

LONG BEACH
UNIFIED SCHOOL DISTRICT

Excellence & Equity

*Aprendizaje
temprano &
Escuelas primarias
marzo, 2023*



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Long Beach Unified School District

Esta presentación fue traducida por google.

*¿Cuál es tu recuerdo
escolar favorito?*



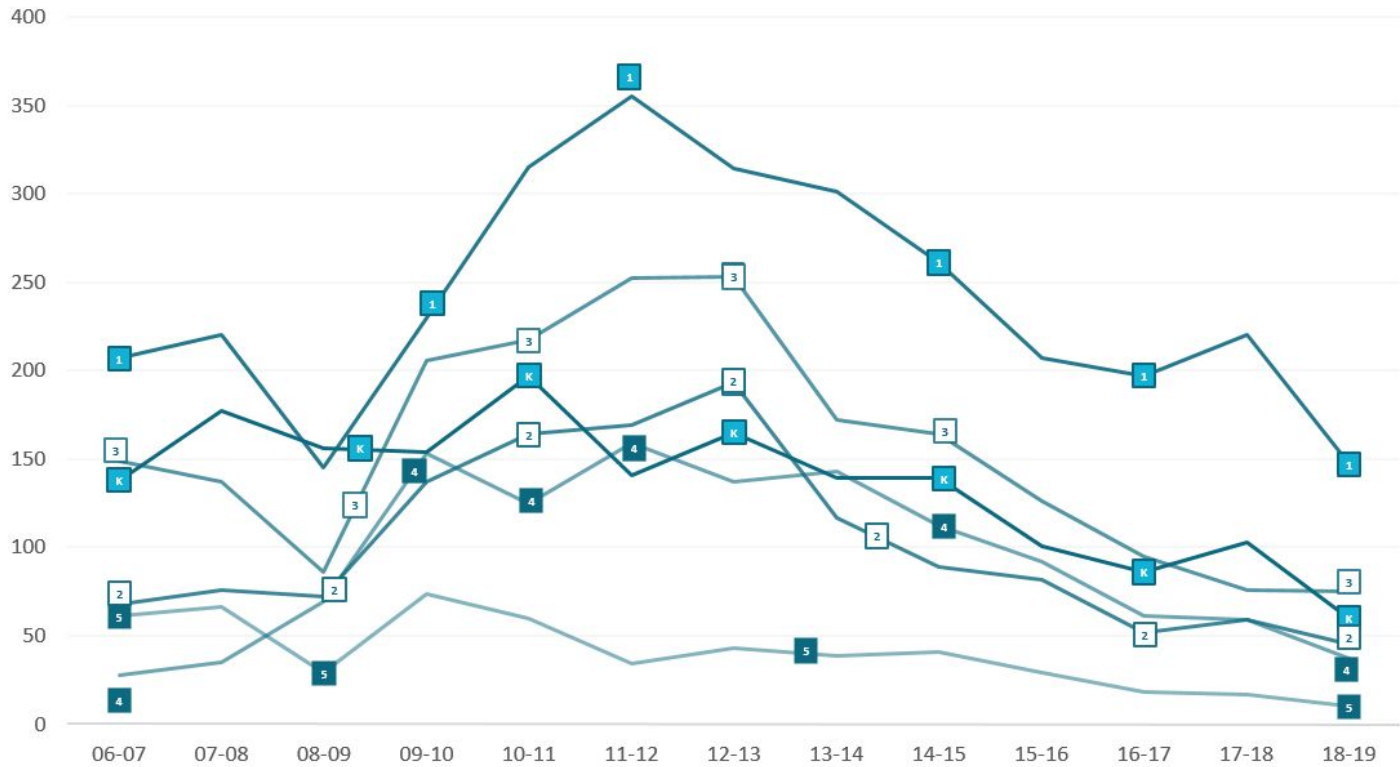
Retenciones por Grado y Año

2006-07 to 2018-19

Total de
estudiantes
retenidos

9,937

Kinder 1,756
