

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Reid High School

School Plan for Student Achievement
2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

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

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

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

DELAC Recommendations:

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

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

SBAC English Language Arts (ELA) Growth Report Subgroups Percent of Students Change in Scale (Comparing prior years scale score to this year) All Students (n=31) 29% Above Target or Accelerated African American (n=6) 33% Above Target or Accelerated English Learner (n=4) 25% Above Target or Accelerated 2022-2023 SBAC Achievement Level Report Data Findings (ELA) Not Met+Nearly Met Met/Exceeded All ELA (n=35) 92% 9% African American (n=7) 85% 14% EL ELA (n=4) 100% 0% SBAC Achievement Level Report Data Findings by subgroup (ELA) two year comparison) Subgroup 22-23 Met/Exceeded 23-25 Met/Exceeded 2 year change All ELA 2% (n=53) 9% (n=35) -7% African American 0% (n=9) 14% (n=7) +14% EL 0% (n=10) 0% (n=4) 0

Written Analysis Based on the goal set during the 2023-2024 school year 11th-grade students meeting or exceeding standards on the SBAC English Language Arts (ELA) exam will increase by 5% from 2% to 7%, Reid met and exceeded the goal by two percentage points with 9% of the students reaching meeting or exceeding the achievement standards. 14% of African American students met/exceeded the achievement standard, on English Learnings Met/Exceeded the standard. 29% of Reid students who took the SBAC met the growth target or better. In addition 25% of the Reid EL students met or exceeded their growth target or better. Although Reid students met the schools SBAC Achievement goal set for the 2023-2024 school year, there is much work to be done as evident by the data. Based on ELA SBAC Data from the 2023-2024 school year, 91% of Reid 11th grade students did not meet the state standard. During the 2024-2025 school year Reid will use various funds including Title I and the Equity Multiplier Funds to help students succeed in the area of ELA.

ELA Goals

2024-2025 ELA Goals SBAC 11th-grade students meeting or exceeding standards on the SBAC ELA exam will increase by 6% from 9% to 15%. Credits Attainment Initial goals can be adjusted after we collect and analyze grading period data. All students enrolled in ELA classes for credit recuperation will receive 5 credits within two Reid Grading Periods. All students enrolled in Core ELA classes for original credit will receive 5 credits within three grading periods.

Area of Need:

The SBAC data from the 2023-2024 school year reveals a pressing need to enhance English Language Arts (ELA) outcomes for students at Reid High School. Despite meeting the school's achievement goal for the year, only 29% of Reid students achieved or exceeded their growth targets, with English Learners (EL) achieving slightly lower at 25%. This indicates that while some progress has been made, a significant portion of students, including 91% of 11th graders, did not meet state ELA standards. In response, Reid High School is committed to implementing targeted support initiatives during the 2024-2025 school year. Utilizing funding sources such as Title I and the Equity Multiplier Funds, the school will focus on strategies to elevate student performance in ELA and address achievement gaps, particularly for underperforming and EL students. These efforts are aimed at fostering the skills necessary for academic growth and meeting state standards in ELA.

Action Plan Summary:

The school has shifted from Apex Learning to Edgenuity, adding video direct instruction in each lesson to boost student engagement and understanding. We have coordinated with external support to integrate college mentors, fostering a supportive mentorship culture. In addition we hired college aides to offer targeted student support, helping them navigate academic challenges. A tutor will be available on campus four days a week Tuesday-Friday, providing consistent in-school academic assistance. The Reid Staff will have ongoing training with Edgenuity representatives and collaborate internally and externally to share instructional best practices, creating a unified teaching approach.

Progress Monitoring:

Student performance will be regularly (Daily, Weekly and Monthly) monitored using the PDSA cycle to assess and improve instructional impact, supporting ELA and broader academic goals to ensure all students succeed. Teachers and administrators communicate weekly regarding students progress, and meetings are held with administrators and students as part of a Tier-2 Intervention. Students reflect on their progress and make modifications to their plan monthly during Advisory. We will assess the effectiveness of the program/systems at the end of the fall semester and make adjustments based on student achievement data and post Reid Continuation High School plans.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC Math Growth Report Subgroups Percent of Students Change in Scale (Comparing prior years scale score to this year) All Students (n=31) 25% Above Target African American (n=6) 17% Above Target English Learner (n=4) 25% Above Target or Accelerated SBAC Achievement Level Report Data Findings (Math) Not Met+Nearly Met Met Exceeded All Math (n=35) 100% 0% 0% African American 100% 0% 0% EL 100% 0% 0% Subgroup 22-23 Met/Exceeded 23-24 Met/Exceeded 2 year change All Math 0% (n=53) 0% (n=35) 0 African American 0% (n=9) 0% (n=7) 0 EL 0% (n=10) 0% (n=4) 0

Written Analysis Based on the goal set during the 2023-2024 school year 11th-grade students meeting or exceeding standards on the SBAC Math exam will increase by 5% from 0% to 5%. Reid did not achieve the goal. Instead there was no improvement in the area of Math Achievement data by all subgroups. Math continues to be a significant area of academic focus at Reid High School. 25% of Reid students who took the SBAC met the growth target or better. However, based on Math SBAC Achievement Data from 2023-2024, 0% of Reid 11th grade students met or exceeded the state standard. During the 2024-2025 school year Reid will use various funds including Title I and the Equity Multiplier Funds to help students succeed in the area of Math.

Math Goals

SBAC 11th-grade students meeting or exceeding standards on the SBAC Math exam will increase by 5% from 0% to 5%. Credits Attainment Initial goals can be adjusted after we collect and analyze grading period data. All students enrolled in Math classes for credit recuperation will receive 5 credits within two Reid Grading Periods. All students enrolled in Core Math classes for original credit will receive 5 credits within three grading periods.

Area of Need:

No students in any subgroup (all students, African American, or English Learners) met or exceeded standards in math, with 100% scoring at "Not Met" or "Nearly Met" levels. 25% of all students met the growth target, with African American students slightly lower at 17%, indicating gaps in progress across subgroups. This suggests a need for overall and targeted interventions in mathematics.

Action Plan

The school has shifted from Apex Learning to Edgenuity, adding video direct instruction in each lesson to boost student engagement and understanding. We have coordinated with external support to integrate college mentors, fostering a supportive mentorship culture. In addition we hired college aides to offer targeted student support, helping them navigate academic challenges. A tutor will be available on campus four days a week Tuesday-Friday, providing consistent in-school academic assistance. Furthermore Reid will make the campus available for students on select Saturdays to provide students additional assistance and time to complete assignments. The Reid Staff will have ongoing training with Edgenuity representatives and collaborate internally and externally to share instructional best practices, creating a unified teaching approach.

Progress Monitoring:

Student performance will be regularly (Daily, Weekly and Monthly) monitored using the PDSA cycle to assess and improve instructional impact, supporting ELA and broader academic goals to ensure all students succeed. Teachers and administrators communicate weekly regarding students progress, and meetings are held with administrators and students as part of a Tier-2 Intervention. Students reflect on their progress and make modifications to their plan monthly during Advisory. We will assess the effectiveness of the program/systems at the end of the fall semester and make adjustments based on student achievement data and post Reid Continuation High School plans.

