

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Ms. Rachel K. Peters
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Charles Kettering Elementary School
(As it should appear in the official records)

School Mailing Address 550 Silvera Avenue
(If address is P.O. Box, also include street address.)

City Long Beach State CA Zip Code+4 (9 digits total) 90803-2127

County Los Angeles

Telephone (562) 598-9486 Fax (562) 594-9359

Web site/URL https://kettering-lbusd-ca.schoolloop.com/ E-mail rpeters@lbschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jill Baker E-mail jbaker@lbschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long Beach Unified School District Tel. (562) 997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Diana Craighead
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 54 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 15 High schools
 - 1 K-12 schools
- 85 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	1	0	1
K	25	28	53
1	34	20	54
2	31	30	61
3	28	24	52
4	27	29	56
5	32	25	57
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	178	156	334

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 11 % Asian
 - 10 % Black or African American
 - 33 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 28 % White
 - 16 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2018	334
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandarin, Arabic

English Language Learners (ELL) in the school: 7 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 94

8. Students receiving special education services: 19 %

65 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>25</u> Autism | <u>3</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To support the personal and intellectual success of every student, every day.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Parents may submit a School of Choice (SOC) application online through their ParentVue account. Parents may select up to ten (10) Elementary/K-8 School of Choice schools on one application. School of Choice applications are selected randomly from those submitted by the posted deadline date. SOC applications are not processed on a “first come, first served basis.” Once a student is selected, parents agree to the school of attendance by setting INTENT for the School of Choice. Parents must then CERTIFY the selection to confirm acceptance. Parents will receive a confirmation email with the school assignment.

PART III - SUMMARY

Kettering Elementary School opened its doors in 1961. The school is situated in the south-most corner within the city of Long Beach, an urban district at the edge of Los Angeles County. The mid-century modern building was erected as the neighborhood was being developed to support the growing community. Across the street, California State University Long Beach had commenced a decade earlier, and Kettering echoed the academic excellence of the area. The neighborhood, known as the “hole”, was the quintessential small suburban area; and its school mirrored the dynamic and forward thinking families within the neighborhood. In the late 20th century, it was a busy school educating students throughout the city limits as a busing destination school. As “School of Choice” became the norm in the onset of the 21st century, Kettering became known as the “Best little school in the district.”

Kettering is a truly diverse school within the Long Beach Unified School District (LBUSD). As seen in the demographics, Kettering comprises many races and cultures. Children from many countries have had opportunities to attend Kettering as their parents serve in professorial residencies for CSULB. Kettering’s second language population comprises 7% of the student body, in addition to 5.3% of students who have been redesignated English proficient, utilizing a variety of assessment along with teacher recommendation as tools for reclassification. Twenty percent of the children at Kettering are designated special education with approximately 50% of those children in special day Moderate/Severe (M/S) classes. Finally, as a School of Choice, approximately 41% of students within Kettering reside outside of the immediate neighborhood coming from a variety of socio-economic sections of the Long Beach urban district. These facts on our demographic makes our 2018/2019 SBAC results even more impressive as 88% and 84% of students met or exceeded the standards in ELA and math (respectively).

Through the years, this little school has grown and changed with the times; but the mission of providing all students with the opportunity for a top-notch education has not. Kettering shares the Long Beach Unified School District’s vision of supporting the personal and intellectual success of every student, everyday.

This commitment to supporting all of its students is demonstrated through Kettering’s vision statement: Knowledgeable, passionate teachers. Inspiring instructional leaders. Dedicated life-long learners. Student success by way of teamwork. OUR GOAL!

Kettering’s teaching staff consists of 16 teachers (11 general education teachers, three special education teachers, one teacher on special assignment (TOSA) – who serves as our technology specialist, and one special education resource specialist (RSP) teacher. Within the teaching staff, 11 hold their masters degrees. All teachers are seasoned with the vast majority being in the classroom 20+ years.

Although one might see Kettering as a small school, it is a mighty school with teachers who act as inspiring leaders throughout the year. The Instructional Leadership Team (ILT) meets frequently to review data, study standards, and plan best practice professional development (PD) that will guide continuous growth. By studying and implementing research-based practices, the professional teaching team at Kettering continues to guide student growth and close achievement gaps as seen in SBAC test data.

