



2023-2024

Reid High School

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC ELA Growth Report Subgroups Percent of Students Change in Scale (Comparing prior years scale score to this year) All Students (n=39) 26% Above Target or Accelerated African American (n=6) 50% Above Target or Accelerated Hispanic (n=27) 26% Above Target or Accelerated English Learner (n=6) 17% Above Target or Accelerated 2022-2023 SBAC Achievement Level Report Data Findings (ELA) Not Met+Nearly MetMetExceededAll ELA (n=53) 98%2%0%Hispanic (n=34) 100%0%0%African American (n=9) 100%0%0%EL ELA (n=9) 100%0%0%White (n=4) 75%25%0% SBAC Achievement Level Report Data Findings by subgroup (ELA) two year comparison) Subgroup 21-22 22-23 2 year change All ELA (n=53) 4% 2%-2%Hispanic (n=34) 3% 0%-3%African American (n=9) 10% 0%-10%White (n=4) 0% 25%25%26% of Reid students who took the SBAC met the growth target or better. However, based on ELA SBAC Data from 2022-2023, 98% of Reid 11th grade students did not meet the state standard. Furthermore, comparing the 2021-2022 SBAC Scores to the 2022-2023 we see a 2% decrease in the number of students who Met the standard.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

11th-grade students meeting or exceeding standards on the SBAC ELA exam will increase by 5% from 2% to 7%.75% of Reid students will earn 25 credits per quarter, Students who are enrolled by September 22, 2023 and remaining at Reid through June will earn 100 credits.

Action Steps to achieve the goal:

Provide students with a the classes they need in order to achieve the goal of returning to a comprehensive high school or graduating from Reid Continuation High School

Conduct frequent "Credit/Progress discussions" with students to increase accountability and student ownership of their learning.

During the months of September, November and April we will conduct discussions with Juniors and seniors who are not demonstrating adequate progress/earning credits to inform them of the possibility of returning to a comprehensive high school or graduating.

Conduct parent trainings to inform parents of how they can support their teenager

Use BLAST college Aides to assist identified students who struggle using Apex.

Provide students with an opportunity to get assistance completing assignments out side of scheduled class time.

Monitoring:

Review student achievement data on a regular and ongoing basis (Weekly) for the purpose of early intervention and planning.

Use synergy and a spreadsheet to Input intervention data with fidelity. Doing so will allow for increased collaboration among the staff and intervention team, and allow Reid students to receive the maximum support available while learning using the Apex Curriculum.

Conduct monthly Students Progress meetings with teaching staff for the purpose of early interventions

Apex will provide parents with a weekly update via email on their student's progress

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC Math Growth Report Subgroups Percent of Students Change in Scale (Comparing prior years scale score to this year) All Students (n=38) 16% Above Target or Accelerated African American (n=6) 33% Above Target or Accelerated Hispanic (n=26) 12% Above Target or Accelerated English Learner (n=6) 17% Above Target or Accelerated SBAC Achievement Level Report Data Findings (Math) Not Met+Nearly MetMetExceeded All ELA (n=38) 100%0%0% Hispanic 0%0%0% African American 0%0%0% EL 0%0%0% White 0%0%0% SBAC Achievement Level Report Data Findings by subgroup (Math) two year comparison According to SBAC Achievement Data there was no change in student performance from the 2021-2022 to 2022-2023 school year. Math continues to be a significant area of academic focus at Reid High School. 16% of Reid students who took the SBAC met the growth target or better. However, based on Math SBAC Data from 2022-2023, 0% of Reid 11th grade students met the state standard.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

11th-grade students meeting or exceeding standards on the SBAC Math exam will increase by 5% from 0% to 5%.75% of Reid students will earn 25 credits per quarter, students who are enrolled by September 22, 2023, and remaining at Reid through June will earn 100 credits.

Action Steps to achieve the goal:

Provide students with a the classes they need in order to achieve the goal of returning to a comprehensive high school or graduating from Reid Continuation High School

Conduct frequent "Credit/Progress discussions" with students to increase accountability and student ownership of their learning.

During the months of September, November and April we will conduct discussions with Juniors and seniors who are not demonstrating adequate progress/earning credits to inform them of the possibility of returning to a comprehensive high school or graduating.

Conduct parent trainings to inform parents of how they can support their teenager

Use BLAST college Aides to assist identified students who struggle using Apex.

Provide students with an opportunity to get assistance completing assignments out side of scheduled class time.

Monitoring:

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Conduct monthly Students Progress meetings with teaching staff for the purpose of early interventions

Apex will provide parents with a weekly update via email on their student's progress

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

i-Ready Data ELA Phonological Awareness 100% of students scored Mid or Above Grade Level Phonics 70% of students scored Mid or Above Grade Level 0% of the students scored Early on Grade Level 0% of the students scored One Grade Level Below 0% of students scored two Grade levels below 30% of Reid students scored three or more years below grade level High Frequency Words 100% of students scored Mid or Above Grade Level Vocabulary 0% of students scored Mid or Above Grade Level 5% of the students scored Early on Grade Level 5% of the students scored One Grade Level Below 0% of students scored two Grade levels below 90% of Reid students scored three or more years below grade level Comprehension Literature 0% of students scored Mid or Above Grade Level 0% of the students scored Early on Grade Level 0% of the students scored One Grade Level Below 5% of students scored two Grade levels below 95% of Reid students scored three or more years below grade level Comprehension Informational text 0% of students scored Mid or Above Grade Level 0% of the students scored Early on Grade Level 0% of the students scored One Grade Level Below 0% of students scored two Grade levels below 100% of Reid students scored three or more years below grade level Math Number and Operations 29% of students scored Mid or Above Grade Level 71% of Reid students scored three or more years below grade level Algebra and Algebraic Thinking 0% of students scored Mid or Above Grade Level 5% of the students scored Early on Grade Level 6% of the students scored One Grade Level Below 12% of students scored two Grade levels below 82% of Reid students scored three or more years below grade level Measurement and Data 29% of students scored Mid or Above Grade Level 0% of the students scored Early on Grade Level 0% of the students scored One Grade Level Below 0% of students scored two Grade levels below 71% of Reid students scored three or more years below grade level Geometry 0% of students scored Mid or Above Grade Level 0% of the students scored Early on Grade Level 0% of the students scored One Grade Level Below 6% of students scored two Grade levels below 94% of Reid students scored three or more years below grade level

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

All 11th grade students identified as English Learners will achieve at least one year of growth in Math and ELA as measured by i-Ready Assessments. At least 22% of 11th-grade ELL students will meet or exceed their SBAC ELA growth target compared to 17% in 2022-2023. At least 22% of 11th-grade ELL students will meet or exceed their SBAC Math growth target compared to 17% in 2022-2023.

Action Steps to achieve the goal:

Provide students with a the classes they need in order to achieve the goal of returning to a comprehensive high school or graduating from Reid Continuation High School

Conduct frequent "Credit/Progress discussions" with students to increase accountability and student ownership of their learning.

During the months of September, November and April we will conduct discussions with Juniors and seniors who are not demonstrating adequate progress/earning credits to inform them of the possibility of returning to a comprehensive high school or graduating.

Conduct parent trainings to inform parents of how they can support their teenager

Use BLAST college Aides to assist identified students who struggle using Apex.

Provide students with an opportunity to get assistance completing assignments out side of scheduled class time.

Monitoring:

Review student achievement data on a regular and ongoing basis (Weekly) for the purpose of early intervention and planning.

Use synergy and a spreadsheet to Input intervention data with fidelity. Doing so will allow for increased collaboration among the staff and intervention team, and allow Reid students to receive the maximum support available while learning using the Apex Curriculum.

Conduct monthly Students Progress meetings with teaching staff for the purpose of early interventions

Apex will provide parents with a weekly update via email on their student's progress

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Culture and Climate 2021-2022 2022-2023 2 year change Attendance 59% 67% Increased by 8% Chronic Absenteeism 92% 85% Decreased by 7% Suspension 5% 15% Increased by 10% Spring Pulse Survey Spring 2023 Change since Winter 2022 Agency 89% +1% Identity 81% No change Belonging 78% +3% Culture and Climate Based on Culture and Climate data from the Spring 2023 Pulse Survey Reid students scored relatively high in the areas of identity, agency, and belonging. This may have influenced student desire to come to school resulting in an 8% increase in attendance. Therefore, we will continue to build a culture in which students feel welcome, safe and are able to express their opinion to impact schoolwide change.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

94% of Reid students will respond favorably to questions regarding Agency as measured by the Spring Pulse survey. 83% of Reid students will respond favorably to questions regarding Sense of Belonging as measured by the Spring Pulse survey. 86% of Reid students will respond favorably to questions regarding Identity as measured by the Spring Pulse survey. By March 2024, 80% of Reid students will respond favorably to questions regarding Growth Mindset as measured by the CORE survey.