Comprehensive Needs Assessment: English Learners

English Learner Findings

i-Ready Data ELA (n=9) Phonological Awareness 100% of students scored Mid or Above Grade Level Phonics 78% 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 18% of Reid students scored three or more years below grade level High Frequency Words 100% of students scored Mid or Above Grade Level Vocabulary 100% of Reid students scored three or more years below grade level Comprehension Literature 100% of Reid students scored three or more years below grade level Comprehension Informational text 100% of Reid students scored three or more years below grade level Relative Placement - 100% 3 or more Grade Levels Below Math (n=10) Number and Operations 40% of students scored Mid or Above Grade Level 60% of Reid students scored three or more years below grade level Algebra and Algebraic Thinking 100% of Reid students scored three or more years below grade level Measurement and Data 40% of students scored Mid or Above Grade Level 60% of Reid students scored three or more years below grade level Geometry 100% of Reid students scored three or more years below grade level Relative Placement - 100% 3 or more Grade Levels Below Written Analysis Based on the goal set for the 2023-2024 school year of At least 22% of 11th-grade English Learners (EL) students will meet or exceed their SBAC ELA growth target compared to 17% in 2022-2023, Reid students met and exceeded the goal by 3% with 25% of the students reaching meeting or exceeding their growth target. However, based on both ELA and Math SBAC Achievement Data from 2023-2024, 0% of Reids 11th grade EL students met or exceeded the state standard. As a result of the findings we will use various funds including Title I and the Equity Multiplier Funds to help EL students succeed in ELA and Math.

English Learner Goals

EL-Goal 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 30% of 11th-grade EL students will meet or exceed their SBAC ELA growth target compared to 25% in 2023-2024. At least 30% of 11th-grade EL students will meet or exceed their SBAC Math growth target compared to 25% in 2023-2024.

Areas of Need

ELA

100% of EL students scored three or more grade levels below in vocabulary, indicating a need for intensive vocabulary development to build foundational language skills.

100% of EL students three or more grade levels below in overall ELA, there is a clear need for targeted, multi-tiered interventions.

Math

Every student scored three or more grade levels below in algebra and Geometry, indicating challenges with: foundational algebraic concepts, problem-solving skills, spatial reasoning and geometric relationships. 60% of the students were also behind in Number and Operations & Measurement and Data highlighting a need for intervention in basic math skills.

Both ELA and Math show that 100% of EL students are three or more grade levels below in overall placement, revealing a need for systemic and targeted instructional support.

Action Plan Summary:

The school has shifted from Apex Learning to Edgenuity, adding video direct instruction in each lesson to boost student engagement and understanding. We have coordinated with external support to integrate college mentors, fostering a supportive mentorship culture. In addition we hired college aides to offer targeted student support for English Learners, helping them navigate academic challenges. A tutor will be used to target our English Learners several days a week Tuesday-Friday, providing consistent in-school academic assistance. Furthermore Reid will make the campus available for students on select Saturdays to provide students additional assistance and time to complete assignments. The Reid Staff will participate in ongoing training with Edgenuity representatives and collaborate internally and externally to share instructional best practices, creating a unified teaching approach.

Progress Monitoring:

Student performance will be regularly (Daily, Weekly and Monthly) monitored using the PDSA cycle to assess and improve instructional impact and interventions, supporting English Learners in all subjects to ensure they succeed. Teachers and administrators communicate weekly regarding students progress, and meetings are held with administrators and students as part of a Tier-2 Intervention. Families are contacted to strategize and work collaboratively toward student success. Students reflect on their progress and make modifications to their plan monthly during Advisory. We will assess the effectiveness of the program/systems at the end of the fall semester and make adjustments based on student achievement data and post Reid Continuation High School plans.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Culture and Climate 2022-2023 2023-2024 2 year change Attendance 67% 61% Decreased by 6% Chronic Absenteeism 85% 78% Decreased by 7% Suspension 15% 5% Decreased by 10% Spring Pulse Survey Spring 2024 Change since Spring 2023 Agency 85% -4 Identity 71% -12 Belonging 72% -5

Written Analysis Based on Culture and Climate data from the Spring 2024 Pulse Survey Reid students scores decreased by 4%, 12% and 5% in the areas of Agency, Identity, and belonging respectively. It is believed that this was partially due to Reids curriculum change to exclusively using Apex Learning as its single curriculum option. Currently Reid has transitioned to a more interactive online curriculum namely Edgenuity. We are hopeful that the change in curriculum will help students increase growth mindset and self-efficacy as well as other areas of culture and climate. In order to support a positive safe and civil campus, we will continue to build a culture in which students feel welcome, safe and are able to express their opinion to impact schoolwide change.

Culture/Climate Goals

Culture and Climate -GoalBy June 2025 the Reid student Attendance Rate will increase by 10% from 76% to 86% as measured by LROIX Power Bi attendance reports.By June 2025 Student Agency will increase by 4% from 86% to 90% as measured by the Spring Pulse/CORE surveys.By June 2025 Student Identity will increase by 10% from 74% to 84% as measured by the Spring Pulse/CORE surveys.By June 2025 Student Belonging will increase by 10% from 75% to 85% as measured by the Spring Pulse/CORE surveys.By June 2025, Suspensions will decrease by 2% from 5% to 3%.

Areas of Need

The main areas of need are Attendance and Chronic Absenteeism, student agency, Identity, and sense of belonging-Chronic absenteeism remains high but has improved from 85% to 78%. Focus is needed on engaging students to consistently attend school. Furthermore declines in student survey results for agency (-4%), identity (-12%), and belonging (-5%) suggest students feel less capable, recognized, and connected.

Action Plan Summary

The Reid staff will leverage the new curriculum's interactive tools to foster a growth mindset, self-efficacy, and increased motivation. Provide training for teachers on using Edgenuity to personalize learning experiences, encourage student participation, and monitor academic progress. Develop mentor or advisory programs where students can discuss their identity, goals, and sense of belonging in a structured setting, and implement regular check-ins with counselors to address attendance barriers, support student identities, and reinforce belonging. The Reid Dean will lead the school in hosting workshops and school-wide activities to boost inclusivity, celebrate diverse identities, and foster a welcoming atmosphere. Set up "student voice" surveys and panels to allow students to contribute ideas on campus policies, activities, and curriculum feedback, empowering them to shape the school culture.

Progress Monitoring Plan

The following targeted steps can support an improved culture and climate at Reid High School, positively impacting student engagement, attendance, and overall well-being.

The Reid Staff will Utilize weekly attendance data to identify trends and reach out promptly to students who show early signs of chronic absenteeism. Track student engagement and assignment completion on Edgenuity to identify students who may need additional support.

We will use survey data from the Pulse survey as a check to measure changes in students' sense of agency, identity, and belonging. In doing so we will review survey results with staff and adjust action steps as needed to address any emerging issues promptly.

The Reid staff will analyze suspension and disciplinary referrals each quarter to assess the impact of the safe and civil campus initiatives. Meet as a Safe and Civil Team monthly to refine strategies based on data trends and feedback from students and staff.

