



2023-2024

Signal Hill Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

The 2022-2023 school year saw a slight increase in overall Attendance (ADA) of 91.1%, which resulted in an increase of just less than 2%. There continues to be a direct correlation between student attendance and student achievement. During the 22-23 school year Signal Hill partnered with personnel from All-In Attendance that helped raise the overall ADA. Continued efforts to increase daily attendance and reduce chronic absenteeism, combined with an ongoing focus in the areas of both academics and Social Emotional Learning (SEL) will prove vital to Signal Hill students making continued growth.

SBAC results yielded the following data:

* 52% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 22-23 SBAC. This % exceeded the LBUSD average for elementary schools by 4%.

* Gr. 4 students (53.3% Met/Exceeded) performed above the District average by 8%; Gr. 5 students (61.7% Met/Exceeded) also performed above the District average by 9%. Grade 3 (41.1% met/exceeded) was the only grade level to not outperform their grade level colleagues across the District.

*i-Ready scores closely mirrored SBAC ELA Scores with 50% of Signal Hill Scholars attaining Early/Above grade level status. EL students yielded 44% proficiency, while Black students showed a proficiency rate of 42%

The standardized data gathered during 2022-2023 centered around FRSA skills in the primary grades. Significant findings include:

* The overall percent of K-2 students who were proficient on FRSA showed a decrease of 2.4% from 67% to 64.6 from 21-22 to 22-23. When compared to the District averages, however Signal Hill students outperformed the District in all FRESA subcomponents.

* Kindergarten students yielded proficiency scores of 85% or better in 9 of the 13 FRSA subcomponents.

* Grade 1 students showed FRSA scores in which each subcomponent ranged from 3% to 16% above the District averages.

* Grade 2 students overall proficiency hovered at 76% which means they were above the At-Risk level (below 69%) as determined by LBUSD.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

- * Signal Hill students will achieve on year of academic growth in ELA as measured on iReady diagnostic (I to III) in June 2024
- * Signal Hill students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2024
- * Signal Hill will increase the percentage of 'met' and 'exceeded' scores in ELA by 3-5% as measured on ELA SBAC scores in June 2024
- * Significant subgroups who are not achieving At or Above the 'All Elementary' category on ELA SBAC - which includes both EL and Black students - will increase by a minimum of 5-7% as measured on ELA SBAC scores in June 2024.
- * Signal Hill school will increase the % of students met/exceeded on FRSA by a minimum of 3-5% as measured on End of Year FRSA data in June 2024.

Analysis - Through careful and thorough analysis of the 2022-2023 data available to admin and in conjunction with LBSD Signal Hill's team has determined that the area of academic focus for all TK-2 students will be in the area of ELA and specifically in Direct Phonics instruction. All TK-2 teachers attended the Science of Reading workshop during the summer of 2023 to enhance and complement their Language Arts instruction. Throughout the school year all TK-2 teachers will also actively participate in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD. Teachers will incorporate this learning when teaching students the multiple Foundational Reading Skills. Increased focus in direct phonics instruction should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing reading instruction through implementation of learning from the Science of Reading will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will engage in monthly data analysis / progress monitoring sessions with support team members and administration. These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

The 2022-2023 school year saw a slight increase in overall Attendance (ADA) of 91.1%, which resulted in an increase of just less than 2%. There continues to be a direct correlation between student attendance and student achievement. During the 22-23 school year Signal Hill partnered with personnel from All-In Attendance that helped raise the overall ADA. Continued efforts to increase daily attendance and reduce chronic absenteeism, combined with an ongoing focus in the areas of both academics and Social Emotional Learning (SEL) will prove vital to Signal Hill students making continued growth.

SBAC results yielded the following data:

* 41.3% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 22-23 SBAC. This result yielded an increase of 1.3% over the District average for all elementary schools in LBUSD.

* While Grade 5 students at 43% met/exceeded outperformed the LBUSD 5th grade average by 9%, both 3rd grade (43.4%) and 4th grade (37.4%) were 2.4% below the District average for those grades.

*i-Ready scores were similar to SBAC Math Scores with 41% of Signal Hill Scholars attaining Early/Above grade level status. Black students scored 33% early/above while EL students were 28%.

*** Basic Math Facts were not used to measure student proficiency in 22-23 ***

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Signal Hill students will achieve one year of academic growth in Math as measured on iReady diagnostic (I to III) in June 2023. Students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2023. Signal Hill will increase the percentage of met and exceed scores in Math SBAC by 3%. SIGNIFICANT SUBGROUPS WHO ARE NOT ACHIEVING AT OR ABOVE THE ALL ELEMENTARY CATEGORY - which includes both EL and Black students will increase by a minimum of 5%.

Through careful and thorough analysis of the 2022-2023 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the area of academic focus for all 3-5 students will be in the area of Math and specifically in Problem. All 3-5 teachers will actively participate in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD. Teachers will incorporate this learning when teaching students the multiple methods for solving mathematical problems using the 5 E Method. Increased focus in problem solving instruction should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing Math instruction through implementation of learning from the QCI release days will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will engage in monthly data analysis / progress monitoring sessions with support team members and administration. These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

While attendance did increase for Signal Hill EL students during the 2022-2023 school year, the increase was only 2% from 89% to 91% ADA. Signal Hill School's partnership with All-In Attendance played a part in this increase. During 22-23 Signal Hill school maintained a focus on both academics and an increased focus on SEL that prioritized relationship building through providing social and emotional support for all students, with an emphasis on EL students. This focus must be enhanced on a regular basis in order for Signal Hill EL students to be able to develop their English proficiency skills.

Significant data findings from 22-23 pertaining to Signal Hill EL students include:

- Only 14% of EL students redesignated to RFEP during the 2022-2023 school year. This statistic represents a decrease of 6% fewer EL students redesignated during 2022-2023 school year compared to the 2021-2022 school year.
- 34% of Signal Hill EL students were met/exceeded on SBAC ELA in June 2023. This shows an increase of 7% from the previous year.
- 28% of Signal Hill EL students were met/exceeded on SBAC Math in June 2023. This shows an increase of 9% from the previous year.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

- The percent of EL students who will redesignate to RFEP will increase by a minimum of 16% to bring the overall redesignation rate to 30%
- Signal Hill EL students will increase by 5% the percent of students who were Moderately Developed and those who were Well Developed on the 23-24 ELPAC results.

Analysis - In order to reverse the decreasing % of Signal Hill EL students from 21-22 to 22-23 Signal Hill teachers will refocus their efforts to include elements of both explicit English Language Development and embedded ELD during daily lessons. The areas of focus for TK-2 students (ELA - Direct Phonics Instruction) and for 3-5 students (Math - Problem Solving) should prove helpful and beneficial to EL students as both areas of focus have embedded opportunities for students to practice and enhance their language development. Direct phonics instruction and each of its components provides early learners opportunities to practice reading, writing, listening and speaking the English language on a daily basis. Further, students who are not performing at grade level expectations will be provided opportunities to receive supplemental instruction and intervention through Tier II and Tier III support. Similarly, EL students in grades 3-5 will have ample opportunity to practice and further their English Language Development skills during daily math instruction. As teachers prioritize teaching problem solving skills, EL students will receive lots of practice explaining their learning and working in collaborative groups with grade level colleagues. Signal Hill teachers will engage in on-going professional development to enhance their instruction in teaching problem solving skills, thus maximizing the likelihood of EL students becoming proficient problem solvers and making significant progress in language development.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Findings from 2022- 2023 CORE Survey - All areas assessed on the CORE survey yielded decreases with the area of Social Awareness and Self-Efficacy yielding the largest decrease at -6%. Safety also yielded a decrease to 60%. These trends indicate that it will be imperative for Signal Hill School to continue to focus on both integrated and designated Culture/Climate and Social Emotional Learning. Last year our Safe & Civil committee took a 'Back to Basics' approach to improving all areas of Culture/Climate and Pulse Wellness. A conclusion can be drawn that many students are still experiencing challenges of self regulation during in person learning as a result of the multi-year pandemic. It is also known that there is a strong connection between school connectedness and ensuring equity for all students, hence the need for Signal Hill to maintain a regular focus on SEL and Culture/Climate. To help mitigate all of these SEL and Culture/Climate challenges Signal Hill's Safe & Civil Committee has recommitted to meeting on a regular basis and including more staff members to ensure many voices are part of the problem solving.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

* Signal Hill students sense of identity, agency and belonging will increase as measured on the Wellness Survey yielding a minimum of 80% favorable responses and equal the avg. for All Elementary Schools by June 2024.

* Signal Hill will increase sense of belonging by 10% as measured on the Wellness Survey by June 2024

* Signal Hill will establish and communicate a series of excellence and equity indicators that are transparent.

* Signal Hill students will yield an increase of at least 9% (from 71% to 80%) in Sense of Belonging as measured on the CORE Survey Spring 2024

* Signal Hill students will yield an increase of at least 8% (from 52% to 60%) in Self-Efficacy as measured on the Core Survey Spring 2024

* Signal Hill students will yield an increase of at least 10% (from 60% to 70%) in Safety as measured on the CORE Survey Spring 2024

Analysis - In addition to focusing on areas of Sense of Belonging, Self-Efficacy and Safety, Signal Hill will will also use data from the Pulse Wellness Survey's, taken by all 4th and 5th grade students, to determine areas of need with regard to students' sense of Agency, Belonging and Identity. Analysis of the first Pulse Survey in October 2023, indicated an increase in all three areas, with the largest increase coming in Belonging. This is also the area that yielded the largest area of as the % of favorable responses remains at 75%. This data continues to be a regular agenda item during our monthly Safe & Civil committee meetings. The committee shares resources, ideas and suggestions for addressing the needs with students. The committee then reports findings and next steps during Thursday staff meetings. Topics of respect and other Pulse Survey data have been added to the weekly Buddy Up questions where students are given opportunities to share their thoughts and feelings with students and teachers. Rec. Staff and support staff are looped in with the work around agency, belonging and identity to ensure all staff are sending similar messages and providing support for Dino scholars. Progress Monitoring of Culture Climate goals are measured at determined check points during the school year in which the Pulse Survey and CORE Survey are administered. Each administration of surveys is followed up by the same analysis and next steps as described above.

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	<p>1) * Signal Hill students will achieve one year of academic growth in ELA as measured on iReady diagnostic (I to III) in June 2023</p> <p>* Students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2023</p> <p>* Signal Hill will increase the percentage of met and exceed scores in ELA and Math SBAC by 3%.</p> <p>* SIGNIFICANT SUBGROUPS WHO ARE NOT ACHIEVING AT OR ABOVE THE ALL ELEMENTARY CATEGORY - which includes both EL and Black students will increase by a minimum of 5%.</p> <p>* All Signal Hill TK - 2nd grade students will score a minimum of 70% proficiency on the End-of-Year FRSA Assessment</p> <p>Analysis - Through careful and</p>	Goal Partially or Not Met	While not all students met their individual goal of a year's growth in ELA iReady, Signal Hill SBAC scores yielded higher % of met/exceeded than the LBSUD average for all elementary schools. Each grade level having an assigned support TOSA helped to supplement Tier I, Tier II and Tier III support and intervention.	<p>To work towards goal attainment in 2023-2024 Signal Hill School will implement the following supports and interventions:</p> <p>* Teachers will engage in monthly Data Analysis / Progress Monitoring sessions to ensure all relevant data measures (academic, SEL & Culture/Climate) are discussed and pertinent next steps are put in place.</p> <p>* All TK-5th grade teachers will participate in 4 District led QCI sessions that will guide our work in the academic areas of focus (ELA - Direct Phonics for TK-2; Math - Problem Solving for 3-5).</p> <p>* Teachers will continue to collaborate with Signal Hill support staff including IIC, Math Lead, ELA Lead and SEL Facilitator to provide Tier I, Tier II and Tier III support in both push-in and pull-out methodology.</p>

thorough analysis of the 2021-2022 data available to admin, teachers and staff, the Signal Hill team determined that Academic Vocabulary will form the foundation of our curricular focus for the 2022-2023 school year. Student development of Academic Vocabulary applies to all curricular areas, including ELA, Math and Writing. Focusing on academic vocabulary proves especially beneficial to Signal Hill's English Learner students as it provides additional opportunities for EL's to practice and expand their working knowledge of challenging English vocabulary. Signal Hill's Action Plan for furthering academic vocabulary will include designating Professional Development sessions throughout the year in which staff will learn and review effective strategies for teaching academic vocabulary. Staff will be encouraged to share academic vocabulary skills they use in their classroom with colleagues. Signal Hill's Fall PDSA Cycle also finds Academic Vocabulary as the center of focus. Teachers worked with grade level

	<p>colleagues to determine how/when they will implement academic vocabulary instruction during the PDSA cycle. In addition to PD around academic vocabulary, grade level meeting time will be set aside to allow teachers to collaborate and discuss implementation of best teaching practices that enhance the development of academic vocabulary for all students. The progress monitoring piece occurs through gathering of both ongoing formative assessment data, as well as an agreed upon interim data assessment at the conclusion of the PDSA cycle. At the conclusion of the first PDSA cycle, teachers and admin will examine the effectiveness of the PDSA cycle and analyze the student results from end of cycle interim assessment. These results will be utilized to determine next steps and establish the parameters of additional PDSA cycles.</p>			
Math	<p>1) Signal Hill students will achieve one year of academic growth in Math as measured on iReady diagnostic (I to III) in June 2023 Students achieving below</p>	<p>Goal Partially or Not Met</p>	<p>While not all students met their individual goal of a year's growth in Math iReady, Signal Hill scholars outperformed the District average for the category of All Students and</p>	<p>To work towards goal attainment in 2023-2024 Signal Hill School will implement the following supports and interventions: * Teachers will engage in monthly Data Analysis / Progress Monitoring sessions to ensure all</p>

grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2023. Signal Hill will increase the percentage of met and exceed scores in Math SBAC by 3%.
SIGNIFICANT SUBGROUPS WHO ARE NOT ACHIEVING AT OR ABOVE THE ALL ELEMENTARY CATEGORY - which includes both EL and Black students will increase by a minimum of 5%.

