



Kettering Elementary

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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 2024:

Foundational Reading Skills K-2: All: 87% Black/African American: 79% English Learner: 67% (2 Exceeded; 1 Not Met)

IReady Diagnostic 3 ELA 1st-5th: Overall 78%, 178 students, Mid or Above 22%, 50 students, 1 Grade Below AA 58%, 10 students, Mid or Above 42%, 6 students, 1 Grade Below ELL 0%, 0 student, Mid or Above 100%, 2 students, Grade Below SPED/RSP 33%, 9 students, Mid or Above 67%, 20 students, grade Below

Standardized ELA, SBAC, achievement results from spring 2024: Overall 45%, 60 students, Exceeded 28%, 38 students, Met 15%, 20 students, Nearly Met 22%, 17 students, Not Met

2025 Dashboard shows Students with Disabilities in the red band

ELA Goals

Goal: By June of 2026, there will be an increase of 3% of students who have Met/Exceeded on ELA SBAC.

By June of 2026, there will be an increase of 3% of students that are identified as on or above grade level in Foundational Reading Skills.

Action Plan: Teacher release days to engage in professional development, collaborate, analyze data, study common core standards, and plan curriculum, instructional focus on student engagement and rigor.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, quarterly assessment) i-Ready and SBAC.

Comprehensive Needs Assessment: Mathematics

Math Findings

iReady Diagnostic 3 Math 1st-5th: Overall 68%, 154 students, Mid or Above 32%, 71 students, 1 Grade Below AA 44%, 7 students, Mid or Above 56%, 9 students, 1 Grade Below ELL 0% , 0 student, Mid or Above 100 %, 2 students, Grade Below SPED/RSP 30%, 8 students, Mid or Above 70%, 19 students, grade Below

Standardized Math, SBAC, achievement results from spring 2025: Overall 37%, 50 students, Exceeded 35%, 48 students, Met 17%, 23 students, Nearly Met 10%, 14 students, Not Met

2025 Dashboard shows no subgroups in red or orange bands

Math Goals

Goal: by June of 2026, 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 diagnostic assessments. Additionally, the gap between the highest performing subgroup (white) and lowest subgroup (African American) will close by 5%.

Action Plan: With teachers given release days to engage in professional development, collaborate, analyze data, study common core standards, and plan curriculum, along with an instructional focus on student engagement and rigor

Progress Monitoring: Progress will be monitored regularly during teacher planning and collaboration sessions as well as through formative assessments embedded into units of instruction, quarterly assessments, summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELPAC: 1 student Moderately Developed (1st Grade) 1 student Minimally Developed (1st Grade) 1 student Somewhat Developed (1st Grade)

English Learner Goals

Goal: By June of 2025, all EL students within K-5 will achieve one column of English readiness advancement as measured by ELPAC Overall Performance data summary.

Action Plan: 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

Progress Monitoring: Progress will be monitored by data collected during EL-specific tutoring and summative ELPAC.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

End of Year Pulse Survey (4th and 5th grades) Agency - 79% (favorable response) Belonging - 82% (favorable response) Identity - 84% (favorable response)

Chronic Absenteeism: 20% of Asian American students were chronically absent, down from 23% in 2023-2024. Asian Americans were not at the red level for Chronic Absenteeism in 2024-2025

The 2025 Dashboard shows Socioeconomically Disadvantaged and Students with Disabilities in red band and Hispanic students in the orange band.

Culture/Climate Goals

Goal: By June of 2026 Ketterings students sense of personal identity, belonging and agency will increase by 5% as seen through the Student Wellness Pulse Survey.

Action Plan: Tier 1 instruction in Social Emotional Learning along with implementation of Student Council and site RSVP.

Progress Monitoring: 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, all subgroups in red and orange along with Asian American student Chronic Absenteeism will decrease 3% by June 2026.

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 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.	Goal Partially or Not Met	Release Days for Professional Development DDR implemented with fidelity in grades TK-2 Planned instruction based on data and differentiated District QCI Accelerated Readers DLR implemented with fidelity in grades 3-5	Professional Development focused on rigor and student engagement

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
Math	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 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.	Goal Partially or Not Met	Release Days for Professional Development Implementation with fidelity of Launch, Collaborate and Consolidate utilizing tasks and math routines from the District Guides ST Math District QCI	Professional Development focused on rigor and student engagement.

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
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 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.	Goal Partially or Not Met	Opportunities to explain their thinking orally Tier 1 and Tier 2 small group supports	After school tutoring Tier ELD in small groups, implemented with fidelity

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
Culture/Climate	<p>1) 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.</p> <p>Given check in/check out connections with staff and phone calls when not in attendance, Asian American student Chronic Absenteeism will decrease.</p>	Goal Partially or Not Met	<p>Student Council RSVP Check in/Check outs After school activities and clubs GroundEd Art At Your Fingertips</p>	<p>Daily SEL (Intentionally Planned) Calm down spaces in every room Care Center Care Center Psychologists Small group sessions and counseling from Counselor and Psychologist Greeting students, out front before and after school</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Teacher release days for professional collaboration in Math, 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)</p>	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)
<p>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 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>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. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Principal and teachers will meet to discuss data, student growth and academic needs. (IN 5)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Teacher release days for professional collaboration in ELA, 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)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
<p>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 4)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
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 English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</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>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</p>