Gr 1 3,119
Gr 2 1,323
Gr 3 2,008
Gr 4 1,210
Gr 5 521

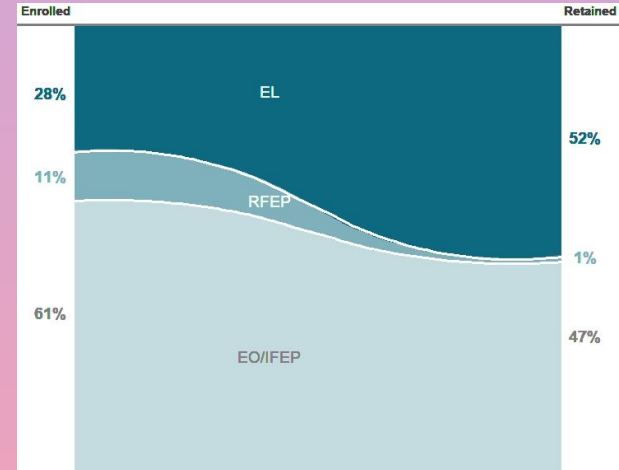
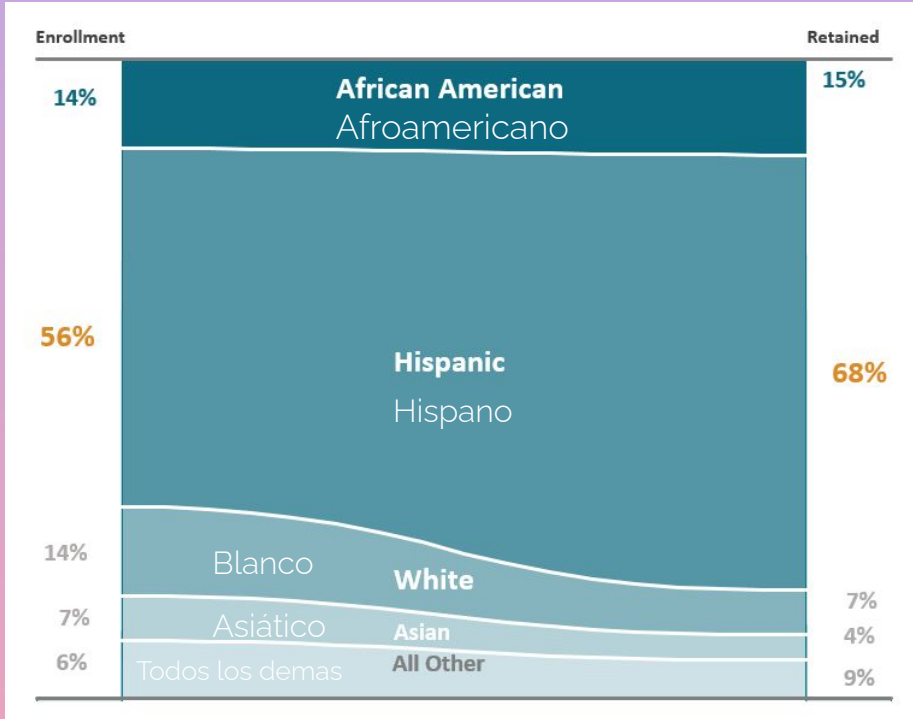


269 estudiantes fueron
retenidos más de una
vez.

Retención por etnicidad y fluidez

2006-07 to 2018-19

- Los estudiantes hispanos fueron retenidos con más frecuencia que otros grupos.
- Los aprendices de inglés representan el 28 % de la inscripción general, pero fueron retenidos el 52 % de los estudiantes.

