

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Signal Hill Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

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

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

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

SBAC results yielded the following data:

- * 53% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 23-24 SBAC. This % exceeded the LBUSD average for elementary schools by 4%.
- * Gr. 5 students (64% Met/Exceeded) increased 2% on ELA SBAC from 22-23, while Grade 3 (51% met/exceeded) yielded a 10% increase compared to 22-23. Gr. 4 students (44% Met/Exceeded) yielded a decrease of 9% from the previous school year;
- * 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 2023-2024 centered around FRSA skills in the primary grades. Significant findings include:

- * The overall percent of K-2 students who were proficient on FRSA showed an increase of 1.4% from 64.6 to 66% from 22-23 to 23-24. When compared to the District averages, however Signal Hill students yielded 9% lower proficiency compared to other LBUSD elementary schools.
- * Kindergarten students yielded proficiency scores of 69%.
- * Grade 1 students yielded 56% proficiency in over all FRSA
- * Grade 2 students overall proficiency hovered at 73% which was a 3% decrease from 22-23.

ELA Goals

- * All Signal Hill students will achieve at least one year of academic growth in Language Arts as measured by iReady Diagnostic in June 2025.
- * 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 2025
- * 56% of 3-5 students will score Met/Exceeded in ELA on SBAC, up from 53% in June 2025
- * 85% of K-2 Signal Hill students will achieve met/exceeded on FRSA as measured on End of Year FRSA data in June 2025. This will yield an increase from 66% met/exceeded in June 2024.

Analysis - Through careful and thorough analysis of the 2023-2024 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the area of academic focus for all TK-2 students will continue to be in the area of ELA and specifically in Direct Phonics instruction. Throughout the 23-24 school year all TK-2 teachers actively participated in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD, as well as site leads at Signal Hill. Teachers will continue to 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 QCI PD 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 continue to 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

Math Findings

SBAC results yielded the following data:

* 46% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 23-24 SBAC. This result yielded an increase of 5% from 22-23 and a 2% higher met/exceeded average compared to all elementary schools in LBUSD.

* Grade 5 students at 54% met/exceeded outperformed the LBUSD average by 10%; 3rd grade (47%) outperformed the District average by 3%; 4th grade (39%) was 5% below the District average for met/exceeded.

*i-Ready math scores yielded a decrease from 43% to 36% 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 23-24 ***

Math Goals

* Signal Hill students will achieve one year of academic growth in Math as measured on iReady diagnostic (I to III) in June 2025

* Students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2025

* Signal Hill will increase the percentage of met and exceed scores in Math SBAC by 4% for an overall proficiency of 50%. 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 2023-2024 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 Inquiry Based Learning. 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 engaging students in inquiry based learning using the 5 E Method. Increased focus in Engage, Explore & Explain 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 both Pupil Free and 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

English Learner Findings

Attendance increased for Signal Hill EL students during the 2023-2024 school year, the increase was only 2.5% from 93.7% to 96.2% ADA. Signal Hill School's partnership with All-In Attendance played a part in this increase. During 23-24 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 23-24 pertaining to Signal Hill EL students include:

- 14% of EL students redesignated to RFEP during the 2023-2024 school year. This statistic represents a constant % of EL students redesignated during 2023-2024 school year compared to the 2022-2023 school year.
- 32% of Signal Hill EL students were met/exceeded on SBAC ELA in June 2024. This shows a slight decrease of 2% from the previous year.
- 39% of Signal Hill EL students were met/exceeded on SBAC Math in June 2023. This shows an increase of 11% from the previous year.

English Learner Goals

- 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 24-25 ELPAC results.

Analysis - In order to continue an upward trajectory of Signal Hill EL students achieving Met/Exceeded on SBAC and those redesignating to RFEP classification, Signal Hill teachers will refocus their efforts to include elements of both designated English Language Development and integrated ELD during daily lessons. The areas of focus for TK-2 students (ELA - Daily Decoding Routine) and for 3-5 students (Math - Inquiry Based Learning) 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 I, 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 through Inquiry Based Learning, EL students will receive ample 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. Each Signal Hill Teacher will indicate on their daily schedule a minimum of 30 minutes of designated English Language Development instruction.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Findings from 2023- 2024 CORE Survey - Two of the 3 areas assessed on the CORE survey (Agency +5% and Belonging +2%) yielded increases, while Identity remained at 81% from last year. Agency (84%) was above the District average, while Identity and Belonging were both within 2% of the District average. The area of Self-Efficacy yielding the largest increase of 10%. Safety, while only decreasing 1%, remained the area of least favorable responses at 59%. 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. In 22-23 our Safe & Civil committee took a 'Back to Basics' approach to improving all areas of Culture/Climate and Pulse Wellness. This approach will continue in 24-25. A conclusion can be drawn that more students are seeing the potential in their abilities as evidenced by the large increase in self-efficacy. Our school will continue to develop this trait among our scholars. 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 will continue meeting on a regular basis and including more staff members to ensure many voices are part of the problem solving.

Culture/Climate Goals

* Signal Hill students sense of identity, agency and belonging, as measured on the Wellness Survey, will all yield a minimum of 80% favorable responses and equal the avg. for All Elementary Schools by June 2025.

* Signal Hill will increase sense of belonging to 80% as measured on the Wellness Survey by June 2025

* 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 10% (from 70% to 80%) in Sense of Belonging as measured on the CORE Survey Spring 2025

* Signal Hill students will yield an increase of at least 8% (from 62% to 70%) in Self-Efficacy as measured on the Core Survey Spring 2025

* Signal Hill students will yield an increase of at least 11% (from 59% to 70%) in Safety as measured on the CORE Survey Spring 2025

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. When looking big picture at both the Pulse Survey and CORE Survey data, it is clear that safety of students needs to be a priority. In October 2024 at Behavior/Discipline QIT will convene to collaborate about student misbehavior that can lead to students feeling unsafe. All Pulse and CORE data continue to be agenda items during our regular 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	
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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 on year of academic growth in ELA as measured on iReady diagnostic (I to III) in June 2024</p> <p>* 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</p> <p>* 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</p> <p>* 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.</p> <p>* 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.</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 4% 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 2024-2025 Signal Hill School will implement the following supports and interventions:</p> <p>* Teachers will continue 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 District and Site led QCI sessions that will guide our work in the academic areas of focus (ELA - Phonics & Fluency for TK-2; Math - Inquiry Based Learning 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>

Analysis - 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 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

	<p>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.</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 grade level will demonstrate greater than one year of growth as measured on iReady</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 SBAC scores yielded 2% higher of met/exceeded than the LBSUD average for all elementary schools. Each grade level having an assigned support TOSA helped to</p>	<p>To work towards goal attainment in 2024-2025 Signal Hill School will implement the following supports and interventions: * Teachers will continue 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>

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

supplement Tier I, Tier II and Tier III support and intervention.

* All TK-5th grade teachers will participate in District and Site led QCI sessions that will guide our work in the academic areas of focus (ELA - Phonics & Fluency for TK-2; Math - Inquiry Based Learning for 3-5).
* Teachers will continue to collaborate with Signal Hill support staff including IIC, Math Lead, ELA Lead and Parent Community Facilitator to provide Tier I, Tier II and Tier III support in both push-in and pull-out methodology.

	<p>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.</p>			
English Learner	1) - The percent of EL students who will redesignate to RFEP will	Goal Partially or Not Met	While the total % of EL students who redesignated held steady at	To work towards goal attainment in 2024-2025 Signal Hill School will implement the following

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

14% from 22-23 to 23-24, Signal Hill EL students showed increases of 11% (Math) to 39% but went down 2% (ELA) to 32% met/exceeded as measured on SBAC scores in June 2024. It can be concluded that a combination of Tier I, Tier II and Tier III support helped yield these academic successes in Math but had minimal impact in ELA, The ELPAC redesignation results at 14% would indicate that a stronger emphasis in both direct and embedded ELD instruction will prove vital in 24-25.

supports and interventions:
* Each Signal Hill Teacher will teach a minimum of 30 minutes of ELD during each school day. As much as possible EL students are assigned to classrooms with EL students of similar or adjacent EL Levels.
* 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.
* During collaborative planning time teachers will include a focus on ELD instruction that is both explicit and embedded throughout the academic school day.

	<p>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.</p>			
Culture/Climate	<p>1) * 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.</p>	<p>Goal Partially or Not Met</p>	<p>Signal Hill School yielded a 2.5% increase in attendance from 22-23 to 23-24, and hit the goal of 95% ADA for whole school. The increase can be attributed to our participation in the All-In Attendance program and prioritizing increased school attendance. CORE Survey &</p>	<p>Signal Hill will not continue to participate in the All-In Attendance program in 24-25. 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 decreased to 21% from 33% the previous year. Classroom incentives for attendance have been</p>

* 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 also use data from the Pulse Wellness Survey's, taken

PULSE Wellness survey results came in lower than the previous year. While we continued to focus on 'back to basics' in these areas, the effort will continue to be increased in 24-25 to ensure that All students and all subgroups hit the 95% attendance goal.

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 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.

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

<p>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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>40% additional psychologist time to assist with identifying, assessing and supporting the academic and social emotional well being of students and families. (IN 4)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>.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 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. (IN 5)</p>	<p>(Does not apply to this goal)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>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 (SM 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

Accountability Measure 1: Increase Achievement

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

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.