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) 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.</p> <p>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</p>	Goal Partially or Not Met	<p>During the 2023-2024 school year, Reid transitioned its delivery of instruction from direct teacher-led methods to an online-based curriculum called Apex Learning. This change resulted in positive outcomes for our 11th graders, who met their ELA SBAC goal with a 7% increase. Consequently, 9% of 11th-grade students met or exceeded the standard. Additionally, 29% of 11th graders who took the SBAC exam achieved their growth target or better. Although we did not achieve our ambitious goals of having 75% of Reid students earn 25 credits per quarter and ensuring that students enrolled by September 22, 2023, and remaining at Reid through June would earn 100 credits, the programs implemented proved effective. They positively impacted students' academic success, credit accrual, and overall growth. We regularly reviewed achievement</p>	<p>Impacting ELA/Academic Goals for the 2024-2025 School Year:</p> <p>Curriculum Change:</p> <p>Transition from Apex Learning to Edgenuity, incorporating a video direct instruction component in each lesson to enhance student engagement and understanding.</p> <p>Utilization of College Mentors:</p> <p>The Reid Leadership Team collaborated with outside support staff to develop effective strategies for leveraging college mentors in supporting student learning, fostering a mentorship culture.</p> <p>Hiring College Aides:</p> <p>The Reid Leadership Team and School Site Council have agreed to hire two college aides to provide targeted support to students, helping them navigate academic challenges and enhancing their learning experience.</p> <p>Daily Tutoring Support:</p> <p>A decision has been made to hire a tutor who will assist students five days a week during the</p>

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

data and made necessary adjustments to better meet the needs of our students, demonstrating our commitment to continuous improvement and student achievement.

school day, ensuring consistent academic support and reinforcement of learning objectives.
Professional Development Plan:

Ongoing collaboration and learning opportunities will be provided with Edgenuity representatives to maximize the effectiveness of the new curriculum.

Facilitate collaboration among educators within and outside the district to share experiences and best practices for improved instruction.

Establish a framework for creating and disseminating best practices among staff to ensure a unified approach to teaching.

Data Monitoring and Continuous Improvement:

Regular monitoring of student performance data will be implemented to analyze the impact of lead measures, using the Plan Do Study Act (PDSA) Continuous Improvement Cycle to make necessary adjustments and improvements throughout the year.

By implementing these modifications, we aim to enhance our ELA and academic goals, ensuring that all students receive the support they need to succeed.

	weekly update via email on their student's progress			
Math	<p>1) 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.</p> <p>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</p>	Goal Partially or Not Met	<p>During the 2023-2024 school year, our objective was to increase the percentage of 11th-grade students meeting or exceeding standards on the SBAC Math exam by 5%, moving from 0% to 5%.</p> <p>Outcome: Unfortunately, this goal was not achieved, as there was no overall improvement in Math Achievement data across all student subgroups. However, it's important to highlight that 25% of the 11th graders who took the SBAC Math Exam did meet their target growth or exceeded it.</p> <p>Analysis: While we did not reach our overall goal, the fact that a quarter of our students achieved their growth targets suggests that targeted interventions may have had a positive impact on a subset of our population. This indicates potential areas for further investigation and highlights the need for more personalized support for students who are struggling.</p> <p>Next Steps: Data Review: Conduct a thorough analysis of the SBAC Math exam</p>	<p>Impacting Math/Academic Goals for the 2024-2025 School Year:</p> <p>Curriculum Change: Transition from Apex Learning to Edgenuity, incorporating a video direct instruction component in each lesson to enhance student engagement and understanding.</p> <p>Utilization of College Mentors: The Reid Leadership Team collaborated with outside support staff to develop effective strategies for leveraging college mentors in supporting student learning, fostering a mentorship culture.</p> <p>Hiring College Aides: The Reid Leadership Team and School Site Council have agreed to hire two college aides to provide targeted support to students, helping them navigate academic challenges and enhancing their learning experience.</p> <p>Daily Tutoring Support: A decision has been made to hire a tutor who will assist students five days a week during the school day, ensuring consistent academic support and reinforcement of learning objectives.</p> <p>Professional Development Plan: Ongoing collaboration and learning opportunities will be provided with Edgenuity representatives to maximize the effectiveness of the new curriculum.</p>

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

results to identify specific strengths and weaknesses across different subgroups.
 Targeted Support: Develop tailored interventions for students who showed growth, as well as those who did not, focusing on differentiated instruction and additional resources.
 Professional Development: Provide training for educators on effective math instructional strategies and data-driven decision-making to better support student learning.
 Continuous Monitoring: Implement regular assessments to track student progress throughout the year, allowing for timely adjustments to instructional strategies.
 By refining our approach and focusing on both our successes and challenges, we aim to foster improved outcomes in Math Achievement for all 11th-grade students.

Facilitate collaboration among educators within and outside the district to share experiences and best practices for improved instruction.
 Establish a framework for creating and disseminating best practices among staff to ensure a unified approach to teaching.
 Data Monitoring and Continuous Improvement: Regular monitoring of student performance data will be implemented to analyze the impact of lead measures, using the Plan Do Study Act (PDSA) Continuous Improvement Cycle to make necessary adjustments and improvements throughout the year.
 By implementing these modifications, we aim to enhance our math and academic goals, ensuring that all students receive the support they need to succeed.

English Learner	<p>1) 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.</p> <p>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</p>	Goal Partially or Not Met	<p>For the 2023-2024 school year, our goal was that at least 22% of 11th-grade English Learners (EL) would meet or exceed their SBAC ELA growth target, an increase from 17% in the 2022-2023 school year. We are pleased to report that Reid students not only met this goal but exceeded it by 3%, with 25% of 11th-grade EL students achieving or surpassing their growth targets. However, despite this positive growth in ELA, the SBAC Achievement Data for both ELA and Math in 2023-2024 revealed that 0% of Reid’s 11th-grade EL students met or exceeded the state standard. This outcome highlights the need for targeted interventions to better support our EL students in both subjects.</p> <p>Action Plan: In response to these findings, we will allocate various funds, including Title I and Equity Multiplier Funds, to implement strategies aimed at helping EL students succeed in ELA and Math. Our focus will be on providing additional resources, targeted instruction, and support services to address the specific challenges faced by our EL population.</p>	<p>Modifications impacting English Learners (ELL) Students for the 2024-2025 School Year: Curriculum Change: Transition from Apex Learning to Edgenuity, incorporating a video direct instruction component in each lesson to enhance student engagement and understanding. Utilization of College Mentors: The Reid Leadership Team collaborated with outside support staff to develop effective strategies for leveraging college mentors in supporting student learning, fostering a mentorship culture. Hiring College Aides: The Reid Leadership Team and School Site Council have agreed to hire two college aides to provide targeted support to students, helping them navigate academic challenges and enhancing their learning experience. Daily Tutoring Support: A decision has been made to hire a tutor who will assist students five days a week during the school day, ensuring consistent academic support and reinforcement of learning objectives. Professional Development Plan: Ongoing collaboration and learning opportunities will be provided with Edgenuity representatives to maximize the effectiveness of the new curriculum. Facilitate collaboration among educators within and outside the district to share experiences and best practices for improved instruction. Establish a framework for creating and</p>
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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

By leveraging these funds effectively, we aim to enhance academic outcomes for our EL students and work toward achieving state standards in the coming school year.

disseminating best practices among staff to ensure a unified approach to teaching.
Data Monitoring and Continuous Improvement: Regular monitoring of student performance data will be implemented to analyze the impact of lead measures, using the Plan Do Study Act (PDSA) Continuous Improvement Cycle to make necessary adjustments and improvements throughout the year.