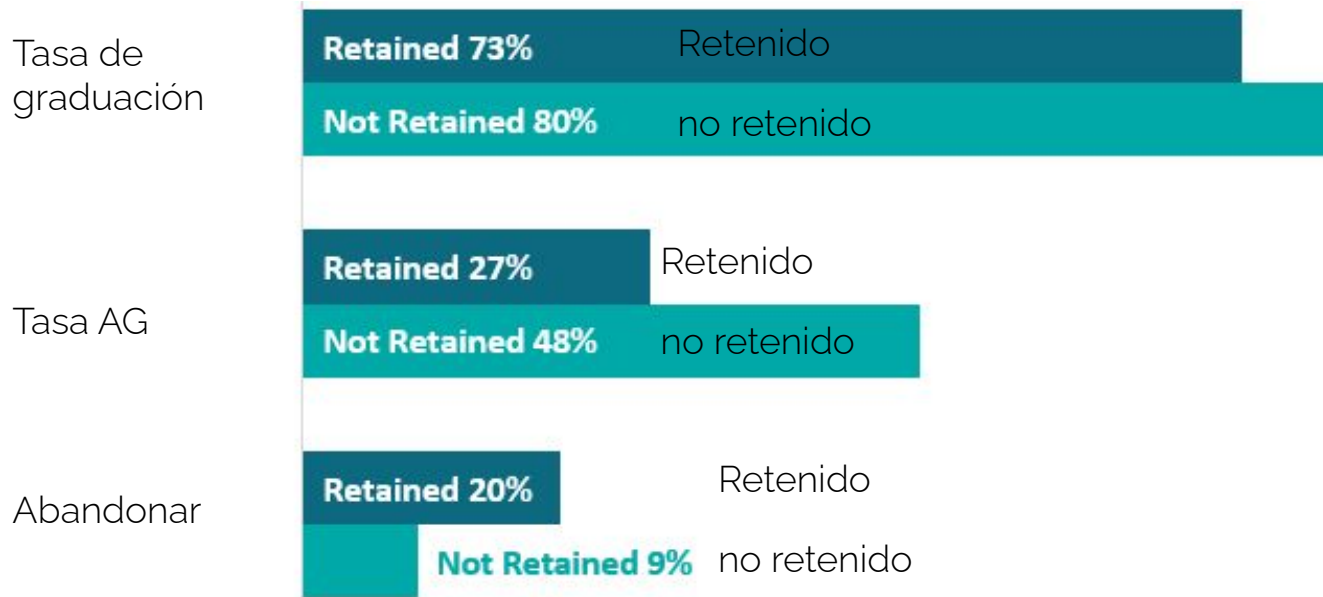


Resultados de graduación

2006-07 to 2018-19

De los estudiantes que cumplen con los criterios de retención en Primaria:

- Los estudiantes que fueron retenidos tenían menos probabilidades de graduarse.
- Los graduados tenían casi la mitad de probabilidades de cumplir con los requisitos A-G.
- Los estudiantes retenidos tenían más del doble de probabilidades de abandonar los estudios



Políticas de Promoción / Retención

Política de la Junta Estatal de California

CSBA Sample District Policy Manual
CSBA Policy Management Console

Policy 5123: Promotion/Acceleration/Retention

Status: ADOPTED

Original Adopted Date: 12/01/2013 | Last Revised Date: 07/01/2019 | Last Reviewed Date: 07/01/2019

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

OPTION 1: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

OPTION 1 ENDS HERE

OPTION 2: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

Política de LBUSD

Promotion/Acceleration/Retention

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria. Students shall be identified on the basis of district assessment as follows:

Retention at Grade 1

First grade students who do not demonstrate proficiency at mid-year, first grade, in reading and who do not demonstrate proficiency in addition and subtraction math facts with sums up to 10 by the end of grade 1 will be recommended for retention.

Retention at Grade 2

Second grade students who do not demonstrate proficiency at end of first grade in reading and who do not pass addition and subtraction math facts at the proficient level by the end of grade 2, will be recommended for retention.

Retention at Grade 3

Third grade students who do not demonstrate proficiency at end of second grade in reading **and** who do not demonstrate proficiency in addition and subtraction math facts **and** partial proficiency in multiplication and division math facts by the end of grade 3, will be recommended for retention.

Retention at Grade 4

Fourth grade students who do not demonstrate proficiency at the end of third grade reading **and** who do not pass math facts at the proficient level in all four operations by the end of grade 4, will be recommended for retention.

Retention at Grade 5

Fifth grade students who do not demonstrate proficiency at the end of fourth grade in reading **and** who do not pass math facts at the proficient level in all four operations by the end of grade 5, will be recommended for retention.

When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

Aviso y asombro



Aviso

Los estudiantes serán identificados para retención en los siguientes niveles de grado:

- Entre los grados 2 y 3
- Entre los grados 3 y 4
- Entre los grados 4 y 5 ***

Los estudiantes entre los grados 2 y 3 y los grados 3 y 4 serán identificados principalmente en base a su nivel de competencia en lectura.

****El dominio de la lectura, las artes del lenguaje inglés y las matemáticas será la base para identificar a los estudiantes entre los grados 4 y 5, entre los grados de escuela intermedia y secundaria.*



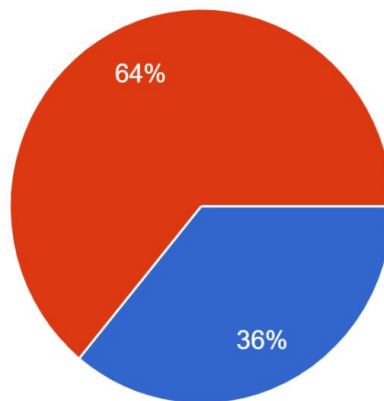
Preguntarse

- ¿Qué nos dicen los datos históricos?
- 1er grado- Necesita madurar
- ¿Se utilizó nuestra política como intervención de último recurso o fue la intervención?

Comentarios del maestro

¿Cuándo debería implementarse la nueva política?

