

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Kettering Elementary**

School Plan for Student Achievement  
2024-2025

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-risk 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: [lbschools.net/lcap](https://lbschools.net/lcap). The LCAP Federal Addendum is presented at: [lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans](https://lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans)

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.

Progress and components of LBUSD's Strategic Plan, viewable at [lbschools.net/departments/strategic-planning](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

**Recommendation 3:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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**

### **ELA Findings**

Standardized ELA achievement results from spring 2023:

Foundational Reading Skills K-2:

All: 92.6%

Black/African American: 64%

English Learner: 100%

IReady Diagnostic 3 ELA 1st-5th:

Overall

60.5%, 144 students, Mid or Above

21%, 51 students, Early on

17%, 40 students, 1 Grade Below

AA

53%, 9 students, Mid or Above

24% 4 students, Early On

24% 4 students, 1 Grade Below

ELL

33%, 1 student, Mid or Above

33%, 1 student Early

33%, 1 student 1, Grade Below

SPED/RSP

17%, 5 students, Mid or Above

24% 7 students, Early on

55%, 16 students, 1 grade Below

Standardized ELA, SBAC, achievement results from spring 2024:

Overall

25%, 22 students, Accelerated

26%, 23 students, Above Target

22%, 20 students, Below Target

25%, 22 students, Negative Growth



ELA Goals
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 student engagement and formative assessment, by June of 2025, there will be an increase of 3% of students that are identified as on or above grade level in Foundational Reading Skills.

Comprehensive Needs Assessment: Mathematics

Math Findings
<p>IReady Diagnostic 3 2024 Math 1st-5th:</p> <p>Overall</p> <p>40%, 96 students, Mid or Above</p> <p>29%, 70 students, Early on</p> <p>29% 70 students, 1 grade below</p> <p>Standardized Math, SBAC, achievement results from spring 2024:</p> <p>Overall 87</p> <p>23%, 21 students, Accelerated</p> <p>31%, 28 students, Above Target</p> <p>30%, 27 students, Below Target</p> <p>12%, 11 students, Negative Growth</p> <p>AA- 17% 1 student, Accelerated, 33%, 2 students Above Target, 50%, 3 students Below</p> <p>ELL- 100%, 1 student Below</p> <p>RSP- 36%, 5 students Accelerated, 29%, 4 students Above Target, 21%, 3 students Below, 14%, 2 students Negative</p>

**Math Goals**

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 student engagement and formative assessment, by June of 2025, there will be an increase of 10% 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**

**English Learner Findings**

**English Learner Goals**

Given access to differentiated instruction through small groups along with 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 2025, 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**

**Culture/Climate Findings**

End of Year Pulse Survey (4th and 5th grades)  
Agency - 84% (favorable response)  
Belonging - 80% (favorable response)  
Identity - 79% (favorable response)  
Asian Americans in red level for Chronic Absenteeism

## **Culture/Climate Goals**

Given Tier 1 instruction in Social Emotional Learning along with implementation of Student Council and site RSVP, by June of 2025 Kettering's students' sense of personal identity, belonging and agency will increase by 5% as seen through the Panorama Pulse survey. Progress will be monitored by student surveys and check in/check outs.

Given check in/check out connections with staff and phone calls when not in attendance, Asian American student Chronic Absenteeism will decrease.

## **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) 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.	Goal Partially or Not Met	Goal not met.	IIC push in, Tler 1 and Tier 2 teacher support. Structured teacher release collaboration planning and professional development opportunities throughout the year. Opportunities for teachers to plan intentional student engagement and utilize formative assessment data to measure growth towards goals.

Math	<p>1) 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.</p>	Goal Partially or Not Met	Goal not met.	<p>Schoolwide focus on Math QCI implementation. Math Tasks planned daily in grades 3-5. Utilization of the math task chart. IIC push in. Math Lead push in and collaboration with IIC to support Tier 1 Instruction.</p>
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English Learner	1) 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.	Goal Partially or Not Met	Goal not met.	Implement Designated and Integrated ELD.
Culture/Climate	1) 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.	Goal Partially or Not Met	Goal Partially Met.	Implement a check in/check out system. Teachers will institute a class system for teaching students to identify their emotions and regulate. Deploy student surveys throughout the year to monitor towards goals. Student Council. RSVP.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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 duties, 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 direction of the SEL facilitator and principal. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Recreation staff to supervise the safety of students during ingress at lunch and during egress and after school playground supervision. Quarterly meetings ( additional 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 direction of the SEL facilitator and principal. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no 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 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 will 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 (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

## Accountability Measure 1: Increase Achievement

### Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>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:</p> <ul style="list-style-type: none"> <li>• Building phonetic awareness and phonological foundations through The Science of Reading principles.</li> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> <li>• Quality Core Tier One Instruction delivered on a daily basis.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)</p>	<p>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:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>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</p>	<p>Wonders and associated ancillary materials McGraw-Hill</p> <p>LBUSD Quality Core Instruction Understandings and Expectations</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>Edulastic</p> <p>iReady</p>



<p>Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>		
<p>All K-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:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'</li> </ul>	<p>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:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

<p>progress and needs.</p> <p>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.</p> <ul style="list-style-type: none"><li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li><li>• 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.</li></ul>		
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>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.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>1 - 5 IREADY diagnostic and performance assessments for math</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