Analysis - Through careful and thorough analysis of the 2021-2022 data available to admin, teachers and staff, the Signal Hill team determined that Academic Vocabulary will form the foundation of our curricular focus for the 2022-2023 school year. Student development of Academic Vocabulary applies to all curricular areas, including ELA, Math and Writing. Focusing on academic vocabulary proves especially beneficial to Signal Hill's English Learner students as it provides additional opportunities for EL's to practice and expand their working knowledge of challenging English

in Grade 5. Grades 3 & 4 were slightly below the District average by 2.6%. While each grade level had an assigned TOSA support member, the intervention focused more in the area of ELA. The Math Focus for 23-24 should help ensure all Signal Hill scholars contribute to significant growth and progress in 23-24.

relevant data measures (academic, SEL & Culture/Climate) are discussed and pertinent next steps are put in place.
* All TK-5th grade teachers will participate in 4 District led QCI sessions that will guide our work in the academic areas of focus (ELA - Direct Phonics for TK-2; Math - Problem Solving for 3-5).
* Teachers will continue to collaborate with Signal Hill support staff including IIC, Math Lead, ELA Lead and SEL Facilitator to provide Tier I, Tier II and Tier III support in both push-in and pull-out methodology.

vocabulary. Signal Hill's Action Plan for furthering academic vocabulary will include designating Professional Development sessions throughout the year in which staff will learn and review effective strategies for teaching academic vocabulary. Staff will be encouraged to share academic vocabulary skills they use in their classroom with colleagues. Signal Hill's Fall PDSA Cycle also finds Academic Vocabulary as the center of focus. Teachers worked with grade level colleagues to determine how/when they will implement academic vocabulary instruction during the PDSA cycle. In addition to PD around academic vocabulary, grade level meeting time will be set aside to allow teachers to collaborate and discuss implementation of best teaching practices that enhance the development of academic vocabulary for all students. The progress monitoring piece occurs through gathering of both ongoing formative assessment data, as well as an agreed upon interim data assessment at the conclusion of the PDSA cycle. At

	<p>the conclusion of the first PDSA cycle, teachers and admin will examine the effectiveness of the PDSA cycle and analyze the student results from end of cycle interim assessment. These results will be utilized to determine next steps and establish the parameters of additional PDSA cycles.</p>			
English Learner	<p>1) - The percent of EL students who will redesignate to RFEP will increase by a minimum of 7% to equal or better the % from 19-20</p> <p>- Signal Hill EL students will increase by 5% the percent of students who were Moderately Developed (39%) and those who were Well Developed (4%) on the 19-20 ELPAC results.</p> <p>Analysis - Through careful and thorough analysis of the 2021-2022 data available to admin, teachers and staff, the Signal Hill team determined that Academic Vocabulary will form the foundation of our curricular focus for the 2022-2023 school year. Student development of Academic Vocabulary applies to all curricular areas, including ELA, Math and Writing. Focusing on academic vocabulary proves</p>	Goal Partially or Not Met	<p>While the total % of EL students yielded a decrease in redesignation rates by 6% from 21-22 to 22-23, Signal Hill EL students showed increases of 7% (ELA) to 34% and 9% (Math) to 28% met/exceeded as measured on SBAC scores in June 2023. It can be concluded that a combination of Tier I, Tier II and Tier III support helped yield these academic successes, while the decrease in ELPAC results would indicate that a stronger emphasis in both direct and embedded ELD instruction will prove vital in 23-24</p>	<p>To work towards goal attainment in 2023-2024 Signal Hill School will implement the following supports and interventions:</p> <p>* Teachers will engage in monthly Data Analysis / Progress Monitoring sessions to ensure all relevant data measures (academic, SEL & Culture/Climate) are discussed and pertinent next steps are put in place.</p> <p>* During collaborative planning time teachers will include a focus on ELD instruction that is both explicit and embedded throughout the academic school day.</p>

especially beneficial to Signal Hill's English Learner students as it provides additional opportunities for EL's to practice and expand their working knowledge of challenging English vocabulary. Signal Hill's Action Plan for furthering academic vocabulary will include designating Professional Development sessions throughout the year in which staff will learn and review effective strategies for teaching academic vocabulary. Staff will be encouraged to share academic vocabulary skills they use in their classroom with colleagues. Signal Hill's Fall PDSA Cycle also finds Academic Vocabulary as the center of focus. Teachers worked with grade level colleagues to determine how/when they will implement academic vocabulary instruction during the PDSA cycle. In addition to PD around academic vocabulary, grade level meeting time will be set aside to allow teachers to collaborate and discuss implementation of best teaching practices that enhance the development of academic vocabulary for all students. The

	<p>progress monitoring piece occurs through gathering of both ongoing formative assessment data, as well as an agreed upon interim data assessment at the conclusion of the PDSA cycle. At the conclusion of the first PDSA cycle, teachers and admin will examine the effectiveness of the PDSA cycle and analyze the student results from end of cycle interim assessment. These results will be utilized to determine next steps and establish the parameters of additional PDSA cycles.</p>			
<p>Culture/Climate</p>	<p>1) * Signal Hill students sense of identity, agency and belonging will increase as measured on the Wellness Survey and equal the avg. for All Elementary Schools by June 2023</p> <p>* Signal Hill will increase sense of belonging by 5% as measured on the Wellness Survey by June 2023</p> <p>* Signal Hill will establish and communicate a series of excellence and equity indicators that are transparent.</p> <p>* Signal Hill students will yield an</p>	<p>Goal Partially or Not Met</p>	<p>Signal Hill School yielded a 2% increase in attendance from 21-22 to 22-23, although the goal is always to attain a minimum of 95% ADA. The slight increase can be attributed to our participation in the All-In Attendance program and prioritizing increased school attendance. CORE Survey & PULSE Wellness survey results came in lower than the previous year. While we focused on 'back to basics' in these areas, the effort will have to be increased in 23-24.</p>	<p>Signal Hill will continue to participate in the All-In Attendance program. A combination of phone calls to parents & families and letters related to student absences has been started from the beginning of the school year. As a result, chronic absenteeism is already on the decline as of October 2023. Signal Hill had the largest decrease in chronic absenteeism of the cohort schools. Classroom incentives for attendance have been reestablished and implemented. To help yield positive increases in both CORE Survey and PULSE wellness survey results Signal Hill teachers will make certain to include these data points during monthly data analysis / progress monitoring meetings. The data is looked at from multiple perspectives including both classroom responses and individual responses. Ongoing collaboration with our</p>

increase of at least 7% (from 73% to 80%) in Sense of Belonging as measured on the CORE Survey

* Signal Hill students will yield an increase of at least 8% (from 62% to 70%) in Safety as measured on the CORE Survey

Analysis - In addition to focusing on areas of Sense of Belonging and Safety, Signal Hill will also use data from the initial Pulse Wellness Survey's, taken by all 4th and 5th grade students, to determine areas of need with regard to students' sense of Agency, Belonging and Identity. Analysis of the first Pulse Survey in October 2022, the area that yielded the largest area of need is students feeling respected by others. This data has become a regular agenda item during our monthly Safe & Civil committee meetings. The committee shares resources, ideas and suggestions for addressing the needs with students. The committee then reports findings and next steps during Thursday staff meetings. Topics of respect and other Pulse

Family Resource Center will help address student Culture/Climate and SEL needs. The 'back to basics' approach will continue to be a part of regular Safe & Civil meetings.

Survey data have been added to the weekly Buddy Up questions where students are given opportunities to share their thoughts and feelings with students and teachers. Rec. Staff and support staff are looped in with the work around agency, belonging and identity to ensure all staff are sending similar messages and providing support for Dino scholars. Progress Monitoring of Culture Climate goals are measured at determined check points during the school year in which the Pulse Survey and CORE Survey are administered. Each administration of surveys is followed up by the same analysis and next steps as described above.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Signal Hill SSC has voted to allocate 20 additional substitute release days for purposes of: teacher collaboration, SST meeting time, peer observations, knee-to-knee meetings with Administration, Data analysis. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

The Signal Hill School Site Council, in conjunction with the stakeholders including staff and families, voted to increase the FTE of the Health Assistant to .475 by supplementing the .238 FTE funded with an additional .238 FTE. This additional Health Assistant time will address Signal Hill's mission to maximize the health and safety for all students and staff. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
60% additional counselor time to promote, enhance and ensure the Social Emotional well being of students, staff and families. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
These funds will be used to pay teachers' hourly salary (up to 5 hours) for building collective teacher efficacy through collaborative lesson planning, collaborative planning for effective implementation of action plans, data analysis and PDSA cycles; ELA and Math Workshop implementation and integration of other professional development by the district. (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
1.0 FTE Intervention TOSA will provide targeted intervention to students who are in need of additional support in Reading, Writing and Digital Literacy. The Intervention TOSA will provide both push in and pull out student support based on data to target specific reading, writing and research standards. Intervention TOSA will also collaborate, support and help build capacity among colleagues with District programs, such as Lexia, RAPID, ST Math, SBAC Interims, McGraw Hill, Think Central and G-Suite. Intervention TOSA will provide differentiated professional development and oversee supplemental intervention programs. (IN 1)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
4 At Risk, SST and or Knee-to-Knee Conference Days to identify students at risk for the following: academics; behavior; attendance; health and other. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Signal Hill SSC approved the purchase of the following materials for all 1st and 2nd Grade Teachers 10 copies of the Next Steps Forward in Guided Reading (J. Richardson) 10 copies of The Guided Reading Companion (J. Richardson) (SM 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Teachers in Grades 1 and 2 will participate in designated PD release days around early literacy instruction, best practice and Guided Reading instruction. (PD 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Signal Hill Teacher will attend California Association for Bilingual Education (CABE) conference in Long Beach, CA in March 2023. Teacher will then share learning with Signal Hill staff during designated PD session(s) to enhance the learning of Signal Hill English Learner population and assist teachers with implementation of both designated and integrated ELD instruction. (PD 2)	Limited or no impact	(Does not apply to this goal)	Limited or no impact	(Does not apply to this goal)

The Signal Hill School Site Council, in conjunction with the stakeholders including staff and families, voted to increase the FTE of the School Nurse to 1.0 by supplementing an additional .70FTE. This additional nurse time will address Signal Hill's mission to maximize the health and safety for all students and staff. (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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> <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. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>

• 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.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.

• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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>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>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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 district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The use of technology, specifically chromebooks, continues to play an integral part of the daily teaching and learning at Signal Hill. Signal Hill School prioritizes providing students quality functioning technology accessories. Core Curriculum 100	Signal Hill SSC approved the following purchase of instructional technology materials: - student headphones to enhance independent chromebook worktime - chromebook mice to facilitate use of chromebooks	All Students	Title 1 \$10,000 Materials - Title 1 100%	10/09/2023 - 06/15/2024 Daily	Principal; Classroom Teachers; Technology Lead	Principal to monitor classroom use of technology to ensure it is being used appropriately and that it remains in good working order. Core Curriculum 100
Identified At-promise students who need daily support with ELA & Digital Literacy support; Staff will receive support and PD curriculum and digital literacy integration. SBAC ELA 40, Culture-Climate Survey (Student-Staff) 30, Core Curriculum 30	.50 FTE Program Facilitator will provide targeted intervention to students who are in need of additional support in Reading, Writing and Digital Literacy. The Program Facilitator will provide both push in and pull out student support based on data to target specific	All Parents, All Students, English Learners, Identified At-Risk Students, All Staff	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Daily	.50 FTE Intervention TOSA	iReady Diagnostic data; SBAC ELA Results; Synergy ELA End of Unit assessments; Lexia/RAPID results; SBAC Interim Block assessments; Use of G-Suite SBAC ELA 40, Culture-Climate Survey (Student-Staff) 30, Core Curriculum 30

<p>reading, writing and research standards. Program Facilitator will also collaborate, support and help build capacity among colleagues with District programs, such as Lexia, RAPID, ST Math, SBAC Interims, McGraw Hill, Think Central and G-Suite. Program Facilitator will provide differentiated professional development and support supplemental intervention programs. This position will combine with the .50 FTE SEL Facilitator position to make it a 1.0 FTE position.</p>					
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Signal Hill continues to experience increased numbers of students demonstrating both academic and social emotional challenges whose needs are not being met through Tier I and Tier II support. Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 50, Other 10	40% additional psychologist time to assist with identifying, assessing and supporting the academic and social emotional well being of students and families.	All Students, Identified At-Risk Students, Targeted Parents, Special Education	LCFF \$66,816 Psychologist .4 FTE - LCFF 100%	08/30/2023 - 06/13/2024 Daily	Psychologist, Principal	IEP data; CORE survey data, LROIX attendance data; intervention data for at-risk students Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 50, Other 10
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>All Kindergarten parents are invited to attend a 30-60 minute parent orientation on the first day of school led by the Principal and Counselor. Parents receive information on daily schedules, curricular expectations for Kindergarten and other topics pertinent to students having a successful year in school.</p> <p>Transitional Kindergarten (TK) is the first year of a two year kindergarten program. TK is a 6 hour program designed to encourage language, communication and hands-on opportunities for learning. The curriculum consists of Wonders, Interactive Writing, shared, independent, modeled reading, high-scope math, math vocabulary, and ST Math. Let's Talk About It is used for oral language development. CAP assessments, phonemic awareness assessments and literacy screens are used to monitor student progress.</p>	<p>School Counselor holds a parent information session explaining the Middle School application process to all 5th grade parents.</p> <p>School Counselor and Principal meet with all 5th grade students to explain the process of registering for middle school through the use of ParentVue and to answer questions regarding middle school preparation.</p>	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Signal Hill School shares the LBUSD focus of "Equity for All". At Signal Hill our need is to get to know students on a deeper level, both academically and behaviorally in order to foster communication, connection and community with all students.	Harmony	No Additional Cost for Program/Materials; See Additional Interventions Section for cost of Counselor services	8/30/23 - 6/13/24 On-going	SEL Facilitator, Counselor, Principal	Survey data from both students and teachers; Exit Slip data from staff PD; CORE Survey data
Monitoring chronic absenteeism and attendance; communication with families; assisting in the analysis of learning problems for the most at risk students and helping the teacher, child and parent develop a course of action; identifying students in need of behavioral interventions to improve student civility.	Reports from LROIX; On-going All-In collaboration	See Additional Intervention Section for cost.	8/30/23 - 6/13/24 - Daily	Counselor; All-In consultant	Safe and Civil Data; parent surveys; LROIX attendance data; intervention data for at risk students; office referrals

Accountability Measure 3: Professional Development

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 meet the needs and challenges of teachers as they continue to shift instructional and assessment practices to fully align with the CCSS and our District's 6 Understandings. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 40	1/2 day grade level releases; one in each semester for TK-5th grade teachers. Each release day will be spent with the principal/IIC and Math/ELA leads focusing on the full implementation of the 6 Understandings in both ELA and math; Quality Core Instruction (QCI) review; analyzing student data; planning and collaboration.	Title I Funding TBD at meeting on 11/13/23	11/13/223 - 06/13/24 Semester	Principal, IIC and Math/ELA leads will plan trainings. All teachers will attend release days.	Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.
To meet the needs and challenges of teachers as they continue to shift instructional and assessment practices to fully align with the CCSS and our District's 6 Understandings. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 40	All TK-5th grade teachers will participate in District funding QCI release days 4 days during the school year. TK-2 teachers will receive PD in the area of ELA with an emphasis on Direct Phonics Instrucion. 3-5 teachers will receive PD in the area of Math with an emphasis on Problem Solving and the 4 E Method of lesson planning and delivery.	No cost to site	2 days in Fall semester; 2 days in Spring semester	Principal; Classroom Teachers; Support TOSA's	Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers participate in professional development / staff meetings four times per month. They also meet to collaborate, plan and analyze student work a maximum of 5 additional hours throughout the school year and each grade level meets with administration release days for professional development related to transitions in pedagogy and the alignment of daily practice to the California State Standards in ELA and Math. In addition, teachers being evaluated meet one-on-one with administration once a year to set personal and instructional goals. All teachers will meet with Principal at least twice a year to discuss students most at risk and participate in Individualized Educational Plans, Student Success Team Meetings, Safe and Civil Meetings, School Site Council, Management and School Safety and Preparedness Meetings.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To increase the amount of parent participation at events both during the school day and after hours.	Family Nights (Literacy, Math, Science, etc.) in the evenings and parent workshops (Title I mandatory workshops, Coffee with Scott, etc.) during the school days; necessary materials to fund the meetings and events	Par Inv. 3008 - \$3,004	11/13/23 - 06/13/24 Monthly	Admin, selected staff and parents.	Admin and parent surveys
To strengthen parent involvement and increase the number of Signal Hill parents who obtain VIPS clearance.	Partnership between Signal Hill Elementary School and Carbon Health as proposed by Signal Hill SSC Vice-President	Par Inv 3008 - \$1,650 to defray the cost of TB tests for 30 potential new VIPS.	Fall 2023-Winter 2024	Principal, SSC Members, staff	Increase of parent volunteers at school events, as well as VIPS supporting the teaching and learning on campus.

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)	251227
Title I Parent and Family Involvement (3008)	4654

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

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

State Programs *	Allocation
LCFF	68460

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

Spring Adjustment:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Social Worker: Foster Care

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

Behavior Specialist

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

Male and Female Leadership Academy

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

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

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

Homework Helpline 562.437.2859

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

Travel/Conferences

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

Education Celebration

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

CORE

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

Data PD / Summer Admin PD

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

Supplemental Examinations

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

achievement and skill acquisition.

Kinder Festivals

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

Robotics

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

SEAL Summer Program

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

APEX Online

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

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Scott Tardibuono	10-09-2024
Staff	Classroom Teacher	Georgia Gegenworth	10-24-2024
Staff	Classroom Teacher	Diane Cardoza	10-09-2025
Staff	Classroom Teacher	Renee Chalmers	10-09-2025
Staff	Non Classroom Teacher	Kem Truman	10-24-2024
Community	Parent	April [REDACTED]	10-24-2024
Community	Parent	Roxie [REDACTED]	10-24-2024
Community	Parent	Jennifer [REDACTED]	10-24-2024
Community	Parent	Mariela [REDACTED]	10-09-2025
Community	Parent	Yolanda [REDACTED]	10-09-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Mariela [REDACTED]
DELAC Representative	Parent of EL Student (required)	Veroınca [REDACTED]
Principal or Designee	Staff Member (required)	Scott Tardibuono
Secretary	Staff Member (required)	Kem Truman

Name	Representing
Maria [REDACTED]	Community Member
Fazia [REDACTED]	Parent of EL Student
Ebipade [REDACTED]	Parent of Non-EL Student
Javi [REDACTED]	Parent of Non-EL Student
Nicole [REDACTED]	Parent of Non-EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/20/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC is on record in support of the current Home School Compact and the Single Plan for Student Achievement as it pertains to Signal Hill English Learner students.</p> <p>Recommendations to SSC include: Tutoring both during the school day and after school Focus supplemental intervention on not only Primary students, but Intermediate students, as well Potential Saturday Program that has a different structure to motivate students to want to come</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/23/2023

6. What was SSC's response to ELAC recommendations?	Signal Hill's SSC was in favor of each recommendation made by Signal Hill's ELAC and will look to implement them during the course of the school year.
-----------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2023
2. The SSC approved the **Home-School Compact** on 10/23/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 10/05/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2023
6. The SPSA was approved at the following SSC Meeting: 11/13/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

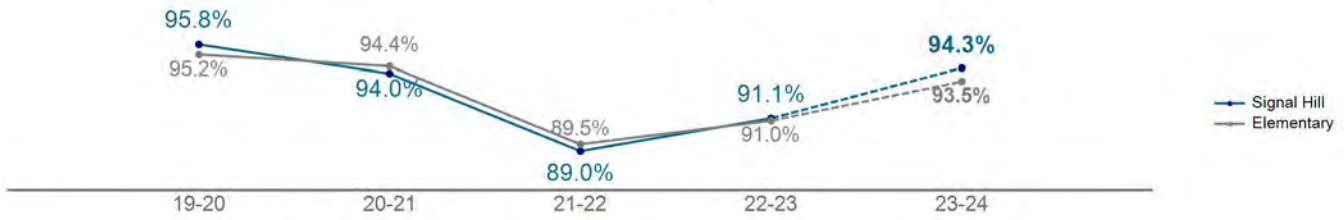
Printed Name: _____ Date: _____

ELAC Chair: _____

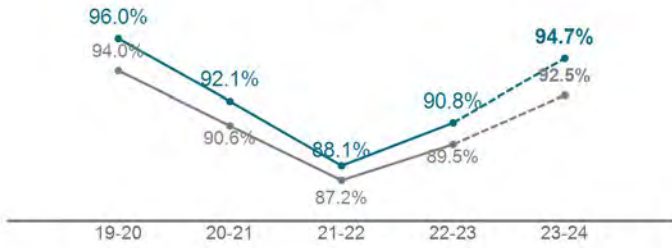
Printed Name: _____ Date: _____

Attendance Rate

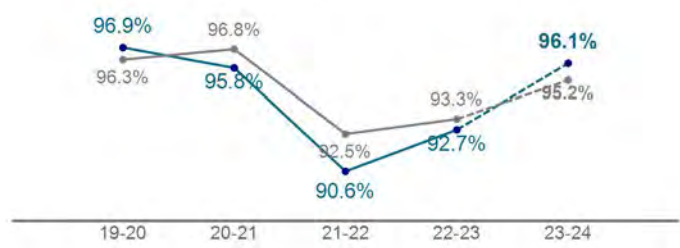
Signal Hill
All Students
N = 631



African American
N = 97



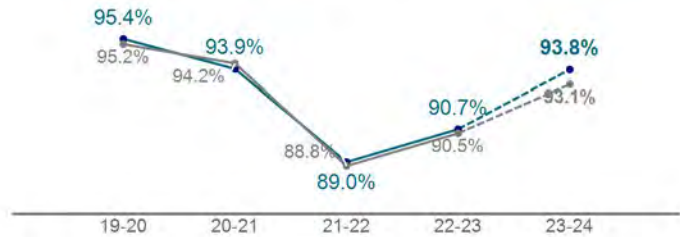
Asian
N = 108



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 357



Pacific Islander

Subgroup with fewer than 20 students.