As dedicated life-long learners, Kettering teachers have studied, implemented, and embraced numerous district initiatives and are guided by district approaches towards research-based practices that challenge students to reach their full academic potential. Kettering’s ILT works closely as a conduit between the district and the school as they guide teachers and grade levels to collaborate on best practices. These practices are focused on providing differentiated instruction to meet the needs of the diverse population within the school. They include teacher-led PD cycles that focus on standards study, unit guide inquiry, and lesson planning that consist of intentional alignment, gradual release of responsibility, implementation of LBUSD Understanding Continuum, and early learning practices to name a few. Continuous learning cycles are the vehicle by which all practices continue to be maintained and polished. These continuous cycles afford teachers the opportunity to hone purposeful instructional practices, which have led to students meeting grade level standards.

In addition to focusing on academics, teachers also work to meet the social-emotional needs of the students through the practice of creating a warm, but demanding atmosphere within the classroom. Following Kettering's vision of "Student success by teamwork," it is acknowledged that students need a sense of belonging, that their academic learning is entwined with being part of a school community that integrates their needs not only academically, but also socially, personally, and culturally. Students are encouraged and opportunities are created to ensure that students get a chance to know themselves and others. One cherished practice is the inclusion of our special day class M/S students in our general education classes and activities. These inclusive opportunities are seen daily in mixed group lessons, PE activities, creative/artistic opportunities, and all field trips. These activities are bringing alive the motto "All Means All".

Finally, our parent involvement makes Kettering stand out as a community school. Kettering's PTA is active and proactive in supporting the full circle of a school environment where children are seen as academic learners and school community members.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Kettering is strong and purposeful when addressing all elements of our core curriculum. Our curriculum centers around access, equity, high expectations, and rigor; and it is guided by the California Common Core State Standards. The success of Kettering is not innovative practices or cutting edge new theories, it is the consistent approach to providing a quality, intentionally planned, research-based curriculum. It is a focused approach. We know that all children begin their understanding of a concept by way of different background knowledge, abilities, and interests. Thus, we hold high regard to differentiated instruction in all classrooms for all core curriculum. We believe a thorough understanding of standards provides a foundation for high quality differentiated instruction. We use formative and summative data to determine a student's readiness and/or interest. This data is collected frequently through tests and assessments, and also through site adopted practices and teacher developed recording sheets. We consistently adjust content, process, product, or affect/learning environment by allowing student choice and flexible grouping. Teachers are practiced at sequencing lessons to build the knowledge and skills necessary that lead to key understandings and provide actionable feedback to guide students' next steps.

As teachers work in collaborative professional teams, it is forefront that in their planning, all learners are given cognitively demanding tasks and use complex text as they work to make meaning and build conceptual understanding of content. It is a regular practice for students to be required to identify evidence when demonstrating their understanding of the learning intention and success criteria. We strive to create environments and expectations that require the strategic use of academic understanding, knowledge, and skills along with good judgment, self regulation, and persistence. Finally, teachers deliberately balance caring relationships with high expectations. There is a constant current of support for student success, providing a foundation for a safe learning environment that values diversity, trust, and respectful communication.

1b. Reading/English language arts

To say that one effective practice is used more in one curriculum content than another would be misleading. Throughout the years, teachers at Kettering have acquired knowledge and have put in place research based practices that translate into great instruction no matter the curriculum content. Kettering teachers use a variety of effective teaching strategies and practices that are part of the Kettering way - tools in our tool box. These practices are numerous, but intentional. Gradual Release of Responsibility (GRR) is one practice that Kettering utilizes often in ELA, apart from and in combination with differentiated learning.

All curriculum and lesson planning is driven by assessments. In ELA, students are assessed through a variety of tools that are included in a reading and writing profile. At the onset of school students are assessed through an online computer adaptive tool that measures foundational skills as well as competencies in key reading and language domains. Within the school year teachers reassess students using the online platform, district created unit tests, foundational skill running records and other teacher created formative assessments. Tests measure a student's ability in meeting curriculum objectives and standards. These measurements provide the teacher with a multifaceted profile of a student's skills, needs and development. Teachers then utilize staff, grade level and planning release days to analyze the data, and infer needs as they compare outcomes to standards, claims and targets.

Teachers are purposeful with the structured teaching model of gradual release. It has become second hand to them. They know their students and content well, they regularly assess students' understanding of the content, and they purposefully plan interrelated lessons that transfer responsibility from the teacher to the student. This includes any combination of focused instruction, guided instruction, and independent and collaborative learning. It is observed in classrooms as teachers go beyond "I do it, we do it, you do it" by regularly adding in student collaboration of "they do it together." It is common to walk into any classroom

and see groups of students simultaneously on different levels within the gradual release of responsibility model as they work to meet their posted and communicated learning outcomes. This is where the two models of differentiation and GRR combine and coexist. Within planning lessons, teachers know their students' needs and adjust the process, content, or product as needed. It is natural to observe groups of students collaborating on locating evidence in a book, while a smaller group works with the teacher, VIP (volunteer), or college aide on guided instruction, as other sets of students work independently to compose written responses. In lower primary grades, foundational reading skills are rolled out to students to meet their individual needs in print concepts, phonological awareness, and phonics and word recognition. What makes Kettering stand out is the fidelity to consistent use of techniques and practices that move students forward.