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

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on 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 • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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
To identify at risk students and to collaborate on additional resources that individual students may be needing including academic interventions, SEL interventions and teacher collaboration. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Core Curriculum 60	Signal Hill SSC has voted to allocate 20 additional substitute release days (\$6,000) for purposes, including but not limited to: teacher collaboration, SST meeting time, peer observations, knee-to-knee meetings with Administration, Data analysis.	All Students	Title 1 \$5,953 Substitute teacher full day (1) for 22 days - Title 1 100%	09/23/2024 - 06/12/2025 Semester	Principal, Counselor, IIC, Teachers, Nurse, Psychologist	Administration Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Core Curriculum 60

Hands-on science experience with cross-curricular connections to support growth in ELA, Math and Science Core Curriculum 100	Ground Education will provide garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each class at Signal Hill Elementary School for one hour each month for eight months. Ground Education will also provide extension lessons and support for teachers to utilize throughout each month.	All Students	LCFF \$9,750 Services - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Ground Education employees and classroom teachers	5th Grade SBAC Science ELA District Assessments Writing Scores Core Curriculum 100
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	20% 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 \$37,035 Psychologist .2 FTE - LCFF 100%	08/23/2024 - 06/13/2025 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
Identified At-promise students who need daily	.50 FTE Program Facilitator will provide	All Parents, All Students, English	Title 1 \$90,298 Program Facilitator	08/23/2024 - 06/13/2025 Daily	.50 FTE Intervention TOSA - Math Lead	iReady Diagnostic data; SBAC

<p>support with Math support; Staff will receive support and PD curriculum and digital literacy integration. SBAC Math 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 40</p>	<p>targeted intervention to students who are in need of additional support in the area of Math. The Program Facilitator, who will serve as Math Lead, will provide both push in and pull out student support based on data to target specific Math 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</p>	<p>Learners, Identified At-Risk Students, All Staff</p>	<p>.5 FTE - Title 1 100%</p>			<p>MathResults; Synergy Math;End of Unit assessments; SBAC Interim Block assessments; Use of G-Suite SBAC Math 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 40</p>
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Program Facilitator position to make it a 1.0 FTE position.				
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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>	<p>N/A</p>

Accountability Measure 2: 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	8/27/24 - 6/12/25 On-going	Facilitator, Counselor, Principal	Survey data from both students and teachers; Exit Slip data from staff PD; Pulse & 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 District collaboration	See Additional Intervention Section for cost.	8/27/24 - 6/12/25 - Daily	Counselor; District 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					
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	Staff will participate in Pupil Free Day professional development sessions that focus on the area of Student Engagement. During the Pupil Free Days, 4 hours will be spent on whole group PD; 2 hours will be spent in grade level / small group sessions; 2 hours will be offered to staff to work independently.	No cost to site	8/23/24; 11/1/24	Principal, Support Team, Teachers	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	Full 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; approx. \$6,000 per day	Fall Semester; Spring 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.

<p>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</p>	<p>All TK-5th grade teachers will participate in District funded 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 Instruction. 3-5 teachers will receive PD in the area of Math with an emphasis on Inquiry Based Learning / planning and lesson delivery.</p>	<p>No cost to site</p>	<p>2 days in Fall semester; 2 days in Spring semester</p>	<p>Principal; Classroom Teachers; Support TOSA's</p>	<p>Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.</p>
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Describe Teacher Involvement

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 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 - \$5,105	08/27/24 - 06/12/25 Monthly	Admin, selected staff and parents.	Admin and parent surveys

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)	120337
Title I Parent and Family Involvement (3008)	5105

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	72940

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Scott Tardibuono	09-23-2026
Staff	Classroom Teacher	Diane Cardoza	10-09-2025
Staff	Classroom Teacher	Renee Chalmers	10-09-2025
Staff	Classroom Teacher	Rebecca Rexroad	09-23-2026
Staff	Other School Personnel	Glenda Bishop	09-23-2026
Community	Parent/Community Member	██████████ Avila	10-09-2025
Community	Parent/Community Member	██████████ Hernandez	10-09-2025
Community	Parent/Community Member	██████████ Spindler	10-09-2025
Community	Parent/Community Member	██████████ Blair	10-09-2025
Community	Parent/Community Member	██████████ Roman	09-23-2026

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)	██████ Khiev
DELAC Representative	Parent of EL Student (required)	██████ Avila
Principal or Designee	Staff Member (required)	Scott Tardibuono
Secretary	Parent of Non-EL Student (required)	██████ Gabriel

Name	Representing
██████ Meng	Parent of EL Student
██████ Ruiz	Parent of Non-EL Student
██████ Cabrera	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?	10/18/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>1. ELAC wants Health and Food related Community Based Organizations to supplement school-wide family events such as Lunch with Loved Ones. ELAC stated this at the 10/3/24 meeting.</p> <p>2. ██████ Ruiz stated that Spanish children, EL students, need extra help with phonics and reading. An after School tutoring program that focuses on phonics and reading for EL students was suggested. ELAC parents agreed to this suggestion. ELAC parents liked the idea of having additional supplemental support for EL students beyond the Designated and Integrated ELD during the regular instructional day.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/21/2024

6. What was SSC's response to ELAC recommendations?	SSC members voted to approve after school tutoring for EL students in the area of phonics and reading. An SSC member asked if there will be additional tutoring opportunities for all students who need the help. Mr. T said yes.
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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): 10/21/2024
2. The SSC approved the **Home-School Compact** on 10/07/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/07/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/27/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/21/2024
6. The SPSA was approved at the following SSC Meeting: 10/21/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

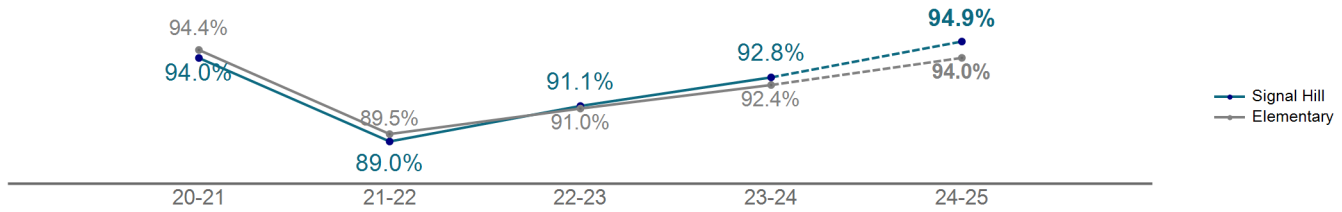
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ELAC Chair: _____

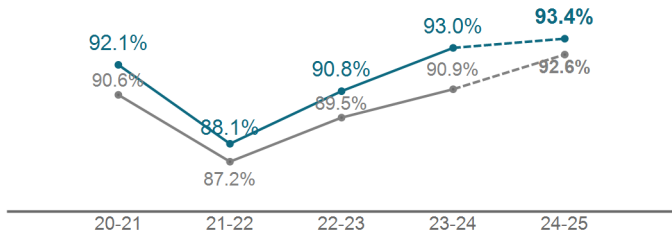
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Attendance Rate

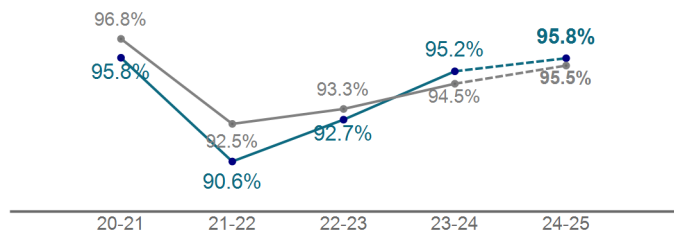
Signal Hill
All Students
N = 617



African American
N = 86



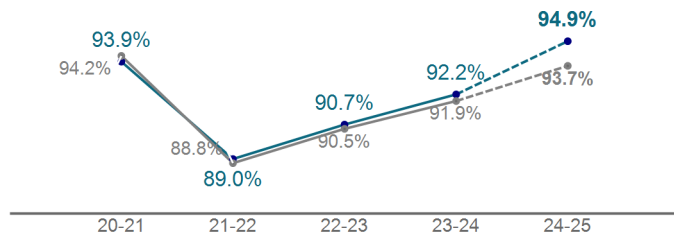
Asian
N = 110



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 355



Pacific Islander

Subgroup with fewer than 20 students.

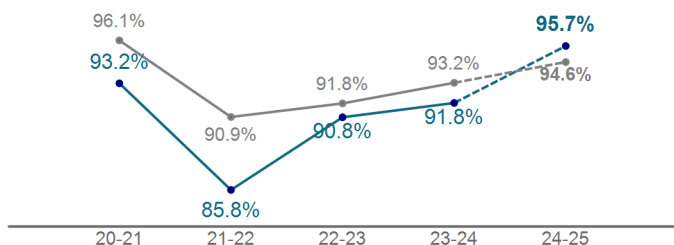
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

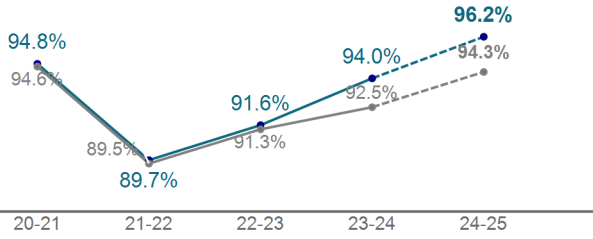
Other
N = 44



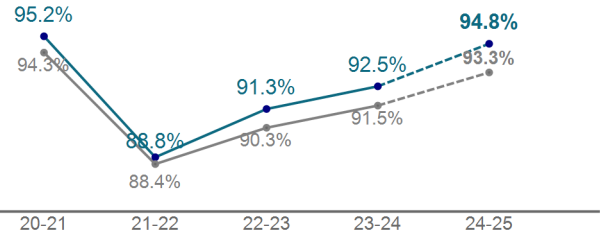
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