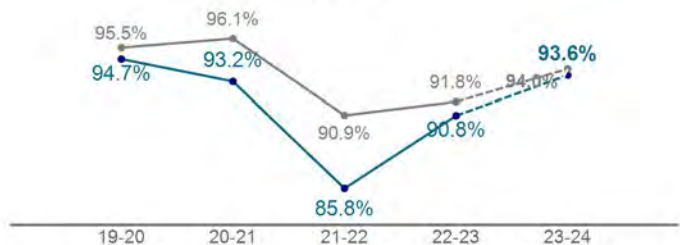
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

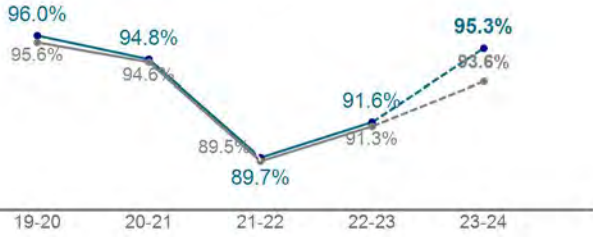
Other
N = 44



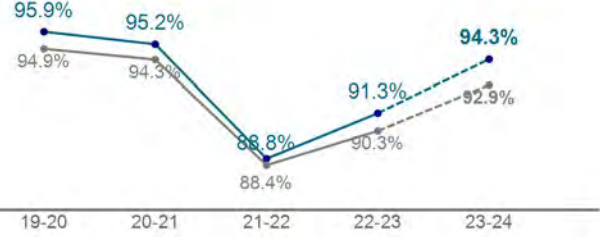
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

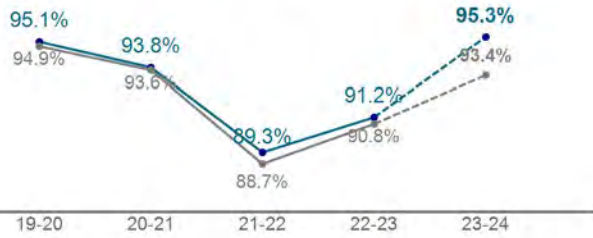
EL + RFEP
N = 206



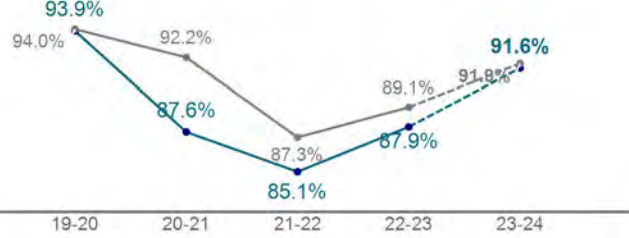
Low SES
N = 628



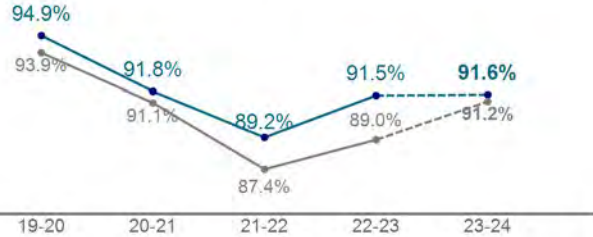
English Learner
N = 187



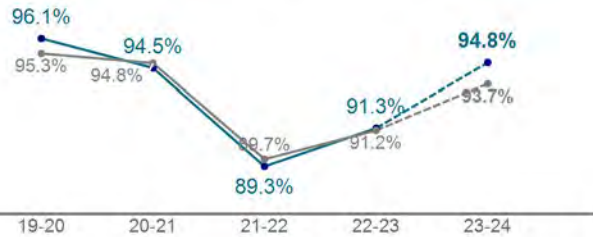
Special Education
N = 93



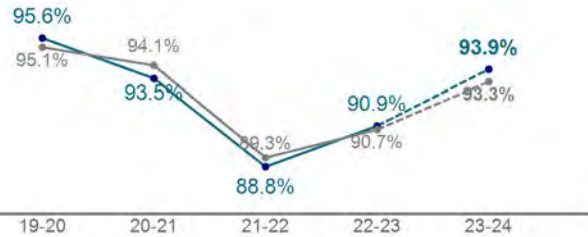
Homeless or Foster Youth
N = 29



Female
N = 292



Male
N = 339



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

Chronic Absence by Attendance Bands School Data by Subgroup Signal Hill 2022-2023

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

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	675	675	8	26	17	21	28	33.6%	31.0%	50.2%	32.2%
Grade	Gr. TK	26	19	31	19	12	19	50.0%	56.0%	69.2%	52.5%
	Gr. K	95	8	38	22	18	14	46.3%	37.0%	68.4%	43.8%
	Gr. 01	102	9	28	21	23	20	37.3%	32.7%	57.8%	35.2%
	Gr. 02	112	4	31	14	22	28	35.7%	34.2%	50.0%	29.4%
	Gr. 03	112	9	21	21	22	28	29.5%	21.4%	50.0%	27.7%
	Gr. 04	116	8	21	12	23	36	28.4%	28.3%	40.5%	27.1%
	Gr. 05	112	4	19	11	21	45	23.2%	28.0%	33.9%	25.6%
Ethnicity	African American	108	9	26	14	20	31	35.2%	40.9%	49.1%	41.6%
	American Indian	3	100					100.0%	100.0%	100.0%	35.0%
	Asian	128	5	21	17	17	39	26.6%	27.2%	43.8%	21.4%
	Cambodian	136	7	24	17	22	30	30.9%	30.6%	47.8%	24.5%
	Filipino	8			13	25	63	0.0%	11.1%	12.5%	18.9%
	Hispanic	366	7	28	16	22	26	35.2%	27.9%	51.6%	34.8%
	Pacific Islander	4	50		25	25		50.0%	50.0%	75.0%	43.8%
	White	9	11		44		44	11.1%	28.6%	55.6%	18.3%
	Other	49	10	31	18	22	18	40.8%	40.0%	59.2%	27.5%
Gender	Female	318	8	26	15	22	29	34.3%	31.1%	49.4%	31.0%
	Male	357	7	26	18	21	28	33.1%	30.8%	51.0%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Signal Hill 2022-2023

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

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	<80%	>=80% & <=90%	>90% & <93%	>=93% & <96%	>=96%
	Low SES	646	7	26	16	21	29	33.1%	33.6%	49.5%	36.0%	
	ELL	175	8	24	18	24	26	32.0%	23.2%	49.7%	33.8%	
	RFEP	27		19	15	19	48	18.5%	25.0%	33.3%	15.7%	
	EL + RFEP	202	7	23	17	23	29	30.2%	23.6%	47.5%	31.0%	
	Special Ed.	102	16	30	16	16	23	46.1%	40.9%	61.8%	41.4%	
	Spec Ed. Speech/RSP	50	12	28	14	18	28	40.0%	38.1%	54.0%	31.8%	
	Homeless/Foster	64	5	33	19	23	20	37.5%	30.7%	56.3%	43.2%	
	Foster	7			14	43	43	14.3%	50.0%	14.3%	41.7%	
Homeless	57	5	35	21	21	18	40.4%	29.0%	61.4%	43.4%		
GATE/Excel	98		18	12	18	51	18.4%	17.9%	30.6%	13.4%		

The percentages may not equal 100% due to rounding.

Signal Hill

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	319	48%	26	22	24	28	52%	↑-		↑16	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	107	59%	30	29	19	22	41%	↓4		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	105	47%	27	20	19	34	53%	↑6		↑13
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	107	38%	21	17	34	28	62%	↑-		↑18	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	159	50%	27	23	28	21	50%	↑1		↑14
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	Asian	68	40%	15	25	16	44	60%	↑1		↑13
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	67	42%	18	24	21	37	58%	↓2		↑16
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
African American	58	57%	36	21	19	24	43%	↑2		↑26	
	All Elementary	67%	44	23	18	15	33%	↑2		↑6	
	District	67%	42	25	21	12	33%	↓-		↓1	

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Signal Hill

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	20	35%	25	10	35	30	65%	↓5		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	Filipino	5*	20%		20		80	80%	↓20		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	White	4*	50%	50		25	25	50%	↓30		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Pacific Islander	3*	33%	33		33	33	67%	↑67		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
American Indian	2*	100%	100				0%	-		-	
	All Elementary	36%	27	9	41	23	64%	↑8		↑9	
	District	41%	25	16	41	18	59%	↑18		↑12	
Gender	Female	141	42%	20	22	29	29	58%	↓3		↑14
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	178	53%	31	22	20	28	47%	↑4		↑17
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	95	52%	29	22	22	26	48%	↑5		↑18

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Signal Hill

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	EL + RFEP	All Elementary	67%	43	24	20	14	33%	↓-		↑6	
		District	64%	38	26	24	12	36%	↓1		↓1	
	ELL	73	66%	38	27	22	12	34%	↑9		↑16	
		All Elementary	80%	54	26	15	5	20%	↑5		↑5	
	RFEP	District	86%	60	25	11	3	14%	↑4		↑3	
		22	5%		5	23		73	95%	↑18		-
	Foster	All Elementary	29%	11	18	33		38	71%	↑9		↑7
		District	44%	17	27	35		21	56%	↑-		↓4
	GATE/Excel	3*	33%	33		33		33	67%	↑67		-
		All Elementary	75%	50	25	16	9		25%	↓3		↓4
	Homeless	District	75%	53	22	11	14		25%	↑-		↑7
		83	7%		16	23		70	93%	↑3		↑4
	Homeless/Foster	All Elementary	10%	2	8	23		67	90%	↑2		↓-
		District	14%	3	11	32		54	86%	↓-		↓3
	Low SES	33	52%	30	21	21		27	48%	↓3		↑14
		All Elementary	63%	40	23	20		16	37%	↑2		↑6
	Special Ed.	District	64%	40	24	24		12	36%	↓1		↓1
36		50%	31	19	22		28	50%	-		↑17	
Special Ed.	All Elementary	64%	41	23	20		16	36%	↑2		↑6	
	District	65%	41	24	23		12	35%	↓1		↓1	
Special Ed.	311	48%	26	22	23		29	52%	↑4		↑16	
	All Elementary	59%	36	23	22		18	41%	↑2		↑6	
Special Ed.	District	59%	34	25	25		16	41%	↑1		↓1	
	49	90%	69	20	6		4	10%	↑3		↑4	

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Signal Hill

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	26	81%	50	31	12	8	19%	↑3		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

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Signal Hill

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	320	59%	29	30	22	19	41%	↓1		-	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	106	57%	23	34	26	17	43%	↑1		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	107	63%	32	31	21	17	37%	↓4		↓1
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	107	57%	32	25	19	24	43%	↑1		↑1
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	160	62%	29	33	21	18	38%	↑2		↓4
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	Asian	68	44%	22	22	24	32	56%	↓3		↑7
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	67	55%	25	30	24	21	45%	↓7		↑9
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	African American	58	67%	40	28	22	10	33%	↑2		↑3
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4

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Signal Hill

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	20	60%	25	35	30	10	40%	↓20		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Filipino	5*	20%		20	20	60	80%	-		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	White	4*	75%	25	50	25		25%	↑5		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Pacific Islander	3*	67%	67		33		33%	↓17		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
American Indian	2*	100%	100				0%	-		-	
	All Elementary	64%	27	36	18	18	36%	↓3		↓9	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	141	60%	30	30	21	19	40%	↓2		↑2
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	179	58%	28	30	22	20	42%	↑-		↓2
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	97	60%	29	31	22	19	40%	↑9		↑3

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SBAC Math 2023 :: School Data by Subgroup

Signal Hill

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	EL + RFEP	All Elementary	73%	44	29	17	10	27%	↑2		↑-	
		District	77%	52	26	14	8	23%	↑1		↓5	
	ELL	75	72%	37	35	17	11	28%	↑9		↑2	
		All Elementary	83%	54	29	13	4	17%	↑6		↑1	
		District	90%	68	22	8	2	10%	↑3		↓-	
	RFEP	22	18%		18	36	45	82%	↑26		-	
		All Elementary	43%	16	27	28	29	57%	↑10		↓2	
		District	66%	36	30	20	14	34%	↑1		↓9	
	Foster	3*	100%	33	67			0%	-		-	
		All Elementary	80%	53	26	19	2	20%	↑5		-	
		District	85%	62	23	13	2	15%	↑2		↓2	
	GATE/Excel	83	18%		2	16	24	58	82%	↓11		↓16
		All Elementary	16%		3	13	27	57	84%	↑2		↓8
		District	26%		8	18	28	47	74%	↑2		↓9
	Homeless	34	68%	38	29	18	15	32%	↓8		↓8	
		All Elementary	72%	44	27	18	11	28%	↑2		-	
		District	78%	52	26	14	8	22%	↑-		↓5	
	Homeless/Foster	37	70%	38	32	16	14	30%	↓9		↓8	
All Elementary		72%	45	27	18	10	28%	↑2		-		
	District	79%	53	25	14	7	21%	↑1		↓4		
Low SES	312	59%	29	30	22	20	41%	↑4		-		
	All Elementary	68%	39	29	20	12	32%	↑3		↓1		
	District	73%	46	27	17	11	27%	↑2		↓5		
Special Ed.	49	90%	71	18	4	3	10%	↑8		↑7		

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Signal Hill

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	26	81%	54	27	8	12	19%	↑14		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

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

Signal Hill

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	107	72%	16	56	19	9	28%	↓4		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	72%	16	56	19	9	28%	↓4		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	56	77%	18	59	14	9	23%	↓3		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	Asian	27	59%	11	48	26	15	41%	↑5		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	23	65%	13	52	22	13	35%	↓13		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	African American	16*	81%	19	63	19		19%	↓3		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	White	4*	75%	25	50	25		25%	↓42		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
Other	3*	33%		33	67		67%	↓33		-	
	All Elementary	51%	8	43	29	20	49%	↓2		-	
	District	56%	11	46	25	18	44%	↓-		-	