As we teach our students to read, we focus on scientifically based reading research by teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. We provide support for students to move towards independence, through incorporating tools such as word walls that equip our early learners with words which can be accessed at any time. All classrooms use Thinking Maps, a visual graphic tool, to help students contextualize the learning and move from dependent to independent learning. These tools assist in scaffolding lessons and tiering assignments as students move from one graphic organizer to another developing a system to brainstorm, define, classify, sequence, and analyze their understanding. We incorporate depth and complexity icons, like multiple perspectives, that ask students to consider different ways to think about the same issue. This challenges the learners by directing them to broaden their understanding through making connections across and between disciplines. These tools extend into writing as students use them to generate their ideas and organize their thoughts. Write from the Beginning is such a program. Using the information on their Thinking Maps, students are able to create well organized, structured paragraph writing. The formative and summative data that comes from these practices inform a student's understanding and ability as evidenced in their Reading Platform (the compilation of foundational reading, comprehension, and writing assessments).

1c. Mathematics

If a visitor were to come into Kettering's classrooms, they would not see arbitrary math strategies; what they would see are consistent, highly effective, research based instructional practices at work. Like in other curriculum areas, our teachers use a variety of strategies to ensure students access and master mathematical standards. One would see students using manipulatives, having math chats, working in collaborative differentiated groups, and engaged in other quality practices. But what sets Kettering apart is in the planning. Taking time to plan a math lesson and strategically considering all the effective elements before launching the task, has been a focus at Kettering.

Long Beach Unified School District created a resource for planning high quality instruction called the Understanding Continuum. The document guides conversations and reflection about instruction that integrate key teacher practices, builds collective efficacy, and promotes caring relationships with students. The fidelity to these practices is seen within Kettering's math curriculum. Beginning with pre-assessments or review of past summative assessments, teachers determine the needs of the students as they plan for students to reach a given standard. When planning a math task, teachers know that having a deep understanding of standards provides a foundation for high quality differentiated instruction. They provide all learners with cognitively demanding tasks. Orchestrating opportunities for academic discourse, including collaborative conversations, is considered in all planning. Teachers use formative assessment strategies as a key to developing an understanding of student acquisition and next steps.

In the 2018/2019 school year, Kettering's Learning Cycle focused on five essential practices within mathematics. These included: anticipating, monitoring, selecting, sequencing, and connecting student thoughts and work samples. Teachers used and monitored the success of these practices throughout the year leading to a 5% overall growth in SBAC math scores. Kettering teachers continue to utilize the Effective Mathematical Practices when planning a mathematics lesson and task. Teachers understand how to select and set up cognitively challenging mathematical tasks in their classrooms. They sequence lessons to build the knowledge and skills necessary that lead to key mathematical understandings. They anticipate the needs of the students during their planning which includes foreseeing student successes and student

misconceptions. They know it is important that teachers provide students with opportunities to use their own reasoning, strategies, and methods for engaging with the math tasks. Students are asked to elaborate on their thinking using examples, evidence, and reasoning to logically ground or strengthen complex ideas, as well as critique the reasoning and give counter-arguments to their classmates. Meanwhile, the teacher is constantly monitoring student understanding through real-time formative assessment tools such as data collection sheets and eliciting understanding through questions. All of this is preplanned and orchestrated. One might say that these expectations are for the upper grades, but that is one thing that would separate Kettering from other schools. The above sequence, practice, and expectations are accomplished at all levels from kindergarten to fifth grade.

When planning daily lessons, Kettering teachers follow the district's lesson guides that define what students should know, understand, and be able to do at the culmination of a mathematical unit. It asks teachers to create a balance of formative and summative assessments to help to build a comprehensive portrait of student learning and to gauge a student's mastery or proficiency. Teachers utilize the guide as they create intentional long and short range mathematical goals for all students. Assessments guide these goals and inform a teacher's action plan. Using diagnostic tests in the beginning of the year, at the onset of a unit and throughout the unit, gauges the cognitive abilities and measures a student's understanding of a given concept. Data analysis is a regular practice at Kettering; it is seen quarterly in teacher release planning days, through grade level and staff meetings, as well as within data review release hours which occur every 6 weeks. In all of these opportunities, teachers are provided time to analyze student data, match the findings with standard competencies and then plan according.

