth - 36% RACE: White - Typical Growth - 67% Stretch Growth 32% Asian - Typical Growth - 63% Stretch Growth 47% Two or more - Typical Growth - 77% Stretch Growth 49% Hispanic - Typical Growth - 59% Stretch Growth 30% Black - Typical Growth - 60% Stretch Growth 30% EL's - Typical Growth - 60% Stretch Growth 20% Smarter Balanced Assessment Consortium (SBAC) State Assessment Math results 2023: Met/Exceeded Change from last year Overall 63.0% -10.5% Grade 3 66.0% + 2.8% Grade 4 70.0% - 7.6% Grade 5 54.5% - 24.2%		

			Lowest Performing Hispanic 37.1% - 25.9% Highest Performing White 76.0% - 2% EL 42.9% - 26.4% AA 58% - 8% SPED- speech/RSP 22.7% -8%	
English Learner	1) EL goal: By June of 2023, All students within K-5 will achieve one column of English readiness advancement as measured by ELPAC Overall Performance data summary	Goal Partially or Not Met	Overall ELPAC proficiency column advancement: 66% of students advanced from one proficiency column to the next (the four columns are: minimal-somewhat-moderate-well) For EL students we provided differentiation through small group instruction. We also offered tutoring in which EL students were invited to participate. English Language Proficiency	This year we will differentiate instruction through small groups. We will also have a dedicated, intensive, and targeted EL specific tutoring program that will work on student identified areas of need according to ELPAC results.

			Assessments for California (ELPAC): ELPAC Overall Performance 60% - Well Developed 33% - Moderately Developed 7% - Somewhat Developed 0% - Beginning Stages Listening 60% - Well Developed 40% - Somewhat/Moderately Developed Speaking 27% - Well Developed 73% - Somewhat/Moderately Developed Reading 40% - Well Developed 47% - Somewhat/Moderately Developed 15% - Beginning Stages Writing 53% - Well Developed 40% - Somewhat/Moderately Developed 7% - Beginning Stages	
Culture/Climate	1) Culture/Climate goal: With teachers and staff receiving professional development and having access to resources focused on SEL within the classroom, Ketterings students' sense of personal identity, belonging, and agency will	Goal Partially or Not Met	For Culture and Climate, we reviewed Pulse and CORE survey results and held focus groups to allows students an opportunity to express their concerns. End of Year Pulse Survey (4th and 5th grades)	This year we will continue to review Pulse and CORE survey results and offer focus groups to support student concerns. We also have a part-time Social Emotional Learning facilitator who supports student social and emotional development through Tier I instruction in social-emotional learning curriculum. Additionally we are providing attendance incentives to address

	increase by 3% by June of 2023 as seen through the Panorama Pulse survey.		Agency - 82% (favorable response) decrease of 5% Lowest favorable response "How much respect do students show you" 57% - All 52% - White 68% - Hispanic 57% - 2 or more 38% - Black Belonging - 81% (favorable response) decrease of 2% Lowest favorable response "How easy is it to make friends at school?" 67% - All 68% - White 68% - Hispanic 64% - 2 or more 63% - Black Identity - 80% (favorable response) decrease of 4% Lowest favorable response "I think about the different parts of my identity (e.g., race/ethnicity/gender) and how they shape who I am." 53% - All 64% - White 55% - Hispanic 38% - 2 or more 75% - Black	chronic absenteeism along with award assemblies, Gold Slips to acknowledge student good behavior, and monthly character awards highlighting positive character traits.

			One time per year CORE Survey February 2023- 3rd, 4th and 5th grades Climate of Support for Academic Learning - 77% (favorable response) Sense of Belonging - 76% (favorable response) Knowledge & Fairness of discipline, rules and norms - 75% (favorable response) Safe and Civil - 72% (favorable response) Safety - 68% (favorable response)	

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Lunch support and supervising students's safety at play. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To support the communication of interventions SSTs and/or IEP meetings, substitutes will cover classes for durations while teachers meet with parents and teams. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Teacher release days for professional collaboration, data analysis and planning: Kettering Teachers value their time to collaborate, establish professional goals, and engage in continuous and purposeful professional growth and development. During these meetings teachers will analyze data and formative assessments, study standards and district pacing guides as they align short-term and long-term instructional plans to support student learning across all areas of the curriculum. This year we plan to continue working around the LBUSD Understandings and Expectations, equity, sense of belonging, quality core instruction, and differentiated instruction and learning. Grade 3-5 willl also utilize time to analyze state test structures, plan test practices and finalize testing calendars and expectations (grades 3-5). Gen Ed teachers (11) - four full days, SPED +1TK teacher (4) - four 1/2 day, and grades 3-5 teachers (5) - one 1/2 day (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
ILT Team Meetings: Kettering's Instructional Leadership Team (ILT) will meet once a semester ½ day to collaborate over the implementation of our three instructional focus areas and how they support Quality Core Instruction and district Understandings and Expectations document. The Curriculum Office will provide the team support with district PD/ meetings which will help guide our ILT Team with planning and executing our professional development to teachers. During the ILT site meetings, the team will plan staff professional development around the areas of quality core instruction, equity and differentiated instruction as our main three focus areas. We will also include progress monitoring the academic goals set for the school year, use professional growth opportunities through professional research based reading and the analyzation of student data that will help support and guide the staff with next steps in meeting school wide goals (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation supervisor will supervise students during ingress, at lunch and during egress - daily. The supervisor will schedule rec. aides and support organization of all rec. aide duites, working to ensure the safety of all students. Additionally, the supervisor will support the recognition and celebration of students by heading up our Gold Slip program. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide an after school tutoring program that addresses ELA (reading or writing) or Math to close the learning gap for our AA population and EL learners. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation staff to supervise the safety of students during ingress at lunch and during egress. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All TK-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building phonetic awareness and phonological foundations through The Science of Reading principles. Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. • Quality Core Tier One Instruction delivered on a daily basis. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Speaking, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit Performance Tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. 1 - 5 IREADY diagnostic and performance assessments for ELA 2 - 5 Writing Performance Task K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders and associated ancillary materials McGraw-Hill LBUSD Quality Core Instruction Understandings and Expectations Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 Edulastic iReady

formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction 1 - 5 IREADY diagnostic and performance assessments for math SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	**ACTION Description of Scientifically-based Intervention**	**List the sub-groups served**	**Funding Source and Cost**	**Time Frame and Frequency of Program**	**Personnel Delivering the Intervention**	**Progress Monitoring**
Meeting needs of students and concerns of parents within the schhol day. Basic Services|100	To support the communication of data briefings, interventions, SSTs and/or IEP meetings, substitutes will cover classes for durations while teachers meet with parents and teams.	All Parents, Identified At-Risk Students, Special Education	LCFF $1,378 Substitute teacher half day (1) for 10 days - LCFF 100%	08/29/2023 - 06/17/2024 Monthly	Principal, Counselor, IIC	Principal, Counselor, IIC Basic Services|100

Student Supervision Basic Services|100	Recreation supervisor will supervise students during ingress, at lunch and during egress - daily. The supervisor will schedule rec. aides and support organization of all rec. aide duites, working to ensure the safety of all students. Quarterly meetings will ensure that common practices are utilized. Additionally, the supervisor will support the recognition and celebration of students by heading up our Gold Slip program. Lastly, they will oversee weekly opportunities for teachers to study data, by supervising students in events under the dirction of the SEL facilitaor and principal.	All Students, Identified At-Risk Students, Other Targeted Students	LCFF Rec $21,621 Recreation Leader .38 FTE - LCFF Rec 100%	08/29/2023 - 06/13/2024 Daily	Principal	Principal observatrion and supervision Basic Services|100