50 respuestas



- Ahora mismo: finales de junio para 22-23 SY
- Desacelerar. Comienza en agosto de 2023-24



Recomendaciones

- No agregar un nivel de grado (1er grado) a la política
- Comience solo con 2do grado: pruebe los datos de manejo, determine el impacto en nuestros sitios/sistema/estudiantes (los directores recibieron una lista de BGL en diciembre).

Se retendrían 5210 alumnos de 2.º grado en Elem y K-8 con esta fórmula 1536. Se retendría el 29% de los estudiantes de segundo grado.

- **Múltiples compases en Reading- iReady, FRSA**
- **Factores socioemocionales (TBD)**
- **apoyo familiar**
- **Enfoque de equipo**

Siguientes Procedimientos

- Los equipos de mejora de la calidad se reunirán el 17/2
- La recomendación se hará para el año escolar 23-24
- La retención se verá como 21-22
 - * Estudiantes individuales - niño completo
 - * Enfoque de equipo
 - * Los padres deben apoyar
- Conferencias de padres y maestros el 4 y 5 de abril



Pausa y proceso



Informe de logros

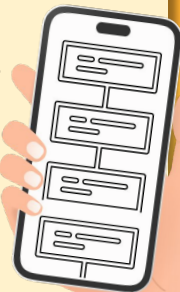
	Long Beach Unified School District First Grade Achievement Report																							
	<small>A standards-based Achievement Report communicates to parents the student's individual progress towards meeting or exceeding grade level standards in preparation for high school graduation and post-secondary/career options.</small>																							
Grade 01	School Adklams Elementary	Year 2021-2022																						
Student Smith, Sally	Teacher Johnny Jones	Principal Will Williams																						
Program of Instruction	General Education PALS/GATE/Excel Special Education English Learner Dual Immersion Structured English Immersion English Language Mainstream																							
Attendance																								
	Number of Days Present	Number of Days Absent	Number of Days Tardy	Early Out																				
Reporting Period 1	0	0	0	0																				
Reporting Period 2	0	0	0	0																				
Promotion/Retention Criteria																								
<small>First grade students must read at mid-year first grade or above OR achieve a Level 3 in addition facts sums to 10 and subtraction facts minuends to 10 by the end of the school year. If your child does not meet these expectations, he/she will be recommended for retention.</small>																								
iReady Diagnostic Score *		Basic Math Facts																						
<small>* For more information please visit Parent View</small>																								
	<table border="1"> <tr> <th>Math</th> <th>Reading</th> </tr> <tr> <td>Fall</td> <td></td> </tr> <tr> <td>Winter</td> <td></td> </tr> <tr> <td>Spring</td> <td></td> </tr> </table>	Math	Reading	Fall		Winter		Spring		<table border="1"> <tr> <th>Addition Sums to 10</th> <th>Subtraction Minuends to 10</th> <th>Addition Sums to 20</th> <th>Subtraction Minuends to 20</th> </tr> <tr> <td>Reporting Period 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reporting Period 2</td> <td></td> <td></td> <td></td> </tr> </table>	Addition Sums to 10	Subtraction Minuends to 10	Addition Sums to 20	Subtraction Minuends to 20	Reporting Period 1				Reporting Period 2					
Math	Reading																							
Fall																								
Winter																								
Spring																								
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Reporting Period 1																								
Reporting Period 2																								
<table border="1"> <tr> <th>Excellent</th> <th>Satisfactory</th> <th>Improving</th> <th>Needs to Improve</th> </tr> </table>		Excellent	Satisfactory	Improving	Needs to Improve																			
Excellent	Satisfactory	Improving	Needs to Improve																					
Life and Career Skills		Reporting Period 1																						
Reporting Period 2																								
Follows rules and procedures																								
Manages materials properly																								
Makes effective use of time to complete work																								
Adjusts to transitions and changes in routines																								
Takes responsibility for own behaviors																								
Responds appropriately to feedback																								
Respects others' rights, feelings and property																								
Participates and cooperates in group settings																								
Demonstrates initiative and perseverance																								
Approaches challenges using a variety of strategies																								
Teacher Comments: Reporting Period 1		Teacher Comments: Reporting Period 2																						
Parent Signature	Teacher Signature	Parent Signature	Teacher Signature																					
Retention Possible	Conference Date	Retention Possible	Recommended																					