1d. Science

Science instruction at Kettering strives to educate our students in scientific knowledge along with the habits and skills that scientists and engineers use. Kettering teachers provide grade level, inquiry driven lessons that challenge students to wonder and stimulate their interest in science. Kettering promotes an all inclusive school science fair where students display their learning for everyone to see. Teachers focus on the scientific method as students create their inquiry and experimental projects. Chosen students are represented at the LBUSD Science and Engineering Fair each year.

Kettering teachers strive to make science meaningful and relevant by bringing community issues and experts into the classroom. The 3rd grade teachers connect students to their local environments and water region by teaching about watershed health and water quality in conjunction with the Department of Fish and Game. The students raise alevins (baby trout) in the classroom, monitor their growth and once old enough, the trout are released into their natural environment. Kettering's PTA also provides opportunities for students to explore the process of science through providing a maker's space program; where students are invited to explore, design, and create engineering projects using their imagination. PTA, in collaboration with CSULB, holds a Science Night where families are invited to participate in science fun. Field trips to Aquarium of the Pacific, Tanaka Farms, and the National History Museum also support Kettering's science program.

To introduce our students to science career options, Sato High School engineering students visit Kettering's 4th and 5th graders to provide lessons in the engineering process. These hands-on lessons give Kettering students access to older students who are committed to science discovery. The science education department at CSULB chose Kettering as a site to train their science methods students. Twice a semester, the CSULB's science methods students come to campus to teach all students science lessons.

1e. Social studies/history/civic learning and engagement

Kettering KIDS are "Kind Intelligent Dedicated Scholars" which is cultivated through our social studies curriculum. In the primary grades, students are presented with lessons, intertwined with reading, writing, and the visual arts, that help them understand their place in the world. One such example includes kindergartners who learn about America's traditions in text, media, and song; then present a patriotic production that showcases their knowledge of our country. First graders learn the similarities and differences in how we and other cultures celebrate holidays through experts and authentic materials. The

final product of their learning is a Winter Holidays book written by each first grader. Second graders read about our country's important citizens and write My Hero biographies. Fourth and fifth graders apply their knowledge of both California and national history through project-based learning. Their studies culminate with an interactive presentation where they demonstrate their knowledge of famous events and historical figures, as students dress up to portray those same people and participate in a quiz show-like setting. All of these endeavors within the grades bring the students together in inquiry and celebration.

Speaking and listening skills are emphasized and commonly assessed during social studies, as students are asked to participate in collaborative conversations and recount or describe key ideas and details within their learning. By setting up rubric expectations, students are assessed not only on the content of a topic, but in how they are able to communicate their understanding.

Kettering is a community, where its members are held responsible for its success. Upper grade students learn about the democratic system through Kettering's student council. The student council is in charge of our monthly awards assembly from set up to presentation. Kettering students are expected to be productive citizens by adhering to our campus cleanliness and recycling program. Student volunteers collect and prepare recyclables for pick up every week. Students also learn about the importance of volunteering through our Valet Volunteer and Library Helper programs.

Finally, Kettering KIDS learn the importance of community by being kind, respectful, and responsible members. Each month, students are encouraged to demonstrate positive character traits that support a welcoming school environment. This community building begins every Monday morning with a Motivational Monday Assembly and concludes at the end of the month with our Character Spirit Awards Assembly.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Kettering is a comprehensive school and supports the whole student. This is done through other curricular areas including music, fine arts, physical education, technology and character education.

There is a long-standing tradition of offering a variety of music learning experiences to students, and believe that the arts are essential. The arts teach students innumerable lessons: practice makes perfect, small differences can have large effects, and collaboration leads to creativity. They also teach children that there are several paths to take when approaching problems and that all problems can have more than one solution.

All students, grades K through 5, receive vocal music lessons with a music teacher. Students in grades 4 and 5 also participate in Kettering's chorus and perform two concerts during the school year. Kettering prides itself on its multifaceted instrumental music program. Students in grade 2 receive violin instruction two days per week. This program is run by the 2nd grade teachers and includes instruction provided by an outside music teacher. Funding for violins and instruction are generously provided by the Kettering PTA. The violin students present three concerts a year. Additionally, students in grades 3, 4 and 5 receive weekly instrumental music lessons with a district instrumental music teacher. Grade 3 students continue on violin, building on the skills learned in 2nd grade, and also have the option of receiving weekly ukulele instruction. Students in grades 4 and 5 have the choice to continue on violin or may choose to learn a band instrument (trumpet, trombone, flute, or clarinet). Finally, there is an after-school program which meets once a week and offers additional instruction to 3rd through 5th grade students for more in depth of study of the violin. Kettering values the visual and performing arts as a way for students to express themselves and to boost self confidence. The Kettering Community gives all students opportunities to be involved in grade level performances and dances, and also to participate in the annual, school-wide Kettering Variety Show. Performances are common, and our auditorium is frequently packed, standing room only.