Student Supervision Basic Services|100	Recreation staff to supervise the safety of students during ingress at lunch and during egress nd after school playground supervision. Quarterly meetings (additonal hourly) will ensure that common practices are utilized. Lastly, they will oversee weekly opportunities for teachers to study data, by supervising students in events under the dirction of the SEL facilitaor and principal.	All Students, Identified At-Risk Students, Other Targeted Students	LCFF Rec $47,400 Recreation Aide .38 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .325 FTE - LCFF Rec 100%	08/30/2023 - 06/16/2024 Daily	Principal	Principal observation and supervision Basic Services|100
Students who are below grade level as measured by iREADY ELA and/or Math, district assessemtns such as FRSA, writing performance tasks, and through the recomendation of teachers can be included in the after school intervention. Core Curriculum|100	Provide an after school tutoring program that addresses ELA (reading or writing) and/or Math to close the learning gap for our at risk population and EL learners.	African-American, English Learners	LCFF $4,386 Teacher Hourly P Schedule (4) for 14 hours annually - LCFF 100%	10/23/2023 - 05/30/2024 Weekly	IIC Principal	IIC - through LROIX Core Curriculum|100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
To support academic growth in both ELA and Math as seen in iREADY and SBAC results. Culture-Climate Survey (Student-Staff)|30, Core Curriculum|70	Teacher release days for professional collaboration, data analysis and planning: Kettering Teachers value their time to collaborate, establish professional goals, and engage in continuous and purposeful professional growth and development. During these meetings teachers will analyze data and formative assessments, study standards and district pacing guides as they align short-term and long-term instructional plans to support student learning across all	LCFF $10,016 Substitute teacher full day (11) for 3 days - LCFF 100% Substitute teacher half day (3) for 2 days - LCFF 100% Substitute teacher half day (6) for 1 days - LCFF 100%	09/01/2023 - 06/14/2024 Semester	Teachers	Principal

	areas of the curriculum ensuring that quality core tier 1 instruction is practiced on a daily basis. This year we plan to continue working around the LBUSD Understandings and Expectations, equity, sense of belonging, quality core instruction, and differentiated instruction and learning. Grade 3-5 willl also utilize time to analyze state test structures, plan test practices and finalize testing calendars and expectations (grades 3-5). Gen Ed teachers (11) - two full days, SPED + 2TK teacher (4) - two 1/2 day, and grades 3-5 teachers (6 - includes SDC M/S) - one 1/2 day				

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	14280

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Rachel Peters	06-16-2024
Staff	Classroom Teacher	Heather Evans	06-16-2025
Staff	Classroom Teacher	Jessica Smith	06-16-2025
Staff	Classroom Teacher	Rita Aslan	06-16-2025
Staff	Non Classroom Teacher	Angela Sanderson	06-16-2025
Community	Parent	Carolina [redacted]	06-16-2025
Community	Parent	Brandi [redacted]	06-16-2025
Community	Parent	David [redacted]	06-16-2024
Community	Parent	Jasmine [redacted]	06-16-2025
Community	Parent	Mihail [redacted]	06-16-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Chan [redacted]
DELAC Representative	Parent of EL Student (required)	Olga [redacted]
Principal or Designee	Staff Member (required)	Rachel Peters
Secretary	Staff Member (required)	Angela Sanderson

Name	Representing
Adriana [redacted]	Parent of EL Student
Norma [redacted]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/15/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommends the implementation of a tutoring program for EL students focused on English Language Development. Special focus on English language testing (ELPAC) results. ELAC requests screenings and support for EL students to look at speech concerns.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023
6. What was SSC's response to ELAC recommendations?	SSC approves EL-Specific tutoring. Funding is already allocated in the current budget. Speech screenings cannot be supported by our current budget.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/11/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/11/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

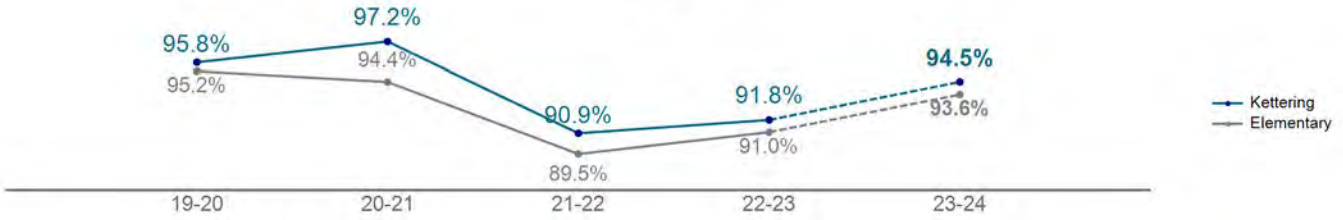
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

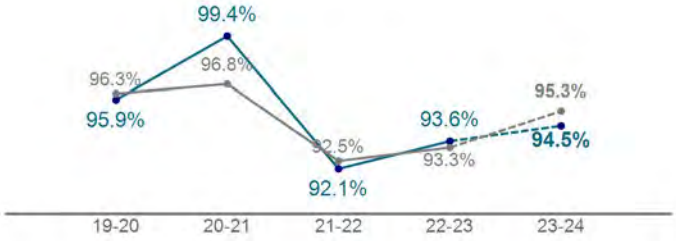
Attendance Rate

Kettering
All Students
N = 349



African American
N = 25

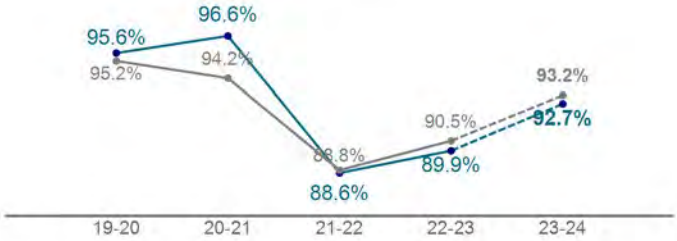
Asian
N = 33



Filipino

Subgroup with fewer than 20 students.

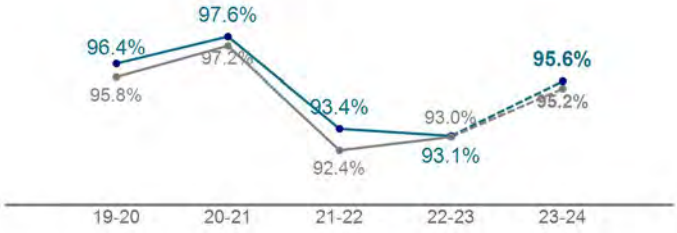
Hispanic
N = 111



Pacific Islander

Subgroup with fewer than 20 students.

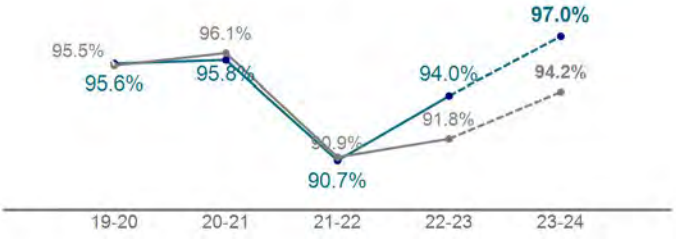
White
N = 122



Native American

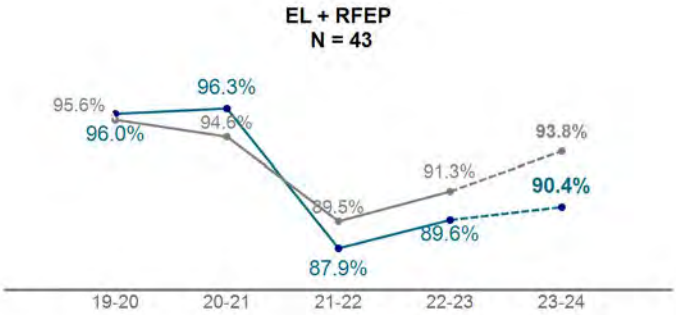
Subgroup with fewer than 20 students.