<ul style="list-style-type: none"> • 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. <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"> • 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. <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"> • 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. 	<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. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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>
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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"> • 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 <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"> • 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 	<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 & 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>

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"> • 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 <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, 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"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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
The supplemental materials will support interventions and enrichment opportunities to help us with meeting our goal. Core Curriculum 40, Basic Services 40, Other 20	Supplemental materials to support instruction, intervention, and enrichment.	All Students, All Staff	LCFF \$2,000 Materials - LCFF 100%	08/26/2025 - 06/12/2026 Other	Principal	Instruction, intervention, enrichment plans, classroom observations. Core Curriculum 40, Basic Services 40, Other 20
Students who are below grade level as measured by iREADY ELA and/or Math, district assessments such as FRSA, writing performance tasks, and through the recommendation 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 \$1,063 Teacher Hourly P Schedule (2) for 6 hours annually - LCFF 100%	07/01/2025 - 06/12/2026 Weekly	IIC Principal	IIC - through LROIX EL Reclassification 30, Core Curriculum 70

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
IOA currently works half day and there is no office coverage when office supervisor is out for mandatory meetings. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Additional hourly IOA hours to provide office coverage during mandatory Office Supervisor meetings.	All Parents, All Staff, All Students	LCFF \$631 Hourly - Intermediate Office Assistant (1) for 16 hours annually - LCFF 100%	08/01/2025 - 06/12/2026 Quarterly	Principal Office Supervisor	Parent, School Staff feedback Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Meeting needs of students and concerns of parents within the schhol day. Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Parent) 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 \$1,220 Substitute teacher half day (1) for 8 days - LCFF 100%	07/01/2025 - 06/12/2026 Monthly	Principal, Counselor, IIC	Principal, Counselor, IIC Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Parent) 90

<p>Student Supervision Culture-Climate Survey (Student-Staff) 100</p>	<p>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.</p>	<p>All Students, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF Rec \$26,572 Hourly - Recreation Leader (1) for 684 hours annually - LCFF Rec 100%</p>	<p>07/01/2025 - 06/12/2026 Daily</p>	<p>Principal</p>	<p>Principal observation and supervision Culture-Climate Survey (Student-Staff) 100</p>
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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
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 \$39,323 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%	07/01/2025 - 06/12/2026 Daily	Principal	Principal observation and supervision Culture-Climate Survey (Student-Staff) 100
Support tier one instruction and student growth and achievement. Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80	Principa and teachers will meet to discuss data, student growth and acadmic needs.	Identified At-Risk Students	LCFF \$561 Substitute teacher full day (1) for 2 days - LCFF 100%	07/01/2025 - 06/12/2026 Semester	Principal	Data Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80

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
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop. 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$36,033 Teacher - Elementary .2 FTE - Prop 28 100%	07/01/2025 - 06/12/2026 Daily	VAPA Teacher	Students Other 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Kettering offers a Kindergarten orientation to help with transition from TK.	Counselor provides information to outgoing 5th graders regarding transition to middle school and information is shared with parents regarding School of Choice protocols.	

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-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	LCFF \$11,543 Substitute teacher full day (11) for 3 days - LCFF 100% Substitute teacher half day (4) for 3 days - LCFF 100% Substitute teacher half day (3) for 1 days - LCFF 100%	07/01/2025 - 06/12/2026 Semester	Teachers	Principal

	<p>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</p>				
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Describe Teacher Involvement

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.

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

State Programs *	Allocation
LCFF	16380

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	Rita Aslan	06-15-2027
Staff	Classroom Teacher	Laura White	06-15-2027
Staff	Classroom Teacher	Carmen Highducheck	06-15-2027
Staff	Other School Personnel	Mary McDonald	06-15-2026
Community	Parent/Community Member	██████ Lewis	06-15-2027
Community	Parent/Community Member	██████ Ross	06-15-2027
Community	Parent/Community Member	██████ Speed	06-15-2027
Community	Parent/Community Member	██████ Munoz	06-15-2027
Community	Parent/Community Member	██████ Valdez	06-15-2027

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary	Staff Member (required)	

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?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/08/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/08/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 01/07/2026
6. The SPSA was approved at its meeting on 01/07/2026

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.
- Respectfully communicate with all Kettering community members.
- 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.

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, ask comprehension questions regarding the reading, and limit screen time when possible.
- Volunteer when possible to support the school. (Attend school events & PTA meetings, or work in the 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 up-to-date by completing the Annual Verification each year, and sign-up for relevant school apps.

Parent/Guardian Signature

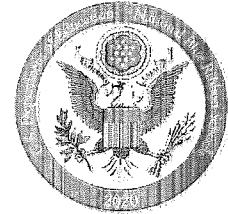
Staff Members' Guidelines:

- 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



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.

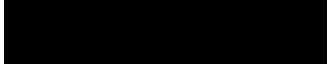
School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * *

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 10/8/2025 and will be

in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/1/2025. Kettering, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/8/25
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