Through Meet the Masters, a visual arts program, all Kettering students learn about several artists, their

cultures, and the art techniques they used to create their masterpieces. Students then create their own art pieces in the styles of the artists.

We also have a celebrated Running Club program where groups of students run the perimeter of the playground twice a week during lunch time. Once a week, all children in all classes participate. Their distance is recorded through an online application, Easy Scan, which tracks their mileage. Every week, students who have completed four miles are recognized with a toe token. In the Spring, 4th and 5th graders commit to the second phase of running by joining the Distance Run Club. This club prepares weekly so students can participate in our District's Fun Run celebration.

Kettering is a tech based school. It has 1:1 ratio of Chrome books, 77 iPads, and an assortment of assistive technologies for students with special needs. Kettering's technology teacher coordinates with each grade level teacher in order to enrich and expand on classroom lessons, or cover topics they might not have time to include in their curriculum. One example is the City of Long Beach unit that is taught in 3rd grade. Students use a wide variety of technology skills to create Longbeachopoly game boards that have met certain criteria, but also have personal graphic design. The Mac lab has also allowed students to learn how to create iMovies, Word Art, and personally designed QR codes that lead viewers to videos about California missions. Students use Quicktime for Screencasts and podcasts. Our 5th graders are connected to individual e-pals in Russia and, as a group, to students in France and Japan. In addition, Kettering has a 3-D printer; and students are learning coding, Scratch, and using Tinkercad to create 3-D objects.

Kettering's Green program combines recycling and nutrition awareness for all students. We have applied for recognition as a Silver Level school and expect to be awarded in May 2020. The school recycles paper, plastic bottles, and other acceptable recyclables. We have a recreation aide that monitors an assembly-line style process at lunch in which all students recycle clean cardboard lunch boxes and separate out acceptable food to a big ice chest which is picked up daily by a non-profit organization called Food Finders.

Finally, Sanford Harmony is a social emotional learning program that is incorporated in all grade levels. This program contains tools that foster and support social connections among all students. Teachers utilize relationship-building lessons and activities that help students learn and practice social-emotional competencies like peer interaction, building relationships, and problem solving.

3. Academic Supports:

3a. Students performing below grade level

Kettering prides itself on differentiation, meeting the students where they are, and addressing their specific needs to ensure that they can access and master grade level standards. Teachers are continuously engaged in data analysis. Using past summative data and newly acquired formative assessments, teachers begin the year incorporating the model of Response to Intervention (RTI) to inform their differentiated practices. Kettering's interventions can be seen in three tiers: tier I: quality core instruction, tier II: supplemental instruction, and tier III: intensive individualized instruction. In other words, inside the classroom using differentiated instruction, within the walls and halls using targeted interventions and throughout the site with teams of professionals and paraprofessionals providing direct and indirect support.

There are numerous Interventions for students who struggle to meet standards and are below grade level expectations. These interventions are intentional and goal oriented. Inside the classroom, focused and targeted lessons include guided instruction, scaffolding, and collaborative opportunities. For students who are in need of deeper intervention, Kettering has numerous VIPS (Volunteers in Public Schools); what is more, a large number of these VIPS are retired teachers/administrators and reading specialists. On a daily basis there are multiple children in the halls working one-on-one and in small groups with highly qualified adults on concepts and strategies. Kettering employs two college aides who work with targeted students on basic skills and competencies. Also, second to fifth grade teachers conduct after school tutoring focused on math skills and reading comprehension. As these targeted academic goals are addressed, our teachers and administration monitor the students' progress frequently and adjust support as needed.

For our students who continue to struggle and demonstrate the need for additional interventions, Kettering employs intensive support beginning with a formal Student Success Team (SST) meeting. Using comprehensive evaluations and student work samples, the team is able to create goals along with a program that is monitored and supported by the administration and counselor. When and if a student is in need of more specific support due to a learning disability, the concern is addressed by the special education team.