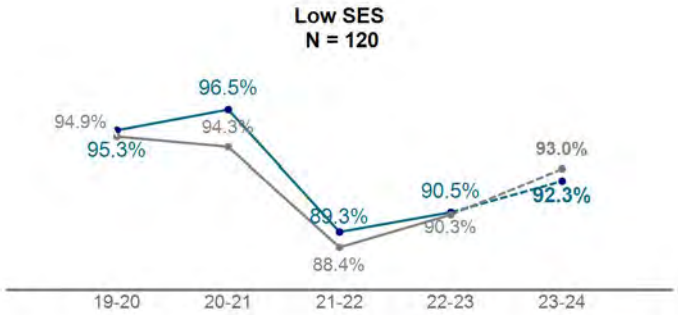
Other
N = 50

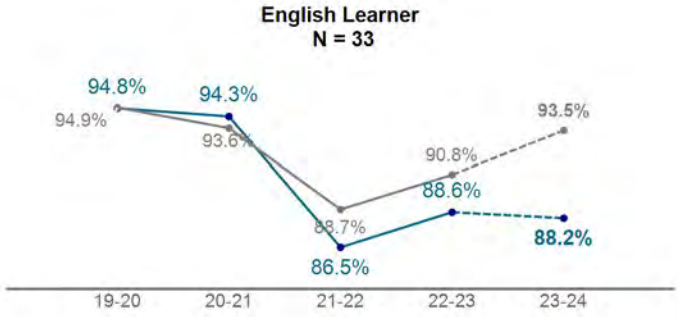


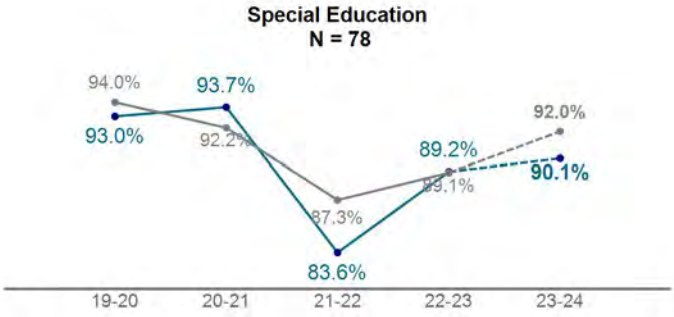
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

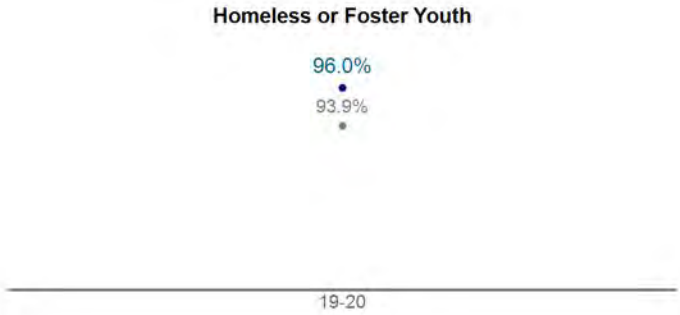
Attendance Rate

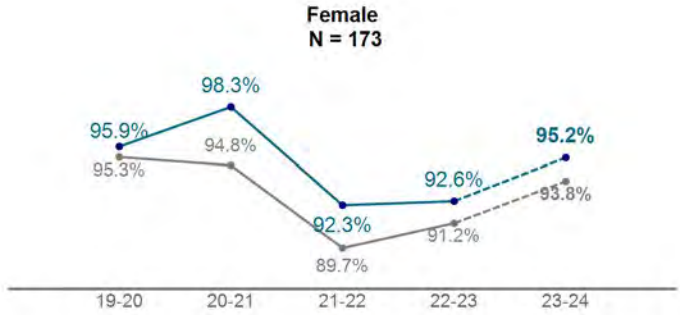


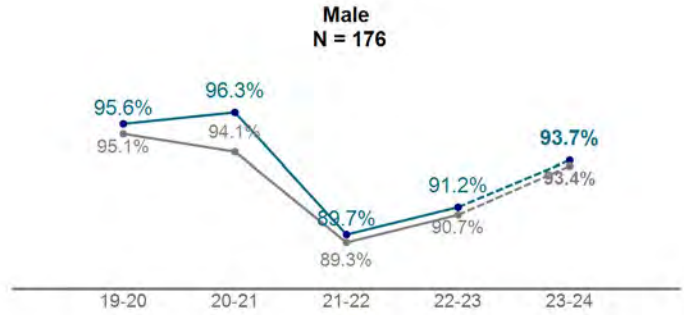












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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Kettering 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	341	341	6 17 23 28 26	23.2%	8.7%	46.0%	32.2%
Grade	Gr. TK	26	27 23 27 19 4	50.0%	0.0%	76.9%	52.5%
	Gr. K	58	7 33 28 29 3	39.7%	12.7%	67.2%	43.8%
	Gr. 01	59	5 14 34 31 17	18.6%	3.8%	52.5%	35.2%
	Gr. 02	53	6 13 19 30 32	18.9%	6.4%	37.7%	29.4%
	Gr. 03	52	4 15 13 23 44	19.2%	12.0%	32.7%	27.7%
	Gr. 04	44	11 23 30 36	11.4%	13.5%	34.1%	27.1%
	Gr. 05	49	6 8 16 31 39	14.3%	3.9%	30.6%	25.6%
Ethnicity	African American	30	17 13 20 17 33	30.0%	14.8%	50.0%	41.6%
	Asian	29	3 17 24 7 48	20.7%	8.0%	44.8%	21.4%
	Cambodian	19	16 21 5 58	15.8%	0.0%	36.8%	24.5%
	Filipino	6	33 17 50	50.0%	50.0%	100.0%	18.9%
	Hispanic	110	12 24 21 27 16	35.5%	11.5%	56.4%	34.8%
	Pacific Islander	1	100	0.0%	0.0%	0.0%	43.8%
	White	113	15 19 41 25	15.9%	1.0%	34.5%	18.3%
	Other	52	8 35 25 33	7.7%	12.2%	42.3%	27.5%
Gender	Female	157	4 13 25 27 30	17.2%	8.5%	42.7%	31.0%
	Male	184	9 20 21 29 22	28.3%	9.0%	48.9%	33.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 11/28/2023

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Kettering 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

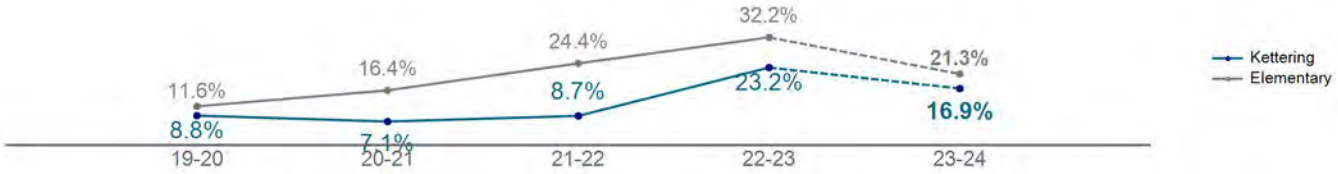
Special Populations	Low SES	110	9	24	21	25	21	32.7%	11.0%	53.6%	36.0%
	ELL	29	14	28	24	21	14	41.4%	11.5%	65.5%	33.8%
	RFEP	13	8	8	23	31	31	15.4%	7.1%	38.5%	15.7%
	EL + RFEP	42	12	21	24	24	19	33.3%	10.0%	57.1%	31.0%
	Special Ed.	70	11	29	20	26	14	40.0%	26.2%	60.0%	41.4%
	Spec Ed. Speech/RSP	35		17	23	40	20	17.1%	0.0%	40.0%	31.8%
	Homeless/Foster	14		7	14	57	21	7.1%	0.0%	21.4%	43.2%
	Foster	6		17	17	67		16.7%	0.0%	33.3%	41.7%
	Homeless	8			13	50	38	0.0%	0.0%	12.5%	43.4%
	GATE/Excel	38		8	26	29	37	7.9%	5.3%	34.2%	13.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

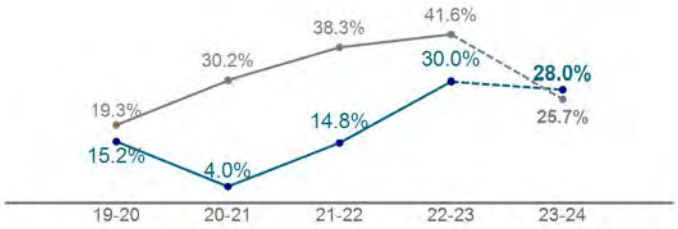
Run date: 11/28/2023

Percent of Students in the Moderately or Severely Chronic Categories

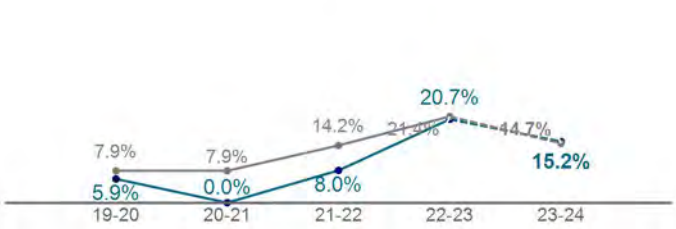
Kettering
All Students
N = 349



African American
N = 25



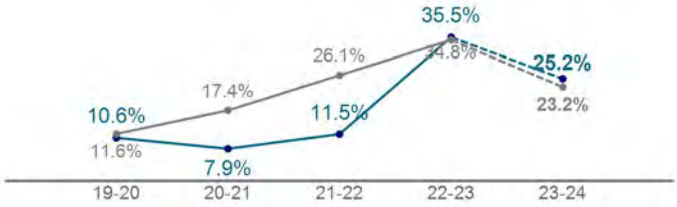
Asian
N = 33



Filipino

Subgroup with fewer than 20 students.