The Reid staff will create a positive learning environment so students receive daily, weekly and monthly positive reinforcement, gain a sense of belonging, agency, identity and a strong growth mindset.
Reid's attendance goal is to have a 10% decrease in chronic absenteeism, so by June 2024 the Chronic absenteeism is 75.33%.
During the 2023-2024 school year Reid will continue to conduct monthly Advisory classes to help students set goals and increase self management.
Conduct community dialogue circles regarding goals and how to achieve the goal(s)
Collaboration among staff will guide Restorative Practices and the intervening of our RJ TOSA
Student will setup and run activities on an ongoing basis
Students participation in decision making (surveys, dialogue, PACT-Principal Advisory Council Talks)
Reid will participate in small school activities and sports

Monitoring
Attendance and credit data will be analyzed frequently by the Attendance TEAM. Also interventions will be initiated in an equitable manner to meet the needs of individual students.
Weekly scheduled circles as as formative community and or conflict circles
Daily, weekly, and monthly recognition of students who demonstrate Reid Character Traits
Students set up and run lunch time activities multiple times a week

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) All ELL 11th grade students will achieve at least one year of growth in Math and ELA as measured by the iReady Assessment. At least 20% of 11th-grade students will reach or exceed their SBAC ELA growth target compared to 13% in 2021-2022. At least 20% of 11th-grade Black students will reach or exceed their SBAC ELA growth target compared to 11% in 2021-2022. At least 20% of 11th-grade ELL students will reach or exceed their SBAC ELA growth target compared to 9% in 2021-2022.</p> <p>2) ELA Goal Students will achieve one year of growth in ELA as measured by teacher created formative assessment, LBUSD unit (intermittent) assessments and the SBAC summative assessment.</p>	Goal Partially or Not Met	<p>All Students According to SBAC Growth Report 1109, 17% of 11th-grade students met or exceed their SBAC ELA growth target compared to the 13% in 2021-2022 school year.</p> <p>Black Students According to SBAC Growth Report 1109, 50% of 11th-grade Black students met or exceed their SBAC ELA growth target compared to 11% in 2021-2022 school year.</p> <p>ELL Students According to SBAC Growth Report 1109, 17% of 11th-grade ELL students will reach or exceed their SBAC ELA growth target compared to 9% in 2021-2022 school year</p>	<p>-Reid has changed its curriculum and is using Apex Learning school-wide. In doing so students receive grade level content with teacher support. We have also added additional student support by having all credentialed staff push-in and help students academically. Better Learning For All Students (BLAST) college mentors have also provided academic support.</p> <p>-The Reid staff collaborates weekly regarding interventions and student progress, student conferences take place on a bi-weekly and monthly basis, parents are informed weekly through Apex regarding student performance, and are contacted by phone and invited to a conference when needed. Student advisory and goal setting is done with students on a monthly basis.</p> <p>-Use of Data monitoring strategies available in Apex to identify students who require intervention: Teacher daily intervention Circles for students not meeting adequate progress Leadership TEAM Targeted Intervention BLAST Tutors/Mentors Outside Tutoring (HSO Funded)</p>

				-Use synergy and a spreadsheet to Input intervention data with fidelity. Doing so will allow for increased collaboration among the staff and intervention team, and allow Reid students to receive the maximum support available while learning using the Apex Curriculum.
Math	<p>1) All ELL 11th grade students will achieve at least one year of growth in Math and ELA as measured by the iReady Assessment. At least 20% of 11th-grade students will reach or exceed their SBAC Math growth target compared to 8% in 2021-2022. At least 20% of 11th-grade Black students will reach or exceed their SBAC Math growth target compared to 0% in 2021-2022. At least 45% of 11th-grade ELL students will reach or exceed their SBAC Math growth target compared to 38% in 2021-2022.</p> <p>2) Math Students will achieve one year of growth in Math based on the course(s) they complete and as measured by teacher created formative assessment, LBUSD unit (intermittent)</p>	Goal Partially or Not Met	<p>All Students According to SBAC Growth Report 1109, 16% of 11th-grade students met or exceed their SBAC Math growth target compared to the 19% in 2021-2022 school year.</p> <p>Black Students According to SBAC Growth Report 1109, 33% of 11th-grade students met or exceed their SBAC Math growth target compared to the 0% in 2021-2022 school year.</p> <p>ELL Students According to SBAC Growth Report 1109, 17% of 11th-grade students met or exceed their SBAC Math growth target compared to the 38% in 2021-2022 school year.</p>	<p>-Reid has changed its curriculum and is using Apex Learning schoolwide. In doing so students receive grade level content with teacher support. We have also added additional student support by having all credentialed staff push-in and help students academically. Better Learning For All Students (BLAST) college mentors have also provided academic support.</p> <p>-The Reid staff collaborates weekly regarding interventions and student progress, student conferences take place on a bi-weekly and monthly basis, parents are informed weekly through Apex regarding student performance, and are contacted by phone and invited to a conference when needed. Student advisory and goal setting is done with students on a monthly basis.</p> <p>-Use of Data monitoring strategies available in Apex to identify students who require intervention: Teacher daily intervention</p>

	assessments, Apex, Aleks and the SBAC summative assessment.			<p>Circles for students not meeting adequate progress Leadership TEAM Targeted Intervention BLAST Tutors/Mentors Outside Tutoring (HSO Funded)</p> <p>-Use synergy and a spreadsheet to Input intervention data with fidelity. Doing so will allow for increased collaboration among the staff and intervention team, and allow Reid students to receive the maximum support available while learning using the Apex Curriculum.</p>
English Learner	<p>1) All ELL 11th grade students will achieve at least one year of growth in Math and ELA as measured by the iReady Assessment. At least 20% of 11th-grade ELL students will reach or exceed their SBAC ELA growth target compared to 9% in 2021-2022. At least 45% of 11th-grade ELL students will reach or exceed their SBAC Math growth target compared to 38% in 2021-2022. Intervention s include: Better Learning For All Students (BLAST) will provide mentors/tutors to help English Learners. BLAST has agreed to</p>	Goal Partially or Not Met	<p>ELL Students (ELA) According to SBAC Growth Report 1109, 17% of 11th-grade ELL students will reach or exceed their SBAC ELA growth target compared to 9% in 2021-2022 school year</p> <p>ELL Students (Math) According to SBAC Growth Report 1109, 17% of 11th-grade students met or exceed their SBAC Math growth target compared to the 38% in 2021-2022 school year.</p>	<p>-Reid has changed its curriculum and is using Apex Learning schoolwide. In doing so students receive grade level content with teacher support. We have also added additional student support by having all credentialed staff push-in and help students academically. Better Learning For All Students (BLAST) college mentors have also provided academic support.</p> <p>-The Reid staff collaborates weekly regarding interventions and student progress, student conferences take place on a bi-weekly and monthly basis, parents are informed weekly through Apex regarding student performance, and are contacted by phone and invited to a conference when needed. Student advisory and goal setting is done with students on a monthly basis.</p>

hire up to 25 college mentors/tutors. In the past college mentors/tutors have been effective at helping increase student understanding of curriculum, motivation to come to school, and credit attainment. Long Beach Unified School District has allocated funds to hire Reid teachers to work with students during their conference period. This intervention is planned to begin in January 2023. Teachers use SADIE strategies, and differentiate assignments to address the needs of English Learners. Wednesday's a LBCC representative is on campus to encourage students to prepare for and attend college. The LBCC representative also assists students with completing the necessary enrollment paperwork. BLAST teacher assists students and families with life skills, college and career exploration and, help them complete the FAFSA. As part of a continuous improvement cycle the Reid staff reviews data and conducts Advisory Class, and a monthly Students of Concern Staff Meeting for the purpose of

-Use of Data monitoring strategies available in Apex to identify students who require intervention:

Teacher daily intervention
Circles for students not meeting adequate progress
Leadership TEAM Targeted Intervention
BLAST Tutors/Mentors
Outside Tutoring (HSO Funded)

-Use synergy and a spreadsheet to Input intervention data with fidelity. Doing so will allow for increased collaboration among the staff and intervention team, and allow Reid students to receive the maximum support available while learning using the Apex Curriculum.

early intervention.