3b. Students performing above grade level

Many students at Kettering are identified as gifted or perform above grade level. During the current 2019/2020 school year 27 students between grades three and five are identified as gifted and talented learners. Students are tested for GATE (gifted and talented education) in both second and fourth grades. In third grade, these identified students are evenly placed within each third-grade classroom using collaborative teacher teams to address GATE student needs through daily differentiated instruction. Kettering has created a GATE cluster in our 4th and 5th grade combination class. The goal of all of these classrooms is to challenge students as they apply essential concepts and skills through complex and open-ended tasks. All teachers at Kettering have had professional development in, and often utilize, GATE instructional strategies that lead to rigorous thinking and application. Some common structures that teachers include in their instruction are depth and complexity icons to assist students to go above and beyond surface level understanding of a concept. teachers elicit students' verbalization of their thinking while supporting their reasoning using evidence within their work in a consistent practice. Students are skilled at using "talk moves" as they create dialogue and conversations about math solutions and their reasoning behind their results. Teachers use compacting to allow students to explore above and beyond grade level standards. Finally, teachers provide creative experiences so that students can experiment, invent, and apply what they've learned.

Many of the practices seen with the GATE students are tethered in differentiation. These lessons are purposeful and are designed with student differences in mind. They are flexible with pacing as some students move quickly through them. They are steeped in complexity so that students are challenged and they provide opportunities for extension that speak to a student's interest.

3c. Special education

Sixty-five out of 334 students at Kettering are identified as students receiving special education support, which is nearly twenty percent of the student population. Approximately half of those students receive specialized academic instruction through Special Day, Moderate/Severe (M/S) classrooms. The remaining students are supported by Kettering's RSP (Resource Specialist Program) teacher and/or speech pathologist. All groups receive additional support through a variety of other specialists.

Kettering's special education teachers, specialists, and paraprofessional staff are caring and inclusive. They are dedicated to providing the best possible education and support to their students while being consistently mindful of the families and their unique needs.

One practice that is evident at Kettering is the district's motto of "All Means All". Integrating students into general education events and activities can be seen on a daily basis, beginning with morning physical education out on the playground. Every Wednesday, the primary grade's general education and M/S teachers create heterogeneous groups that travel from classroom to classroom, learning and participating in different activities such as drama, art, geography and yoga. In our upper grades, the collaboration between general education and special day class students continues as they share classroom experiences in PE, science, and social studies lessons, attend the same chorus and music classes, and forge out together on fieldtrips. General education upper grade students are given the opportunity to demonstrate their natural leadership skills as they interact, assist, and collaborate with their peers who have special needs during physical education, integrated field trips, or on-site academic presentations. Here, Kettering's young students are introduced to schoolmates who although may not look like them or communicate in the same manner, are schoolmates nevertheless.

Finally, these efforts of inclusion are transferred by the students themselves as they play together daily during recess times.

3d. ELLs, if a special program or intervention is offered

Our success can be seen in our data. In the 2018/2019 SBAC data Kettering's Hispanic assessment outcomes grew from 66% proficient/advanced proficient to 88% proficient/advanced proficient in ELA and from 62% to 82% proficient/advanced proficient in math. These scores were attributed to closing the gap between whites (93% ELA and 87% math) and Hispanics to 5% in both areas.

In the 2018/2019 school year, 15 English language learners (ELL) were tested (13 of which had been reclassified to RFEP), with 87% of these students scoring within proficient/advanced proficient in ELA - an increase of 37% from the previous year. The results within math for the EL/RFEP group increased 6% to 85% proficient/advanced proficient, once again closing the gap to single digits.

These results can be attributed to a concerted effort by dedicated Kettering teachers and staff that meets the needs of every student. Kettering's principles of using data to inform instructional strategies and interventions are the backbone of our success. In the classroom, teachers use a variety of practices that are embedded in their daily instruction to support second language learners, such as an emphasis on academic language, tapping prior knowledge and building new knowledge, as well as facilitating collaborative opportunities within the classroom. Students who did not make adequate progress in the classroom were provided increasingly intensive instruction that matched their needs. These interventions were and are provided in small group settings which could include in class guided instruction and focused tutoring by VIPS, college aides and our teacher on special assignment (TOSA). Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3 RTI structure.

Lastly, for our second language students that have demonstrated fluency and are no longer classified as an ELL, our counselor continuously monitors RFEP students by consulting with teachers utilizing a check in form, twice a year for four years.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Every Spring, students within the Long Beach Unified School District take a survey (called the CORE Survey) that measures their responses to the climate and culture of the school. Just as the academic data demonstrates a healthy learning environment, the CORE survey data shows a healthy sense of social-emotional well being for the students at Kettering. As seen in the 2019 results, 85% of the students feel that at Kettering, there is a climate conducive to learning and that teachers use supportive practices. Eighty percent of our students have a high self-efficacy and state they have the ability to control or manage their motivation, behavior, and environment. When asked in the same survey if teachers go out of their way to help students, 98% of the students answered positively.