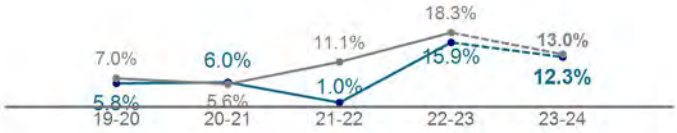
Hispanic
N = 111



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 122



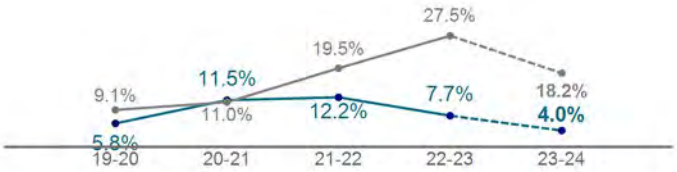
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

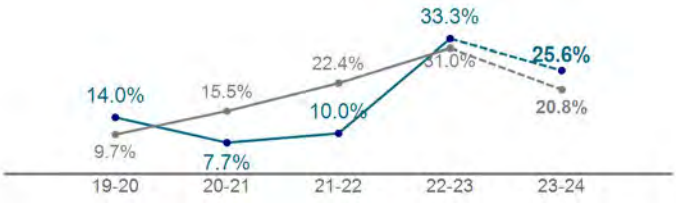
Other
N = 50



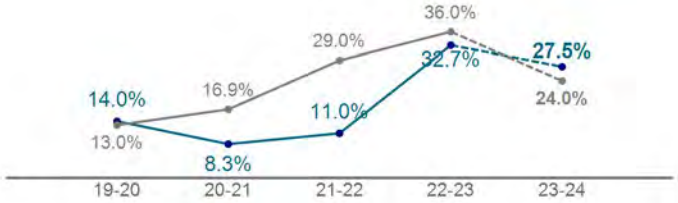
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

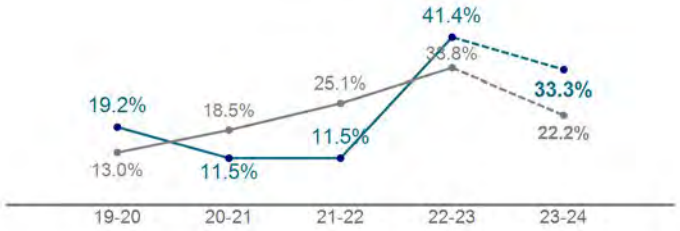
EL + RFEP
N = 43



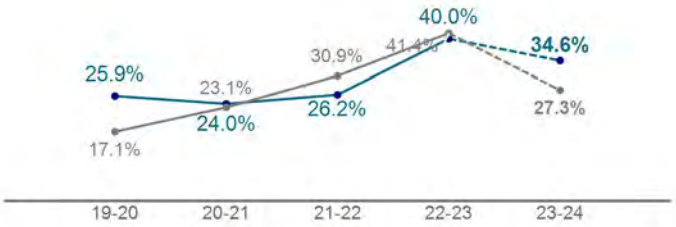
Low SES
N = 120



English Learner
N = 33



Special Education
N = 78



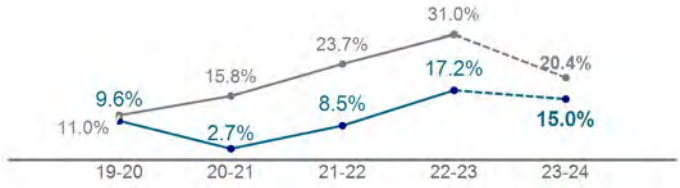
Homeless or Foster Youth

Subgroup with fewer than 20 students.

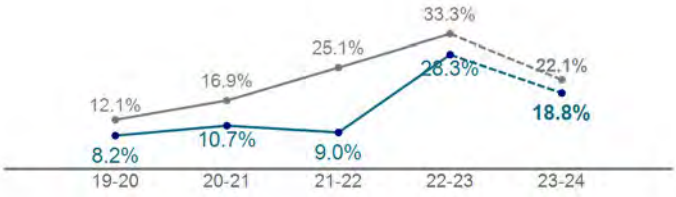
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 173



Male
N = 176



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	131	131	30%	10	20	25	45	70%	↓8		↑1
		All Elementary	52%	31	21	23	25	48%	↑1		↑6
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	47	32%	6	26	21	47	68%	↑7		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	40	28%	13	15	20	53	73%	↓5		↑15
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	44	30%	11	18	34	36	70%	↓23		↓12
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	White	46	17%	4	13	33	50	83%	↓8		↑4
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Hispanic	35	46%	17	29	29	26	54%	↓11		↑4
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	Other	25	36%	12	24	8	56	64%	↓10		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	Asian	13*	0%			38	62	100%	-		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1

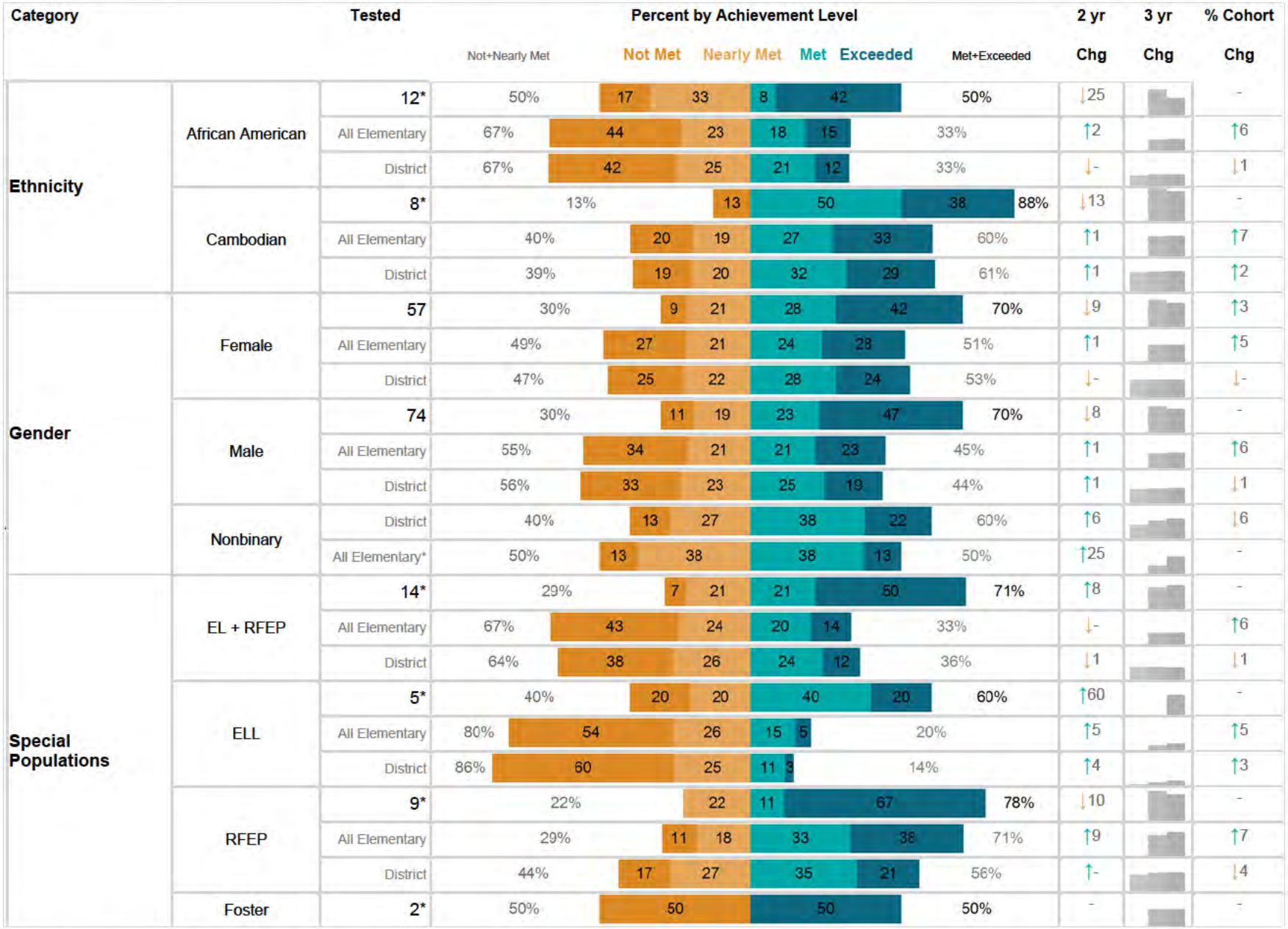
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