2) All ELL 11th grade students will achieve at least one year of growth in Math and ELA as measured by the iReady Assessment. At least 20% of 11th-grade ELL students will reach or exceed their SBAC ELA growth target compared to 9% in 2021-2022. At least 45% of 11th-grade ELL students will reach or exceed their SBAC Math growth target compared to 38% in 2021-2022.

<p>Culture/Climate</p>	<p>1) By June 2023, student Self-Management will increase by 10% (from 65% to 75%) as measured by the CORE Survey</p> <p>By June 2023 Student Self-Efficacy will increase by 16% (from 54% to 70%) as measured by the CORE Survey 2) By June 2023, student Self-Management will increase by 10% (from 65% to 75%) as measured by the CORE Survey By June 2023 Student Self-Efficacy will increase by 16% (from 54% to 70%) as measured by the CORE Survey</p>	<p>Goal Partially or Not Met</p>	<p>According to CORE Survey Results 69% of Reid Students answered favorably to questions regarding Self Management compared to 65% in June 2022.</p> <p>According to CORE Survey Results -56% of Reid Students answered favorably to questions regarding Self-Efficacy compared to 54% in June 2022.</p>	<p>Restorative Justice:</p> <ul style="list-style-type: none"> -Collaboration among staff will guide Restorative Practices and the intervening of our RJ TOSA -The RJ Coordinator will work collaboratively with the Dean to deescalate potential harmful situations. As well as pre planned weekly and monthly RJ circles for specific topics. Furthermore students will lead Community Building Circles in teacher classrooms. -Conduct community dialogue circles regarding goals and how to achieve the goal(s) -Self-Management and Goals Setting: During the 2023-2024 school year Reid will continue to conduct monthly Advisory classes to help students set goals and increase self management. -Student will setup and run activities on an ongoing basis -Students participation in decision making (surveys, dialogue, PACT-Principal Advisory Council Talks) -Reid students will participate in small school activities and sports
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Reid will allocate funds to purchase material and supplies necessary for the End of Year Activities including: Prom, Senior Picnic, and Graduation. Items include but are not limited to caps, gowns, diploma covers, etc. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Reid has a history of low parent/guardian involvement. We continue to attempt several strategies to increase parent/guardian participation. Some strategies include: student orientation, newsletters, frequent communication via email, text message, phone calls, Coffee or Tea with the TEAM, and morning student dropoff communication strategy. Our current plan is to pay staff members to contact parents/guardians after hours and invite them to be partners in the student learning process. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Reid will allocate funds to purchase supplemental materials that teachers will use to increase student engagement. We will seek recommendations and approval from OCIPD and Textbook Services prior to purchasing books or other curricular items. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Reid High School will allocate \$5,000 for professional development. The main focus for the professional development will be in the areas of Teaching and Learning to incorporate an equity lens and a focus on student growth and growth mindset. We will also focus our professional development on improving the culture and climate by Schoolwide implementation Safe and Civil and Restorative practices. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Reid Continuation High School will allocate funds in order to allow students to participate in activities with other LBUSD Thematic High Schools. The funds will be used to pay for staff, security and necessary supplies. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Reid will allocate \$4,000 of its allotted Title I funds to provide students with enriching field trip experiences during the 2021-2022 school year. Our plan is to use experiences outside the class/school to inspire students to value education and work towards acquiring the skills necessary to be successful in college and/or a career. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

<p>Reid would like to fund our partners of many years, BLAST nonprofit, In consideration of the following services:</p> <p>Provide logistical and personnel support to ensure all Reid seniors and 13th graders successfully complete a Free Application for Federal Student Aid</p> <p>Organize and present a minimum of one college and career fair in the course of the 2022-2023 school year to the Reid student body.</p> <p>Organize and chaperone a minimum of 4 college and career focused field trips in the course of the 2022-2023 school year.</p> <p>Present the Bridge to Success curriculum to all junior students throughout the course of the 2022-2023 academic year.</p> <p>Keep, maintain, and share records on student post secondary plans</p> <p>Collaborate and coordinate with teachers of other career courses</p> <p>Academic Mentor Program, BLAST will recruit, train, and monitor college students to act as mentors and academic tutors to students in need of literacy and numeracy support.</p> <p>(IN 6)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios 	<p>My Perspectives, 2017, Pearson</p>

communication, and research techniques.

Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They

can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

Homework
This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p>	<p>My Perspectives, 2017, Pearson</p>

process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at: <http://www.lbschools.net/Departments/Curriculum/ELA/curri>

Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques,

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of</p>	<p>Formative Assessments Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> • Tests (district exams and classroom tests) • Quizzes • Project work that assesses a student’s understanding <p>Classwork/Activities Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> • In class assignments • Project work completed in class • Notes • Warm-ups • Graded participation <p>Homework Graded work completed outside of class such as any of the following:</p> <ul style="list-style-type: none"> • Assignments • Project work completed outside of class <p>Khan Academy offers the teachers a way to get</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the

assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.

expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Pre Calculus

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

Introduction to Applied Math;

College and Career Ready Mathematics;

Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.

Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.

For other math offerings and the full catalog of high school courses, please visit:
<https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The 2023-2024 Reid instructionals focus is U&E-3 engagement. In order to increase student engagement we will purchase materials that can be used in a variety of ways. SBAC ELA 40, Graduation/Drop-out Rate 30, EL Reclassification 30	Reid will allocate funds to purchase supplemental materials that teachers will use to increase student engagement. We will seek guidance and approval from OCIPD and Textbook Services prior to purchasing books or other curricular items.	All Students	*Title I \$4,000 Materials - *Title I 100%	09/01/2023 - 06/05/2024 Weekly	Mr. Bennett (Principals) Ms. Gomez (Office Supervisor)	The use of engagement strategies is a constant focus of classroom visits, as well as professional development. SBAC ELA 40, Graduation/Drop-out Rate 30, EL Reclassification 30
According to the CORE Survey results the Reid the culture and climate is a focus of improvement. In order to help create and support a campus that is safe, civil and equitable for Reid students, will participate in enriching extracurricular activities. Graduation/Drop-out Rate 20, Culture-Climate Survey (Student-Staff) 80	Reid Continuation High School will allocate funds in order to allow students to participate in activities with other LBUSD Thematic High Schools. The funds will be used to pay for staff, security and necessary supplies.	All Students	LCFF \$2,274 *Title I \$2,056 OT - Campus Staff Assistant (1) for 50 hours annually - LCFF 100% OT - Custodian (1) for 50 hours annually - *Title I 100%	09/01/2023 - 06/15/2024 Monthly	Mr. Bennett-Principal Ms. Gomez-Supervising Secretary	Reid will monitor the impact of the activities based on participation, student surveys, and the CORE Survey. Graduation/Drop-out Rate 20, Culture-Climate Survey (Student-Staff) 80

<p>Students require exposure and guidance to become college and career ready. Enriching field trips such as visiting college campuses, professional organizations, and job/career fairs will inspire students to prepare for attaining higher education and/OR become focused on a career of choice. D/F Rate 30, Culture-Climate Survey (Student-Staff) 70</p>	<p>Reid will allocate \$5,000 of its allotted Title I funds to provide students with enriching field trip experiences during the 2023-2024 school year. Our plan is to use experiences outside the class/school to inspire students to value education and work towards acquiring the skills necessary to be successful in college and/or a career.</p>	<p>All Students</p>	<p>*Title I \$5,000 Services - *Title I 100%</p>	<p>08/30/2023 - 06/15/2024 Monthly</p>	<p>Troy Bennett (Principal)</p>	<p>Reid Culture and Climate and student acadmic focus (attendance and credit attainment) will be a measure of the impact of enriching experiences. D/F Rate 30, Culture-Climate Survey (Student-Staff) 70</p>
<p>Based on 2021-2022 assessments Reid students benefit from additional support in literacy and math. D/F Rate 50, Graduation/Drop-out Rate 50</p>	<p>Reid would like to fund our partners of many years, BLAST nonprofit, In consideration of the following services: Provide logistical and personnel support to ensure all Reid seniors and 13th graders successfully complete a Free Application for Federal Student Aid Organize and present a minimum of one college and career</p>	<p>Low SES, Other Targeted Students, Identified At-Risk Students</p>	<p>*Title I \$25,000 Services - *Title I 100%</p>	<p>09/01/2023 - 06/16/2024 Daily</p>	<p>Troy Bennett (Principal) Dr. Martinez (Counselor)</p>	<p>We will monitor a variety of data (academic and College/Career readiness) by grading period to assess the impact of the program. D/F Rate 50, Graduation/Drop-out Rate 50</p>