By implementing these modifications, we aim to enhance our ELA, math and academic goals, ensuring that ELL students receive the support they need to succeed.

	student's progress			
Culture/Climate	<p>1) 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.</p> <p>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</p>	Goal Partially or Not Met	<p>Based on the Culture and Climate data from the Spring 2024 Pulse Survey, Reid students' scores decreased by 4%, 12%, and 5% in the areas of Agency, Identity, and Belonging, respectively. This decline is believed to be partially due to Reid's transition to using Apex Learning as the sole curriculum option. To address these challenges, Reid has transitioned to a more interactive online curriculum, Edgenuity. We are hopeful that this change will help students develop a growth mindset and enhance self-efficacy, positively impacting various areas of culture and climate.</p>	<p>To support a positive, safe, and civil campus environment, we are committed to building a culture where students feel welcomed and empowered to express their opinions, allowing them to impact schoolwide change. We have initiated opportunities for students to practice agency, encouraging them to take ownership of school activities, which we believe will also strengthen their sense of belonging. Additionally, we have hired a recreational aid and established two recreational areas—a dedicated activities room and a student community room. These spaces are designed to enhance students' social skills and contribute positively to the overall culture and climate at Reid. We are also fostering partnerships with several community organizations, including Better Learning for All Students and Elevate Your Game, to help students plan for post-secondary opportunities and improve their leadership skills. Through these comprehensive efforts, we aim to create an inclusive environment that supports student growth and connection, ultimately enhancing our school community.</p>

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			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Hire 2 college aides to work with at risk English Learner students in order to accelerate learning, increase credit attainment and the graduation rate. (IN 1)	Somewhat Impactful	Limited or no impact	Limited or no impact	Limited or no impact
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 3)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
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. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	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 5)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>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. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
<p>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 Instruction and Interventions. (PD 2)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
<p>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 drop off 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)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
<p>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)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

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. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
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Accountability Measure 1: Increase Achievement

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) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>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</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>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> <p>Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read 	<p>My Perspectives, 2017, Pearson</p>

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: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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.

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 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</p> <p>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</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>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Language Production through Speaking & Listening Tasks:</p>	<p>My Perspectives, 2017, Pearson</p>

<p>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.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>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:</p> <ul style="list-style-type: none"> • 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, reader’s theater, choral response, recitations 	
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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 Precalculus.</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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and</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>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

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. assessment.

Intensified Algebra I is offered to a small group of 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 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.

Precalculus

Precalculus 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. Precalculus is not a required

course for A-G completion. See additional 4th year options below.

4th Year Options

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 (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:

<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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
In preparation for the 2025 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. D/F Rate 10, Graduation/Drop-out Rate 40, 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%	08/31/2024 - 06/15/2025 Annually	Troy Bennett (Principal) Domelisa Gomez (Office Supervisor)	The Reid Leadership Team will organize and monitor all End of the Year Activities. D/F Rate 10, Graduation/Drop-out Rate 40, Culture-Climate Survey (Student-Staff) 50
Based on 2021-2022 assessments Reid students benefit from additional support in literacy and math. D/F Rate 50, Other College Readiness Measures 40, Culture-Climate Survey (Student-Staff) 10	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	Low SES, Other Targeted Students, Identified At-Risk Students	*Title I \$30,000 Services - *Title I 100%	08/31/2024 - 06/14/2025 Daily	Troy Bennett (Principal) Dr. Martinez (Counselor)	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, Other College Readiness Measures 40, Culture-Climate Survey (Student-Staff) 10

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.
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.					
Literacy and Math continue to be a challenge for Reid students. We will use College Aides to assist students in academic attainment. SBAC ELA 20, Graduation/Drop-out Rate 40, EL Reclassification 40	Hire 2 college aides to work with struggling learners, and students who are English Learner in order to accelerate learning, increase credit attainment and the graduation rate.	All Students, Identified At-Risk Students	*Title I \$20,696 College Student Aide (2) for 500 hours annually - *Title I 100%	08/31/2024 - 06/14/2025 Daily	Head Counselor Principal	Classroom Teacher Classroom records Reduction in number of D/F grades in mathematics SBAC ELA 20, Graduation/Drop-out Rate 40, EL Reclassification 40
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. Graduation/Drop-out Rate 30, Other College Readiness Measures 40, Culture-Climate Survey (Student-Staff) 30	Reid will allocate \$5,000 of its allotted Title I funds to provide students with enriching field trip experiences during the 2024-2025 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.	All Students	*Title I \$5,000 Services - *Title I 100%	08/31/2024 - 06/14/2025 Monthly	Troy Bennett (Principal)	Reid Culture and Climate and student acadmic focus (attendance and credit attainment) will be a measure of the impact of enriching experiences. Graduation/Drop-out Rate 30, Other College Readiness Measures 40, Culture-Climate Survey (Student-Staff) 30

The need to maintain a positive culture and climate during non instructional time by engaging students in age appropriate activities will have an impact on student sense of belonging. Culture-Climate Survey (Student-Staff) 100	Reid would like to hire a Recreation Aide for .25FTE. This position will help support the safety, supervision climate and culture for college and career readiness as well as establish positive relationships with students.	All Students	LCFF \$8,136 Recreation Aide .25 FTE - LCFF 100%	08/31/2024 - 06/14/2025 Daily	Troy Bennett-Principal Domelisa Gomes Office Supervisor	Culture and Climate are constantly monitored and assessed using the Pulse, CORE Surveys as well as other measures. Culture-Climate Survey (Student-Staff) 100
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Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Reid Intake Processes Enrollment ? Sending school counselor completes referral ? Dean & Counselor review, recommend for intake or contact sending counselor with reason why student not eligible ? Counselor notifies clerk to contact family and schedule intake ? At intake review how our program works, what student/family can reasonably expect with reference to student's transcript and stated preference (stay and graduate or return to home campus) ? If the family chooses to enroll and neither the Dean nor the counselor can discover anything that would indicate Reid would NOT

be a beneficial placement for the student, then the family is given our enrollment paperwork and a Permission to Enroll form to take back to their home campus.

Attendance

- ? Clerk calls to the homes of students who have missed three consecutive days
- ? Counselor meets with clerk bimonthly to review student list
- ? Counselor and Dean make home visits monthly
- ? Teachers may enter the names of students with poor attendance in the Students of Concern Sheet
- ? The Principal and Dean meet with students who are listed on the SOC Sheet.

Returning to sending campus

- ? Counselor monitors progress of students who wish to return to their sending campus
- ? Several weeks before the end of the semester Counselor notifies sending counselor and the SOC administrator for approval and to determine whether there is space to build a schedule for the returning student.
- ? SOC administrator handles approvals at original school and notifies Reid when student can be released.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
We expect to implement collaboratively created and agreed upon schoolwide academic and social emotional systems that are restorative. D/F Rate 50, Graduation/Drop-out Rate 50	Reid High School will allocate funds for professional development during the summer and throughout the 2024-2025 school year. The focus for the professional development will be in the area of Teaching and Learning to incorporate an equity lens as well as a focus on credit recuperation using Apex Learning Curriculum We will also focus our professional development on improving the culture and climate by Schoolwide implementation Safe and Civil and Restorative practices.	*Title I \$16,295 Teacher Hourly P Schedule (8) for 24 hours annually - *Title I 100%	08/31/2024 - 06/14/2025 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.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Based on previous years, Reid need to increase efforts to engage parents. Graduation/Drop-out Rate 30, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 30	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 \$643 Hourly - Intermediate Office Assistant (1) for 8 hours annually - Par Inv 100% Hourly - Senior Office Assistant (1) for 8 hours annually - Par Inv 100%	08/31/1024 - 06/14/2025 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)	162973
Title I Parent and Family Involvement (3008)	789

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

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

State Programs *	Allocation
LCFF	13160

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Troy Bennett	10-01-2025
Staff	Classroom Teacher	Mr. Eomurian	10-01-2025
Staff	Classroom Teacher	Mr. Gorgol	10-01-2026
Staff	Classroom Teacher	Ms. Sexton	10-01-2025
Staff	Classroom Teacher	Mr. Wellman	10-01-2025
Staff	Other School Personnel	Mr. Perryman	10-01-2025
Community	Parent/Community Member	█ Singson	10-01-2026
Community	Parent/Community Member	█ Alvarez	10-01-2025
Community	Parent/Community Member	█ Cisternino	10-01-2026
Community	Student	A █	10-01-2025
Community	Student	N █	10-01-2026
Community	Student	S █	10-01-2026