11/28/23

Kettering



Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	African American	12*	50%	17	33	8	42	50%	↓25		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Cambodian	8*	13%	13		50	38	88%	↓13		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
Gender	Female	57	30%	9	21	28	42	70%	↓9		↑3
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	74	30%	11	19	23	47	70%	↓8		-
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		-
Special Populations	EL + RFEP	14*	29%	7	21	21	50	71%	↑8		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	5*	40%	20	20	40	20	60%	↑60		-
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	9*	22%	22		11	67	78%	↓10		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	2*	50%	50		50		50%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Foster	District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	22	9%		9	18	73	91%	↓6		-
		All Elementary	10%		2 8	23	67	90%	↑2		↓-
		District	14%		3 11	32	54	86%	↓-		↓3
	Homeless	7*	57%	57		14	29	43%	↓32		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	9*	56%	11	44	11	33	44%	↓26		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	42	43%	17	26	26	31	57%	↓14		↓4
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	22	77%	32	45	14	9	23%	↑1		-
		All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	22	77%	32	45	14	9	23%	↑1		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	131	131	37%	11	25	34	29	63%	↓11		↓9
		All Elementary	60%	33	27	22	18	40%	↑2		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 03	47	34%	11	23	36	30	66%	↑3		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	40	30%	10	20	38	33	70%	↓8		↑8
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	44	45%	14	32	30	25	55%	↓24		↓23
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	White	46	24%	7	17	46	30	76%	↓2		↓4
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Hispanic	35	63%	17	46	23	14	37%	↓26		↓12
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	Other	25	28%	16	12	28	44	72%	↓11		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Asian	13*	23%	23		31	46	77%	↓15		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	African American	12*	42%	17	25	42	17	58%	↓8		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	8*	50%	13	38	38	13	50%	↓33		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
Gender	Female	57	40%	16	25	35	25	60%	↓12		↓11
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	74	34%	8	26	34	32	66%	↓9		↓7
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
Special Populations	EL + RFEP	14*	57%	14	43	29	14	43%	↓26		-
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	5*	80%	40	40	20		20%	↓30		-
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	9*	44%	44		33	22	56%	↓22		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	2*	50%	50		50		50%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Foster	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	22	0%			18	82	100%	↑3		-
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	7*	43%	43		29	29	57%	↓30		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster	9*	44%	11	33	33	22	56%	↓24		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	42	50%	19	31	40	10	50%	↓17		↓14
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	22	77%	32	45	14	9	23%	↓8		-
		All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	22	77%	32	45	14	9	23%	↓8		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	44	44	41%	2	39	41	18	59%	↓2		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	44	41%	2	39	41	18	59%	↓2		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	Hispanic	13*	38%		38	54	8	62%	↑17		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	White	12*	33%		33	42	25	67%	-		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Other	9*	56%	11	44	11	33	44%	↓56		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	African American	6*	50%		50	33	17	50%	↑25		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	4*	25%		25	75		75%	↑8		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	1*	0%			100		100%	↑33		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-

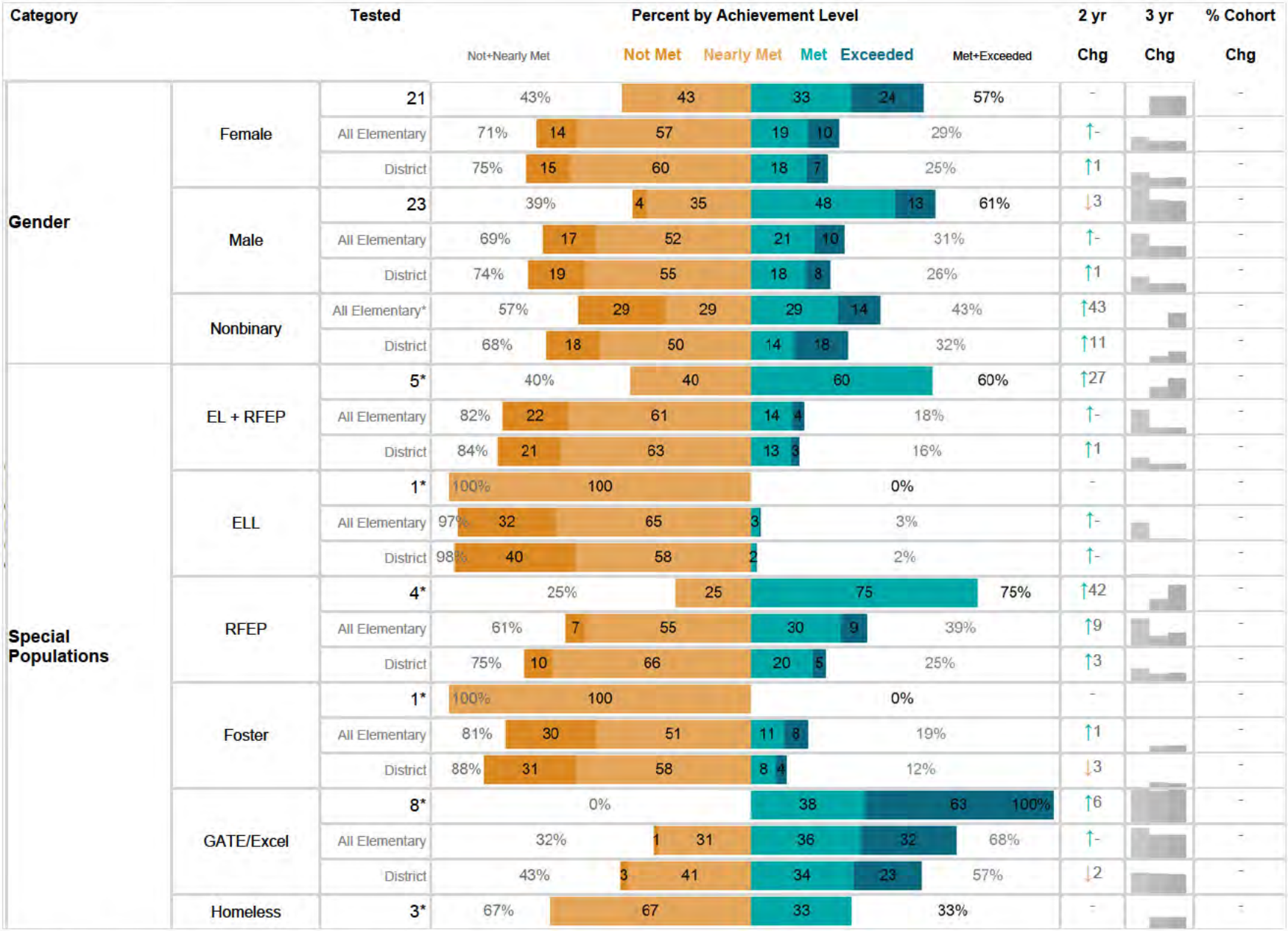
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

11/28/23

Kettering



Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Gender	Female	21	43%	43		33	24	57%	-		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	23	39%	4	35	48	13	61%	↓3		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	5*	40%	40		60		60%	↑27		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	1*	100%	100				0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	4*	25%		25	75		75%	↑42		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	1*	100%	100				0%	-		-
		All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	8*	0%			38	63	100%	↑6		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	3*	67%	67		33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