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Signal Hill

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Ethnicity	Pacific Islander	1*	100%	100			0%	-		-		
		All Elementary	83%	22	61	17		17%	↓14		-	
		District	88%	20	69	10	2		12%	↓4		-
Gender	Female	46	74%	15	59	15	11		26%	↓7		-
		All Elementary	71%	14	57	19	10		29%	↑-		-
		District	75%	15	60	18	7		25%	↑1		-
	Male	61	70%	16	54	21	8		30%	↓1		-
		All Elementary	69%	17	52	21	10		31%	↑-		-
		District	74%	19	55	18	8		26%	↑1		-
Nonbinary	All Elementary*	57%	29	29	29	14		43%	↑43		-	
	District	68%	18	50	14	18		32%	↑11		-	
Special Populations	EL + RFEP	29	72%	10	62	17	10		28%	↑8		-
		All Elementary	82%	22	61	14	4		18%	↑-		-
		District	84%	21	63	13	3		16%	↑1		-
	ELL	20	90%	15	75	10			10%	↑6		-
		All Elementary	97%	32	65	3			3%	↑-		-
		District	98%	40	58	2			2%	↑-		-
	RFEP	9*	33%	33	33	33			67%	↑30		-
		All Elementary	61%	7	55	30	9		39%	↑9		-
		District	75%	10	66	20	5		25%	↑3		-
	GATE/Excel	36	39%	3	36	36	25		61%	↓9		-
All Elementary		32%	1	31	36	32		68%	↑-		-	
District		43%	3	41	34	23		57%	↓2		-	
Foster	All Elementary	81%	30	51	11	8		19%	↑1		-	

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Signal Hill

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	District	88%	31	58	8	4	12%	↓3		-
	Homeless	13*	92%	15	77	8		8%	↓31		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	13*	92%	15	77	8		8%	↓31		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	107	72%	16	56	19	9	28%	↓2		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	18*	89%	39	50	6	6	11%	↑11		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	12*	83%	33	50	8	8	17%	↑17		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
District		90%	37	53	7	3	10%	↑1		-	

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	208	208	64	15	24	26	35
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	104	69	15	24	23	38
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	104	58	14	23	30	33
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	102	55	18	23	26	33
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	Asian	46	80	7	28	22	43
		All ES	53	21	23	23	34
		District	33	30	16	16	38
	Cambodian	45	81	4	31	29	36
		All ES	53	20	22	25	33
		District	34	30	16	17	37
	African American	38	78	16	21	29	34
		All ES	50	22	22	22	34
		District	25	36	16	15	33

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Other	12 [^]	-		42	33	25	
		All ES	49		19	23	27	31
		District	30		32	16	17	35
	Filipino	4 [^]	-		50	25	25	
		All ES	50		21	21	24	34
		District	31		32	14	16	37
	White	3 [^]	-		33	33	33	
		All ES	53		19	22	27	33
		District	29		33	16	16	35
	Pacific Islander	2 [^]	-			50		50
		All ES	41		23	26	25	26
		District	26		32	17	18	33
American Indian	1 [^]	-		100			0	
	All ES [^]	50		9	36	9	45	
	District	41		26	18	11	45	
Gender	Female	95	55		18	26	25	31
		All ES	50		21	22	25	32
		District	28		34	15	16	34
	Male	113	71		12	21	27	39
		All ES	50		22	22	24	32
		District	26		35	15	16	34

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All ES [^]	72	17	17	33	33	
		District	28	33	15	8	44	
Special Populations	EL + RFEP		57	73	16	21	21	42
		All ES	50	24	21	23	33	
	District	25	36	13	15	36		
	ELL		44	77	20	14	16	50
		All ES	50	24	21	23	32	
	District	34	31	16	18	35		
	RFEP		13 [^]	-		46	38	15
		All ES	50	22	21	23	34	
	District	18	39	12	14	36		
	Foster		1 [^]	-			100	
		All ES	55	25	10	31	33	
	District	23	40	12	20	29		
	GATE/Excel		61	50	11	33	34	21
		All ES	49	21	22	27	30	
	District	27	34	15	18	33		
	Homeless		22	80	9	14	32	45
All ES		55	21	21	25	34		
District	28	33	16	17	34			
Homeless/Foster		23	88	9	13	30	48	

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	Homeless/Foster	All ES	55	21	20	25	34
		District	28	34	16	17	33
	Low SES	205	64	15	23	27	35
		All ES	50	22	22	24	32
		District	26	35	15	16	34
		Special Ed.	33	56	12	30	27
			All ES	43	27	20	23
			District	27	35	15	15
	Spec Ed. Speech/RSP		18^	-	6	17	39
		All ES	47	24	21	24	31
		District	28	35	15	16	34

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	208	208	43	21	23	29	27
		All ES	38	23	28	28	20
		District	16	38	19	18	24
Grade	Gr. 04 (Minimum Growth Target: 42)	105	47	16	29	28	28
		All ES	45	18	29	31	22
		District	44	18	29	31	21
	Gr. 05 (Minimum Growth Target: 39)	103	39	25	17	30	27
		All ES	32	28	27	26	19
		District	32	28	27	26	19
Math	Hispanic	103	40	22	21	28	28
		All ES	39	23	28	28	21
		District	14	39	19	18	24
	Asian	46	33	22	30	28	20
		All ES	42	21	26	30	23
		District	19	36	19	20	26
	Cambodian	45	47	18	29	22	31
		All ES	42	21	26	31	22
		District	19	36	19	20	25
	African American	37	52	19	19	32	30
		All ES	35	26	27	28	20
		District	14	40	19	17	24

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	12 [^]	-	8	17	33	42
		All ES	40	21	29	29	21
		District	22	34	22	19	26
	Filipino	4 [^]	-	25	50	25	
		All ES	36	24	27	29	20
		District	22	36	17	22	26
	White	3 [^]	-			67	33
		All ES	36	22	33	28	18
		District	19	34	22	19	24
	Pacific Islander	2 [^]	-	50	50		
		All ES	30	29	29	26	15
		District	14	42	17	18	24
American Indian	1 [^]	-			100	0	
	All ES [^]	47	18	36	27	18	
	District	17	39	16	13	32	
Gender	Female	94	43	22	23	27	28
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	114	43	19	23	31	27
		All ES	39	24	28	27	21
		District	16	38	20	18	25

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All ES [^]	59		33	50	17	
		District	5		38	20	18	25
Special Populations	EL + RFEP		58	41	22	19	29	29
		All ES	41		23	26	28	23
	District	12		41	18	17	24	
	ELL		45	44	20	22	27	31
		All ES	42		23	25	29	23
	District	23		35	19	19	26	
	RFEP		13 [^]	-	31	8	38	23
		All ES	40		24	27	26	23
	District	4		46	17	15	23	
	Foster		1 [^]	-			100	0
		All ES	41		24	26	33	17
	District	21		39	16	19	25	
	GATE/Excel		61	36	21	23	34	21
		All ES	35		24	30	28	18
	District	19		35	21	20	25	
	Homeless		23	34	17	26	48	9
All ES		37		26	27	26	21	
District	13		40	19	17	24		
Homeless/Foster		24	34	17	29	46	8	

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Signal Hill

12/4/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
M at h Special Populations	Homeless/Foster	All ES	38	26	27	26	21
		District	14	40	19	17	24
	Low SES	205	43	21	22	29	28
		All ES	38	24	28	28	21
		District	14	39	19	18	24
		Special Ed.	32	40	28	28	16
	All ES		37	26	25	25	24
		District	20	36	19	16	29
		Spec Ed. Speech/RSP	18^	-	28	39	17
	All ES		39	24	26	26	24
	District	19	36	19	17	28	

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

Signal Hill

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	13	
		Grade	Gr. 02	1	
			Gr. 03	2	
			Gr. 04	3	
			Gr. 05	5	
			Gr. TK	2	
		Ethnicity	African American	9	
			Hispanic	2	
			Other	1	
			Pacific Islander	1	
		Gender	Female	1	
			Male	12	
		Homeless	Homeless	2	
		LowSES	Low SES	10	
		SPED	Special Ed.	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	

Signal Hill

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	
2021-2022	YR	All	All	1	2	
		Grade	Gr. 05	1		
			Gr. K		2	
		Ethnicity	Hispanic	1	2	
		Gender	Male	1	2	
		Fluency	EL + RFEP			2
			ELL			2
		LowSES	Low SES	1	2	

Signal Hill

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2019-2020	YR	All	All	8	
		Grade	Gr. 02	1	
			Gr. 03	1	
			Gr. 04	2	
			Gr. 05	4	
		Ethnicity	African American	7	
			Hispanic	1	
		Gender	Male	8	
		GATE/Excel	GATE/Excel	1	
		LowSES	Low SES	7	
		SPED	Special Ed.	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Signal Hill

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2018-2019	YR	All	All	14	4
		Grade	Gr. 01	12	4
			Gr. 02	1	
			Gr. K	1	
		Ethnicity	African American	1	
			Asian	2	
			White	11	4
		Gender	Male	14	4
		Fluency	EL + RFEP	1	
			RFEP	1	
		LowSES	Low SES	14	4
		SPED	Special Ed.	12	4
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Signal Hill

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2017-2018	YR	All	All	39	83
		Grade	Gr. 01	4	11
			Gr. 02	6	11
			Gr. 03	14	36
			Gr. 04		1
			Gr. 05	4	5
			Gr. K	11	19
			Ethnicity	African American	14
		American Indian			1
		Asian		2	7
		Hispanic		17	34
		Other			2
		White		6	7
		Gender	Female	2	9
			Male	37	74

Signal Hill

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2017-2018	YR	Fluency	EL + RFEP	3	10
			ELL	1	1
			RFEP	2	9
		Foster	Foster	1	
		GATE/Excel	GATE/Excel		2
		Homeless	Homeless	5	9
		LowSES	Low SES	35	77
		SPED	Special Ed.	14	33
		SPED-Speech/RSP	Spec Ed. Speech/RSP	12	30

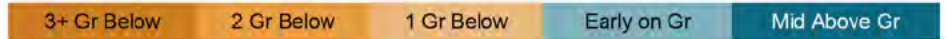
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	93	26	72	4			
			2	92	12	78	4	5		
			3	91		7	54	22	18	
	Teacher	Amores-Gonzalez, A	1	29	28	72				
			2	30	10	83	7			
			3	30		63	23	13		
		De Haan, S	1	28	25	71	4			
			2	27	11	74	11	4		
			3	28		7	46	25	21	
		McMahon, S	1	7		100				
			2	8		88	13			
			3	8		75	25			
		Wright, C	1	28	14	82	4			
			2	30		87	3	10		
			3	30		57	20	23		
		Ethnicity	African American	1	11	18	82			
				2	11		82	18		
				3	10		80	20		
	Asian		1	18	17	83				
			2	17		82	12	6		
			3	17		41	29	29		
	Filipino		1	1		100				
			2	1		100				
			3	1				100		
	Hispanic		1	53	36	60	2			
			2	53	19	77	4			
			3	53		11	53	23	13	
	White		1	2		100				
			2	2		50	50			
			3	1				100		
Other	1	8		100						
	2	8	13	75	13					
	3	9		67	11	22				

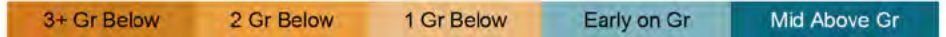


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	44	14	86			
			2	41	5	90	5		
			3	41		2	61	22	15
		Male	1	49	37	59	2		
			2	51	18	69	4	10	
			3	50		10	48	22	20
	Special Populations	Low SES	1	89	27	71	1	4	
			2	86	12	79	5	5	
			3	86		7	53	22	17
		ELL	1	32	41	59			
			2	32	22	72	3	3	
			3	32		13	53	19	16
		EL + RFEP	1	32	41	59			
			2	32	22	72	3	3	
			3	32		13	53	19	16
		Special Ed.	1	11	73	27			
			2	11	64	36			
			3	11	45	36	18		
		Spec Ed. Speech/RSP	1	5	40	60			
			2	6	50	50			
			3	5		60	40		
		Homeless	1	6	33	50	17		
			2	6		83	17		
			3	6		50	17	33	
Foster	2	1	100						
	3	1	100						

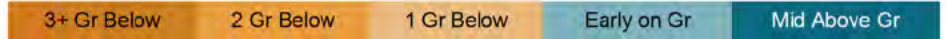
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	107	47	51	2		
			2	107	24	56	15	5	
			3	105	15	45	26	14	
	Teacher	Carbonaro, D	1	9	89	11			
			2	9	67	33			
			3	9	56	33	11		
		Duncan, C	1	26	46	50	4		
			2	26	19	54	27		
			3	26	12	46	35	8	
		Teacher	Harmon, J	1	23	61	39		
				2	23	22	61	13	4
				3	24	8	50	21	21
	Londono, C		1	24	33	67			
			2	24	29	58	13		
			3	25	12	60	16	12	
	Teacher	Papale, A	1	24	38	58	4		
			2	24	17	54	25	4	
			3	24		25	21	33	21