	<p>fair in the course of the 2022-2023 school year to the Reid student body. Organize and chaperone a minimum of 4 college and career focused field trips in the course of the 2022-2023 school year. Present the Bridge to Success curriculum to all junior students throughout the course of the 2022-2023 academic year. Keep, maintain, and share records on student post secondary plans Collaborate and coordinate with teachers of other career courses Academic Mentor Program, BLAST will recruit, train, and monitor college students to act as mentors and academic tutors to students in need of literacy and numeracy support.</p>					
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In preparation for the 2024 Graduation ceremony we need to purchase caps, gowns and diploma covers. We may also need to purchase other decorative items as we will conduct graduation offsite. Graduation/Drop-out Rate 50, Culture-Climate Survey (Student-Staff) 50	Reid will allocate funds to purchase material and supplies necessary for the End of Year Activities including: Prom, Senior Picnic, and Graduation. Items include but are not limited to caps, gowns, diploma covers, etc.	All Students	LCFF \$5,000 Materials - LCFF 100% Services - LCFF 100%	09/01/2023 - 06/15/2024 Annually	Troy Bennett (Principal) Domelisa Gomez (Office Supervisor)	The Reid Leadership Team will organize and monitor all End of the Year Activities. Graduation/Drop-out Rate 50, Culture-Climate Survey (Student-Staff) 50
Literacy and Math continue to be a challenge for Reid students. We will use College Aides to assist students in academic attainment. D/F Rate 50, Graduation/Drop-out Rate 50	Hire 2 college aides to work with at risk English Learner students in order to accelerate learning, increase credit attainment and the graduation rate.	All Students, Identified At-Risk Students	*Title I \$18,886 College Student Aide (2) for 500 hours annually - *Title I 100%	09/01/2023 - 06/15/2024 Daily	Head Counselor Principal	Classroom Teacher Classroom records Reduction in number of D/F grades in mathematics D/F Rate 50, Graduation/Drop-out Rate 50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
We expect to implement collaboratively created and agreed upon schoolwide academic and social emotional systems that are restorative. Graduation/Drop-out Rate 50, Core Curriculum 50	Reid High School will allocate funds for professional development. The main focus for the professional development will be in the areas of Teaching and Learning to incorporate an equity lens as well as a focus on the Understandings and Expectations. We will also focus our professional development on improving the culture and climate by Schoolwide implementation Safe and Civil and Restorative practices.	*Title I \$11,952 Substitute teacher full day (7) for 4 days - *Title I 100% Substitute teacher half day (7) for 4 days - *Title I 100% Materials - *Title I 100%	09/01/2023 - 06/15/2024 Monthly	Domelisa Gomez Troy Bennett	As we implement the components of professional development the effectiveness will be observed and monitored by the Reid Administration Team as well as the Instructional Leadership and Safe and Civil Teams.
Teachers require time in the summer to plan for the 2022-2023 school year. Graduation/Drop-out Rate 50, Core Curriculum 50	The goal is to provide teachers with optional days (including summer) to participate as they plan and prepare to meet the needs of Reid students during the 2023 -2024 School Year. Teachers will review data, schoolwide systems, prepare for the grading period Quality Core Instructiona and Interventions.	*Title I \$13,419 Teacher Hourly PD Stipend (7) for 24 hours annually - *Title I 100% Substitute teacher full day (7) for 2 days - *Title I 100% Substitute teacher half day (7) for 2 days - *Title I 100%	09/01/2023 - 06/15/2024 Monthly	Domelisa Gomez Troy Bennett	Teachers will submit the product of their work to Mr. Bennett.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Shared Leadership

The expectation is that all certificated faculty will participate/contribute as a member of a committee or TEAM of their choice. Use the 2022-2023 End of Year PDSA/Reflection Survey as a living document for continuous improvement.

Safe and Civil Team

The safe and civil team focus is to collaboratively create school-wide systems that increase safety, civility and a high degree of structure for all stakeholders. Instructional Leadership Team (ILT)

The ILT will focus on school wide instructional practices using Apex Learning and staff professional development that will all help prepare Reid students for college and careers.

The Reid ILT will attend district professional developments, draft goals, and lead the staff in an ongoing learning process with a continued focus on literacy, critical reasoning, and self-efficacy.

Student of the Month (SOTM)

The Student of the Month coordinator(s) will focus on creating a climate in which recognition is an ongoing part of the culture, with a focus on including all stakeholders (Students, faculty, families, community partners, etc.) A focus on improving students' literacy, critical reasoning and self-efficacy by using strategic grouping, an increased use of differentiated instructions and collaborative learning.

Attendance TEAM

The Attendance TEAM which includes the counselor, an attendance clerk, and a social worker will meet regularly and focus on improving student attendance.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Based on previous years, Reid need to increase efforts to engage parents. Graduation/Drop-out Rate 50, Culture-Climate Survey (Parent) 50	Reid has a history of low parent/guardian involvement. We continue to attempt several strategies to increase parent/guardian participation. Some strategies include: student orientation, newsletters, frequent communication via email, text message, phone calls, Coffee or Tea with the TEAM, and morning student dropoff communication strategy. Our current plan is to pay staff members to contact parents/guardians after hours and invite them to be partners in the student learning process.	Par Inv \$723 *Title I \$100 Hourly - Intermediate Office Assistant (1) for 8 hours annually - Par Inv 100% Hourly - Senior Office Assistant (1) for 8 hours annually - Par Inv 100% Materials - Par Inv 100% Services - *Title I 100%	09/01/2023 - 06/15/2024 Monthly	Mr. Bennett Principal Ms. Gomez Office Supervisor Dr. Martinez Counselor	Parent participation will be monitored using sign in sheets at meetings (in person or virtual).

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)	180428
Title I Parent and Family Involvement (3008)	861

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

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

State Programs *	Allocation
LCFF	14420

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

Spring Adjustment:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Social Worker: Foster Care

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

Behavior Specialist

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

Male and Female Leadership Academy

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

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

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

Homework Helpline 562.437.2859

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

Travel/Conferences

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

Education Celebration

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

CORE

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

Data PD / Summer Admin PD

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

Supplemental Examinations

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

achievement and skill acquisition.

Kinder Festivals

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

Robotics

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

SEAL Summer Program

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

APEX Online

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

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Troy Bennett	10-01-2025
Staff	Classroom Teacher	Mr. Eomurian	10-01-2025
Staff	Classroom Teacher	Mr. Nhan	10-01-2025
Staff	Classroom Teacher	Ms. Sexton	10-01-2025
Staff	Classroom Teacher	Mr. Wellman	10-01-2025
Staff	Non Classroom Teacher	Mr. Perryman	10-01-2025
Community	Parent	Ms. [REDACTED]	10-01-2025
Community	Parent	Ms. [REDACTED]	10-01-2025
Community	Parent	Mr. [REDACTED]	10-01-2025
Community	Student	[REDACTED]	10-01-2025
Community	Student	[REDACTED]	10-01-2025
Community	Student	[REDACTED]	10-01-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
------	--------------

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the 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):
2. The SSC approved the **Home-School Compact** on 10/02/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/05/2023, 10/05/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/06/2023
6. The SPSA was approved at the following SSC Meeting: 11/06/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