11/28/23

Kettering

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	4*	75%	75		25		25%	↓8		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	16*	63%		63	31	6	38%	↓13		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	4*	75%	25	50	25		25%	↑25		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	4*	75%	25	50	25		25%	↑25		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	81	81	47		20 / 26 / 32 / 22
			All ES	49		22 / 22 / 24 / 32
			District	27		34 / 15 / 16 / 34
	Grade	Gr. 04 (Minimum Growth Target: 44)	39	74		8 / 28 / 36 / 28
			All ES	49		21 / 24 / 27 / 28
			District	48		22 / 24 / 27 / 27
		Gr. 05 (Minimum Growth Target: 35)	42	23		31 / 24 / 29 / 17
			All ES	50		22 / 20 / 22 / 36
			District	49		22 / 20 / 22 / 36
	Ethnicity	Hispanic	26	46		23 / 35 / 15 / 27
			All ES	49		23 / 22 / 24 / 31
			District	26		35 / 15 / 16 / 34
		White	25	42		24 / 16 / 40 / 20
			All ES	53		19 / 22 / 27 / 33
			District	29		33 / 16 / 16 / 35
		Other	14^	-		21 / 14 / 29 / 36
			All ES	49		19 / 23 / 27 / 31
			District	30		32 / 16 / 17 / 35
		African American	8^	-		13 / 50 / 38 / 0
			All ES	50		22 / 22 / 22 / 34
			District	25		36 / 16 / 15 / 33

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Asian	8^		-	25 / 63 / 13
			All ES	53		21 / 23 / 23 / 34
			District	33		30 / 16 / 16 / 38
		Cambodian	3^		-	100 / 0
			All ES	53		20 / 22 / 25 / 33
			District	34		30 / 16 / 17 / 37
	Gender	Female	37		43	22 / 22 / 38 / 19
			All ES	50		21 / 22 / 25 / 32
			District	28		34 / 15 / 16 / 34
		Male	44		50	18 / 30 / 27 / 25
			All ES	50		22 / 22 / 24 / 32
			District	26		35 / 15 / 16 / 34
		Nonbinary	All ES^	72		17 / 17 / 33 / 33
			District	28		33 / 15 / 8 / 44
	Special Populations	EL + RFEP	8^		-	25 / 25 / 38 / 13
			All ES	50		24 / 21 / 23 / 33
			District	25		36 / 13 / 15 / 36
		ELL	3^		-	33 / 33 / 33
			All ES	50		24 / 21 / 23 / 32
			District	34		31 / 16 / 18 / 35
		RFEP	5^		-	20 / 40 / 40 / 0

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	RFEP	All ES	50	22 / 21 / 23 / 34
			District	18	39 / 12 / 14 / 36
		Foster	2^	-	50 / 50 / 0
			All ES	55	25 / 10 / 31 / 33
			District	23	40 / 12 / 20 / 29
		GATE/Excel	16^	-	31 / 31 / 38 / 0
			All ES	49	21 / 22 / 27 / 30
			District	27	34 / 15 / 18 / 33
		Homeless	5^	-	20 / 20 / 40 / 20
			All ES	55	21 / 21 / 25 / 34
			District	28	33 / 16 / 17 / 34
		Homeless/Foster	7^	-	29 / 14 / 43 / 14
			All ES	55	21 / 20 / 25 / 34
			District	28	34 / 16 / 17 / 33
		Low SES	28	32	18 / 32 / 32 / 18
			All ES	50	22 / 22 / 24 / 32
			District	26	35 / 15 / 16 / 34
		Special Ed.	14^	-	7 / 29 / 64
			All ES	43	27 / 20 / 23 / 31
			District	27	35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	14^	-	7 / 29 / 64

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Spec Ed. Speech/RSP	All ES	47		24 / 21 / 24 / 31
			District	28		35 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	81	81	29		30 / 27 / 28 / 15
			All ES	38		23 / 28 / 28 / 20
			District	16		38 / 19 / 18 / 24
	Grade	Gr. 04 (Minimum Growth Target: 42)	38	52		13 / 24 / 37 / 26
			All ES	45		18 / 29 / 31 / 22
			District	44		18 / 29 / 31 / 21
		Gr. 05 (Minimum Growth Target: 39)	43	8		44 / 30 / 21 / 5
			All ES	32		28 / 27 / 26 / 19
			District	32		28 / 27 / 26 / 19
	Ethnicity	Hispanic	26	38		15 / 23 / 50 / 12
			All ES	39		23 / 28 / 28 / 21
			District	14		39 / 19 / 18 / 24
		White	25	20		32 / 36 / 16 / 16
			All ES	36		22 / 33 / 28 / 18
			District	19		34 / 22 / 19 / 24
		Other	14^	-		14 / 36 / 29 / 21
			All ES	40		21 / 29 / 29 / 21
			District	22		34 / 22 / 19 / 26
		African American	8^	-		63 / 25 / 13 / 0
			All ES	35		26 / 27 / 28 / 20
			District	14		40 / 19 / 17 / 24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Asian	8^	-	63 13 25	
			All ES	42	21 26 30 23	
			District	19	36 19 20 26	
		Cambodian	3^	-	33 33 33	
			All ES	42	21 26 31 22	
			District	19	36 19 20 25	
	Gender	Female	37	22	32 32 24 11	
			All ES	38	23 28 29 20	
			District	15	38 19 19 24	
		Male	44	34	27 23 32 18	
			All ES	39	24 28 27 21	
			District	16	38 20 18 25	
		Nonbinary	All ES^	59	33 50 17	
			District	5	38 20 18 25	
	Special Populations	EL + RFEP	9^	-	22 33 22 22	
			All ES	41	23 26 28 23	
			District	12	41 18 17 24	
		ELL	3^	-	33 67 0	
			All ES	42	23 25 29 23	
			District	23	35 19 19 26	
		RFEP	6^	-	17 50 33	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	RFEP	All ES	40	24 / 27 / 26 / 23
			District	4	46 / 17 / 15 / 23
		Foster	2^	-	50 / 50 / 0
			All ES	41	24 / 26 / 33 / 17
			District	21	39 / 16 / 19 / 25
		GATE/Excel	16^	-	44 / 19 / 25 / 13
			All ES	35	24 / 30 / 28 / 18
			District	19	35 / 21 / 20 / 25
		Homeless	5^	-	40 / 20 / 40
			All ES	37	26 / 27 / 26 / 21
			District	13	40 / 19 / 17 / 24
		Homeless/Foster	7^	-	14 / 43 / 14 / 29
			All ES	38	26 / 27 / 26 / 21
			District	14	40 / 19 / 17 / 24
		Low SES	28	27	29 / 32 / 32 / 7
			All ES	38	24 / 28 / 28 / 21
			District	14	39 / 19 / 18 / 24
		Special Ed.	13^	-	31 / 23 / 31 / 15
			All ES	37	26 / 25 / 25 / 24
			District	20	36 / 19 / 16 / 29
		Spec Ed. Speech/RSP	13^	-	31 / 23 / 31 / 15

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Kettering

11/28/23

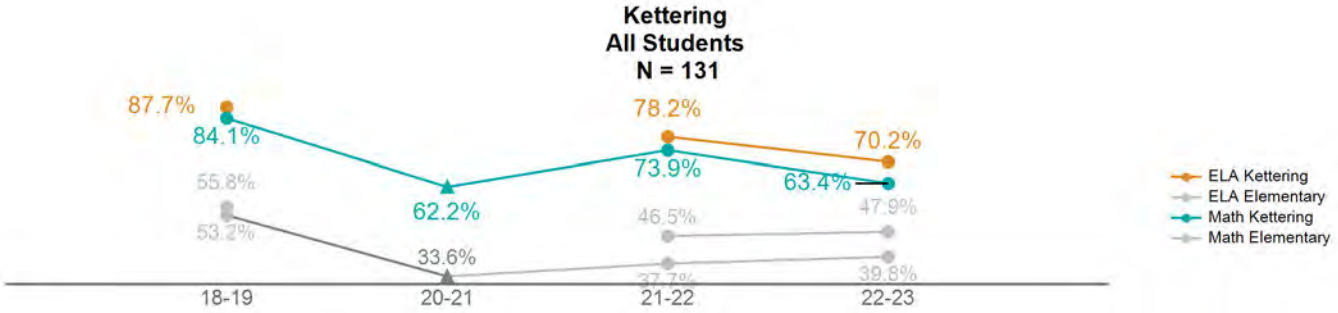
Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Spec Ed. Speech/RSP	All ES	39		24 / 26 / 26 / 24
			District	19		36 / 19 / 17 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

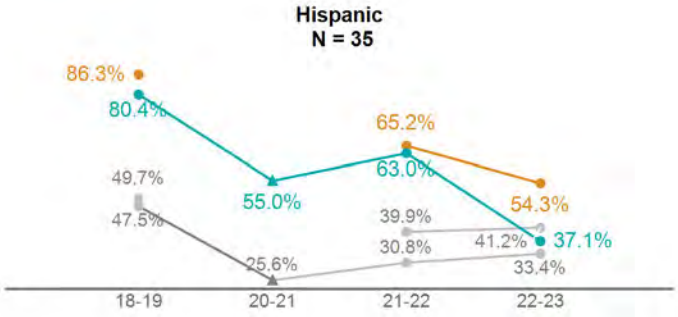
Subgroup with fewer than 20 students.