English Learner Advisory Committee Membership

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

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

Name	Representing
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ELAC Recommendations

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

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

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the 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 09/30/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/30/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/01/2024, 10/01/2024
5. SSC Participated in the Annual Evaluation of SPSA:09/30/2024
6. The SPSA was approved at the following SSC Meeting: 11/18/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Chronic Absence by Attendance Bands

School Data by Subgroup

Reid 2023-2024

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

Category	# Students		Percent by Category				Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate
All Students	168	168	73	18	7	2	91.1%	84.6%	97.6%	26.7%
Grade	Gr. 09	1	100				100.0%		100.0%	24.6%
	Gr. 11	47	72	21	6		93.6%	83.7%	100.0%	27.0%
	Gr. 12	120	73	17	7	3	90.0%	86.1%	96.7%	30.1%
Ethnicity	African American	30	77	17	3	3	93.3%	88.4%	96.7%	33.8%
	Asian	3	100				100.0%	100.0%	100.0%	15.7%
	Cambodian	3	67	33			100.0%	100.0%	100.0%	20.6%
	Filipino	1	100				100.0%		100.0%	11.1%
	Hispanic	116	72	17	8	2	89.7%	82.2%	97.4%	29.5%
	White	10	80	10	10		90.0%	80.0%	100.0%	18.1%
	Other	8	63	38			100.0%	100.0%	100.0%	21.6%
Gender	Female	63	75	17	6	2	92.1%	91.0%	98.4%	28.1%
	Male	104	72	18	7	2	90.4%	78.8%	97.1%	25.4%
	Nonbinary	1	100				100.0%	100.0%	100.0%	37.5%
Special Populations	Low SES	122	72	19	6	2	91.0%	84.8%	96.7%	32.5%
	ELL	24	75	21	4		95.8%	72.4%	100.0%	37.1%
	RFEP	52	65	19	10	4	84.6%	87.0%	94.2%	25.7%
	EL + RFEP	76	68	20	8	3	88.2%	81.9%	96.1%	29.2%
	Special Ed.	5	80	20			100.0%	100.0%	100.0%	34.9%
	Spec Ed. Speech/RSP	4	75	25			100.0%	100.0%	100.0%	32.3%
	Homeless/Foster	23	65	13	13	9	78.3%	90.2%	91.3%	43.1%
	Foster	5	80	20			80.0%	100.0%	100.0%	50.4%
	Homeless	18	61	17	11	11	77.8%	88.6%	88.9%	42.4%
GATE/Excel	7	86			14	85.7%	94.1%	85.7%	17.1%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Reid 2023-2024

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

Subgroup	Count	Attendance Bands	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic %	Moderately Chronic %	At Risk Chronic %	Satisfactory %	Strong Attendance %	
SLC	Jordan - JMAC	1	100						100.0%				23.4%
	Lakewood - HOSM	1	100						100.0%				22.9%
	Lakewood - ODYSSEY	1	100						100.0%				31.6%
	Wilson - TECH	2	50	50				50.0%					36.3%

The percentages may not equal 100% due to rounding.

SBAC ELA 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	37	92%	65	27	8	8%	↑6		↑10		
	All High	47%	27	21	28	24	53%	↑1		↑3	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	37	92%	65	27	8	8%	↑6		↑10		
	Gr. 11	All High	47%	27	21	28	24	53%	↑1		↑3
	District	48%	27	21	28	24	52%	↑1		↑3	
	Gr. 12	All High*	100%	100			0%	-		-	
Ethnicity	Hispanic	26	96%	81	15	4	4%	↑4		-	
		All High	53%	31	22	29	18	47%	↑1		↑4
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	7*	86%	14	71	14	14%	↑14		-	
		All High	64%	40	24	21	14	36%	↓1		↑5
		District	66%	42	24	22	12	34%	↑2		↑3
	Other	2*	100%	100			0%	-		-	
		All High	33%	15	18	29	38	67%	↑4		↓4
		District	32%	16	15	28	41	68%	↑1		↑-
White	2*	50%	50	50	50	50%	↑25		-		
	All High	30%	15	15	27	43	70%	↓1		-	
	District	26%	12	14	30	44	74%	↑-		↓-	
Gender	Female	8*	88%	75	13	13	13%	↑8		-	
		All High	41%	21	21	31	28	59%	↑1		↑3
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	29	93%	62	31	7	7%	↑7		-	
		All High	53%	32	21	26	21	47%	↑1		↑4

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

SBAC ELA 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Gender	Male	District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All High*	46%	23	23	23	31	54%	↓23		↓11
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	16*	94%	81	13	6	6%	↑6		-	
		All High	57%	34	23	27	16	43%	↑1		↑4
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	4*	100%	100				0%	-		-
		All High	94%	73	21	6	6%	↑1		↑2	
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	12*	92%	75	17	8	8%	↑8		-	
		All High	44%	20	24	35	22	56%	↑1		↑4
		District	41%	16	25	38	21	59%	↑3		↑3
	GATE/Excel	2*	100%	50	50			0%	-		-
		All High	15%	6	8	29	56	85%	↑3		↓-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	2*	100%	100				0%	-		-
		All High	70%	45	25	20	10	30%	↓8		↓2
		District	69%	45	24	22	9	31%	↓5		↑2
Homeless/Foster	2*	100%	100				0%	-		-	
	All High	71%	47	24	19	10	29%	↓8		↓2	
	District	70%	46	24	21	9	30%	↓5		↑1	
Foster	All High*	83%	78	6	6	11	17%	↓14		↓10	
	District	77%	55	22	17	6	23%	↓2		↓3	
Low SES	24	96%	58	38	4	4%	↑4		-		

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SBAC ELA 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Low SES	All High	56%	32	24	27	17	44%	↓3		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	2*	100%	100				0%	-		-
		All High	84%	63	21	12	4	16%	↓-		↑6
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	2*	100%	100				0%	-		-
		All High	78%	53	25	16	6	22%	↑1		↑7
		District	79%	57	22	14	7	21%	↑-		↑2

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

SBAC Math 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	37	100%	92	8			0%	-		↓5	
	All High	76%	55	22	14	10	24%	↓2		↓11	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 11	37	100%	92	8			0%	-		↓5
		All High	76%	55	22	14	10	24%	↓2		↓11
		District	77%	55	21	14	10	23%	↓2		↓11
	Gr. 12	All High*	100%	100				0%	-		-
Ethnicity	Hispanic	26	100%	92	8			0%	-		-
		All High	83%	62	21	12	5	17%	↓2		↓11
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	7*	100%	86	14			0%	-		-
		All High	89%	70	19	8	4	11%	↑2		↓8
		District	80%	55	25	13	7	20%	↑2		↓2
	Other	2*	100%	100				0%	-		-
		All High	61%	35	26	21	18	39%	↓-		↓14
		District	43%	22	21	23	34	57%	↑2		↓2
	White	2*	100%	100				0%	-		-
All High		59%	33	27	22	18	41%	↓6		↓11	
Gender	Female	8*	100%	88	13			0%	-		-
		All High	78%	55	23	13	9	22%	↓3		↓15
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	29	100%	93	7			0%	-		-
		All High	75%	55	20	14	11	25%	↓1		↓7