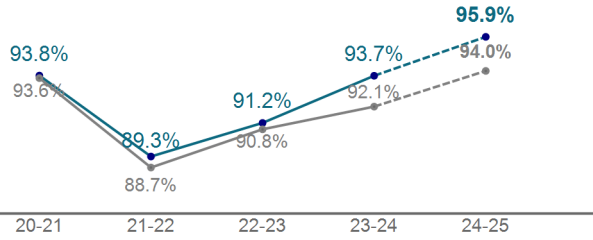
EL + RFEP
N = 182



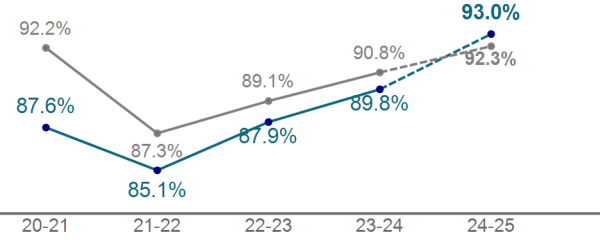
Low SES
N = 522



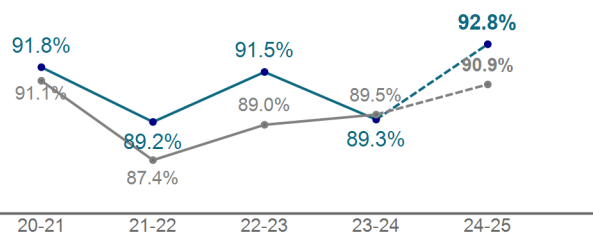
English Learner
N = 148



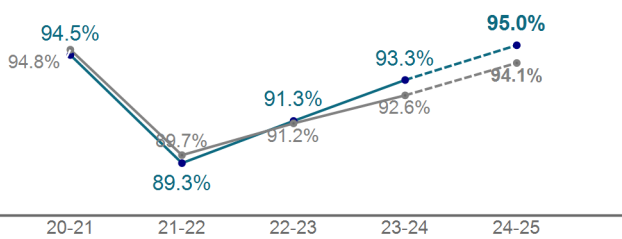
Special Education
N = 94



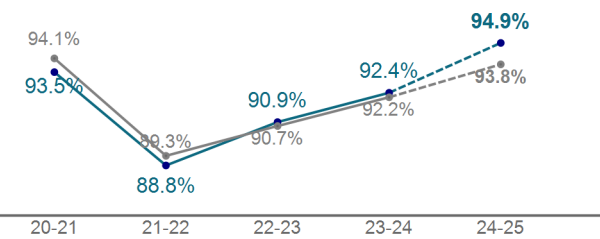
Homeless or Foster Youth
N = 27



Female
N = 290



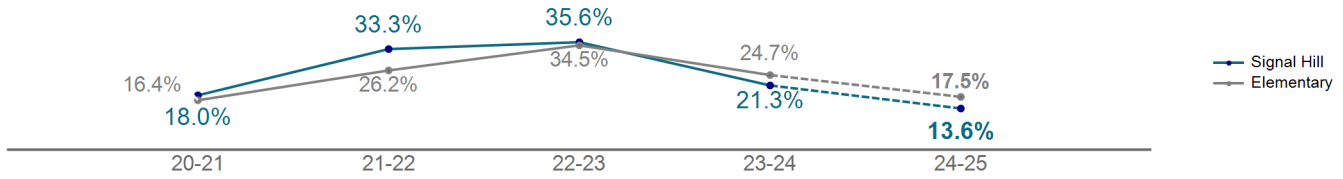
Male
N = 327



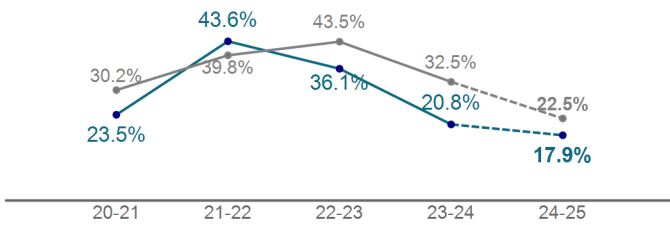
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

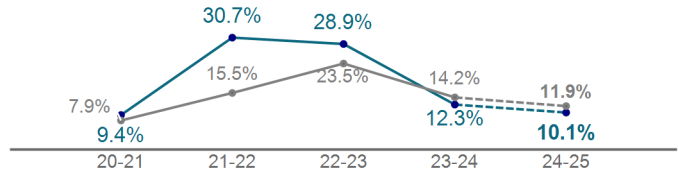
Signal Hill
All Students
N = 601



African American
N = 84



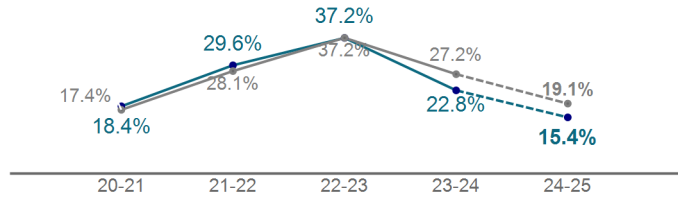
Asian
N = 109



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 345



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

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

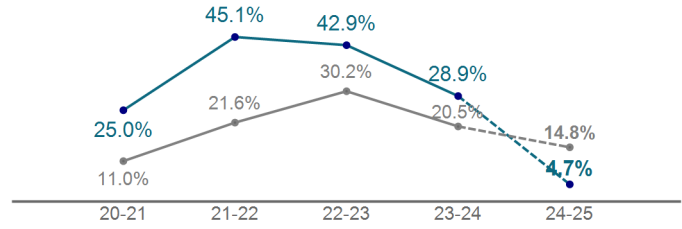
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

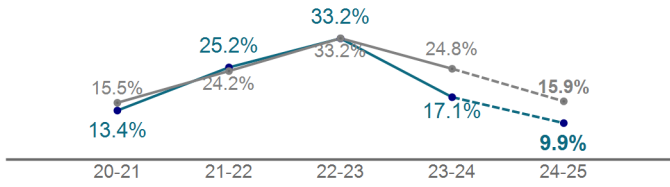
N = 43



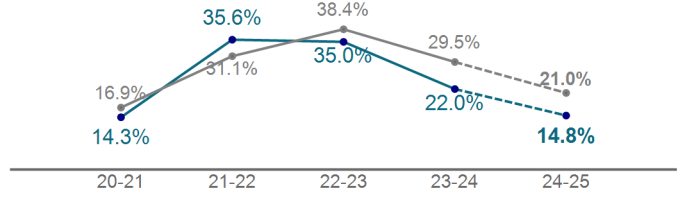
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

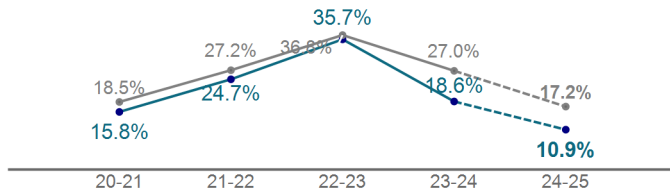
EL + RFEP
N = 181



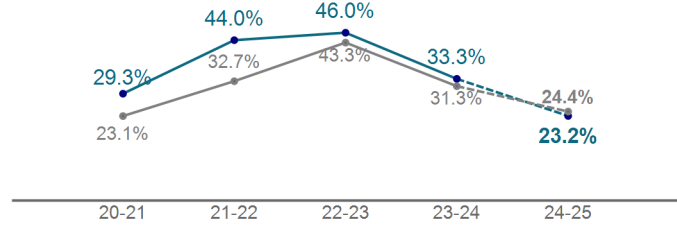
Low SES
N = 515



English Learner
N = 147



Special Education
N = 95



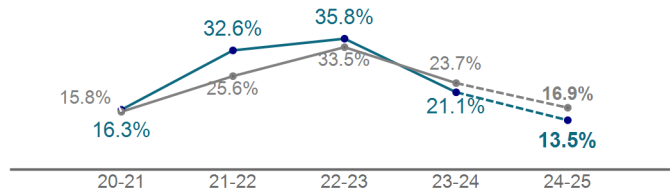
Homeless or Foster Youth

Subgroup with fewer than 20 students.

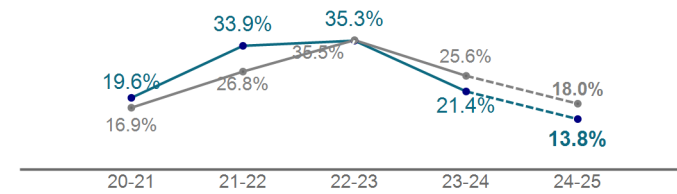
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 282



Male
N = 319



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.