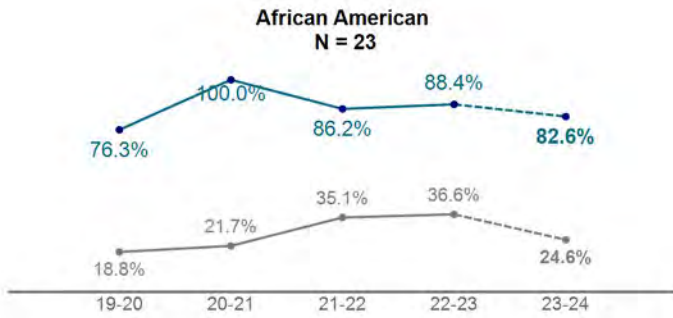
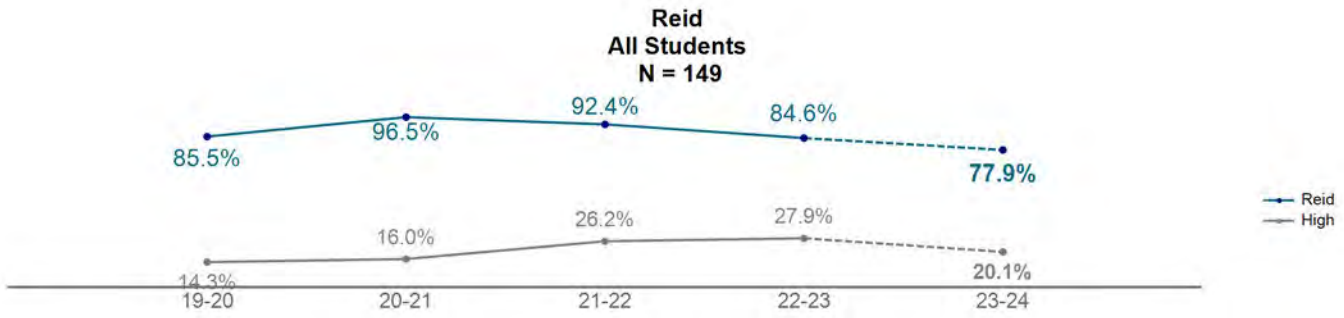
SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

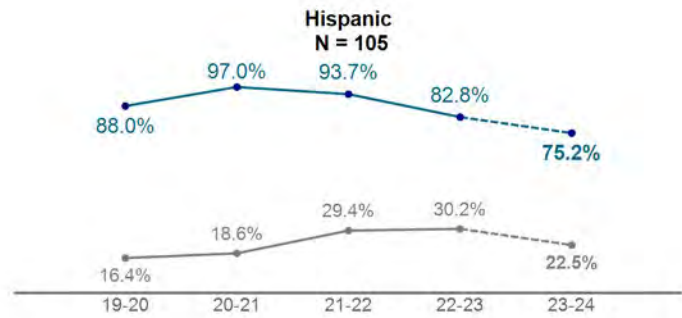
Printed Name: _____ Date: _____

Percent of Students in the Moderately or Severely Chronic Categories



Asian
Subgroup with fewer than 20 students.

Filipino
Subgroup with fewer than 20 students.



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

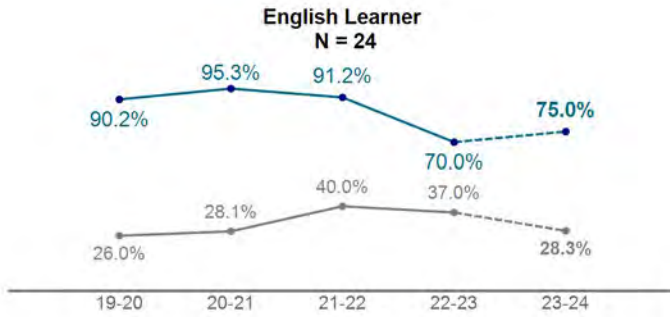
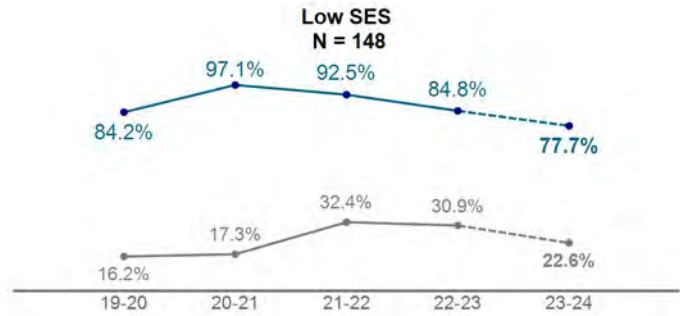
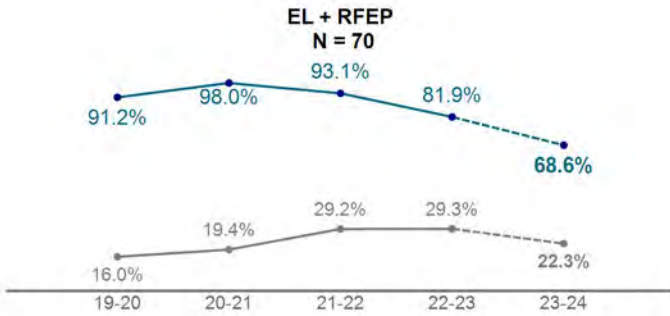
Native American

Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

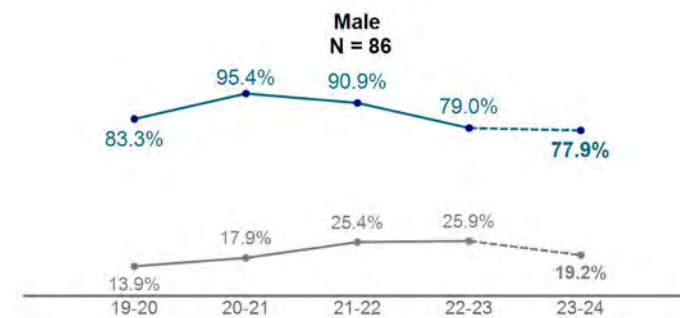
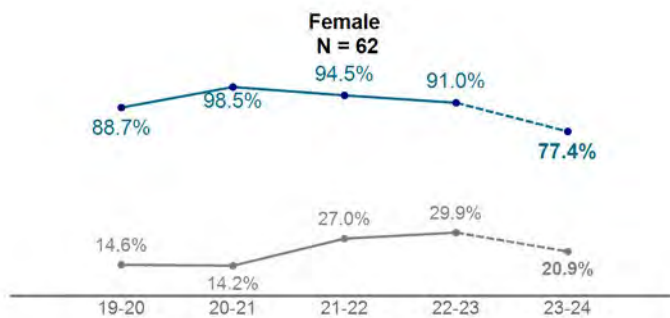
Percent of Students in the Moderately or Severely Chronic Categories



Special Education
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
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.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	39	-31	67	8	8	18	
		All High	8	43	6	7	44	
		District	27	34	15	16	34	
	Grade	Gr. 11 (Minimum Growth Target: 12)	39	-31	67	8	8	18
			All High	8	43	6	7	44
			District	9	43	6	7	44
	Ethnicity	Hispanic	27	-27	67	7	11	15
			All High	8	43	6	7	43
			District	26	35	15	16	34
		African American	6 [^]	-	50			50
			All High	-11	53	7	6	35
			District	25	36	16	15	33
Asian		2 [^]	-	100			0	
		All High	23	35	7	6	53	
		District	33	30	16	16	38	
White		2 [^]	-	100			0	
		All High	15	40	5	7	49	
		District	29	33	16	16	35	
Cambodian	1 [^]	-	100			0		
	All High	16	39	6	7	48		
	District	34	30	16	17	37		

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

[^]Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	1^	-	100	0		
		All High	15	42	35	50	
		District	30	32	16	17	35
	Pacific Islander	1^	-			100	0
		All High	-10	50	5	13	32
		District	26	32	17	18	33
Gender	Female	14^	-	64	7	14	14
		All High	13	41	6	7	47
		District	28	34	15	16	34
	Male	25	-28	68	8	4	20
		All High	4	45	6	7	42
		District	26	35	15	16	34
Nonbinary	All High^	11	45	9		45	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	16^	-	75	6	19	
		All High	10	44	6	8	43
		District	25	36	13	15	36
	ELL	6^	-	83		17	
		All High	12	43	6	9	42
		District	34	31	16	18	35
RFEP	10^	-	70	10	20		