As a school with a diverse population, we are always concerned about a student’s sense of self worth and belonging. Within the CORE survey, 71% of our students have a positive sense of being accepted, valued, and included by others (teacher and peers) in all school settings. Students report feeling welcome at the school.

In the same survey, 88% of students indicated, “I can change my intelligence with hard work,” and 85% stated, “I am capable of learning anything”. This demonstrates that the students at Kettering have a firm belief that they can grow their talents with effort and diligence. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.

It is Kettering’s goal to continue what is working and improve what is not. We do this through a variety of activities, opportunities and traditions. For those students that we know are struggling to fit in, we have a mentorship program that keeps them from being hidden. We give students the opportunity for purpose with school community service including student council, our recycling program, and morning valet attendees. We work to keep spirits high and community strong through weekly assemblies, monthly awards, spirit days and celebrations. Kettering is always busy with one event or another, daily and weekly the campus is buzzing. Just as many schools celebrate their students, Kettering is no different, except everyone participates and everyone attempts to ensure that Kettering is a well rounded school. Kettering PTA is passionately involved and ensures students have multiple opportunities to create community. Kettering exemplifies the saying that it takes a village and that "All means all!"

2. Engaging Families and Community:

Kettering is a public institution with a private school feel. What makes us stand out and differentiates ourselves from other urban schools is seen through the personal connections to parents and community.

Within the 2019 CORE Survey, 95% of parents stated “I feel welcome to participate at this school”, 99% stated, “School staff treats me with respect,” and 94% stated “My child’s background (race, ethnicity, religion, economic status) is valued at this school.”

Kettering family presence and voice is welcomed, prominent, and essential. They are fundamental in creating community, shaping our school vision, and fortifying academic success of our students.

Kettering’s PTA is very involved. The numerous events put on by the PTA provide a chance for students and families to get together as a community to commemorate an occasion, engage in fun and/or educational group activities, or just enjoy an evening with friends and family.

Parents are also involved in shaping and supporting our site’s vision through active participation in our decision making committees. Parents of ELs participate in our ELAC (English Language Advisory Committee) meetings as we focus on continuously closing the academic gap. School Site Council parents serve on the budgetary advisory committee that assists in making decisions on academic programs. The parents who attend the district’s Special Education Community Advisory Committee (CAC) keep an open

line of communication between district initiatives and our site. All of these groups use data and stakeholder input to shape a shared school vision that is focused on student achievement and inclusion.

Neighborhood families, past alumni and former staff continuously come back to Kettering to support its students. Volunteers are present at Kettering on a daily basis, directly and indirectly assisting classrooms, teachers, and students. These VIPS are an extension to the teaching staff and a lifeline for our struggling students.

Business partners advance Kettering's climate through investment and opportunity. Nearby businesses are eager to be a part of Kettering's community as it acknowledges that support for Kettering will, in turn, be support for their businesses. Our families are loyal.

In an effort to keep communication at the forefront, Kettering employs a variety of systems to get the word out. Every classroom has an assigned parent liaison who communicates extracurricular activities. Our website and parent bulletin, "Kettering Express" keep families and the community up to date. There are numerous meetings put in place to ensure parents have opportunities to participate in the school. Kettering is a village that takes pride in being a strong community

3. Creating Professional Culture:

Kettering's Theory of Action states: If teachers work as collaborative teams to focus on using a variety of data points and assessments that drive the development of standard driven differentiated instruction and practices, then all students will achieve at a higher level and the achievement gap will continue to close. To ensure that Kettering can achieve this goal, it is important to create an atmosphere where Kettering teachers feel valued and supported.

Respect for a teacher's professional time is important. Teachers at Kettering meet four times per month. Staff meetings are held twice a month to bring forward professional development (PD), with the other two meetings per month designated to teacher collaboration within grade levels and/or departments. It is during this time that teachers incorporate previous PD into their classroom planning. Three times a year, teachers are given professional release days. During these opportunities, teachers take a deep dive into data and planning. Every six weeks, during the last hour of a Friday, finds a grade level team pouring over their data, as their students are supported in PE by the administration and recreation team. As teams work together in Learning Walks, teachers are released from their classroom to collaborate with each other. Lastly, teachers are supported as their wants and needs surface. This can be seen in off site classroom observations and district all day training. Teachers are held in high esteem for their knowledge and practices; and it is important that they have as many opportunities to grow professionally as possible, therefore, providing the time for this growth is important.