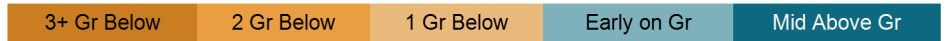
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	78	24	74	1		
			2	76	9	76	9	5	
			3	85	6	64	15	15	
	Teacher	De Haan, S	1	27	26	70	4		
			2	27	7	70	7	15	
			3	27	7	67	4	22	
		Londono, C	1	22	18	82			
			2	24	13	83	4		
			3	27		63	22	15	
		McMahon, S	1	5		100			
			2	4		75	25		
			3	6		50	50		
		Wright, C	1	24	25	75			
			2	23	4	74	22		
			3	25		64	24	12	
		Ethnicity	African American	1	6	17	83		
				2	6		33	50	17
				3	7	14	71	14	
	Asian		1	12	17	83			
			2	12		83	17		
			3	13		62	23	15	
	Hispanic		1	50	30	70			
			2	49	10	82	8		
			3	55	7	69	16	7	
	Pacific Islander		1	1		100			
			2	1		100			
			3	1		100			
	White	1	4		75	25			
		2	4		50	50			
		3	4		25	75			
Other	1	5		100					
	2	4		50	50				
	3	5		20	20	60			

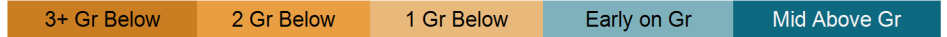
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	41	27	71	2		
			2	39	3	79	13	5	
			3	40		73	13	15	
		Male	1	37	22	78			
			2	37	16	73	5	5	
			3	45		11	56	18	16
	Special Populations	Low SES	1	59	27	73			
			2	58	12	76	10	2	
			3	64		6	67	16	11
		ELL	1	17	53	47			
			2	19	16	84			
			3	22	9	86	5		
		RFEP	1	3	100				
			2	3		33	67		
			3	3			33	67	
		EL + RFEP	1	20	45	55			
			2	22	14	77	9		
			3	25	8	76	4	12	
		Special Ed.	1	12	58	42			
			2	11	36	64			
			3	14	29	71			
		Spec Ed. Speech/RSP	1	2	100				
			2	1	100				
			3	2	100				
		Foster	1	2	50	50			
			2	2	50	50			
			3	2	100				
Homeless		1	1	100					
		2	1	100					
		3	1	100					

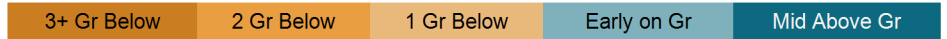
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	96	53	45	2		
			2	98	26	66	4	4	
			3	99	17	55	15	13	
	Teacher	Carbonaro, D	1	7	100				
			2	7	100				
			3	8	88		13		
		Duncan, C	1	29	48	52			
			2	29	21	76	3		
			3	29	7	62	17	14	
		Harmon, J	1	30	57	43			
			2	30	13	73	10	3	
			3	30	7	53	20	20	
		Papale, A	1	30	43	50	7		
			2	30	27	63	3	7	
			3	30	17	60	13	10	
	Ethnicity	African American	1	12	58	42			
			2	12	42	50	8		
			3	12	8	67	8	17	
		Asian	1	14	7	93			
			2	15		87	7	7	
			3	16		56	25	19	
		Filipino	1	1	100				
			2	1	100				
			3	1				100	
		Hispanic	1	59	64	32	3		
			2	60	32	65	3		
			3	60	27	52	13	8	
		White	1	2	100				
			2	2		50		50	
			3	2		50		50	
Other	1	8	50	50					
	2	8	13	63		25			
	3	8		63	13	25			



i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	42	55 45				
			2	43	21 74 5				
			3	42	7 71 12 10				
		Male	1	54	52 44 4				
			2	55	29 60 4 7				
			3	57	25 42 18 16				
	Special Populations	Low SES	1	83	55 42 2				
			2	84	29 63 4 5				
			3	84	20 52 14 13				
		ELL	1	31	58 42				
			2	32	34 59 3 3				
			3	32	31 47 13 9				
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	32	59 41				
			2	33	33 61 3 3				
			3	33	30 45 15 9				
		Special Ed.	1	14	93 7				
			2	14	71 29				
			3	16	63 31 6				
		Spec Ed. Speech/RSP	1	6	83 17				
			2	6	50 50				
			3	6	33 50 17				
		Homeless	1	4	100				
			2	4	50 50				
			3	4	50 25 25				
GATE/Excel	1	12	8 75 17						
	2	13	54 15 31						
	3	13	15 23 62						

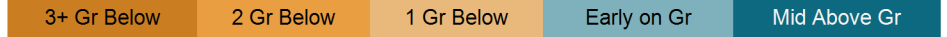
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	109	19	37	41	3	
			2	106	9	20	55	11	5
			3	110	8	8	49	23	12
	Teacher	Baran, N	1	24	25	38	38		
			2	23	4	39	57		
			3	25	4	4	68	24	
		Carbonaro, D	1	9	56	33	11		
			2	9	56	22	22		
			3	9	33	44	22		
		Cardoza, D	1	23	26	39	35		
			2	24	8	17	71	4	
			3	24	8	4	50	29	8
		Chalmers, R	1	26	12	50	38		
			2	26	8	19	54	15	4
			3	26	8	8	65	12	8
		Plexico, L	1	25	4	20	64	12	
			2	25		4	52	28	16
			3	26		4	23	35	35

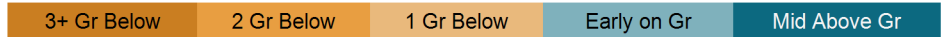
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Ethnicity	African American	1	17	12	47	41			
			2	17	18	12	65	6		
			3	17		12	6	53	24	6
		Asian	1	18	11	28	50	11		
			2	18		17	50	22	11	
			3	18		6	6	17	39	33
		Filipino	1	1		100				
			2	1		100				
			3	1		100				
		Hispanic	1	64	23	38	38	2		
			2	62	11	23	53	10	3	
			3	66	9	9	58	18	6	
		White	1	2		100				
			2	2		50		50		
			3	2				50		50
		Other	1	7	29	29	43			
			2	6		33	50	17		
			3	6		17	50	17	17	
		Gender	Female	1	58	21	41	36	2	
				2	55	9	20	56	11	4
				3	57		7	7	53	18
			Male	1	51	18	31	47	4	
				2	51	10	20	53	12	6
				3	53		9	9	45	28
		Special Populations	Low SES	1	94	22	38	36	3	
				2	91	10	21	56	9	4
				3	93		10	8	51	22
ELL	1		35	29	40	29	3			
	2		35	9	23	57	11			
	3		36		6	11	58	22	3	
RFEP	1		6		33	50	17			
	2		6		17	33	17	33		
	3		6			33	17	50		

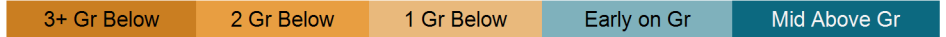


i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	EL + RFEP	1	41	24	39	32	5	
			2	41	7	22	54	12	5
			3	42	5	10	55	21	10
		Special Ed.	1	17	53	35	12		
			2	15	47	40	13		
			3	17	35	24	41		
		Spec Ed. Speech/RSP	1	5	80	20			
			2	4	50	50			
			3	5	60	40			
		Homeless	1	6	33	50	17		
			2	5	20	80			
			3	6	100				
		GATE/Excel	1	18	83	17			
			2	18		28	50	22	
			3	18			39	61	

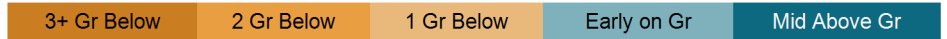
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	23	19	48	7	4
			2	105	10	23	41	17	9
			3	109	9	8	43	22	17
	Teacher	Gegenworth, G	1	32	19	28	53		
			2	32	9	25	50	13	3
			3	33	9	3	58	24	6
		Ocampo, M	1	34	15	9	44	21	12
			2	34	3	24	26	24	24
			3	34	9	29	18	44	
		Price, E	1	32	22	22	56		
			2	33	6	24	52	18	
			3	35	9	9	49	29	6
	Rexroad, R	1	8	88	13				
		2	8	75	25				
		3	8	50	38	13			

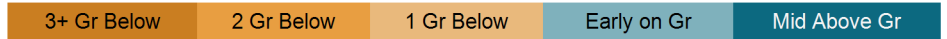
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Ethnicity	African American	1	19	37	21	37	5		
			2	17	18	29	41	6	6	
			3	18	11	17	56	6	11	
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	21	10	29	38	14	10	
			2	22	5	27	36	14	18	
			3	23	4	4	48	13	30	
		Filipino	1	1	100					
			2	1					100	
			3	1					100	
		Hispanic	1	55	25	15	51	7	2	
			2	56	11	21	38	23	7	
			3	58	10	9	36	29	16	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	7	29		71			
			2	7	14		86			
			3	7			57		43	
Gender	Female	1	44	23	23	48	2	5		
		2	45	13	20	49	13	4		
		3	48	10	8	50	21	10		
	Male	1	61	23	16	48	10	3		
		2	60	8	25	35	20	12		
		3	61	8	8	38	23	23		
Special Populations	Low SES	1	90	23	18	49	7	3		
		2	90	12	21	42	17	8		
		3	91	8	8	45	24	15		
	ELL	1	27	30	19	52				
		2	27	19	22	41	19			
		3	29	17	17	31	28	7		

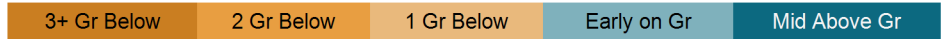
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	9	56		44			
			2	10	30		40		30	
			3	10	10	20		70		
		EL + RFEP	1	36	22	14	53		11	
			2	37	14	16	38		24	8
			3	39	13	13	26	26		23
		Special Ed.	1	15	53		13	33		
			2	15	47		20	33		
			3	17	35		24	29	6	6
		Spec Ed. Speech/RSP	1	4	25	25	50			
			2	4	25	25	50			
			3	5	40		20	20	20	
		Homeless	1	6	33	17	50			
			2	6	17	17	67			
			3	6	17	17	33	33		
GATE/Excel	1	32	66			22	13			
	2	34	35		41		24			
	3	34	12	38		50				

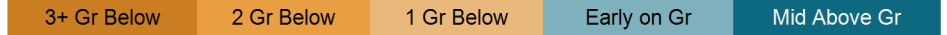
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	104	21	17	38	13	11
			2	105	17	9	30	28	16
			3	102	15	6	32	20	27
	Teacher	George, Y	1	32	13	19	38	13	19
			2	32	9	9	31	28	22
			3	32	6	6	41	13	34
		Hoyt, K	1	30	30	20	40	10	
			2	30	20	7	37	37	
			3	30	13	10	43	23	10
		Rexroad, R	1	9	89	11			
			2	10	80	20			
			3	9	78	11	11		
	Truman, T	1	32	3	13	47	22	16	
		2	32	3	3	38	25	31	
		3	32	6	3	19	28	44	