<p>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:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>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.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>
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<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Support tier one instruction and student growth and achievement. Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80	Principal and teachers will meet to discuss data, student growth and academic needs.	Identified At-Risk Students	LCFF \$541 Substitute teacher full day ( 1 ) for 2 days - LCFF 100%	10/20/2024 - 06/20/2025 Semester	Principal	Data Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80
Meeting needs of students and concerns of parents within the school day. Attendance/Chronic Absenteeism Rate 10, Core Curriculum 90	To support the communication of data briefings, interventions, SSTs, IEP meetings and/or SART/SARB meetings, substitutes will cover classes for durations while teachers meet with parents and teams.	All Parents, Identified At-Risk Students, Special Education	LCFF \$1,181 Substitute teacher half day ( 1 ) for 8 days - LCFF 100%	08/23/2024 - 06/11/2025 Monthly	Principal, Counselor, IIC	Principal, Counselor, IIC Attendance/Chronic Absenteeism Rate 10, Core Curriculum 90

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. EL Reclassification 30, Core Curriculum 70	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, Identified At-Risk Students	LCFF \$4,074 Teacher Hourly P Schedule ( 4 ) for 12 hours annually - LCFF 100%	08/23/2024 - 06/11/2025 Weekly	IIC Principal	IIC - through LROIX EL Reclassification 30, Core Curriculum 70
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Student Supervision Culture-Climate Survey (Student-Staff) 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 duties, 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 direction of the SEL facilitator and principal.	All Students, Identified At-Risk Students, Other Targeted Students	LCFF Rec \$25,367 Hourly - Recreation Leader ( 1 ) for 684 hours annually - LCFF Rec 100%	08/27/2024 - 06/12/2025 Daily	Principal	Principal observation and supervision Culture-Climate Survey (Student-Staff) 100
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Student Supervision Culture-Climate Survey (Student-Staff) 100	Recreation staff to supervise the safety of students during ingress at lunch and during egress nd after school playground supervision. Quarterly meetings ( additional 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 facilitator and principal.	All Students, Identified At-Risk Students, Other Targeted Students	LCFF Rec \$37,426 Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .325 FTE - LCFF Rec 100% Recreation Aide .325 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100%	08/27/2024 - 06/12/2025 Daily	Principal	Principal observation and supervision Culture-Climate Survey (Student-Staff) 100
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Orientations will be held in March and in August. School tours will be available for families/caregivers who are interested in checking out what our school has to offer. Updated information will be accessible on our website.	Counselor is providing information to students and families. Posters with information regarding Middle School Nights are posted around the site. Counselor is sending school messengers.	

## Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified 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					
Identified 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. Core Curriculum 100	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-	LCFF \$11,513 Substitute teacher full day ( 11 ) for 3 days - LCFF 100% Substitute teacher half day ( 4 ) for 3 days - LCFF 100% Substitute teacher full day ( 3 ) for 1 days - LCFF 100%	08/23/2024 - 06/12/2025 Semester	Teachers	Principal

term and long-term instructional plans to support student learning across all 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 LBUUSD Understandings and Expectations, equity, sense of belonging, quality core instruction, and differentiated instruction and learning. Grade 3-5 will 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				
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### Describe Teacher Involvement

Teachers will actively plan and collaborate utilizing Math and ELA Unit Guides. They will incorporate student engagement and formative assessment opportunities to monitor progress towards goal attainment.

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified 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.

<b>Federal Programs (to Consolidate)</b>	<b>Allocation</b>
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:

<b>Share</b>	<b>Services</b>	<b>Amount</b>
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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

<b>State Programs *</b>	<b>Allocation</b>
LCFF	16800

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

Midyear Adjustments:

*The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.*

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

**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**

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

### **Research/TISB 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.

### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.



**Youth Orchestra**

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

**Assistance to Schools****Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

**Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**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.

**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.

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

**Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Nicole Kelly	12-31-1969
Staff	Classroom Teacher	Heather Evans	06-12-2025
Staff	Classroom Teacher	Jessica Smith	06-12-2025
Staff	Classroom Teacher	Rita Aslan	06-12-2025
Staff	Other School Personnel	Mary McDonald	06-12-2025
Community	Parent/Community Member	██████ Speed	06-12-2025
Community	Parent/Community Member	██████ Downing	06-12-2025
Community	Parent/Community Member	██████ Nico	06-12-2025
Community	Parent/Community Member	██████ Valdez	06-12-2025
Community	Parent/Community Member	██████ Nguyen	06-12-2025

## 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)	█ Garcia
DELAC Representative	Parent of EL Student (required)	█ Mendez
Principal or Designee	Staff Member (required)	Nicole Kelly
Secretary	Staff Member (required)	Veronica Mendez-Salamanca

Name	Representing
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## 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?	10/07/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Tutoring
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	Other: Iready
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/09/2024
6. What was SSC's response to ELAC recommendations?	Motion to approve. Unanimously approved.



## 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): 10/09/2024
2. The SSC approved the **Home-School Compact** on 10/09/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
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: 11/22/2024
6. The SPSA was approved at the following SSC Meeting: 11/22/2024

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Charles F. Kettering Elementary School

## Home-School Guidelines

### Students' Guidelines:

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

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Student Signature

### Parents/Guardians' Guidelines:

- 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, well-rested, 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.
- Respect the school's schedule. 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

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Parent/Guardian Signature

### Staff Members' Guidelines:

- Treat students, parents, and other staff members with respect.
- Use a 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. Communicate with parents about each child's academic and social progress.

  
Nicole Kelly, Principal

\_\_\_\_\_  
Classroom Teacher

Revised 10/9/24



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. Staff and families make efforts to incorporate family assets into the classroom and school.
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 10/9/2024 and will be



in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/1/2024 Kettering, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

  
Signature of Principal

10/9/24

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*