As much as time is important, so is the opportunity for professional efficacy. Collective teacher efficacy is held in high regard, and teachers at Kettering depend on each other as professional confidants. They get together both formally and, quite often, informally to plan and share strategies. Within the last five years at Kettering, the teachers have had many opportunities to learn together, share strategies together, and grow together. They have been busy working with each other to build a tool belt that defines them as highly qualified teachers. By ensuring teachers work as collaborative teams focusing on assessments, data, and curriculum profiles that drive the development of standard based differentiated instruction, teachers then will continue to influence student achievement; and site outcomes will continue to increase as seen in district and state testing.

4. School Leadership:

At the center of Kettering's leadership philosophy is collaboration and professional efficacy. It is the effective instructional team that embodies a culture of improvement, that holds the belief that effective instructional practices will result in increased student achievement for all; and that those practices are researched based, ever changing, and ever evolving with the times. There is no top down, nor bottom up leadership at Kettering, instead it is a common meeting ground where all teaching staff bring forward their

commitment to be the best they are and support the best we can all be together. At the center of the academic leadership is the ILT (Instructional Leadership Team). This is a team of three to four teacher leaders along with the principal guide the site in professional focus and professional development. The teacher members which include both general education and special education teachers are the voice piece of the school. The ILT is charged with sharing their knowledge and learning as they bridge district initiatives into site practices. Throughout the years the team has developed a repertoire of professional learning and practices that supplies the teaching staff with great knowledge and applicable skills. This in turn supports the growth of the students in all areas and at all grade levels. Kettering's instructional leadership team is a conduit of communication between Kettering, other sites and the district as a whole. They perform on three levels. First, as a site leadership team, they analyze data, review the needs of the school as a whole, research best practices and bring forward professional development that supports all teachers. As a member of the district ILT consortium, they are privileged to join professional development and collaborative opportunities at a district level. It is in these moments that they are synergistically connected with the vision of the district and the "Long Beach Way". Here district systems and approaches are linked with site goals and action plans. Finally, as a member of site teams are included in school site visits where they observe practices at other schools, keeping Kettering teachers in tune to a larger picture of professionalism. Using all of the information and experiences attained through these avenues, the ILT members become the voice of the school and the leaders of our site. Membership on the ILT rotates so every Kettering teacher has the opportunity of contributing to this successful enterprise. These leaders keep a stable and continued focus on professional growth in the forefront of Kettering.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Just as many schools within the Long Beach Unified School District employ effective strategies that support the learning of thousands of students every day, Kettering's practice of continuous Learning Cycles is what has been the most instrumental to the school's success and has led Kettering into being recognized as an educational model. The essential elements within the Learning Cycles are Goal Setting & Data Based Instructional Decision Making and Data Driven Instructional Planning & Collaboration. These cycles are repetitive and last anywhere from eight to ten weeks.

At the onset of the cycle, teachers analyze school data, using both summative and formative data as seen in weekly/biweekly ELA/math assessments & quizzes and unit and district assessments. Data analysis is held in high regard and is seen as the door to truly understanding the needs of a student. It is here that teachers set short and long-term goals (school wide, grade level and classroom). Within these goals, benchmarks are set to monitor progress improvement. This becomes like a march, teachers collect data, they analyze the numbers and interpret their meaning; then they begin their planning.

Just as the data analysis is purposeful, so is the planning. Using district pacing/unit guides and California standard documents, teachers work in close collaborative units to decide on content, processes and products as they plan differentiated lessons. Standards are studied and decisions on content are made in consideration of student needs and standards that must be mastered.

Professional collaboration is seen at its best when teachers move to the next step in the cycle as they plan and implement Learning Walks. It is in these moments that teachers move out of their isolated classroom and into a collaborative actionable group. The Learning Walks begin when teachers as a group write the lesson to be conducted by one of the group members. Once the lesson is complete, they converge into a classroom to demonstrate the lesson. Other teachers observe the lesson and they may comment, ask clarifying questions or simply take notes. Once the lesson is complete, the teachers reconvene to debrief. The outcome of this practice is priceless, it develops pedagogy, allows teachers to share and design best teaching practices in a collaborative setting, creates a safe space for teachers to explore with trusted colleagues and it is an opportunity to share successful teaching techniques. It informs the teachers in a deep and meaningful manner.