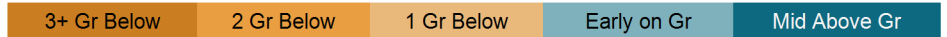
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Ethnicity	African American	1	22	32	14	41	9	5	
			2	22	23	14	32	23	9	
			3	22	18	5	32	32	14	
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	17	6	18	35	24	18	
			2	17	6	24	35	35		
			3	17	6	24	12	59		
		Filipino	1	4	25				75	
			2	4	25				75	
			3	4	25				75	
		Hispanic	1	50	24	16	46	8	6	
			2	51	24	8	35	25	8	
			3	49	20	8	35	18	18	
		Pacific Islander	1	1					100	
			2	1					100	
			3	1					100	
		Other	1	9	11	33	11	33	11	
			2	9	11	11	11	44	22	
			3	8	13	38	25	25		
		Gender	Female	1	50	22	16	36	16	10
				2	50	18	8	32	26	16
				3	50	14	10	34	22	20
			Male	1	54	20	19	39	11	11
				2	55	16	9	29	29	16
				3	52	15	2	31	17	35
Special Populations	Low SES	1	88	20	17	40	13	10		
		2	88	17	8	33	26	16		
		3	86	15	6	33	20	27		
	ELL	1	24	29	29	38	4			
		2	24	25	13	46	17			
		3	24	25	8	42	13	13		

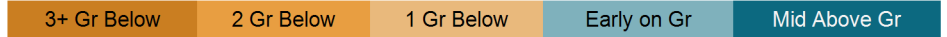
i-Ready Math Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Special Populations	RFEP	1	9	56 (3+ Gr Below), 22 (Early on Gr), 22 (Mid Above Gr)				
			2	9	22 (1 Gr Below), 33 (Early on Gr), 44 (Mid Above Gr)				
			3	9	11 (1 Gr Below), 33 (Early on Gr), 56 (Mid Above Gr)				
		EL + RFEP	1	33	21 (3+ Gr Below), 21 (2 Gr Below), 42 (1 Gr Below), 9 (Early on Gr), 6 (Mid Above Gr)				
			2	33	18 (2 Gr Below), 9 (1 Gr Below), 39 (1 Gr Below), 21 (Early on Gr), 12 (Mid Above Gr)				
			3	33	18 (2 Gr Below), 6 (1 Gr Below), 33 (1 Gr Below), 18 (Early on Gr), 24 (Mid Above Gr)				
		Special Ed.	1	14	64 (3+ Gr Below), 36 (2 Gr Below)				
			2	15	60 (3+ Gr Below), 20 (2 Gr Below), 20 (1 Gr Below)				
			3	13	62 (3+ Gr Below), 8 (2 Gr Below), 31 (1 Gr Below)				
		Spec Ed. Speech/RSP	1	3	33 (3+ Gr Below), 67 (2 Gr Below)				
			2	3	33 (3+ Gr Below), 33 (2 Gr Below), 33 (1 Gr Below)				
			3	3	33 (3+ Gr Below), 33 (2 Gr Below), 33 (1 Gr Below)				
		Foster	1	1	100 (3+ Gr Below)				
			2	1	100 (Early on Gr)				
			3	1	100 (Mid Above Gr)				
		Homeless	1	3	33 (3+ Gr Below), 67 (2 Gr Below)				
			2	3	33 (3+ Gr Below), 67 (2 Gr Below)				
			3	2	50 (2 Gr Below), 50 (Early on Gr)				
GATE/Excel	1	36	6 (3+ Gr Below), 33 (2 Gr Below), 31 (Early on Gr), 31 (Mid Above Gr)						
	2	35	9 (1 Gr Below), 46 (Early on Gr), 46 (Mid Above Gr)						
	3	36	14 (1 Gr Below), 22 (Early on Gr), 64 (Mid Above Gr)						

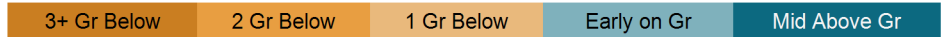
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	85	14	72	9	5	
			2	79	1	68	13	18	
			3	82	1	51	13	34	
	Teacher	De Haan, S	1	27	7	78	11	4	
			2	27	4	74	4	19	
			3	27	4	44	19	33	
		Londono, C	1	25	16	68	8	8	
			2	25		68	20	12	
			3	27		59	11	30	
		McMahon, S	1	6	50	50			
			2	4		75	25		
			3	6		83	17		
	Wright, C	1	24	13	67	17	4		
		2	23		57	17	26		
		3	25		36	12	52		
	Ethnicity	African American	1	7	14	57	14	14	
			2	6		50		50	
			3	6		50		50	
		American Indian	1	1	100				
		Asian	1	12		75	17	8	
			2	13		46	23	31	
			3	12		33	8	58	
		Hispanic	1	55	16	76	5	2	
			2	50	2	78	12	8	
			3	54	2	57	17	24	
		Pacific Islander	1	1	100				
			2	1	100				
3	1		100						
White	1	4		25	25	25	25		
	2	4		50		50			
	3	4		25	25	50			
Other	1	5		80	20				
	2	5		60	20	20			
	3	5		40		60			

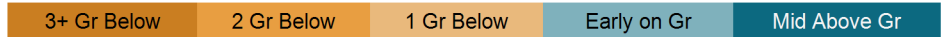
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Gender	Female	1	43	81 12 7				
			2	39	62 13 26				
			3	40	50 10 40				
		Male	1	42	29 62 7 2				
			2	40	3 75 13 10				
			3	42	2 52 17 29				
	Special Populations	Low SES	1	65	14 72 8 6				
			2	60	70 10 20				
			3	61	2 49 16 33				
		ELL	1	19	21 79				
			2	21	86 10 5				
			3	22	77 14 9				
		RFEP	1	3	33 33 33				
			2	3	33 67				
			3	3	100				
		EL + RFEP	1	22	18 73 5 5				
			2	24	79 8 13				
			3	25	68 12 20				
		Special Ed.	1	14	36 64				
			2	12	92 8				
			3	14	7 71 21				
	Spec Ed. Speech/RSP	1	2	50 50					
		2	2	100					
		3	2	50 50					
	Foster	1	2	100					
		2	2	100					
		3	2	100					
Homeless	1	1	100						
	2	1	100						
	3	2	100						

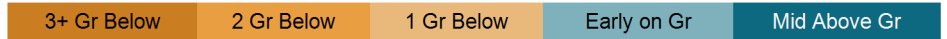
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	95	43	42	9	5	
			2	95	24	32	20	24	
			3	93	18	29	19	33	
	Teacher	Carbonaro, D	1	7	100				
			2	7	100				
			3	8	75	13	13		
		Duncan, C	1	29	41	48	10		
			2	29	21	41	10	28	
			3	29	3	41	17	38	
		Harmon, J	1	30	33	47	13	7	
			2	30	17	23	30	30	
			3	30	13	20	20	47	
		Papale, A	1	30	33	47	10	10	
			2	30	13	40	27	20	
			3	30	20	30	27	23	
	Ethnicity	African American	1	11	55	36	9		
			2	11	27	36	18	18	
			3	11	18	36	18	27	
		Asian	1	15	7	67	20	7	
			2	15		33	13	53	
			3	14		21	21	57	
		Hispanic	1	60	53	33	8	5	
			2	58	34	33	19	14	
			3	57	26	32	19	23	
		White	1	1				100	
			2	2				100	
			3	2				100	
		Other	1	8	25	75			
			2	8		25	50	25	
			3	8		25	25	50	
Filipino	2	1				100			
	3	1				100			

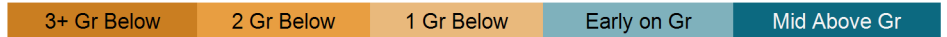
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Gender	Female	1	42	36	48	12	5	
			2	39		13	36	28	23
			3	40		10	35	23	33
		Male	1	53	49	38	8	6	
			2	56	32	29	14	25	
			3	53	25	25	17	34	
	Special Populations	Low SES	1	81	48	40	7	5	
			2	81	28	32	19	21	
			3	79	22	29	19	30	
		ELL	1	32	53	31	13	3	
			2	32	31	34	16	19	
			3	28	25	32	14	29	
		EL + RFEP	1	32	53	31	13	3	
			2	33	30	33	15	21	
			3	29	24	31	14	31	
		Special Ed.	1	15	100				
			2	15	73	20	7		
				13	69	23	8		
			Spec Ed. Speech/RSP	1	6	100			
				2	6	50	33	17	
				3	5	60	20	20	
		Homeless	1	3	100				
			2	4	25	50	25		
			3	4	25	50	25		
GATE/Excel	1	10		50	10	40			
	2	13			8	92			
	3	13				100			
RFEP	2	1				100			
	3	1				100			

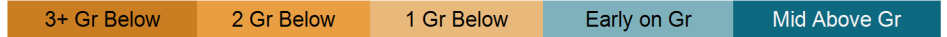
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	106	16	26	25	24	8	
			2	104	12	15	25	29	19	
			3	108	9	19	17	28	28	
	Teacher	Baran, N	Baran, N	1	23	26	26	26	22	
				2	24	13	21	38	29	
				3	24	8	25	17	42	8
		Carbonaro, D	Carbonaro, D	1	9	56	44			
				2	9	56	33	11		
				3	9	56	44			
		Cardoza, D	Cardoza, D	1	23	17	17	35	26	4
				2	24	13	21	8	42	17
				3	24	8	17	8	33	33
				1	26	12	35	23	23	8
				2	26	8	8	42	19	23
				3	26	4	23	27	23	23
		Plexico, L	Plexico, L	1	25	20	24	32	24	
				2	25	4	24	32	40	
				3	26	4	19	23	54	