Asian

Subgroup with fewer than 20 students.

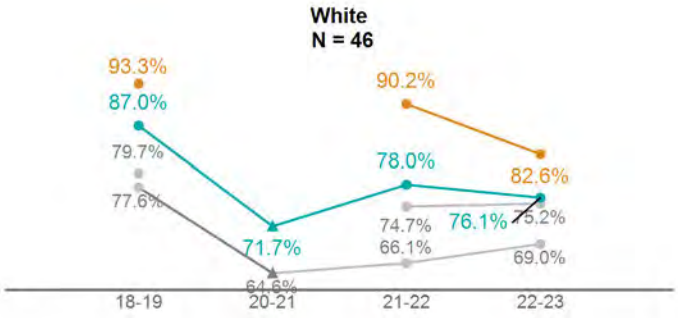
Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

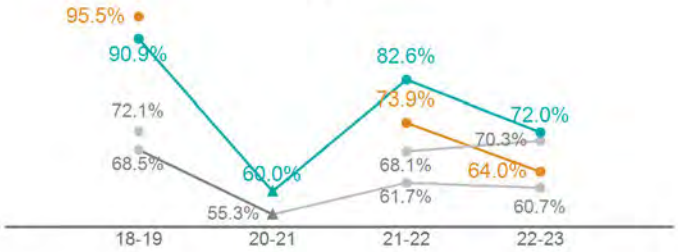
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

Other
N = 25



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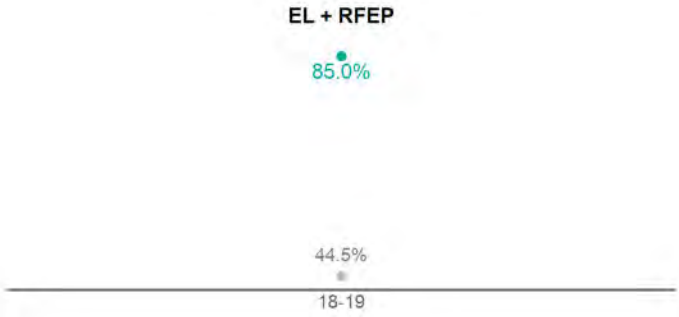
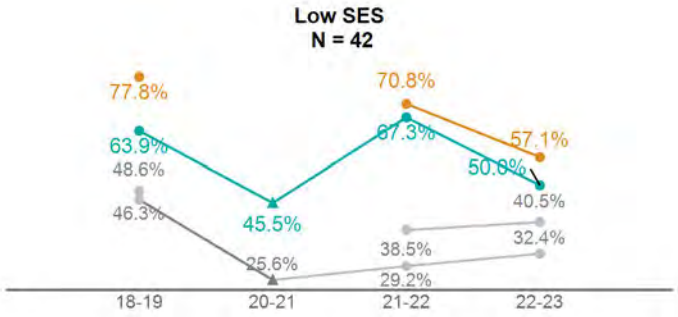
Subgroups under 20 students are not included.

Submit Feedback

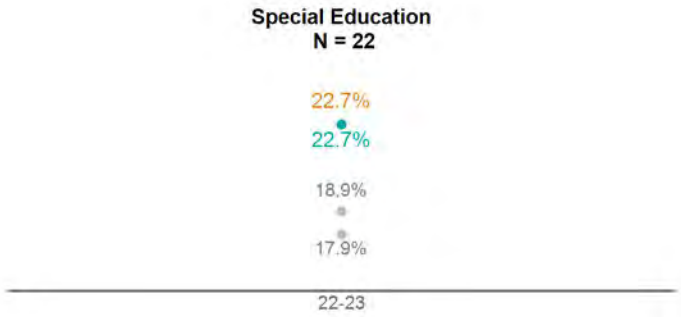
Percent of Students with Achievement Level of Met or Exceeded in SBAC





English Learner

Subgroup with fewer than 20 students.

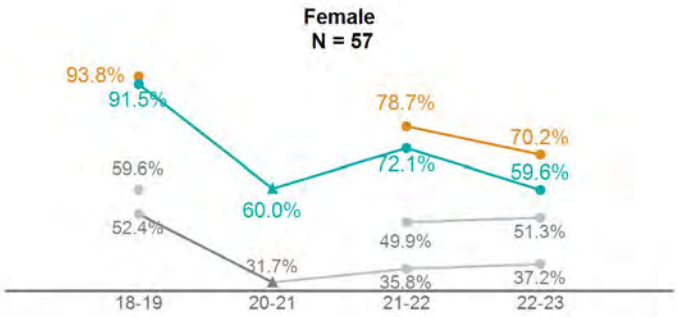


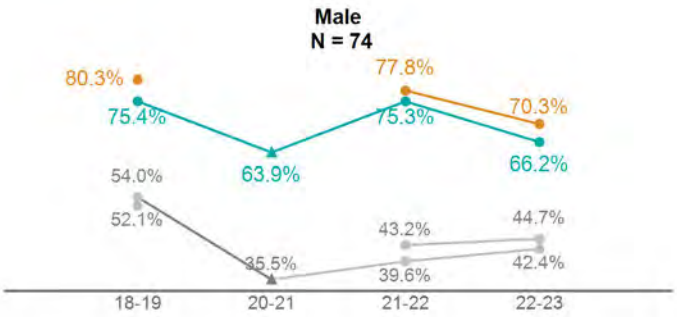
Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.





N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Elementary	4,183	70%	16	54	20	10	30%	↑-		-
Addams	119	76%	18	58	20	4	24%	↑6		-
Alvarado	61	66%	8	57	25	10	34%	↓-		-
Barton	64	88%	27	61	8	5	13%	↓4		-
Birney	79	70%	20	49	22	9	30%	↑6		-
Bixby	69	61%	4	57	30	9	39%	↑3		-
Bryant	55	65%	15	51	25	9	35%	↑17		-
Burbank	88	75%	15	60	16	9	25%	↑3		-
Burcham	58	55%	9	47	21	24	45%	↑4		-
Carver	77	47%	3	44	32	21	53%	↑4		-
Chavez	67	85%	28	57	10	4	15%	↑2		-
Cleveland	76	51%	5	46	36	13	49%	↑7		-
Dooley	137	85%	18	68	12	2	15%	↓6		-
Edison	74	82%	27	55	15	3	18%	↓1		-
Emerson	49	45%	8	37	37	18	55%	↑4		-
Fremont	73	42%	3	40	34	23	58%	↓9		-
Gant	86	38%	3	35	31	30	62%	↑1		-
Garfield	88	78%	14	65	15	7	22%	↑2		-
Gompers	52	54%	15	38	37	10	46%	↑21		-
Grant	158	85%	20	65	10	5	15%	↓4		-
Harte	149	83%	22	60	13	4	17%	↑3		-
Henry	135	59%	9	50	27	15	41%	↓1		-
Herrera	130	68%	12	55	25	7	32%	↑5		-
Holmes	57	86%	16	70	9	5	14%	↓11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8		-
Kettering	44	41%	2	39	41	18	59%	↓2		-
King	111	77%	13	64	16	7	23%	↑5		-
Lafayette	116	90%	15	75	9		10%	↓8		-
Lincoln	118	79%	13	66	18	3	21%	↓3		-
Longfellow	170	57%	5	52	20	23	43%	↓6		-
Los Cerritos	80	45%	8	38	30	25	55%	↓4		-
Lowell	82	51%	2	49	29	20	49%	↓1		-
Macarthur	55	62%	4	58	18	20	38%	↓-		-
Madison	43	56%	12	44	26	19	44%	↑6		-
Mann	60	80%	45	35	12	8	20%	↑13		-
McKinley	85	75%	16	59	21	4	25%	↑6		-
Naples	43	35%	2	33	30	35	65%	↓15		-
Oropeza	104	88%	33	56	10	2	12%	↓11		-
Prisk	91	29%	1	27	43	29	71%	↓6		-
Riley	73	71%	16	55	21	8	29%	↑2		-
Roosevelt	149	84%	20	64	11	5	16%	↓5		-
Signal Hill	107	72%	16	56	19	9	28%	↓4		-
Smith	123	74%	25	49	20	7	26%	↑8		-
Stevenson	97	78%	27	52	19	3	22%	↑3		-
Twain	71	61%	20	41	25	14	39%	↓6		-
Webster	89	76%	11	65	19	4	24%	↑10		-
Whittier	100	84%	35	49	12	4	16%	↑3		-
Willard	93	87%	24	63	11	2	13%	↓9		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100		100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%		↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%			100		100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	52		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓29
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓7
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		-
Millikan	755	35%	16	18	34	32	65%	↑10		↓11
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓11
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23
Sato	120	4%		3	2	39	57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162	6%	5	20	74		94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118	23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163	21%		20	47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93	20%		20	45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	1	100%	100			0%		-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/28/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/28/23