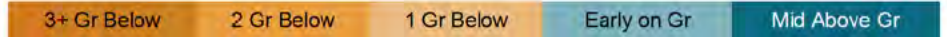


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Ethnicity	African American	1	17	59 41					
			2	18	28 50 22					
			3	18	11 50 22 17					
		Asian	1	16	25 69 6					
			2	17	12 47 41					
			3	17	6 24 47 24					
		Filipino	1	1	100					
			2	1	100					
			3	1	100					
		Hispanic	1	63	51 48 2					
			2	62	27 60 6 6					
			3	60	20 48 20 12					
		White	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	9	44 56					
			2	8	25 63 13					
			3	8	13 50 25 13					
		Gender	Female	1	58	47 52 2				
				2	57	23 63 11 4				
				3	57	12 53 21 14				
			Male	1	49	47 51 2				
				2	50	26 48 20 6				
				3	48	19 35 31 15				
		Special Populations	Low SES	1	100	48 50 2				
				2	101	25 57 14 4				
				3	100	15 46 24 15				
ELL	1		31	55 45						
	2		30	27 67 7						
	3		30	23 47 27 3						
RFEP	1		5	100						
	2		5	40 40 20						
	3		5	40 60						

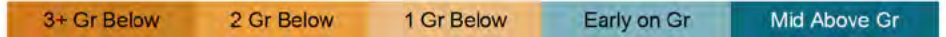


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	36	47	53			
			2	35	23	63	11	3	
			3	35	20	46	23	11	
		Special Ed.	1	17	82	18			
			2	17	71	29			
			3	15	67	20	13		
		Spec Ed. Speech/RSP	1	7	71	29			
			2	7	71	29			
			3	5	80	20			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	6	50	50			
			2	6	33	67			
			3	6	33	33	33		
GATE/Excel	1	13	85	15					
	2	13		15	54	31			
	3	13			31	69			

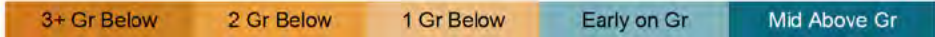


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	All Students	All	1	106	19	41	36	3		
			2	105	7	17	58	11	7	
			3	106	6	8	47	20	19	
	Teacher	Baran, N	1	23	17	48	35			
			2	23	9	17	61	9	4	
			3	24	4	4	67	13	13	
		Carbonaro, D	1	8	100					
			2	8	63	25	13			
			3	8	63	38				
		Cardoza, D	1	25	12	44	44			
			2	24	8	75	13	4		
			3	25	4	52	28	16		
		Chalmers, R	1	26	8	54	31	8		
			2	25	4	28	56	8	4	
			3	25	24	36	20	20		
		Plexico, L	1	24	13	33	42	4	8	
			2	25	8	56	20	16		
			3	25	8	36	24	32		
		Ethnicity	African American	1	20	35	35	30		
				2	19	11	26	58	5	
				3	20	5	20	55	10	10
	Asian		1	22	9	45	36	5	5	
			2	21	5	5	57	19	14	
			3	22	5	5	55	9	27	
	Filipino		1	1	100					
			2	1				100		
			3	1				100		
Hispanic	1		55	18	42	35	4			
	2		54	6	17	61	11	6		
	3		53	6	8	40	26	21		
Pacific Islander	1	1	100							
	2	1	100							
	3	1				100				

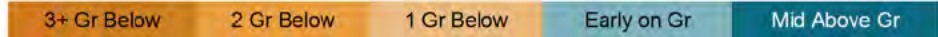


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 3

Legend

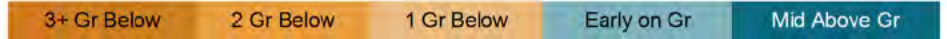


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	Other	1	7	14	43	43		
			2	8		38	50	13	
			3	8		75	13	13	
		American Indian	2	1		100			
			3	1		100			
	Gender	Female	1	45	20	47	31	2	
			2	45	4	20	64	7	4
			3	43		2	9	58	19
		Male	1	61	18	36	39	33	
			2	60	8	15	53	15	8
			3	63		8	8	40	21
	Special Populations	Low SES	1	103	19	41	35	3	
			2	100	6	17	58	12	7
			3	101		5	8	48	20
		ELL	1	27	15	56	30		
			2	27	7	19	59	11	4
			3	27		11	4	41	26
		RFEP	1	8	13	75	13		
			2	8		38	50	13	
			3	8		13	25	63	
		EL + RFEP	1	35	11	46	40	3	
			2	35	6	14	54	20	6
			3	35		9	3	34	26
		Special Ed.	1	14		64	29	7	
			2	11		36	27	36	
			3	15		33	60	7	
	Spec Ed. Speech/RSP	1	7		29	57	14		
2		5		40	60				
3		7		86	14				
Foster	1	2		50	50				
	2	2		50	50				
	3	3		33	33	33			



i-Ready Math Overall Relative Placement
School Data by Subgroup
Signal Hill 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
3	Special Populations	Homeless	1	11	9	64	27	
			2	10	20	80		
			3	8		50	38	13
		GATE/Excel	1	23		83	9	9
			2	22		36	32	32
			3	22		14	27	59

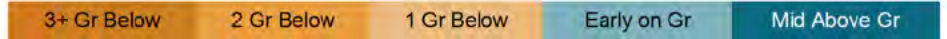
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	105	29	18	41	10	3	
			2	106	15	9	45	16	14	
			3	106	10	11	29	21	28	
	Teacher	Bishop, G	1	33	27	18	45	9		
			2	33	6	12	48	18	15	
			3	33		9	36	27	27	
		Diehl, K	1	33	15	21	48	12	3	
			2	32		6	3	50	19	22
			3	34			6	9	24	21
		Gegenworth, G	1	28	32	18	36	11	4	
			2	31	16	13	45	16	10	
			3	31		13	13	32	19	23
	Khatiblou, C	1	9	78			11	11		
		2	9	67			11	22		
		3	9	67			22	11		

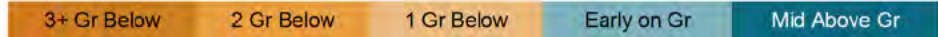


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Ethnicity	African American	1	22	27	18	50	5		
			2	22	14	14	45	18	9	
			3	22	9	18	32	18	23	
		Asian	1	19	11	16	58	11	5	
			2	19	11	42	21	26		
			3	19	5	26	26	42		
		Filipino	1	4		50	25	25		
			2	4		25	75			
			3	4		25	75			
		Hispanic	1	49	41	18	31	10		
			2	48	21	10	48	13	8	
			3	51	18	14	25	24	20	
		Pacific Islander	1	1	100					
			2	1			100			
			3	1			100			
		Other	1	10	20	30	30	10	10	
			2	11	27	45	18	9		
			3	8	50	13	38			
		American Indian	2	1	100					
			3	1	100					
		Gender	Female	1	53	30	11	45	11	2
				2	49	12	12	51	10	14
				3	51	10	14	29	20	27
			Male	1	52	27	25	37	8	4
2	57			18	7	40	21	14		
3	55			11	9	29	22	29		
Special Populations	Low SES	1	104	29	18	40	10	3		
		2	103	15	10	45	17	15		
		3	103	10	12	29	20	29		
	ELL	1	25	48	28	20	4			
		2	25	20	12	48	16	4		
		3	27	19	15	37	26	4		

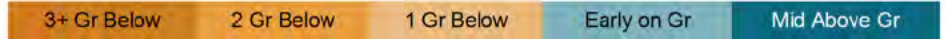


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Special Populations	RFEP	1	5	20	60	20			
			2	5				60	40	
			3	5				20	80	
		EL + RFEP	1	30	40	27	27	7		
			2	30	17	10	40	23	10	
			3	32	16	13	31	25	16	
		Special Ed.	1	15	67	27	7			
			2	15	33	27	40			
			3	15	33	20	47			
		Spec Ed. Speech/RSP	1	6	50	50				
			2	7	43	57				
			3	7	14	86				
		Foster	1	1	100					
			2	1	100					
			3	1					100	
		Homeless	1	13	23	23	54			
			2	13	23	38	23	15		
			3	12	8	8	25	25	33	
GATE/Excel	1	26	8	42	38	12				
	2	25	4	24	20	52				
	3	25	4	20	76					

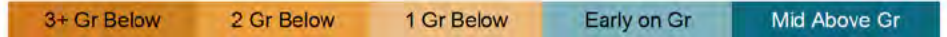


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	107	21	15	46	9	9	
			2	107	12	9	41	23	14	
			3	83	14	10	25	14	36	
	Teacher	George, Y	1	33	21	15	30	15	18	
			2	32	9	6	25	34	25	
			3	34	15	6	24	6	50	
		Khatiblou, C	1	6	83	17				
			2	6	67	17	17			
			3	5	60	20	20			
		Kiser, K	1	32	13	19	56	13		
			2	34	6	12	62	12	9	
			3	35	6	14	37	23	20	
		Truman, T	1	34	12	15	62	3	9	
			2	34	9	9	41	29	12	
			3	11	18	9	18	55		
		Ethnicity	African American	1	16	25	19	56		
				2	16	19	6	56	13	6
				3	15	20	13	27	13	27
	Asian		1	27	15	4	37	22	22	
			2	27	7	4	30	30	30	
			3	23	4	4	22	17	52	
Hispanic	1		55	16	22	47	7	7		
	2		56	9	13	45	23	11		
	3		40	15	13	25	15	33		
Pacific Islander	1		1	100						
	2		1	100						
White	1		4	50	50					
	2		4	50	25	25				
	3		3	33	33	33				
Other	1		4	50	50					
	2	3	33	33	33					
	3	2	50	50						

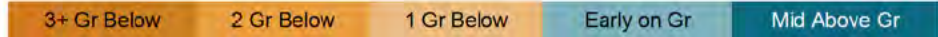


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	45	16	11	51	13	9
			2	47	11	9	45	17	19
			3	35	14	14	20	17	34
		Male	1	62	24	18	42	6	10
			2	60	13	10	38	28	10
			3	48	15	6	29	13	38
	Special Populations	Low SES	1	106	21	15	46	9	8
			2	107	12	9	41	23	14
			3	83	14	10	25	14	36
		ELL	1	19	11	37	37	16	
			2	20	5	15	50	30	
			3	16	13	13	44	6	25
		RFEP	1	8		75		25	
			2	8			25	38	38
			3	6					100
		EL + RFEP	1	27	7	26	48	11	7
			2	28	4	11	43	32	11
			3	22	9	9	32	5	45
		Special Ed.	1	16		63	6	25	6
			2	17		41	24	29	6
			3	14		50	21	14	14
		Spec Ed. Speech/RSP	1	10		50		40	10
			2	11		27	27	36	9
			3	9		44	22	11	22
		Homeless	1	14		36	21	36	7
			2	13		23	15	38	23
			3	10		20	20	40	10
GATE/Excel	1	36		3	53	19	25		
	2	36			25	36	39		
	3	31			3	13	16	68	

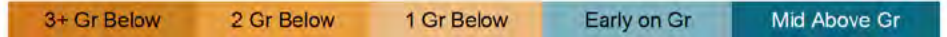
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	94	19	77	1	3	0
			2	96	9	66	11	14	0
			3	88	10	35	19	35	0
	Teacher	Amores-Gonzalez, A	1	29	14	83	3	0	0
			2	30	10	77	7	7	0
			3	30	3	53	17	27	0
		De Haan, S	1	28	14	79	4	4	0
			2	28	7	57	11	25	0
			3	28	11	25	21	43	0
		McMahon, S	1	7	100	0	0	0	0
			2	8	50	50	0	0	0
			3	8	63	38	0	0	0
		Wright, C	1	28	11	82	4	4	0
			2	30	0	63	20	17	0
			3	30	0	30	27	43	0
	Ethnicity	African American	1	11	18	82	0	0	0
			2	11	9	73	18	0	0
			3	11	0	45	27	27	0
		Asian	1	17	6	82	6	6	0
			2	18	0	50	33	17	0
			3	16	0	31	19	50	0
		Filipino	1	1	100	0	0	0	0
			2	1	0	0	0	100	0
			3	1	0	0	0	100	0
		Hispanic	1	55	27	71	2	0	0
			2	56	14	71	7	7	0
			3	51	18	37	20	25	0
White		1	2	100	0	0	0	0	
		2	2	0	50	50	0	0	
		3	1	0	0	0	100	0	
Other	1	8	0	88	13	0	0		
	2	8	0	63	13	25	0		
	3	8	0	25	13	63	0		