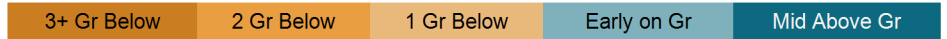
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 3



Legend

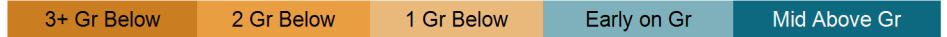


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category									
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr					
3	Ethnicity	African American	1	17	24	29	41	6						
			2	15		27	13	33	20	7				
			3	17			12	24	12	35	18			
		Asian	1	18				22	11	56	11			
			2	18				11	22	39	28			
			3	18				6	11	28	56			
		Filipino	1	1							100			
			2	1							100			
			3	1							100			
		Hispanic	1	61				20	26	26	20	8		
			2	62					11	18	24	29	18	
			3	64					11	20	20	27	22	
		White	1	2								100		
			2	2								100		
			3	2								100		
		Other	1	7				14	43	14	29			
			2	6					17	17	17	33	17	
			3	6					17	33	17	17	17	
	Gender	Female	1	56				11	27	29	25	9		
			2	56					11	11	29	27	23	
			3	57					9	18	14	26	33	
Male		1	50					22	26	22	22	8		
		2	48						13	21	21	31	15	
		3	51						10	20	20	29	22	
Special Populations	Low SES	1	91					18	29	27	21	5		
		2	89						13	16	28	29	13	
		3	92						11	21	18	25	25	
	ELL	1	33						24	24	30	21		
		2	34							15	15	26	41	3
		3	34							15	21	21	35	9
	RFEP	1	6							33		50	17	
		2	6							33		17	50	
		3	6								17	33	50	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Signal Hill 2023-2024 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	EL + RFEP	1	39	21	21	31	26	3
			2	40	13	13	28	38	10
			3	40	13	18	20	35	15
		Special Ed.	1	15	60	40			
			2	16	44	44	6	6	
			3	17	41	47	12		
		Spec Ed. Speech/RSP	1	5	60	40			
			2	5	40	60			
			3	5	40	40	20		
		Homeless	1	5	20	40	40		
			2	4	25	50	25		
			3	5	20	40	20	20	
		GATE/Excel	1	18			6	50	44
			2	18			6	17	78
			3	18				17	83

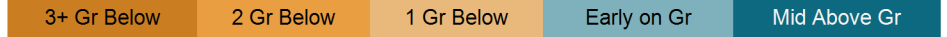
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	98	26	12	44	12	6
			2	107	19	9	48	7	17
			3	109	14	6	49	12	19
	Teacher	Gegenworth, G	1	32	25	13	59	3	
			2	32	16	9	59	3	13
			3	33	15	3	45	27	9
		Ocampo, M	1	34	9	15	29	29	18
			2	34	3	9	41	9	38
			3	34	3	3	41	12	41
		Price, E	1	32	28	16	50	6	
			2	33	21	9	55	12	3
			3	35	11	11	66	11	
	Rexroad, R	1	8	100					
		2	8	88			13		
		3	8	75		13	13		

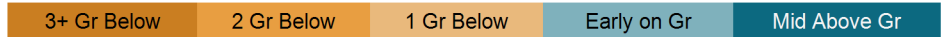
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Ethnicity	African American	1	18	50	11	28	11		
			2	18	39		50	6	6	
			3	18	17	6	56	17	6	
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	20	20	10	35	30	5	
			2	22	14	23	32	9	23	
			3	23	9	13	35	9	35	
		Filipino	1	1					100	
			2	1					100	
			3	1					100	
		Hispanic	1	52	21	13	50	8	8	
			2	57	16	9	49	9	18	
			3	58	16	5	52	10	17	
		Other	1	6	17		83			
			2	7			86	14		
			3	7			57	29	14	
		Pacific Islander	2	1	100					
			3	1	100					
		Gender	Female	1	42	14	12	60	10	5
				2	45	9	13	58	7	13
				3	48	10	2	56	17	15
			Male	1	56	34	13	32	14	7
2	62			26	6	40	8	19		
3	61			16	10	43	8	23		
Special Populations	Low SES	1	84	26	13	44	12	5		
		2	93	20	11	46	8	15		
		3	91	13	8	49	11	19		
	ELL	1	24	38	17	46				
		2	28	29	11	54	7			
		3	29	24	7	59	7	3		

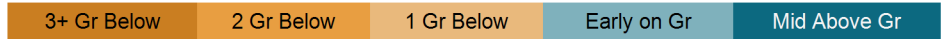
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	RFEP	1	9			22	56	22	
			2	10			20	20	60	
			3	10				10	90	
		EL + RFEP	1	33		27	12	39	15	6
			2	38		21	8	45	11	16
			3	39		18	5	44	8	26
		Special Ed.	1	14		79		21		
			2	16		69		19	13	
			3	16		69	6	25		
		Spec Ed. Speech/RSP	1	4		75		25		
			2	4		50	25	25		
			3	5		80		20		
		Homeless	1	5		20	20	40	20	
			2	6		17		50	17	17
			3	6		17		50	17	17
		GATE/Excel	1	32			3	44	34	19
			2	34				35	15	50
			3	34				26	18	56

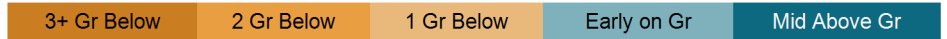
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	97	20	30	25	13	12	
			2	102	16	23	18	23	22	
			3	100	10	12	35	20	23	
	Teacher	George, Y	1	32	22	25	31	13	9	
			2	32	13	19	25	22	22	
			3	32	6	16	34	25	19	
		Hoyt, K	1	30	20	37	27	17		
			2	30	17	37	20	17	10	
			3	30	13	17	33	23	13	
		Rexroad, R	1	9	89					11
			2	10	70			20		10
			3	9	56		22	22		
	Truman, T	1	31		35	23	13		29	
		2	32			16	16	31	38	
		3	32		6	38	16		41	

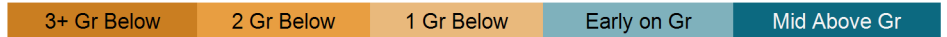
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 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	Ethnicity	African American	1	22	27	23	23	18	9	
			2	23	9	30	17	17	26	
			3	21	5	19	33	24	19	
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	16		44	6	19	31	
			2	17			35	24	41	
			3	17			35	18	47	
		Filipino	1	4		25	25		50	
			2	4			25	25	50	
			3	4			25	25	50	
		Hispanic	1	46	22	35	26	13	4	
			2	48	21	21	23	23	13	
			3	48	15	15	38	19	15	
		Pacific Islander	1	1	100					
			2	1					100	
			3	1					100	
		Other	1	7	29	57		14		
			2	8		38	25	25	13	
			3	8	13	13	38	25	13	
Gender	Female	1	47	13	30	32	13	13		
		2	49	8	24	18	33	16		
		3	50	8	10	38	22	22		
	Male	1	50	26	30	18	14	12		
		2	53	23	21	17	13	26		
		3	50	12	14	32	18	24		
Special Populations	Low SES	1	82	20	33	21	15	12		
		2	86	16	23	17	21	22		
		3	84	10	14	35	19	23		
	ELL	1	22	32	55	14				
		2	22	23	41	36				
		3	23	17	26	57				

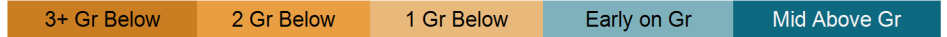
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Signal Hill 2023-2024 Grade 5



Legend

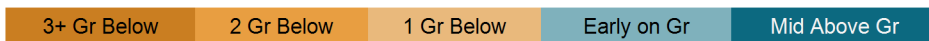


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	RFEP	1	9		22	33	22	22	
			2	9			11	22	11	56
			3	9			33		11	56
		EL + RFEP	1	31		23	45	19	6	6
			2	31		16	32	32	3	16
			3	32		13	19	50	3	16
		Special Ed.	1	13		77		15	8	
			2	14		57		36	7	
			3	13		54	15	31		
		Spec Ed. Speech/RSP	1	3		67		33		
			2	2		50		50		
			3	3		67		33		
		Foster	1	1						100
			2	1						100
			3	1						100
		Homeless	1	2		100				
			2	3		33		33	33	
			3	3		33		33	33	
GATE/Excel	1	34			12	29	26	32		
	2	35				9	9	34	49	
	3	36				3	14	28	56	

i-Ready Math Overall Relative Placement School Data by Subgroup Signal Hill 2023-2024



Legend



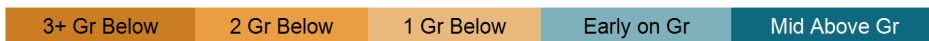
Category		Diagnostic Window	# Students	Percent by Category					
All Students	523	3	523	7	9	49	19	16	
	Gr. 01	3	86	6	64	15	15		
Grade	Gr. 02	3	99	17	55	15	13		
	Gr. 03	3	110	8	8	49	23	12	
	Gr. 04	3	110	9	9	43	22	17	
	Gr. 05	3	103	15	7	32	19	27	
	African American	3	79	10	10	52	16	11	
Ethnicity	Asian	3	93		23	41	24	30	
	Hispanic	3	297	7	12	51	19	10	
	Other	3	34		33	47	24	24	
	Female	3	243	7	7	56	17	14	
Gender	Male	3	280	6	11	43	21	19	
	Low SES	3	431	7	10	49	19	15	
Special Populations	ELL	3	154	8	15	53	18	6	
	RFEP	3	29				14	28	59
	EL + RFEP	3	183	7	13	46	19	15	
	Special Ed.	3	85	24	28	44	2		
	Spec Ed. Speech/RSP	3	21	29	19	43	10		
	Homeless	3	21	5	19	57	19		
	GATE/Excel	3	101				11	31	58