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	RFEP	All High	8	44	6	7	43
		District	18	39	12	14	36
	Foster	1^	-	100	0		
		All High^	-10	56	13	6	25
	GATE/Excel	District	23	40	12	20	29
		1^	-	100	0		
	Homeless	All High	21	37	6	7	50
		District	27	34	15	18	33
	Homeless/Foster	3^	-	33			67
		All High	-1	44	5	8	43
	Low SES	District	28	33	16	17	34
		4^	-	50			50
	Special Ed.	All High	-1	45	6	8	41
		District	28	34	16	17	33
	Spec Ed. Speech/RSP	37	-31	68	8	5	19
		All High	8	44	6	7	43
	Spec Ed.	District	26	35	15	16	34
		2^	-	100	0		
Spec Ed. Speech/RSP	All High	12	43	5	7	44	
	District	27	35	15	15	35	
Spec Ed. Speech/RSP	2^	-	100	0			

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Spec Ed. Speech/RSP	All High	6	46	7	6	41
			District	28	35	15	16	34

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	38	38	-56	66	18	13	3
		All High	-19	59	22	13	6
		District	16	38	19	18	24
Grade	Gr. 11 (Minimum Growth Target: 49)	38	-56	66	18	13	3
		All High	-19	59	22	13	6
		District	-20	59	22	13	6
Math	Hispanic	26	-65	69	19	12	0
		All High	-24	61	21	12	6
		District	14	39	19	18	24
	African American	6 [^]	-	50	17	33	0
		All High	-24	61	20	14	6
		District	14	40	19	17	24
	Asian	2 [^]	-	50	50		
		All High	-10	53	23	16	8
		District	19	36	19	20	26
	White	2 [^]	-	100	0		
		All High	-9	52	25	15	8
		District	19	34	22	19	24
Other	1 [^]	-	100	0			
	All High	-13	52	29	14	5	
	District	22	34	22	19	26	

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

[^]Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Pacific Islander	1^	-			100	0
		All High	-20	66	21	3	11
		District	14	42	17	18	24
	Cambodian	1^	-				100
		All High	-16	59	23	12	6
		District	19	36	19	20	25
Gender	Female	13^	-	69	15	15	0
		All High	-19	59	22	13	6
		District	15	38	19	19	24
	Male	25	-55	64	20	12	4
		All High	-20	59	22	13	7
		District	16	38	20	18	25
	Nonbinary	All High^	-36	55	36	9	0
		District	5	38	20	18	25
Special Populations	EL + RFEP	15^	-	73	20	7	0
		All High	-24	62	21	11	6
		District	12	41	18	17	24
	ELL	6^	-	50	33	17	0
		All High	-9	52	20	16	12
		District	23	35	19	19	26
	RFEP	9^	-	89	11	0	0

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	RFEP	All High	-28	65	21	10	4
		District	4	46	17	15	23
	Foster	1^	-	100	0		
		All High^	-30	56	25	6	13
	GATE/Excel	District	21	39	16	19	25
		1^	-	100	0		
	Homeless	All High	-13	56	22	15	7
		District	19	35	21	20	25
	Homeless/Foster	3^	-	67	33	0	
		All High	-35	68	18	10	4
	Low SES	District	13	40	19	17	24
		4^	-	75	25	0	
	Special Ed.	All High	-35	67	18	10	4
		District	14	40	19	17	24
	Spec Ed. Speech/RSP	37	-56	65	19	14	3
		All High	-24	61	21	12	6
	Spec Ed. Speech/RSP	District	14	39	19	18	24
		2^	-		50	50	0
Spec Ed. Speech/RSP	All High	-7	52	20	15	13	
	District	20	36	19	16	29	
Spec Ed. Speech/RSP	2^	-		50	50	0	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Reid

12/7/23

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Spec Ed. Speech/RSP	All High	-18	58	20	14	8
			District	19	36	19	17	28

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

^Not currently a significant subgroup.

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



School Plan for Student Achievement Addendum 2023-2024

Comprehensive Support and Improvement (CSI) - Graduation Rate

Reid High School

If ATSI, identify subgroups:

- African-American
- American Indian
- Asian-American
- English Learner
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races
- White

Attestation:

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

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

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

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

Date

04-19-2023

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

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

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

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Student/Parent/Staff - Home Compact 2023-2024

The programs at Reid Continuation High Schools, are designed to provide personalized instruction and support in an alternative educational setting. In order to achieve these high expectations, the staff, parents/guardians, and students at the Reid agree and commit to implementing the following activities related to the learning process.

<p>As a <u>student</u>, I will carry out the following responsibilities:</p> <p>I will attend school regularly and arrive on time to all classes. I will accept responsibility for my own education by completing my homework, classwork, and preparing for all test. I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption. I will show respect towards, and cooperate with, <u>all</u> adults and other students in the school. I will comply with the Reid Dress Codes and ID policy. I will be prepared to actively participate in the business of school by having all necessary supplies (notebooks, pens, pencils, etc.), by being a cooperative learner, and having a positive attitude. I will log on to Canvas to track my assignments and grades. I will request assistance and tutoring when needed and attend school based tutorials. I will follow the LBUSD attendance, discipline, and homework policies. I understand that use of cell phones and electronic devices is prohibited within the classroom, and that I am responsible for the loss of any such items brought on campus.</p>	<p>As a <u>parent or guardian</u>, we will carry out the following responsibilities:</p> <p>I will support the academic program and help my child in any way possible to meet his/her educational responsibilities. I will inform the school of the correct address and telephone number where I can be reached, and will update any changes so I can always be reached in case of an emergency. I will keep a list of important school phone numbers so that I can contact the appropriate person at Reid. I will provide my child with the correct clothing in accordance with the Reid Dress Code to ensure that he/she views Reid as his/her place of business. I will actively pursue school based tutoring and support services for my child when needed. I will log on to <u>Apex</u> to monitor my child's grades and assignments. I will provide a quiet place, time and supplies for my child to study and complete homework assignments and I will limit my child's television, video gaming, music and telephone use. I will attend school-based functions to support my child, such as parent conferences, Back-to-School and Open House, performances, parent information meetings, etc. My child and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook.</p>	<p>As a school, the <u>Reid Staff</u> will carry out the following responsibilities:</p> <p>We will work as dedicated professionals with our students' best interest as our primary concern. We will provide a content standards-based program that is rigorous and challenging. Our program will address the individual needs of all students. We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents. We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students. We will post assignments and grades on <u>Apex</u> or have them available so students and parents can easily monitor student progress. We will ensure a safe, caring, respectful and healthy learning environment where students are challenged daily with motivating and interesting experiences in all their classes. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life. We will encourage parents to attend school functions and visit the campus. We provide opportunities for parents to participate in improving the Reid program through various parent activities.</p>
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Student: _____

Parent/ Guardian: _____

Teacher/Staff: _____



LONG BEACH LEARNING CENTER



El programa educativo de la escuela preparatoria Long Beach Learning Center (LBLC) esta diseñado para proveer un plan de estudio de alta calidad y una instrucción que ayude a tener un ambiente efectivo de aprendizaje. A fin de lograr estas altas expectativas, el personal, padre/padres guardiales y estudiantes de la escuela preparatoria LBLC están de acuerdo en comprometerse al implemento de las siguientes actividades relacionadas al proceso de aprendizaje.