	First Grade Levels of Growth and Achievement		Student Smith, Sally	Year 2021-2022
	Level 4	Exceeds Grade Level Standards		
	Level 3	Meets Grade Level Standards		
	Level 2	Partially Meets Grade Level Standards		
	Level 1	Does Not Meet Grade Level Standards		
Foundational Reading Skills		Reporting Period 1	Reporting Period 2	
Overall Level of Achievement				
<ul style="list-style-type: none"> Reads with sufficient accuracy and fluency to support comprehension FRSA scores (below) 				
Phonics and Word Recognition				
Consonant Digraphs		/S	/S	
One Syllable Short Vowels		/S	/S	
Final -e		/S	/S	
Long Vowel Digraphs		/S	/S	
Diphthongs		/S	/S	
R-Controlled Vowels		/S	/S	
Inflectional Endings		/S	/S	
Two-Syllable Words		/S	/S	
High Frequency Words		/A0	/A0	
Phonics and Word Recognition				
Blending Phonemes		/S	/S	
Segmenting Phonemes		/S	/S	
Mathematics		Reporting Period 1	Reporting Period 2	
Overall Level of Achievement				
Concepts and Procedures				
<ul style="list-style-type: none"> Operations and Algebraic Thinking: Uses addition and subtraction appropriately to solve problems within 20 Number and Operations in Base Ten: Counts to 120 starting from any number, understands and uses place value to add and subtract Measurement and Data: Measures objects using non-standard units of measurement, tells and writes time, represents and interprets data Geometry: Reasons with shapes and their attributes 				
Problem Solving and Modeling				
<ul style="list-style-type: none"> Explains to themselves the meaning of a problem and uses problem solving strategies to find a solution based on the concepts and procedures learned 				
Communication Reasoning				
<ul style="list-style-type: none"> Explains their own reasoning and critiques the reasoning of others based on the concepts and procedures learned 				
Speaking and Listening		Reporting Period 1	Reporting Period 2	
Overall Level of Achievement				
<ul style="list-style-type: none"> Participates in collaborative conversations about grade level topics and texts Listens and takes turns speaking Expresses thoughts, feelings and ideas clearly Uses grade level appropriate language and vocabulary 				
Additional Standards		Reporting Period 1	Reporting Period 2	
Science				
History/Social Sciences				
Technology				
Health				
Physical Education				
Music				
Art				
Interventions				
Literacy Class	Reading Recovery	1:1 Instruction	Tutoring	Not Applicable
Specialist Support	Small Group Instruction	Interruption	Prior Retention	Other
*Modification/Modified Standard				
Language Arts		Grade Level		
Mathematics		Grade Level		

Informe de logros

¿Hay algo que
podamos mejorar
en el diseño de
nuestros Informes
de logros?

Comparte tus
comentarios



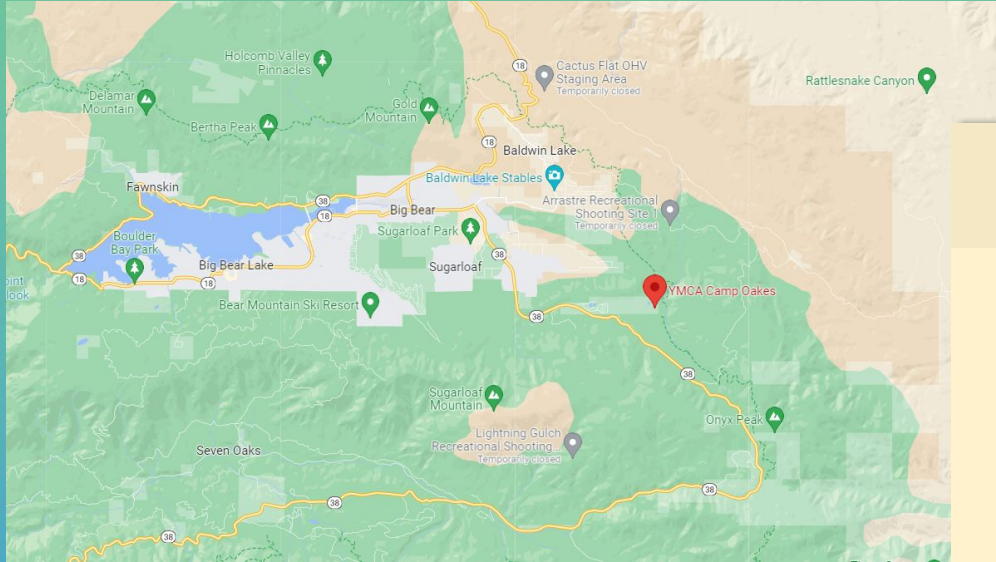
Aprendizaje al aire libre en Camp Oakes



Aprendizaje al aire libre en Camp Oakes



Aprendizaje al aire libre en Camp Oakes



Nos gustaría
escuchar sus
pensamientos...

THANK
YOU!

Gracias