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Signal Hill 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	533	3	533	7	11	35	20	26	
Grade	Gr. K	3	26			42	42	15	
	Gr. 01	3	86	1		50	14	35	
	Gr. 02	3	99		18	29	20	32	
	Gr. 03	3	109		10	18	17	28	28
	Gr. 04	3	110	15	6	48	12	19	
	Gr. 05	3	103		11	14	34	19	22
Ethnicity	African American	3	81	10	14	37	20	20	
	Asian	3	96			24	27	23	44
	Hispanic	3	302	8	14	39	19	20	
	Other	3	34		6	9	35	21	29
Gender	Female	3	247		6	8	37	21	28
	Male	3	286		8	14	34	19	25
Special Populations	Low SES	3	439		7	13	35	19	25
	ELL	3	165	10	15	44	19	12	
	RFEP	3	29				14	14	72
	EL + RFEP	3	194		9	12	40	19	21
	Special Ed.	3	84	31		27	32	10	
	Spec Ed. Speech/RSP	3	21	38		24	29	10	
	Homeless	3	21		14	10	43	19	14
	GATE/Excel	3	101				14	19	66

The percentages may not equal 100% due to rounding.



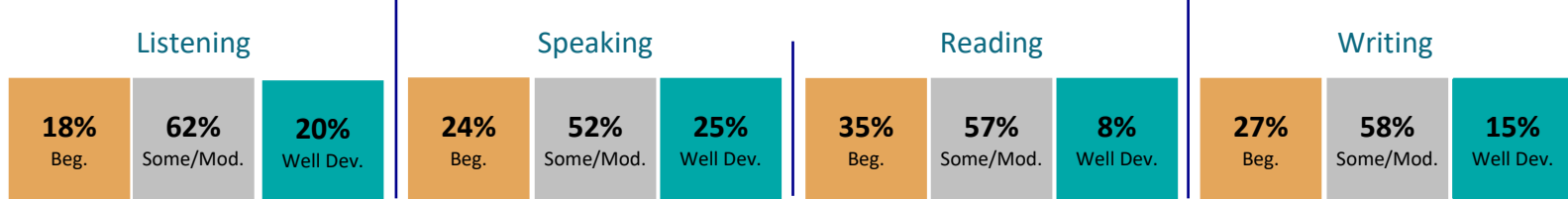
ELPAC Summative Assessment Grade Level Summary 2023-2024

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	88%	13%	0%	0%	75%	25%	0%	75%	25%	0%	63%	38%	0%	88%	13%	0%
01	19%	43%	29%	10%	19%	76%	5%	29%	67%	5%	10%	81%	10%	14%	43%	43%
02	28%	44%	25%	3%	19%	53%	28%	38%	56%	6%	53%	38%	9%	34%	66%	0%
03	17%	26%	51%	6%	11%	74%	14%	11%	77%	11%	31%	57%	11%	23%	57%	20%
04	20%	33%	40%	7%	20%	50%	30%	20%	27%	53%	37%	60%	3%	23%	67%	10%
05	7%	26%	56%	11%	7%	70%	22%	7%	37%	56%	30%	63%	7%	22%	63%	15%



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Signal Hill Elementary Parental Involvement Guidelines 2024-2025

As a school that receives Title I funds, Signal Hill has developed a set of School Parental Involvement Guidelines that contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Signal Hill's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home -School compact is incorporated into the School Parental Involvement Guidelines.

PART I

Signal Hill agrees to implement the following requirements:

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

PART II.

HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Signal Hill Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement



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Guidelines and
schoolwide
plan, if

its

applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Attendance at one training for School Council Parents and Teams.*

Topics include:

- *Responsibilities & Roles of SSC and its members*
- *Composition of SSCs*
- *Budgetary considerations*
- *Single Plans for Student Achievement*
- *Title I, NCLB requirements & mandates*

- Plan Meeting with SSC & ELAC parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines*

- *Invite other parents and stakeholders to attend the meeting*
 - *Newsletter*
 - *Back to school night*
 - *Personal invitations from School Community Workers*

- At Meeting*

- *Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary*
- *Re-write or update the Parent Involvement Guidelines & Home School Compacts*
- *Oral and written translations available for Spanish and Khmer parents to allow for discussions*

- At Annual Title I meeting*

- At Parent conferences held in the first trimester*

2. Signal Hill Elementary will distribute to parents of participating children and the local community, the School Parental Involvement Guidelines in the following ways:

- SSC & ELAC*
- Section of Newsletter*
- Annual Title I Meeting*
- Main Office Counter*
- Parent Teacher Conferences*
- Back to School Night*



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Signal Hill
Elementary will
update

3.

periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school through:

- Public school choice notifications*
- Supplemental services*
- Interventions*
- At SSC and ELAC meetings*
- Parent information meetings*

4. Signal Hill Elementary will convene an Annual Meeting to inform parents of the following:

That their child's school participates in Title I,
About the requirements of Title I,
Of their rights to be involved :

- Meetings offered in the morning or evening*
- Invitations/fliers sent home with each child in an appropriate language*
- Announcement made on school marquee*
- Food and beverages offered*
- Transportation provided if necessary*
- Incentives and child care provided*

5. Signal Hill Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- Notifications via fliers/marquee- School newsletters, Businesses in Community*
- Meetings offered in the morning, lunchtime, and in the evening*
- Saturday workshops/meetings*



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- Announcements/fliers sent home with each child in an appropriate language*
 - Incentives, refreshments, and child care provided*
 - District Parent Resource Center Family Nights*
6. Signal Hill Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
- Section of Newsletter*
 - At Annual Title I Meeting*
 - On Main Office Counter*
 - At SSC, ELAC meetings and other Parent meetings*
 - At Parent Teacher Conferences*
 - At Back to School Night*
 - On School Website*
 - Post District Parent Resource Centers' monthly Calendars of workshops*
 - On District Parent Education website*
7. Signal Hill Elementary will provide to parents of participating children 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:
- At various meetings, such as :*
 - *Parent Teacher Conferences*
 - *Parent Resource Center Workshops (Parent University)*
 - School newsletters*
- Signal Hill Elementary will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Parents' suggestions/topics from*
 - *Principal's Chats*
 - *Parent surveys*
 - *Parent Meetings*



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Signal Hill submit parent

Elementary will to the district any comments if the schoolwide plan

under section (1114)(b)(2) is not satisfactory to parents of participating children:

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Signal Hill Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District 'Trainer of Trainer' trainings offered for parents and staff to facilitate Parent Education workshops on site.
 - ~~▪ LACOE's (LA County of Education) 'Home School Connection' facilitated by Principal or Parent Education Coordinator~~
 - Parent University found on the district website A-Z directory: Search P
 - 'Parents as Learning Partners'-- facilitated by Principal or Parent Education Coordinator (Parent University)

2. Signal Hill Elementary will incorporate the school-parent compact as a component of its School Parental Involvement Guidelines:

- Developed, discussed and reviewed at first SSC (School Site Council) and ELAC (English Learners Advisory Council) meetings*
- Distributed to parents*
 - *Tear-offs sent home with each student in an appropriate language*
 - *Signed by parent at Parent Teacher Conferences*

3. Signal Hill Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators:



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- *Calendars-Parent Resource Center Parent Workshops (Parent University)*
 - *District Parent Leadership Conference*
 - *District's Annual Parent Summit Conference*
 - ☒ ~~*LACOE's Annual Parent Conference*~~
 - *DCAC and ELAC meetings*
 - *District Website: Parent Connection; Parent Groups; Parent Guidelines; Parent Information, Parent Survey; Parent University*
 - *Transitional workshops (Getting Ready for Middle School, High School & College) offered through the District Parent Resource Centers and AVID or GEAR UP*
 - ~~*School Loop Parent Vue*~~
 - ☒ ~~*Home Learning Compact*~~
4. Signal Hill Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- *Parent Workshops (TBD) once parents fill out surveys*
 - *Parent Leadership Conference*
 - *WRAP(after school program) parent activities/nights*
 - *GATE (Gifted and Talented Education) parent meetings*
 - *District 'Trainer of Trainer' trainings offered for parents to facilitate workshops for other parents*
 - ~~*LACOE*~~
 - *'Parents as Learning Partners' (Parent University)*
5. Signal Hill Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- *Teacher/Staff Inservices (guest presenters or School Staff)*
 - *Parents as Teachers Partners*



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- *Positive communication with Parents*
 - *Understanding & Teaching Students of Different Cultures*
 - *Reaching the ‘Hard-to-Reach’ Parents*
 - *District monthly subscriptions/publications “Ideas Staff Can Use”*
6. Signal Hill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *Parent Resource Center Calendars, offerings*
 - *Getting Ready for Kindergarten*
 - ~~*Kindergarten Readiness & PACT (Parent And Child Together) classes*~~ *Transitional Kindergarten*
 - *Promotion of District’s Kindergarten Festival*
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Signal Hill Staff will be doing the Spanish translations of written materials/notifications that are sent to parents*
 - *Written notifications will be sent to PALMS office for translation into Khmer*

* * * * *

PART V. ADOPTION

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

These guidelines were adopted by Signal Hill Elementary on **10/23/2023** and will be in effect for the period of the **2023-2024** school year. The school will distribute



the

all

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Guidelines to
parents of
participating

Title I, Part A children. Signal Hill Elementary will notify parents of the Guidelines in an understandable and uniform format and, to the extent practicable, provide a copy of this Guideline to parents in a language the parents can understand.