Acuerdo entre Estudiantes – Padres – Escuela 2023-2024

<p>Como estudiante, yo llevare a cabo las siguientes responsabilidades:</p> <p>Asistiré la escuela diariamente y llegare a tiempo a todas las clases Aceptaré responsabilidad por mi educación cumpliendo tareas y trabajos asignados y prepárame para los exámenes.</p> <p>Aceptare responsabilidad por mi comportamiento y respetare el derecho de los demás para que aprendan sin distracciones o interrupciones.</p> <p>Mostrare respeto hacia todos los adultos en la escuela y colaborar con ellos.</p> <p>Cumpliré con el código de vestimenta de REID.</p> <p>Estaré preparado para participar activamente con los requisitos escolares y tener todos los útiles necesarios diariamente. Seré un estudiante cooperativo y tener una actitud positiva.</p> <p>Usare <u>Apex</u> para revisar mis tareas, calificaciones y mensajes de mis maestros.</p> <p>Solicitare ayuda a los tutores cuando la necesite y asistiré a las tutorías.</p> <p>Seguiré los reglamentos de asistencia, disciplina y tareas del distrito Escolar de Long Beach.</p> <p>Entiendo que el uso de celulares, MP3 o iPods, etc. es prohibido dentro de las clases y que soy responsable por la perdida de estos artículos en la escuela.</p>	<p>Como <u>padre/padres guardiales</u>, me haré cargo de las siguientes responsabilidades:</p> <p>Apoyare el programa académico y ayudare a mi hijo/hija en cualquier manera posible para que pueda cumplir con sus responsabilidades educacionales.</p> <p>Informare a la escuela de la dirección y el teléfono correcto para la correspondencia y para contactame en caso de una emergencia.</p> <p>Mantendré una lista de números importantes de la escuela para poder contactar al personal adecuado en Reid..</p> <p>Proveeré a mi hijo/a con la ropa de acuerdo con el Código de Vestir de REID para asegurarme que el/ella considere a REID como su lugar de trabajo.</p> <p>Buscare activamente tutoría o servicios de apoyo para mi hijo/hija cuando sea necesario.</p> <p>Usare <u>Apex</u> para ver las calificaciones de me hijo/a y sus tareas.</p> <p>Proveeré un lugar tranquilo, el tiempo y los materiales necesarios para que mi hijo/a estudie y complete sus tareas y limitare el tiempo que mi hijo/a vea la televisión, computadora, juegos de video, música y teléfono.</p> <p>Participare en las actividades de la escuela para apoyar a mi hijo / hija como conferencias, Regreso a la escuela, pro ducciones, deportes y sesiones para padres.</p> <p>Seguiré los reglamentos escritos en el LBUSD "Guía para Padres."</p>	<p><u>REID</u>, El personal de la escuela, llevara a cabo las siguientes responsabilidades:</p> <p>Trabajaremos como profesionales dedicados tomando en cuenta al estudiante como nuestro interés primordial.</p> <p>Proveeremos un plan de estudio riguroso y exigente basado las normas académicas fundamentales. Nuestro programa se enfocara en las necesidades de las estudiantes.</p> <p>Comunicáremos las normas Académicas Fundamentales, las expectativas del salón y de las tareas y las metas de enseñanza a los estudiantes y padres.</p> <p>Comunicaremos a los padres/jefe de familia el progreso académico de los estudiantes continuamente. La escuela se asegurara de que los padres puedan ponerse en contacto con los maestros.</p> <p>Pondremos las tareas y calificaciones en Canvas para que los padres y estudiantes puedan fácilmente ver el progreso de los estudiantes.</p> <p>Aseguráremos un ambiente de aprendizaje seguro, afectuoso, respetable y saludable donde los estudiantes sean retados diariamente con experiencias motivadoras e interesantes en todas sus clases.</p> <p>Animaremos a los estudiantes para que hagan su mayor esfuerzo personal. Los motivaremos a seguir sus sueños.</p> <p>Animaremos a los padres que se involucren en las actividades escolares y que visiten los salones de sus hijos/hijas.</p> <p>A portaremos oportunidades para que padres puedan participar en mejorar programas de REID..</p>
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Estudiante: _____ Padre/Guardián: _____ Administrador: _____ Grado: _____
Fecha _____ Teléfono: _____ Fecha _____ Teléfono de LBLC: 562-426-6846



3701 E. Willow Street B-1, Long Beach, CA 90815
Tel: (562) 426-6846, District extension 6680 Fax: (562) 988-1486

Parent Involvement Guidelines

2023-2024

Reid Continuation High School has developed jointly with the members of School Site Council and distributed to parents/guardians of participating children, a school Parent Involvement Guidelines. The Parent Involvement Guidelines establish Reid's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the Parent Involvement Guidelines.

PART I

Reid agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, a school Parent Involvement Guidelines that the school and parents/guardians of participating children agree on.
- Notify parents about the school Parent Involvement Guidelines in an understandable and uniform format and, to the extent practical, will distribute these Guidelines to parents in a language the parents can understand.
- Make the school Parent Involvement Guidelines available to the local community.
- Adopt the school's Home-School Compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.
- Agree 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

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

1. Reid Continuation High School will take the following actions to involve parents in the joint development and joint agreement of its school Parent Involvement Guidelines and its school wide plan under Section 1118(b) of the ESEA. School will update periodically its Parent Involvement Guidelines to meet the changing needs of parents and the school:
 - Attendance at one of the district trainings or school site training:

- i. Responsibilities & Roles of School Site Council (SSC) and its members
 - ii. Composition of SSC
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement (SPSA)
 - Plan meeting with SSC & ELAC parents (at a convenient time) to review assessment data, WASC Action Plan and previous year's Parent Involvement Guidelines
 - i. Invite other parents and stakeholders to attend the meeting via flier sent home with students
 - ii. Announce at Back-to-School Night
 - iii. Use School Messenger to announce dates/location of meetings
 - At Meeting
 - i. Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
 - ii. School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
 - iii. Oral and written translations made available for Spanish parents.
2. Reid Continuation High School will take the following actions to distribute to parents of participating children and the local community, the school Parent Involvement Guidelines:
- SSC & ELAC meetings
 - Main Office counter
 - Back to School Night
 - School website
3. Reid Continuation High School will provide timely information about Title I programs to parents of participating children in a timely manner:
- Through SchoolMessenger
 - On Main Office counter
 - On Parent Information Board
 - At SSC, ELAC meetings and other parent meetings
 - At Back-to-School Night
 - On School website
4. Reid Continuation High School 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:
- Back-to-School Night
 - Parent-teacher conferences
 - Reid Continuation High School 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:
 - Parent-Teacher conferences, telephone calls, email, School Messenger

- Reid Continuation High School will submit to the district any parent 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. Reid Continuation High School will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:
 - Parent-Teacher conferences
 - Restorative Justice circles
 - District trainings offered for parents and staff
 - Parent education workshops on site, taught by faculty
 - Monthly calendars of Parent Workshops posted on district website
 - ELAC meetings
 - DCAC meetings facilitated by district personnel
 - District website resources: click “P” for Parent Involvement

2. Reid Continuation High School will incorporate the Home-School Compact as a component of its School Parent Involvement Guidelines:
 - Outlines the shared responsibility of home, school and student in academic achievement
 - Developed/reviewed at SSC and ELAC meetings
 - School Site Council must vote to approve the Home-School Compact
 - Sent home with students
 - SchoolMessenger
 - School website
3. Reid Continuation High will provide assistance to parents in understanding the following:
 - the State’s academic content standards
 - the State and local academic assessments including alternate assessments

4. Reid Continuation High will, with the assistance of the district and the parents, educate it’s teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and the school by:
 - Teacher/Staff in-services

5. Reid Continuation High 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.

PART IV
DISCRETIONARY SCHOOL PARENT INVOLVEMENT GUIDELINES
COMPONENTS

NOTE: The school Parent Involvement Guidelines may include additional paragraphs describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Providing necessary literacy training for parents;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents; adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V
ADOPTION

Reid Continuation High School Parent Involvement Guidelines has been developed jointly with, and agreed upon by, parents/guardians of students participating in Title I, Part A programs. The Guidelines was adopted by the School Site Council members on October 02, 2023, and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents of participating Title I, Part A students on or before November 01, 2023. Reid Continuation High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Troy Bennett

Signature of Principal

Date



3701 E. Willow Street B-1, Long Beach, CA 90815
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Guía de la participación paternal 2023-2024

Como escuela que recibe fondos de la Parte A del Título 1, Reid High School ha desarrollado adjunto con los miembros del Concilio de Consejo Escolar y distribuirá a los padres de los niños participantes, una Guía Escolar de la Participación de los Padres, que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las escuelas primarias y secundarias (ESEA) Las Guías establecen las expectativas de Reid High School's para la participación de los padres y describe cómo la escuela implementará un número de actividades específicas para la participación de los padres. El Compacto entre la Casa y la Escuela se incorporara dentro de las Guías Escolares de la Participación de los Padres.

PARTE 1

Reid High School está de acuerdo de implementar los siguientes requisitos:

- Junto con los padres desarrollaron y distribuir a los padres participantes en el programa, las Guías de Participación para los Padres, en el cual los padres de la escuela y los niños estuvieron en común acuerdo.
- Avisarles a los padres acerca de Las Guías de la Participación Paternal Escolar de una manera que sea comprensible y uniforme y que se pueda practicar, estas guías se distribuirán a los padres en el idioma que ellos puedan entender.
- Tener las Guías de la Participación Paternal Escolar disponibles a la comunidad.
- Periódicamente actualizar las Guías de Participación Escolar de los Padres, para satisfacer los cambios de necesidades tanto de los padres como de la escuela.
- Adoptar el Compacto Escolar entre padres y la escuela como un componente de su Guía de Participación Paternal Escolar.
- Está de acuerdo en ser gobernado por el siguiente estatuto definido como la participación paternal y llevará a cabo programas, actividades, y procedimientos de acuerdo a esta definición.