All

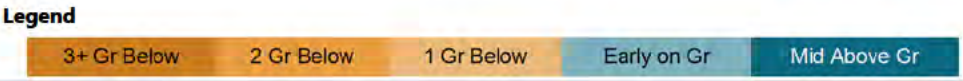
School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Submit Feedback

i-Ready Math Overall Relative Placement
School Data by Subgroup
Kettering 2022-2023

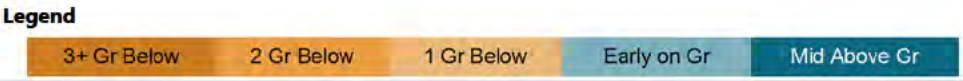


Category		Diagnostic Window	# Students	Percent by Category
All Students	223	3	223	3 22 18 55
Grade	Gr. 01	3	47	21 11 68
	Gr. 02	3	44	5 30 16 50
	Gr. 03	3	48	2 4 31 19 44
	Gr. 04	3	40	3 13 23 63
	Gr. 05	3	44	7 16 25 52
Ethnicity	African American	3	20	10 20 25 45
	Hispanic	3	63	2 3 37 24 35
	White	3	78	19 15 65
	Other	3	40	3 8 13 10 68
Gender	Female	3	108	3 25 19 54
	Male	3	115	23 20 18 57
Special Populations	Low SES	3	66	2 9 32 17 41
	EL + RFEP	3	22	5 32 27 36
	Special Ed.	3	31	3 10 52 16 19
	Spec Ed. Speech/RSP	3	29	3 7 55 14 21
	GATE/Excel	3	37	3 97

The percentages may not equal 100% due to rounding.

Submit Feedback

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Kettering 2022-2023



Category		Diagnostic Window	# Students	Percent by Category
All Students	223	3	223	1 3 15 20 61
Grade	Gr. 01	3	47	15 9 77
	Gr. 02	3	45	4 16 11 69
	Gr. 03	3	47	2 11 30 57
	Gr. 04	3	40	3 23 20 55
	Gr. 05	3	44	2 11 14 30 43
Ethnicity	African American	3	20	5 5 30 15 45
	Hispanic	3	63	2 3 27 27 41
	White	3	79	1 6 20 72
	Other	3	39	3 8 10 13 67
Gender	Female	3	109	5 17 16 62
	Male	3	114	3 2 13 24 59
Special Populations	Low SES	3	66	3 6 30 23 38
	EL + RFEP	3	23	4 17 30 48
	Special Ed.	3	30	7 13 33 30 17
	Spec Ed. Speech/RSP	3	29	7 14 34 31 14
	GATE/Excel	3	37	5 95

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 11/28/2023

Nov 28, 2023

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Kettering

Site Level Overall Performance Level Summary

13%	43%	39%	4%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
0% Beg.	64% Some/Mod.	36% Well Dev.	21% Beg.	50% Some/Mod.	29% Well Dev.	14% Beg.	86% Some/Mod.	0% Well Dev.	14% Beg.	64% Some/Mod.	21% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	0%	100%	0%
01	13%	38%	38%	13%	0%	25%	25%	25%	13%	13%	13%	38%	0%	13%	13%	25%
02	22%	33%	44%	0%	0%	33%	22%	0%	33%	22%	0%	56%	0%	0%	56%	0%
03	0%	50%	50%	0%	0%	50%	50%	50%	50%	0%	0%	100%	0%	50%	50%	0%
04	0%	100%	0%	0%	0%	50%	0%	0%	0%	50%	0%	50%	0%	0%	50%	0%
05	0%	0%	50%	0%	0%	50%	0%	0%	50%	0%	0%	50%	0%	0%	0%	50%

Reclassifcation Criteria

ELPAC Results (CDE Site)

Charles F. Kettering Elementary School
Home-School Agreement

Students agree to:

- Treat staff members, parents and other students with respect.
- Follow school and classroom responsibilities and agreements.
- Come to school prepared and ready to learn.
- Do my best work in school and at home. Complete homework assignments and classwork on time.
- Read with or to an adult, or read independently, for at least 15 – 20 minutes each day.
- Ask for help when needed.

_____
Student Signature

Parents/Guardians agree to:

- Treat students, staff members, and other parents with respect.
- Expect each student to treat staff, parents, and students with respect, and to follow school rules.
- Send my child to school on time, in school uniform, and ready to learn.
- Provide a daily, scheduled time and place for homework. Check homework assignments. Read with or to my child for at least 15-20 minutes each day and ask comprehension questions regarding the reading.
- Volunteer when possible to support the school. Attend school events & PTA meetings, work in the Parent Center or classroom (Must comply with any Long Beach Unified School District health and safety policies and protocols), take work home to support classroom activities or share individual talents. Your involvement makes the difference.
- Understand that my child's absence, tardies, and early outs may affect the activity planned for the class. Whenever possible, schedule medical and other appointments outside of school hours, and schedule other activities so that they do not affect your child's attendance or readiness to participate daily.
- Keep the lines of communication open between home and school. Attend parent/teacher conferences as requested. Respond promptly to all school-to-home communication. Email or send an absence note which states the date of, and reason for, the absence when the student returns to school.
- Respect our students' and teachers' instructional time and schedule meetings/conferences outside of school time.
- Ensure my ParentVue account is current and up-to-date.

_____
Parent/Guardian Signature

Staff Members agree to:

- Treat students, parents, and other staff members with respect.
- Use school-wide discipline plan consistently and fairly. Expect all students to follow school rules.
- Be a positive role model for students.
- Provide a challenging and enriching academic program for all students.
- Involve parents in the governance of the school. Let parents know there are many ways to support their child's school.
- Respect family time and schedules by providing advance notice to families of upcoming large homework projects, testing, changes to regular school schedules and other school events which affect the whole family, not just the student.
- Keep lines of communication open between school and home to discuss each child's academic and social progress, with opportunities to discuss further, if requested.

[redacted]
Rachel Peters, Principal

_____
Classroom Teacher

Revised 10/11/2023

STATE & FEDERAL PROGRAMS
Long Beach Unified School District

Kettering Elementary School
Family Involvement Guidelines
For Non-Title I Schools

Kettering recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Kettering will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.

2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.

4. Provide training for staff that fosters effective and culturally inclusive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.

5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * * * *

ADOPTION

Kettering Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on **10/11/2023** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or

before **11/1/2023** Kettering, when feasible, will provide a copy of these Guidelines to families the family can understand.

[redacted]

Signature of Principal

10/12/23

Date

LEGAL REFERENCES
EDUCATION CODE
11500-11506 Programs to encourage parental involvement
LABOR CODE
230.8 Time off to visit child's school

Adopted: January 28, 1991
Revised: March 1, 1994
February 6, 2001
March 7, 2007
October 11, 2023
LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2017