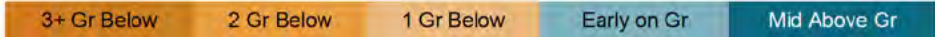
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	44	7	89	5		
			2	43	2	72	14	12	
			3	40	3	30	23	45	
		Male	1	50	30	66	2		
			2	53	15	60	9	15	
			3	48	17	40	17	27	
	Special Populations	Low SES	1	90	20	76	1		
			2	90	9	67	11	13	
			3	85	11	35	19	35	
		ELL	1	33	30	70			
			2	33	9	73	9	9	
			3	32	16	44	19	22	
		EL + RFEP	1	33	30	70			
			2	33	9	73	9	9	
			3	32	16	44	19	22	
		Special Ed.	1	11	73	27			
			2	13	46	46	8		
			3	11	55	27	9	9	
		Spec Ed. Speech/RSP	1	5	40	60			
			2	6	33	50	17		
			3	4	50	25	25		
		Homeless	1	6	17	67	17		
			2	6	67	33			
			3	6	50	50			
Foster	2	1	100						

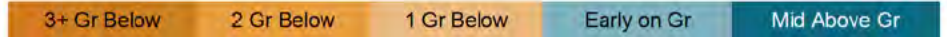
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	100	42	42	10	6	
			2	103	22	39	17	21	
			3	102	21	27	11	41	
	Teacher	Carbonaro, D	1	9	89	11			
			2	9	78	22			
			3	9	78	11	11		
		Duncan, C	1	26	35	46	19		
			2	26	15	46	19	19	
			3	26	8	38	15	38	
		Harmon, J	1	23	43	39	4	13	
			2	23	13	35	26	26	
			3	24	8	25	8	58	
			Londono, C	1	24	42	38	17	4
				2	24	21	42	8	29
				3	25	20	32	16	32
		Papale, A	1	24	21	58	8	13	
			2	24	17	33	21	29	
			3	24	21	25	4	50	
		Ethnicity	African American	1	16	50	44	6	
				2	17	35	35	6	24
				3	17	24	41		35
	Asian		1	14	14	50	21	14	
			2	15	13	20	20	47	
			3	16	13	13	13	63	
	Filipino		1	1	100				
			2	1				100	
			3	1				100	
Hispanic	1		60	45	40	8	7		
	2		62	23	45	18	15		
	3		60	23	27	13	37		
Other	1		9	56	33	11			
	2		7	14	43	29	14		
	3		8	13	38	13	38		
White	2	1				100			

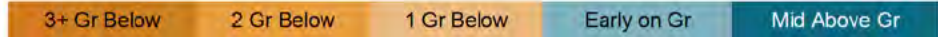
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	56	39	45	7	9	
			2	55	18	44	16	22	
			3	54	15	33	11	41	
		Male	1	44	45	39	14	2	
			2	48	27	33	19	21	
			3	48	27	21	10	42	
	Special Populations	Low SES	1	95	42	43	9	5	
			2	97	24	38	19	20	
			3	97	21	29	10	40	
		ELL	1	30	43	47	7	3	
			2	29	34	45	14	7	
			3	31	29	16	10	45	
		RFEP	1	5	60	20	20		
			2	5	20	20	60		
			3	5	20	20	60		
		EL + RFEP	1	35	37	49	9	6	
			2	34	29	41	15	15	
			3	36	25	17	11	47	
		Special Ed.	1	16	88	13			
			2	16	81	19			
			3	15	80	7	7	7	
	Spec Ed. Speech/RSP	1	6	83	17				
		2	6	83	17				
		3	5	80	20				
	Foster	1	1	100					
		2	1	100					
		3	1	100					
Homeless	1	6	33	67					
	2	6	17	67	17				
	3	6	33	17	17	33			
GATE/Excel	1	11		18	45	36			
	2	12			8	92			
	3	11				100			

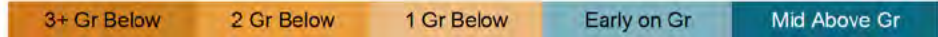
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	100	19	31	25	19	6	
			2	106	5	25	27	27	16	
			3	102	5	17	26	27	25	
	Teacher	Baran, N	1	23	17	26	43	13		
			2	24	8	21	42	29		
			3	24	4	21	25	46	4	
		Carbonaro, D	1	8	75	25				
			2	8	63	38				
			3	8	50	50				
		Cardoza, D	1	25	20	40	16	24		
			2	25	32	20	32	16		
			3	25	8	16	16	32	28	
		Chalmers, R	1	26	12	35	23	27	4	
			2	25	16	32	36	16		
			3	25	4	4	48	12	32	
		Plexico, L	1	24	4	33	25	17	21	
			2	25	16	24	24	36		
			3	25	12	20	28	40		
		Ethnicity	African American	1	18	17	50	22	11	
				2	19	5	58	5	16	16
				3	19	16	21	26	26	11
	Asian		1	21	24	24	10	24	19	
			2	21	5	14	29	24	29	
			3	21	14	33	14	38		
	Filipino		1	1					100	
			2	1					100	
			3	1					100	
Hispanic	1		51	22	25	29	22	2		
	2		55	5	18	35	31	11		
	3		51	2	20	25	27	25		
Pacific Islander	1	1	100							
	2	1					100			
	3	1					100			

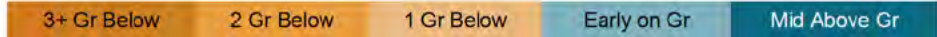
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 3



Legend

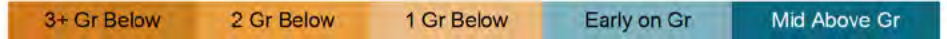


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	Other	1	8	38	50	13		
			2	8	13	38	38	13	
			3	8	25	63	13		
		American Indian	2	1	100				
			3	1	100				
	Gender	Female	1	43	9	35	33	16	7
			2	46	2	20	35	28	15
			3	43	14	30	35	21	
		Male	1	57	26	28	19	21	5
			2	60	7	28	22	27	17
			3	59	8	19	24	22	27
	Special Populations	Low SES	1	97	20	32	24	19	6
			2	101	5	25	27	27	17
			3	97	4	18	26	27	26
		ELL	1	23	22	43	26	9	
			2	27	4	26	52	11	7
			3	25	4	20	32	32	12
		RFEP	1	8			13	88	
			2	8				50	50
			3	8				13	88
		EL + RFEP	1	31	16	32	23	29	
			2	35	3	20	40	20	17
			3	33	3	15	24	27	30
		Special Ed.	1	12	67	33			
			2	13	31	38	31		
			3	12	17	58	25		
	Spec Ed. Speech/RSP	1	7	57	43				
2		7	14	29	57				
3		7	14	43	43				
Foster	1	3	67	33					
	2	2	50	50					
	3	3		33	33	33			

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Signal Hill 2022-2023 Grade 3**



Legend

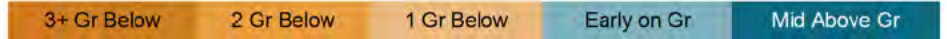


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Homeless	1	9	33	22	22	11	11
			2	10	10	50	30	10	
			3	8	50	13	38		
		GATE/Excel	1	22	23	55	23		
			2	21	5	33	62		
			3	21	24	76			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Signal Hill 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	100	25	16	36	13	10
			2	107	16	7	40	16	21
			3	100	12	8	32	15	33
	Teacher	Bishop, G	1	33	33	18	27	12	9
			2	33	9	9	42	24	15
			3	33	9	9	33	18	30
		Diehl, K	1	33	9	12	45	15	18
			2	32	3	47	3	47	
			3	34	6	3	26	12	53
		Gegenworth, G	1	28	18	21	46	14	
			2	31	13	13	42	26	6
			3	30	13	10	43	13	20
	Khatiblou, C	1	9	89	11				
		2	9	89	11				
		3	9	67	22	11			

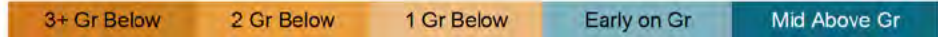
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Ethnicity	African American	1	19	32	11	47	11		
			2	22	18	5	55	5	18	
			3	20		5	10	40	20	25
		Asian	1	20		15	15	25	25	20
			2	19		5	37	16	42	
			3	19		11	37		53	
		Filipino	1	4				25	50	25
			2	4				25	25	50
			3	4				25		75
		Hispanic	1	46		26	20	39	11	4
			2	49		18	8	39	20	14
			3	48		19	8	29	21	23
		Pacific Islander	1	1		100				
			2	1		100				
			3	1		100				
		Other	1	10		40		40	10	10
			2	11		27	18	27	18	9
			3	7				14	14	14
		American Indian	2	1		100				
			3	1		100				
		Gender	Female	1	51		24	10	43	10
2	50				6	10	36	22	26	
3	51				8	10	29	18	35	
Male	1		49		27	22	29	16	6	
	2		57		25	5	44	11	16	
	3		49		16	6	35	12	31	
Special Populations	Low SES	1	99		25	16	35	13	10	
		2	104		14	8	41	15	21	
		3	97		10	8	33	14	34	
	ELL	1	24		38	33	29			
		2	26		19	19	54	8		
		3	25		24	8	48	12	8	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	RFEP	1	5			40	20	40	
			2	5			20	20	60	
			3	5			40	20	40	
		EL + RFEP	1	29		31	28	31	3	7
			2	31		16	16	48	10	10
			3	30		20	7	47	13	13
		Special Ed.	1	15		67		27	7	
			2	16		56	6	38		
			3	14		36	29	29	7	
		Spec Ed. Speech/RSP	1	7		43		43	14	
			2	7		14	14	71		
			3	7		14	29	57		
		Foster	1	1		100				
			2	1		100				
			3	1						100
		Homeless	1	13		23	8	31	15	23
			2	13		15	8	38	15	23
			3	10				10	40	50
GATE/Excel	1	25				28	36	36		
	2	25				8	32	60		
	3	25				8	8	84		

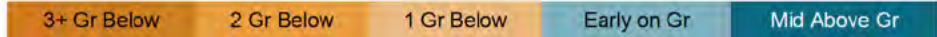
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	107	21	23	32	9	14
			2	104	10	31	24	22	13
			3	101	7	25	25	19	25
	Teacher	George, Y	1	33	24	12	30	9	24
			2	33	6	18	18	24	33
			3	34	12	18	9	21	41
		Khatiblou, C	1	6	67		33		
			2	6	83		17		
			3	6	67		33		
		Kiser, K	1	33	12	30	39	6	12
			2	33	6	33	27	27	6
			3	35	3	29	34	20	14
		Truman, T	1	34	18	29	32	15	6
			2	34	44		35	18	3
			3	31	26		39	16	19
	Ethnicity	African American	1	17	24	24	47	6	
			2	16	13	25	25	31	6
			3	15	7	27	27	20	20
		Asian	1	27	19	15	30	7	30
			2	26	8	23	19	23	27
			3	26	8	15	27	12	38
		Hispanic	1	54	19	31	28	11	11
			2	54	9	35	28	20	7
			3	52	6	29	25	23	17
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
White		1	4	50		25	25		
		2	4		50		25	25	
		3	4		50		25	25	
Other	1	4	50		25	25			
	2	3	33		33	33			
	3	3		33		67			

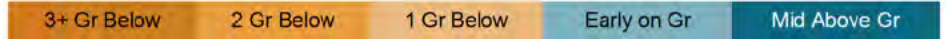
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	46	20	13	35	15	17
			2	46	11	22	26	26	15
			3	43	7	21	23	26	23
		Male	1	61	23	31	30	5	11
			2	58	9	38	22	19	12
			3	58	7	28	26	14	26
	Special Populations	Low SES	1	106	22	24	32	9	13
			2	104	10	31	24	22	13
			3	101	7	25	25	19	25
		ELL	1	18	22	44	17	6	11
			2	20	5	45	40	5	5
			3	19	47	32	16	5	
		RFEP	1	8	13	63	25		
			2	8	13	25	25	38	
			3	9	22	22	56		
		EL + RFEP	1	26	15	35	31	4	15
			2	28	4	36	36	11	14
			3	28	32	29	18	21	
		Special Ed.	1	17	59	29	12		
			2	17	53	35	12		
			3	17	41	35	6	18	
		Spec Ed. Speech/RSP	1	11	55	27	18		
			2	11	36	45	18		
			3	11	27	36	9	27	
	Homeless	1	13	23	46	31			
		2	13	8	54	31	8		
		3	12	8	17	50	17	8	
	GATE/Excel	1	36	6	42	22	31		
		2	35	6	26	34	34		
		3	35	6	11	29	54		