PARTE 11.
DESCRIPCIÓN DE CÓMO LA ESCUELA VA A IMPLEMENTAR LOS REQUISITOS DEL COMPONENTE DE LAS GUÍAS DE PARTICIPACIÓN PATERNAL, ESCOLAR.

1. Reid High School tomará los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:

- Asistir a uno de los entrenamientos en el distrito o en su escuela en particular: Temas incluidos:
 - i. Responsabilidad y el papel de los Miembro incluidos del SSC
 - ii. Cuál es la composición del SSC
 - iii. Examen de los presupuestos
 - iv. Plan único de logros del estudiante
 - v. El papel de ELAC y los otros comités de consejo.
- Planear reuniones con los padres del SSC y ELAC para revisar la información anterior de las actividades descritas en el Plan Único de los logros del estudiante.
 - i. Invitar a los padres y a otros accionistas a asistir a las juntas
 - ii. Anunciar en el boletín de Noticias del Título 1 Noche del regreso escolar (Back to School Night) teleparent, etc
- En las reuniones
 - i. Revisar las Guías del Plan Único de Logros del estudiante Como un grupo anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) cuando sea necesario.
 - ii. Actualizar la Guía de Participación Escolar de los Padres y el Compacto Escolar entre la casa y la escuela.
 - iii. Traducciones orales y por escrito disponibles en Español y Camboyano para permitirles a los padres su intervención en las discusiones.

2. Reid High School tomará los siguientes pasos para distribuir a los padres y la comunidad local, las Guías de Participación Escolar de los Padres:

- SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que está aprendiendo Inglés)
- Sección del Boletín
- Reunión Anual del Título 1
- En el mostrador de la oficina principal
- Noche de Regreso Escolar (Back to School Night)

3. Reid High School Revisará periódicamente la Guía para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:

- En las juntas de SSC y ELAC
- Juntas de información para padres
- El Concilio de Consejo Escolar tiene que votar para aprobar esta guías

4. Reid High School juntas anuales públicas del Programa del Título 1 para informar a los padres lo siguiente:
 - Los requisitos del Programa del Título 1, como se utilizan los fondos del Título 1, en esta escuela y los derechos que tienen los padres de participar
 - Reuniones ofrecidas a diferentes días y horas
 - Boletines de aviso enviados a casa en el idioma que los padres puedan comprender
 - Anuncios puestos en el letrero de la escuela(marquee) por Schoolloop y teleparent
 - Incentivos refrigerios y cuidado de niños es proveído:
5. Reid High School_ proveerá a los padres información al corriente acerca de los Programas del Título 1 durante el año escolar
 - Sección del periódico escolar
 - En el mostrador principal de la escuela
 - En las reuniones de SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
6. Reid High School_Proporcionará a los padres una descripción y explicación del programa de estudio que se utiliza en la escuela, la formas de evaluación académica utilizadas para medir el progreso del estudiante usada para evaluar los niveles de progreso y el aprovechamiento que se espera que el estudiante obtenga: La escuela también proveerá en las decisiones relacionadas a la educación de sus hijos.
Talleres de capacitación para padres, encuestas
 - Charlas con el director(a)
 - Anuncios en los periódicos escolares
 - Noche de regreso a la escuela (Back to School night)
 - En las reuniones de SSC y ELAC
7. La escuela coordinará e integrará un programa de participación de los padres con Head start, Early Reading First (lectura a temprana edad) escuelas preescolar pública y otros programas que animan y apoyan a los padres a su participación temprana en la educación de sus hijos por:
 - Coordinación del programa de transición del Jardín de Niños en sitios seleccionados
 - Promover, anunciar los festivales del distrito de Jardín de Niños
8. Reid High School presentará al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:

PARTE 111

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

- Reid High School_ construirá una alta capacidad escolar y de los padres, para su participación total, para asegurar una participación efectiva de los padres y ser aliados para que con su apoyo se desarrolle la alianza de su participación de

- padres en la escuela y su comunidad para mejorar los logros académicos del estudiante:
- Entrenamiento del distrito ofrecido para los padres y el personal
 - Talleres de capacitación para padres en la escuela
 - Conferencias entre padres y maestros
 - Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
 - En reuniones como DCAC, DELAC y otras reuniones al nivel del distrito
 - Recursos del Distrito oprimas "P" for Parent Involvement
- Reid High School Incorpora el Compacto entre la escuela y la casa, como componente del Plan de Guía de la Participación Paternal Escolar
 - Definir las responsabilidades compartidas entre la casa, la escuela y el estudiantes para sus logros académicos
 - Desarrollar, discutir y revisar, en las primeras reuniones de SSC y ELAC
 - El SSC tiene que votar para aprobar el compacto
 - Reid High School_va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de los temas como los siguientes:
 - Las Normas Académicas del Estado
 - Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas
 - Reid High School_va a proveer con ayuda del distrito materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de alfabetización usando la tecnología, cuando sea apropiado para fomentar la participación de los padres como:
 - Talleres de capacitación para padres
 - Reid High School_con la ayuda de su distrito y los padres educar a sus maestros y al personal, en la forma de cómo llegar a comunicarse con y trabajar con los padres como socios a un mismo nivel en el valor y lo útil que son las contribuciones de los padres y cómo implementar y coordinar los programas para padres y crear lazos entre los padres y las escuelas por medio de :
 - Talleres de desarrollo para maestros y el personal
 - La escuela tomará a un extremo apropiado y visible las siguientes acciones para asegurar que la información relacionada a la escuela y los programas de los padres, reuniones y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato uniforme, incluyendo otras formas si es solicitado y a un exento aplicable en un lenguaje que los padres puedan comprender:
 - que hará las traducciones por escrito de los materiales y avisos que serán enviados a los padres.

PARTE 1V,

COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA ESCUELA

AVISO: La Guía de Participación de los padres en la escuela, puede incluir párrafos adicionales y describir otras actividades a la discreción de la escuela, en consultar con los padres para elegir y llevar a cabo el desarrollo de la capacidad de los padres para que participen en el apoyo a la escuela para los logros del desarrollo académico de sus hijos como por ejemplo las actividades a discreción enumerada bajo la sección 1118(e) del ESEA:

- La participación de los padres en el desarrollo de entrenamientos de los maestros, directores y otros educadores para mejorar la efectividad de los entrenamientos
- Proveyendo los entrenamientos de alfabetización necesarios para los padres con los fondos del Título 1 Parte A, si el distrito escolar ha exhaustivo todos los recursos disponibles para los entrenamientos
- Pagando por los gastos necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo del cuidado de niños, para que los padres puedan participar en las juntas relacionadas a la escuela y sus entrenamientos.
- Entrenando a los padres a enriquecer la participación de otros padres
- Para llegar al máximo de la participación de los padres en la educación de sus hijos y colaborar con arreglar reuniones escolares a diferentes horarios y días y conducir conferencias en casa, entre los padres y la escuela y otros educadores que trabajan directamente con los niños participantes, de los padres que no pueden asistir a esas conferencias en la escuela.
- Adoptar e implementar modelos de acercamiento para mejorar la participación de los padres.
- Establecer un concilio del consejo al nivel del distrito (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de los padres en los programas del Título 1 Parte A.
- Desarrollar el papel apropiado para los negocios y organizaciones comunitarias, incluyendo organizaciones relacionadas con la fe, en actividades de participación paternal y
- Proveer otros apoyos razonables para la participación de los padres en las actividades relacionadas cuando sean requeridas bajo la sección 1118 cuando sea solicitado por los padres.

* * * * *

PARTE V. ADOPCIÓN

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A . Estas Guías fueron adoptada por los miembros del SSC en 10/02/2023 y serán efectivas por un periodo de 1 año La escuela proveer una copia de las Guías a padres en o antes del 11/01/2023 Reid High School cuando le sea posible proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

Troy Bennett

(Firma del funcionario(a) autorizado)

10/02/2023

Fecha