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

SBAC Math 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Gender	Male	District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All High*	71%	50	21	14	14	29%	↓18		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	16*	100%	94	6			0%	-		-
		All High	85%	65	20	9	6	15%	↓3		↓12
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	4*	100%	100				0%	-		-
		All High	99%	93	6			1%	↓-		↓1
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	12*	100%	92	8			0%	-		-
		All High	80%	55	25	12	8	20%	↓3		↓15
		District	64%	35	29	21	15	36%	↑2		↓4
	GATE/Excel	2*	100%	50	50			0%	-		-
		All High	43%	17	26	29	28	57%	↑1		↓18
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	2*	100%	100				0%	-		-
		All High	92%	77	15	4	4	8%	↓4		↓10
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	2*	100%	100				0%	-		-
		All High	92%	78	14	4	4	8%	↓4		↓10
		District	82%	57	25	11	7	18%	↓4		↓2
Foster	All High*	100%	89	11			0%	↓7		↓10	
	District	84%	62	23	12	4	16%	↑-		↓3	
Low SES	24	100%	88	13			0%	-		-	

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

Reid

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Low SES	All High	85%	64	21	10	6	15%	↓5		↓11
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	2*	100%	100				0%	-		-
		All High	96%	86	9	3	1	4%	↓-		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	2*	100%	100				0%	-		-
		All High	94%	81	13	4	2	6%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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

SBAC Science 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	90	97%	42	54	3	3%	↑2		-	
	All High	76%	15	61	19	5	24%	↓1		
	District	73%	17	57	19	7	27%	↑1		
Grade	Gr. 12	97%	42	54	3	3%	↑2		-	
	All High	76%	15	61	19	5	24%	↓1		
	District	77%	15	61	18	5	23%	↓1		
Ethnicity	Hispanic	65	98%	43	55	2	2%	↓1		-
		All High	82%	18	64	15	3	18%	↓-	
		District	80%	20	60	16	4	20%	↑1	
	African American	11*	100%	55	45		0%	-		-
		All High	90%	21	69	9	1	10%	↑-	
		District	86%	24	62	12	2	14%	↑1	
	Other	5*	80%	40	40	20	20%	↑20		-
		All High	66%	12	55	22	13	34%	↓4	
		District	56%	10	46	28	16	44%	↑1	
	White	5*	80%	20	60	20	20%	↑20		-
		All High	59%	7	52	30	11	41%	↓-	
		District	50%	6	44	30	19	50%	↑1	
	Asian	3*	100%	33	67		0%	-		-
		All High	57%	8	49	31	12	43%	↓3	
		District	55%	7	48	30	15	45%	↑2	
Cambodian	3*	100%	67	33		0%	-		-	
	All High	72%	11	62	22	7	28%	↓6		
	District	63%	8	55	26	11	37%	↑3		

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

SBAC Science 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	1*	100%	100				0%	-		-
		All High	56%	7	49	37	7	44%	↓6		-
		District	55%	6	49	32	13	45%	↓1		-
Gender	Female	36	97%	33	64	3		3%	↑3		-
		All High	76%	13	62	20	4	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	54	96%	48	48	4		4%	↑1		-
		All High	78%	17	60	17	5	22%	↓3		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	All High*	45%	18	27	27	27	55%	↑15		-
District		61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	48	100%	40	60			0%	↓3		-
		All High	84%	18	66	13	2	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	16*	100%	63	38			0%	-		-
		All High	99%	41	58	1		1%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	32	100%	28	72			0%	↓5		-
		All High	80%	11	69	17	3	20%	↓2		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	2*	100%	50	50			0%	-		-
All High*		88%	25	63	13		13%	↓2		-	
District		89%	32	57	8	2	11%	↓1		-	
GATE/Excel	5*	60%	20	40	40		40%	↑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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Reid

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	All High	52%	6	46	35	13	48%	↑1		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	13*	100%	46	54			0%	-		-
		All High	87%	24	63	13		13%	↓-		-
	Homeless/Foster	District	86%	28	59	12	1	14%	↑-		-
		15*	100%	47	53			0%	-		-
	Low SES	All High	87%	24	63	13		13%	↓-		-
		District	87%	28	59	12	1	13%	↓-		-
	Special Ed.	70	96%	43	53	4		4%	↑2		-
		All High	84%	18	66	14	2	16%	↓2		-
	Spec Ed. Speech/RSP	District	82%	20	61	15	4	18%	↓1		-
		1*	100%	100				0%	-		-
	Spec Ed. Speech/RSP	All High	93%	33	60	5	1	7%	↑7		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	1*	100%	100				0%	-		-
All High		91%	29	62	7	2	9%	↑9		-	
Spec Ed. Speech/RSP	District	89%	34	55	8	3	11%	↑1		-	

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Reid

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	20	20	25	45	10	45	
			All High	25	38	6	6	50
			District	30	33	15	16	36
	Grade	Gr. 11 (Minimum Growth Target: 12)	20	25	45	10	45	
			All High	25	38	6	6	50
			District	24	38	6	6	49
	Ethnicity	Hispanic	15 [^]	-	47	13	40	
			All High	22	39	6	5	50
			District	29	34	15	16	36
		White	2 [^]	-	50		50	
			All High	31	34	6	8	53
			District	28	33	15	18	34
		African American	2 [^]	-			100	
			All High	20	42	6	7	45
			District	28	34	15	15	37
		Other	1 [^]	-	100	0		
			All High	26	35	8	8	48
			District	32	30	16	19	35
	Gender	Female	6 [^]	-	33	17	50	
			All High	27	37	6	7	49
			District	32	31	15	17	36

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 2024 School Growth Data by Subgroup

Reid

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Male	14 [^]	-	50	7	43	
		All High	22	39	7	5	50
		District	27	35	15	15	35
	Nonbinary	All High [^]	2	56		44	
		District	5	53	6	12	29
Special Populations	EL + RFEP	11 [^]	-	27	18	55	
		All High	23	39	6	6	50
		District	29	34	14	14	38
	ELL	4 [^]	-	50	25	25	
		All High	25	40	6	6	48
		District	33	32	17	16	35
	RFEP	7 [^]	-	14	14	71	
		All High	23	39	6	6	50
		District	26	35	12	13	40
	GATE/Excel	2 [^]	-	50	50	0	
		All High	32	32	7	6	54
		District	31	31	16	18	35
	Low SES	13 [^]	-	38	15	46	
		All High	21	40	6	5	49
		District	29	33	15	16	35
	Special Ed.	1 [^]	-	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 2024 School Growth Data by Subgroup

Reid

11/21/24

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 Ed.	All High	27	37	7	6	50
		District	28	35	15	15	35
	Foster	All High^	-33	70			30
		District	9	40	19	13	28
	Spec Ed. Speech/RSP	1^	-	100	0		
		All High	29	36	5	7	52
		District	31	34	15	15	36
	Homeless	All High	8	43	7	5	44
		District	27	35	14	14	37
	Homeless/Foster	All High	6	45	7	5	44
		District	25	35	15	14	36

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 2024 School Growth Data by Subgroup

Reid

11/21/24

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	21	21	-4	62	10	19	10
		All High	8	46	23	18	14
		District	22	35	19	19	27
Grade	Gr. 11 (Minimum Growth Target: 49)	21	-4	62	10	19	10
		All High	8	46	23	18	14
		District	9	46	22	18	14
Math Ethnicity	Hispanic	15 [^]	-	67	7	13	13
		All High	8	46	23	17	14
		District	20	36	20	18	26
	African American	3 [^]	-	33	33	33	0
		All High	7	47	22	18	14
		District	18	38	18	17	26
	White	2 [^]	-	100	0		
		All High	14	45	23	19	13
		District	27	31	20	21	28
Other	1 [^]	-			100	0	
	All High	11	46	19	21	14	
	District	27	32	18	20	30	
Gender	Female	6 [^]	-	33	50	17	
		All High	-1	52	22	16	11
		District	21	35	19	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 2024 School Growth Data by Subgroup