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



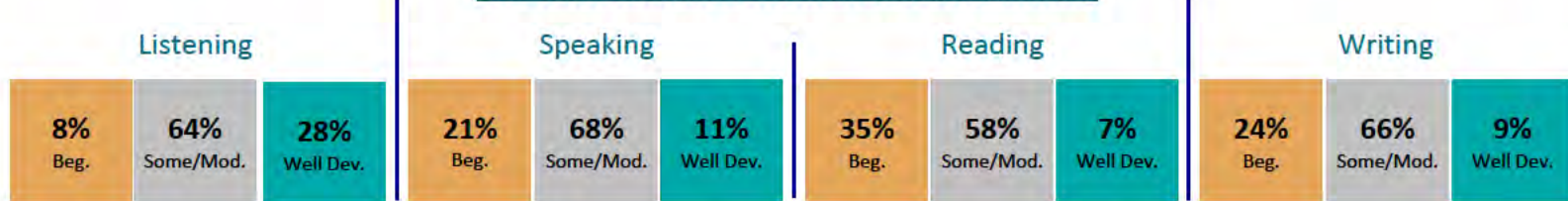
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Signal Hill

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	29%	43%	29%	0%	14%	71%	14%	29%	71%	0%	0%	100%	0%	43%	57%	0%
01	21%	42%	33%	4%	13%	75%	13%	25%	71%	4%	17%	75%	8%	46%	46%	8%
02	37%	31%	29%	3%	6%	71%	23%	29%	66%	6%	49%	40%	11%	34%	66%	0%
03	18%	33%	36%	12%	6%	61%	30%	15%	64%	18%	30%	55%	12%	9%	64%	24%
04	26%	56%	15%	4%	11%	67%	22%	22%	63%	15%	59%	41%	0%	19%	78%	4%
05	4%	29%	58%	8%	4%	42%	54%	13%	75%	13%	21%	79%	0%	8%	79%	13%

School Demographics			
	School	District	State
African American	15.3%	11.6%	
Am. Indian	.5%	.1%	
Asian	17.4%	6.1%	
Filipino	1.3%	2%	
Hispanic/Latino	56.3%	60.9%	
Multiple	7.1%	7.1%	
Pacific Islander	.5%	.7%	
White	1.8%	11.3%	
English Learner	29.9%	21.2%	
Reclassified Fluent English Proficient	3.1%	2.1%	
Students w/Disabilities	15.3%	13.2%	
Free/Reduced Lunch	#Error	#Error	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Signal Hill Elementary School -

Identify the groups of students who are underachieving:

- | | | |
|-------------------------------------------|-------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11/13/23

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Signal Hill Elementary School Home School Compact - 2023-2024

The staff and parents/guardians at Signal Hill Elementary School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Signal Hill Elementary School agree to implement the following activities:

THE SCHOOL

- **1.Signal Hill Elementary School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.**
- 2.Signal Hill Elementary School staff will be positive role models for students.
- **3.Signal Hill Elementary School will provide after school tutoring when resources are available.**
- 4.Signal Hill Elementary School will implement the K-5 LBUSD homework program outlined in *The Guidelines for Parents and Students* (LBUSD website).
- **5.Signal Hill Elementary School will implement a K-5 homework program that emphasizes English Language Arts in all content areas.**
- 6.Signal Hill Elementary School will adhere to LBUSD’s parent guidelines when creating opportunities for parents/guardians to participate, observe, and volunteer in the governance of the school through Annual Title 1 meetings; SSC; ELAC; DELAC; DECAC; Parent Connection, and other parent involvement groups as stated on LBUSD’s website: Parent Connection, Parent Groups, Parent Guidelines, Parent Survey, and Parent Vue.
- **7.Signal Hill Elementary School will enforce the school policy, district guidelines and Ed. Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.**

THE HOME

- 8.Parents/Guardians at Signal Hill Elementary School will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast, in uniforms and on time every day.
- **9.Parents/Guardians at Signal Hill Elementary School will assist their children with their homework assignments to ensure completeness and accuracy.**
- 10.Parents/Guardians at Signal Hill Elementary School will read to/with their children at least 20 minutes each night.
- **11.Parents/Guardians at Signal Hill Elementary School will attend all teacher-requested conferences to discuss the academic progress of their children.**
- 12.Parents/Guardians at Signal Hill Elementary School may volunteer/participate in school related services/activities/events.
- **13.Parents/Guardians at Signal Hill Elementary School will support the school’s attendance goal of 5 or less absences for the school year.**
- 14.Parents/Guardians at Signal Hill Elementary School will support and uphold the school policy, district guidelines and Ed Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.

THE STUDENT

- **15.Students will come to school prepared to learn by being on time, coming well-rested, and wearing their uniforms.**
- 16.Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- **17.Students will follow the Signal Hill “Tools for Success.” They are: 1) Be Safe, 2) Be Kind, 3) Be Respectful, 4) Be a Learner, 5) Act Responsibly.**
- 18.Students will complete and turn in their homework on time. Homework is to be done neatly and checked by parents/guardians.
- **19.Students will not be absent more than 5 times during the school year.**
- 20.Students will follow and respect the school policy, district guidelines and Ed. Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.

-----Tear-Off-----

I have reviewed the Signal Hill Home-School Compact with my child’s teacher and have had an opportunity to have it explained to me. By signing, my child’s teacher and I agree to work together with my child _____ so that he/she can experience the highest levels of success.

Parent Signature

Teacher Signature

Date

____ *I need a copy of this document in Spanish or Khmer.*

Compacta de Casa y Escuela de Signal Hill Elementary School 2023-2024

El personal y los padres/tutores de la Escuela Primaria Signal Hill tienen altas expectativas de los estudiantes de la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes, el personal y los padres/tutores de la Escuela Primaria Signal Hill acuerdan implementar las siguientes actividades:

LA ESCUELA

- **1.La Escuela Primaria Signal Hill brindará un programa instructivo riguroso y desafiante basado en el Estado de California. Estándares para cada nivel de grado.**
- 2.El personal de la Escuela Primaria Signal Hill será un modelo positivo para los estudiantes.
- **3.La escuela primaria Signal Hill proporcionará tutoría después de la escuela cuando haya recursos disponibles.**
- 4.La Escuela Primaria Signal Hill implementará el programa de tarea K-5 LBUSD descrito en *las Pautas para padres y estudiantes* (sitio web de LBUSD).
- **5.La escuela primaria Signal Hill implementará un programa de tarea para K-5 que enfatiza las artes del idioma inglés en todas las áreas de contenido.**
- 6.La Escuela Primaria Signal Hill se adherirá a las pautas para padres del LBUSD al crear oportunidades para que los padres/tutores participen, observen y sean voluntarios en el gobierno de la escuela a través de reuniones anuales de Título 1; CSS; ELAC; DELAC; DECAC; Parent Connection y otros grupos de participación de padres como se indica en el sitio web del LBUSD: Parent Connection, Grupos de padres, Pautas para padres, Encuesta para padres y Parent Vue.
- **7.La escuela primaria Signal Hill hará cumplir la política escolar, las pautas del distrito y la educación. Código 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo ni violar los derechos de los demás.**

EL HOGAR

- 8.Los padres/tutores de la Escuela Primaria Signal Hill enviarán a sus hijos a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado, en uniforme ya tiempo todos los días.
- **9.Los padres/tutores de la Escuela Primaria Signal Hill ayudarán a sus hijos con las tareas asignadas para garantizar que estén completas y precisas.**
- 10.Los padres/tutores de la Escuela Primaria Signal Hill leerán a/con sus hijos por lo menos 20 minutos cada noche.
- **11.Los padres/tutores de la Escuela Primaria Signal Hill asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.**
- 12.Los padres/tutores de la Escuela Primaria Signal Hill pueden ser voluntarios/participar en servicios/actividades/eventos relacionados con la escuela.
- **13.Los padres/tutores de la Escuela Primaria Signal Hill apoyarán la meta de asistencia de la escuela de 5 o menos ausencias durante el año escolar.**
- 14.Los padres/tutores de la Escuela Primaria Signal Hill apoyarán y mantendrán la política escolar, las pautas del distrito y el Código de Educación 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo o vulnerar los derechos de los demás.

EL ESTUDIANTE

- **15.Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo, bien descansados y vistiendo sus uniformes.**
- 16.Los estudiantes serán aprendices responsables al prestar atención en clase, leer todos los días y hacer lo mejor que puedan en la escuela.
- **17.Los estudiantes seguirán las "Herramientas para el éxito" de Signal Hill. Ellos son: 1) Sea seguro, 2) Sea amable, 3) Sea respetuoso, 4) Sea un aprendiz, 5) Actúe responsablemente.**
- 18.Los estudiantes completarán y entregarán sus tareas a tiempo. La tarea debe hacerse ordenadamente y revisada por los padres/tutores.
- **19.Los estudiantes no se ausentarán más de 5 veces durante el año escolar.**
- 20.Los estudiantes seguirán y respetarán la política de la escuela, las pautas del distrito y la educación. Código 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo ni violar los derechos de los demás.

-----Arranque-----

He revisado el Pacto entre el hogar y la escuela de Signal Hill con el maestro de mi hijo y he tenido la oportunidad de tener me explicó. Al firmar, el maestro de mi hijo y yo acordamos trabajar junto con mi hijo para que él/ella pueda experimentar los más altos niveles de éxito.

padre Firma

del maestro

Fecha

____ *Necesito una copia de este documento en jemer.*



Signal Hill Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Signal Hill Elementary School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Signal Hill School's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Signal Hill agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Signal Hill will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Signal Hill will provide copies of the Family Involvement Guidelines in English and Spanish for parents to review, make comments, and revise to fit the needs of Signal Hill families. Review and revisions will be noted in the minutes. Revised guidelines will be copied and distributed to families.

- Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
- Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting

- ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish families to allow for discussions
- 2. Signal Hill Elementary will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
- 3. Signal Hill Elementary will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
- 4. Signal Hill Elementary will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger
 - Child care provided
- 5. Signal Hill Elementary will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
- 6. Signal Hill Elementary will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Signal Hill Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
- 7. Signal Hill Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
- 8. Signal Hill Elementary will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Signal Hill Elementary will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Signal Hill Elementary will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - [Home-School Compact disseminated during parent conferences](#)
3. Signal Hill Elementary will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Signal Hill Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops ([SEL Wellbeing Support Services 12/12/23](#); [Reading Strategies 4/16/24](#))
5. Signal Hill Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services ([10/19/23 Slide 18](#); [TBD Second Semester 2024](#))
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand: ([Flyers sent home in English and Spanish](#); [Graphics/Pics used on Flyers to catch parents' attention when possible](#); [School Messenger disseminated in English and Spanish](#),)
 - [Signal Hill School Staff](#) will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Signal Hill Elementary Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/23/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/23/23. Signal Hill Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

 Signature of Principal

 Date

For Elementary, K-8, and Middle Schools, revised 7/2023



Escuela Primaria Signal Hill

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la **Escuela Primaria Signal Hill** ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la **Escuela Primaria Signal Hill** para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La **Escuela Primaria Signal Hill** está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La **Escuela Primaria Signal Hill** tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
 - Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.

- i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias **en español** para permitir discusiones
2. La **Escuela Primaria Signal Hill** tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
3. La **Escuela Primaria Signal Hill** actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. La **Escuela Primaria Signal Hill** convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios **en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Canvas**
 - Se proporcionará cuidado de niños
5. La **Escuela Primaria Signal Hill** proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
6. La **Escuela Primaria Signal Hill** les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La **Escuela Primaria Signal Hill** también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
7. La **Escuela Primaria Signal Hill** coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La **Escuela Primaria Signal Hill** entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La **Escuela Primaria Signal Hill** construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación: Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La **Escuela Primaria Signal Hill** incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - [Pacto entre el hogar y la escuela difundido durante las conferencias de padres](#)
3. La **Escuela Primaria Signal Hill**, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La **Escuela Primaria Signal Hill**, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias ([Servicios de apoyo al bienestar de SEL 12/12/23; Estrategias de lectura 16/4/24](#))
5. La **Escuela Primaria Signal Hill**, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal ([19/10/23 Diapositiva 18; por determinar, segundo semestre de 2024](#))
6. La **Escuela Primaria Signal Hill**, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: ([Volantes enviados a casa en inglés y español; gráficos/fotos utilizadas en los volantes para captar la atención de los padres cuando sea posible; School Messenger difundido en inglés y español](#)).
 - [Personal de la escuela primaria Signal Hill](#) hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación **Escuela Primaria Signal Hill** para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **23/10/23** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **23/10/23** o antes. La **Escuela Primaria Signal Hill**, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a)

Fecha