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primaria Signal Hill Pautas 2024-2025

Como escuela que recibe fondos del Título I, Signal Hill ha desarrollado un conjunto de Pautas de participación de los padres de la escuela que contienen la información requerida por la sección 1118 (b) de la Ley de educación primaria y secundaria (ESEA). Las Pautas establecen las expectativas de Signal Hill para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto Hogar-Escuela está incorporado en las Pautas de participación de los padres en la escuela.

PARTE I

Signal Hill se compromete a implementar los siguientes requisitos:

- desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, las Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- notificará a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en idiomas que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el pacto escuela-padres de la escuela como un componente de sus Directrices de participación de los padres en la escuela.
- acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

CÓMO IMPLEMENTARÁ LA ESCUELA LAS DIRECTRICES REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA COMPONENTES

1. Signal Hill Elementary tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres escolares y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:



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- *Asistencia a una capacitación para Padres y Equipos del Consejo Escolar. Los temas incluyen:*
 - *Responsabilidades y roles del SSC y sus miembros*
 - *Composición de los SSC*
 - *Consideraciones presupuestarias*
 - *Planes únicos para el rendimiento estudiantil*
 - *Título I, requisitos y mandatos de NCLB*

 - *Reunión del plan con los padres del SSC y ELAC (en un momento conveniente) para revisar el Plan único para el rendimiento estudiantil y Pautas del año*
 - *Invitar a otros padres y partes interesadas a asistir a la reunión*
 - *Boletín*
 - *Noche de regreso a la escuela*
 - *Invitaciones personales de los trabajadores de la comunidad escolar*

 - *En la reunión*
 - *Revisar el plan escolar y las pautas del año anterior y el contrato entre el hogar y la escuela. Como grupo, tome nota de los cambios y haga los ajustes (eliminaciones o adiciones) según sea necesario*
 - *Vuelva a escribir o actualice las Pautas de participación de los padres y los Pactos entre el hogar y la escuela Traducciones orales y escritas disponibles para los padres en español y jemer para permitir las discusiones*

 - *En la reunión anual del Título I*

 - *En las conferencias de padres celebradas en el primer trimestre*
2. Signal Hill Elementary distribuirá a los padres de los niños participantes y a la comunidad local, las Pautas de participación de los padres en la escuela de las siguientes maneras:
- *SSC y ELAC*
 - *del boletín*
 - *Reunión anual de Título I*
 - *Mostrador de la oficina principal*
 - *Conferencias de padres y maestros*
 - *Noche de regreso a la escuela*
3. Signal Hill Elementary actualizará periódicamente sus Directrices de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela a través de:
- *Notificaciones de elección de escuela pública*



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- Servicios complementarios*
- Intervenciones*
- En las reuniones de SSC y ELAC Reuniones*
- información para padres*

4. Signal Hill Elementary convocará una reunión anual para informar padres de lo siguiente:

Que la escuela de su hijo participa en el Título I,
Acerca de los requisitos del Título I,
De sus derechos a participar:

- Reuniones ofrecidas por la mañana o por la tarde*
- Invitaciones/volantes enviados a casa con cada niño en un idioma apropiado*
- Anuncio realizado en la marquesina de la escuela*
- Se ofrecen alimentos y bebidas Se*
- proporciona transporte si es necesario*
- incentivos y cuidado infantil*

5. Signal Hill Elementary llevará a cabo una cantidad flexible de reuniones en diferentes horarios y proporcionará transporte, cuidado de niños y/o visitas al hogar, pagados con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de volantes/marquesina- Escuela Boletines informativos, negocios en la comunidad*
- Reuniones ofrecidas por la mañana, a la hora del almuerzo y por la noche*
- Talleres/reuniones los sábados*
- Anuncios/volantes enviados a casa con cada niño en un idioma apropiado*
- Incentivos, refrigerios y cuidado de niños proporcionado*
- Centro de recursos para padres del distrito Noches familiares de*



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6. Signal Hill Elementary proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:
- Sección del boletín*
 - En la reunión anual de Título I*
 - En el mostrador de la oficina principal*
 - En las reuniones de SSC, ELAC y otras reuniones*
 - de padres En las conferencias de padres y maestros*
 - En la noche de regreso a clases*
 - En la escuela Sitio web*
 - Publicar los calendarios mensuales de talleres de los Centros de recursos para padres del*
 - distrito En el sitio web de Educación para padres*
7. Signal Hill Elementary proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
- En varias reuniones, tales como :*
 - *Conferencias de*
 - *padres y maestros Talleres del centro de recursos para padres Boletines*
 - escolares*
- Signal Hill Elementary brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible.
:
- Sugerencias/temas de*
 - *de las charlas con el director*
 - *Encuestas*
 - *para padres Reuniones*
- para padres La escuela primaria Signal Hill enviará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:

PARTE III . COMPARTIDAS RESPONSABILIDADES PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES



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1. La Escuela Primaria Signal Hill desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades descritas específicamente a continuación:

□ Se ofrecen capacitaciones de 'Entrenador de Entrenadores' del Distrito para padres y personal para facilitar talleres de Educación para Padres en el sitio.

- LACOE (Condado de Educación de Los Ángeles), facilitado por el director o el coordinador de educación
- para padres. 'Padres como socios de aprendizaje': facilitado por el director o el coordinador de educación para padres

2.

dePautas para la participación de los padres en la escuela:

□ *Desarrolladas, discutidas y revisadas en las primeras reuniones del SSC (Consejo del sitio escolar) y ELAC (Consejo asesor de estudiantes de inglés)*

□ *Distribuidas a los padres*

- *Cortes enviados a casa con cada estudiante en un idioma apropiado*
- *Firmado por los padres en las conferencias de padres y maestros*

3, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, al emprender las acciones descritas en este párrafo:

- los estándares de contenido académico del estado,
- el estado del estudiante estándares de rendimiento académico,
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
- el r requisitos del Título I,
- cómo monitorear el progreso de su hijo y
- cómo trabajar con los educadores:

□ *Calendarios-Centro de recursos para padres Talleres para*

□ *liderazgo de padres del*

□ *distrito Conferencia cumbre anual de padres del distrito*

□ *LACOE Reuniones de*

□ *DCAC y ELAC*



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- Sitio web del distrito: Participación de los padres*
 - Mensual del distrito suscripciones para padres ("Los padres marcan la diferencia, Recetas para el éxito, etc.*
 -) Talleres de transición (Preparándose para la escuela intermedia, la escuela secundaria y la universidad) ofrecidos a través de los Centros de recursos para padres del distrito y AVID o GEAR UP*
 - School Loop*
 - Home Learning Compact*

- 4. Signal Hill Elementary, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al :
 - Centro de Recursos para Padres Talleres para Padres (títulos)*
 - Conferencia de Liderazgo para Padres*
 - WRAP (programa después de la escuela) actividades/noches para padres*
 - GATE (Educación para Dotados y Talentosos) reuniones*
 - ofrecen capacitaciones de "Entrenador de Entrenadores" del Distrito para que los padres faciliten talleres para otros padres*
 - LACOE's 'Home School Connection'
 - 'Padres como socios de aprendizaje'

- 5. La Escuela Primaria Signal Hill, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas, por parte de:
 - maestros/personal (presentadores invitados o personal escolar)*
 - *Padres como socios maestros*
 - *Comunicación positiva con los padres*



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- *Comprensión y enseñanza Estudiantes de Diferentes culturas*
 - *Llegando a los padres 'difíciles de alcanzar"*
 - *Suscripciones/publicaciones mensuales del distrito "Ideas que el personal puede usar"*
6. La escuela primaria Signal Hill, en la medida de lo posible y apropiado, coordinará e integrará los programas y actividades de participación de los padres con Head Start, Lectura First, Early Reading First, preescolar público y otros programas, y llevar a cabo otras actividades, como centros de recursos para padres, que alienten y Apoyar a los padres para que participen más plenamente en la educación de sus hijos, mediante:
- *Centro de recursos para padres Calendarios, ofertas*
 - *Preparándose para el jardín de*
 - *infantes Clases de preparación para el jardín de infantes y PACT (padres e hijos juntos)*
 - *Promoción del festival de jardín de infantes del distrito*
7. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. , incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
- *Javier Rivera hará las traducciones al español de los materiales escritos/notificaciones que se envían a los padres*
 - *. Las notificaciones escritas se enviarán a la oficina de PALMS para su traducción. al jemer*

PARTE V. ADOPCIÓN

Estas Pautas para la participación de los padres en la escuela han sido desarrolladas y acordadas conjuntamente con los padres de los niños que participan en los programas del Título I, Parte A.

Estas pautas fueron adoptadas por Signal Hill Elementary el **31/10/2022** y estarán vigentes durante el período del **2022-2023** año escolarLa escuela distribuirá las Pautas a todos los padres de los niños participantes del Título I,



Signal Hill Elementary School
Title I Academic Achievement Award
2285 Walnut Avenue
Signal Hill, CA 90755
(562) 426-8170 □ FAX (562) 426-6072



Parte A. Signal Hill Elementary notificará a los padres sobre las Pautas en un formato comprensible y uniforme y, en la medida de lo posible, proporcionará una copia de esta Pauta a los padres en un idioma que los padres puedan entender.

Signal Hill Elementary School Home School Compact - 2024-2025

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 2024-2025

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.*