Reid

11/21/24

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)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Gender	Male	15^	-	73	13	7	7	
		All High	17	41	23	20	16	
		District	23	34	19	19	28	
	Nonbinary	All High^	14	50	13	13	25	
		District	11	45	15	6	33	
		Special Populations		11^	-	64	9	18
Math	EL + RFEP	All High	6	48	22	16	14	
		District	20	37	19	16	27	
		ELL	4^	-	75	25	0	
	All High		25	39	21	18	22	
	District		24	34	20	18	27	
	RFEP	7^	-	57	14	14	14	
		All High	-	50	23	15	12	
		District	15	40	18	15	28	
	GATE/Excel	2^	-	100	0			
		All High	5	46	23	21	10	
		District	28	29	21	22	29	
	Low SES	13^	-	62	23	15		
		All High	7	47	21	17	15	
		District	21	36	19	18	27	
	Special Ed.	1^	-				100	

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 2024 School Growth Data by Subgroup

Reid

11/21/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
M at h	Special Ed.	All High	26	36	23	23	18
		District	20	38	18	17	28
	Foster	All High^	-18	70	20	10	0
		District	11	39	20	14	27
	Spec Ed. Speech/RSP	1^	-				100
		All High	26	36	24	23	18
		District	20	37	18	17	28
	Homeless	All High	2	50	20	14	16
		District	20	37	19	17	27
	Homeless/Foster	All High	2	51	20	14	15
		District	19	37	19	16	27

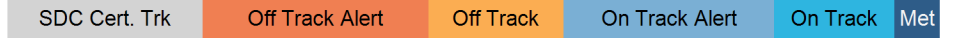
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

On/Off Track for Graduation 2023-2024 :: School Data by Subgroup Reid

Legend



Category		# Students	Percent by Category				
All Students	170	170	86	2	11		
Grade	Gr. 11	45	91		9		
	Gr. 12	115	84		16		
Ethnicity	African American	28	93	4	4		
	Hispanic	119	84	2	14		
Gender	Female	64	89	2	9		
	Male	105	85	3	12		
Special Populations	Low SES	125	86	2	12		
	ELL	25	80		20		
	RFEP	56	80	4	16		
	EL + RFEP	81	80	2	17		
	Homeless/Foster	23	96		4		

On/Off Track for A to G

2023-2024 :: School Data by Subgroup

Reid

Legend

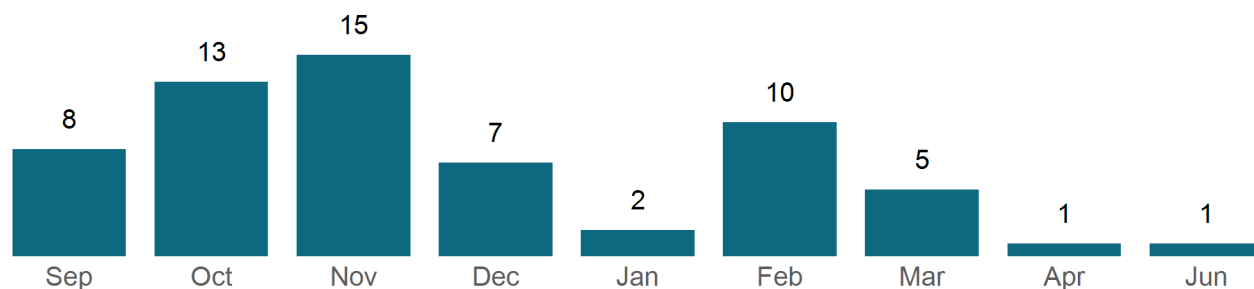
SDC Cert. Trk	Off Track Alert	Off Track	On Track Alert	On Track	Met
---------------	-----------------	-----------	----------------	----------	-----

Category		# Students	Percent by Category		
All Students	170	170	100		
Grade	Gr. 11	45	100		
	Gr. 12	115	100		
Ethnicity	African American	28	100		
	Hispanic	119	100		
Gender	Female	64	100		
	Male	105	100		
Special Populations	Low SES	125	100		
	ELL	25	100		
	RFEP	56	100		
	EL + RFEP	81	100		
	Homeless/Foster	23	100		

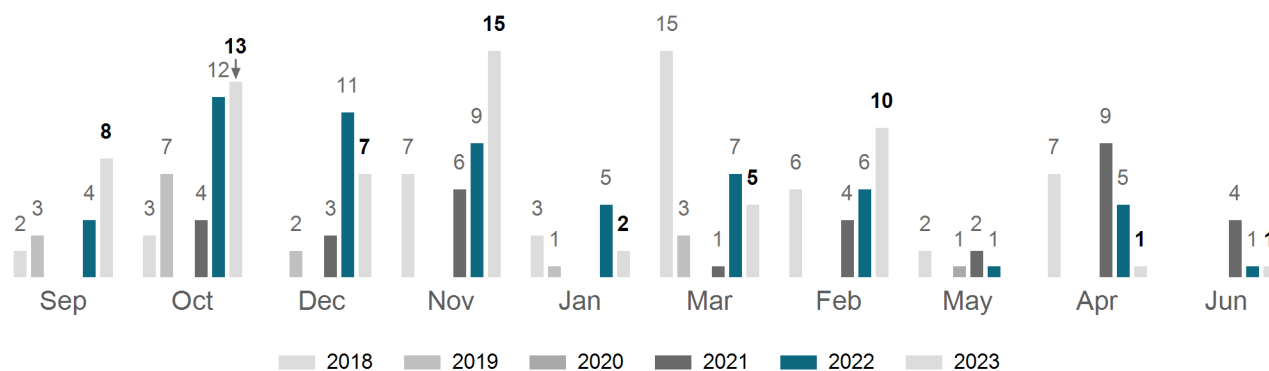
Reid

23-24

By Month for 23-24



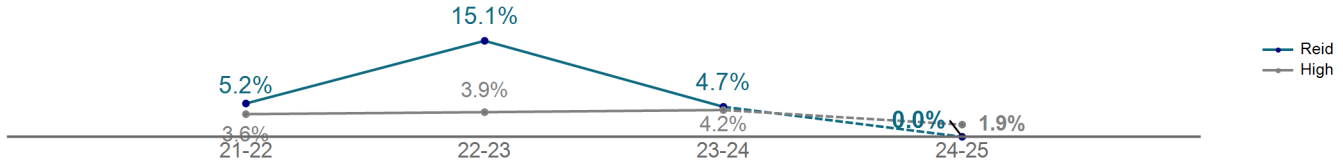
By Month- 5-year comparison



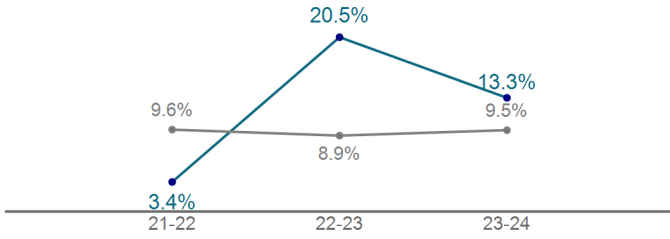
	18-19	19-20	20-21	21-22	22-23	23-24
Sep		2	3			4
Oct		3	7		4	12
Dec			2		3	11
Nov		7			6	9
Jan		3	1			5
Mar		15	3		1	7
Feb		6			4	6
May		2		1	2	1
Apr		7			9	5
Jun					4	1

Suspension Rate

Reid
All Students
N = 73



African American



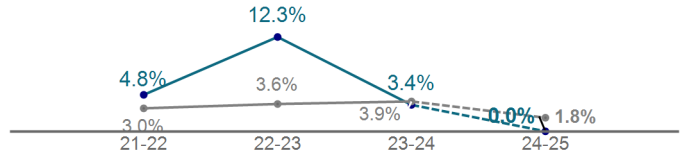
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic N = 47



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

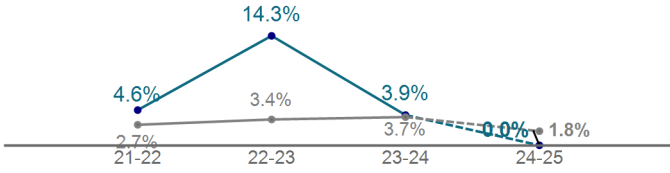
Other

Subgroup with fewer than 20 students.

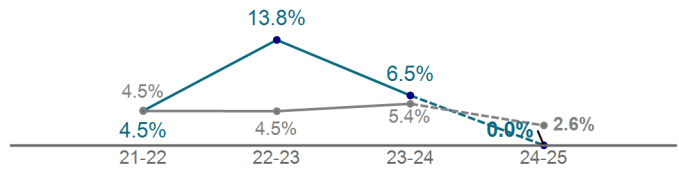
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

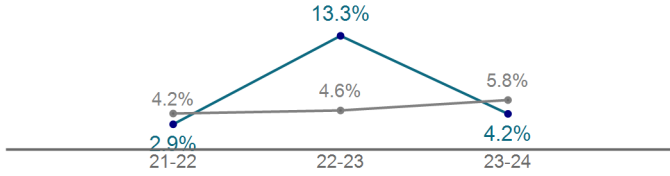
EL + RFEP
N = 33



Low SES
N = 58



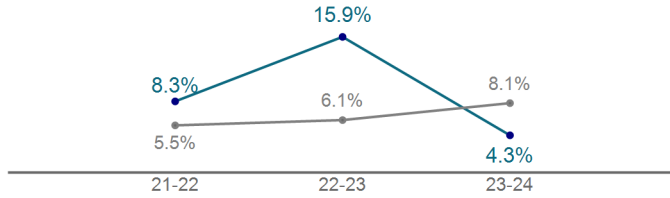
English Learner



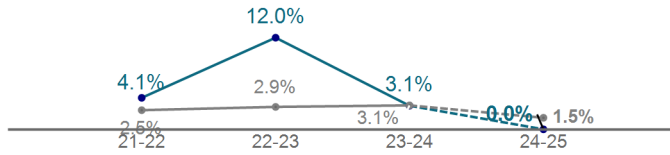
Special Education

Subgroup with fewer than 20 students.

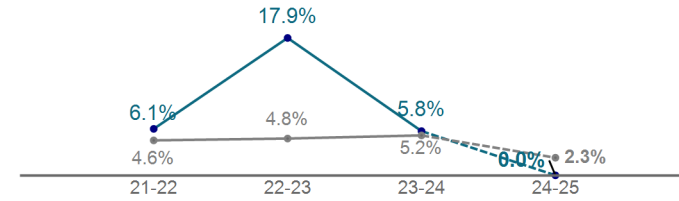
Homeless or Foster Youth



Female
N = 28



Male
N = 45



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

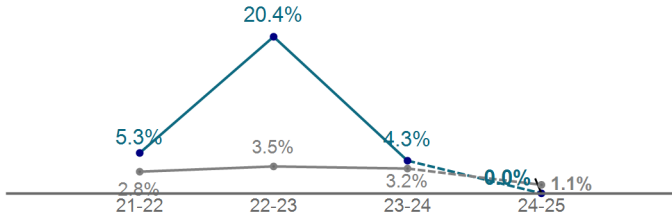
Gr. 09

Subgroup with fewer than 20 students.

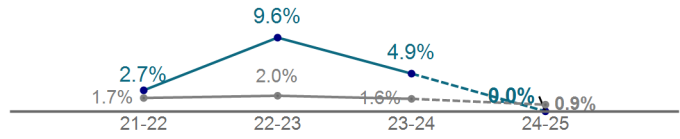
Gr. 10

Subgroup with fewer than 20 students.

Gr. 11
N = 24



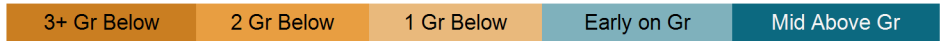
Gr. 12
N = 47



i-Ready Math Overall Relative Placement

School Data by Subgroup

Reid 2023-2024 Grade 9

**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
9	All Students	All	3	1	100
	Ethnicity	Hispanic	3	1	100
	Gender	Male	3	1	100
	Special Populations	Low SES	3	1	100
		ELL	3	1	100
		EL + RFEP	3	1	100
		Homeless	3	1	100

**i-Ready Overall Relative Placement
School Data by Subgroup
2023-2024 Grade**

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

School Plan for Student Achievement Addendum 2024-2025

Comprehensive Support and Improvement (CSI) - Graduation Rate

Reid High School

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

11/18/24

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

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

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 and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites 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, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- 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.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (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 2024-2025

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.

As a <u>student</u>, I will carry out the following responsibilities:	As a <u>parent or guardian</u>, we will carry out the following responsibilities:	As a school, the <u>Reid Staff</u> will carry out the following responsibilities:
<p>I will attend school regularly and arrive on time to all classes.</p> <p>I will accept responsibility for my own education by completing my homework, classwork, and preparing for all test.</p> <p>I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption.</p> <p>I will show respect towards, and cooperate with, <u>all</u> adults and other students in the school.</p> <p>I will comply with the Reid Dress Codes and ID policy.</p> <p>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.</p> <p>I will log on to Edgenuity to track my assignments and grades.</p> <p>I will request assistance and tutoring when needed and attend school based tutorials.</p> <p>I will follow the LBUSD attendance, discipline, and homework policies.</p> <p>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>I will support the academic program and help my child in any way possible to meet his/her educational responsibilities.</p> <p>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.</p> <p>I will keep a list of important school phone numbers so that I can contact the appropriate person at Reid.</p> <p>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.</p> <p>I will actively pursue school based tutoring and support services for my child when needed.</p> <p>I will log on to <u>Edgenuity</u> to monitor my child's grades and assignments.</p> <p>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.</p> <p>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.</p> <p>My child and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook.</p>	<p>We will work as dedicated professionals with our students' best interest as our primary concern.</p> <p>We will provide a content standards-based program that is rigorous and challenging. Our program will address the individual needs of all students.</p> <p>We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents.</p> <p>We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students.</p> <p>We will post assignments and grades on <u>Edgenuity</u> or have them available so students and parents can easily monitor student progress.</p> <p>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.</p> <p>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.</p> <p>We will encourage parents to attend school functions and visit the campus.</p> <p>We provide opportunities for parents to participate in improving the Reid program through various parent activities.</p>

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 guardianes 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

2024-2025

<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>Edgenuity</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 guardianes</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 contactarme 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 tutoria o servicios de apoyo para mi hijo/hija cuando sea necesario.</p> <p>Usare <u>Edgenuity</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>REID. 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

2024-2025

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 01, 2024, 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, 2024. 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
10/02/2024

Date



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

Guía de la participación paternal 2024-2025

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 oprima “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 10/02/2024 y serán efectivas por un periodo de 1 año La escuela proveer una copia de las Guías a padres en o antes del 11/01/2024 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)

10/02/2024

Fecha