

LONG BEACH  
UNIFIED SCHOOL DISTRICT

*Excellence & Equity*

*Aprendizaje  
temprano &  
Escuelas primarias  
marzo, 2023*



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Long Beach Unified School District

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*¿Cuál es tu recuerdo  
escolar favorito?*



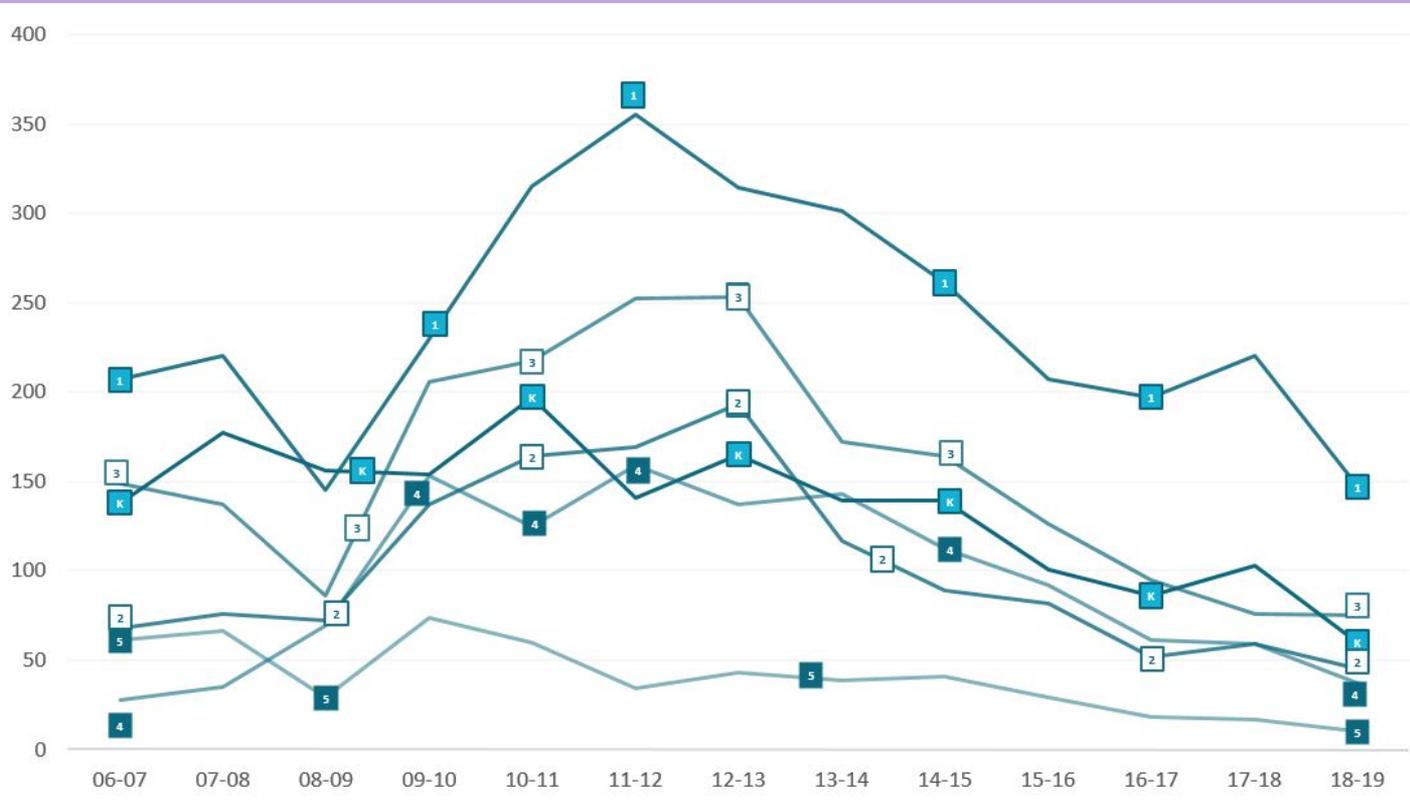
# Retenciones por Grado y Año

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

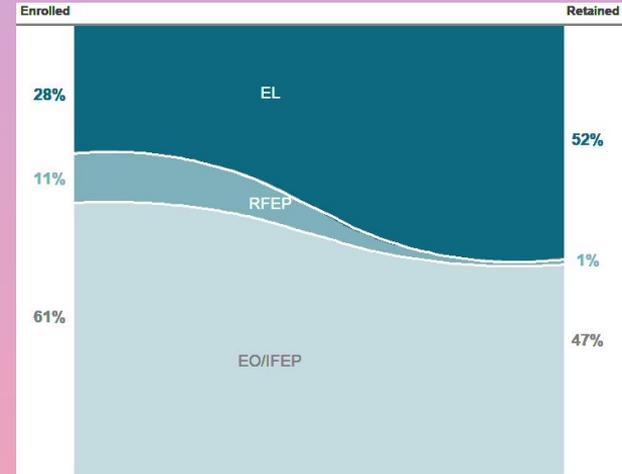
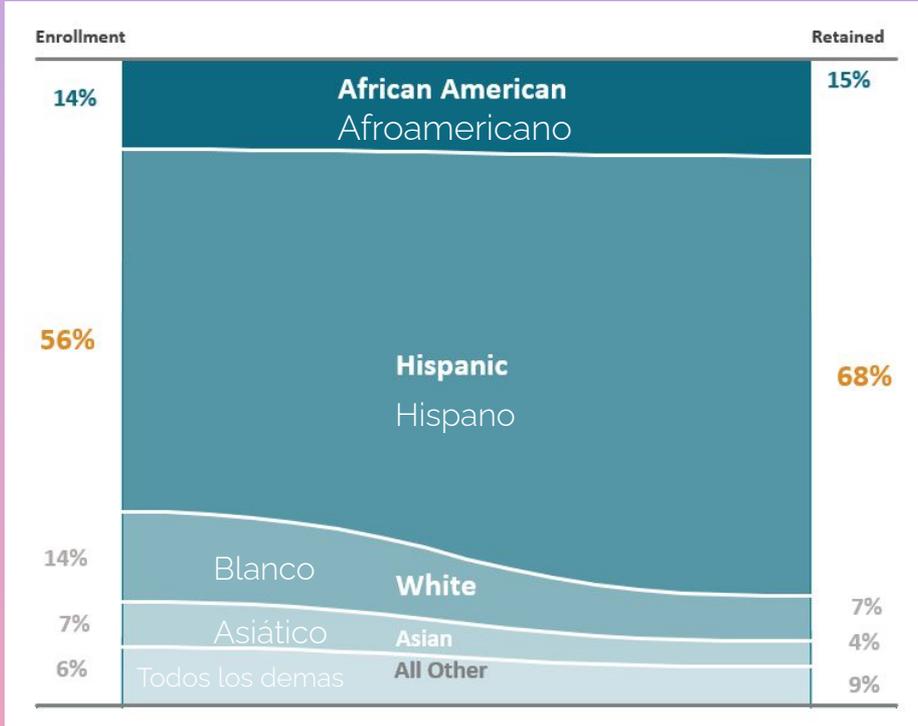


269 estudiantes fueron  
retenidos más de una  
vez.

# 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.*



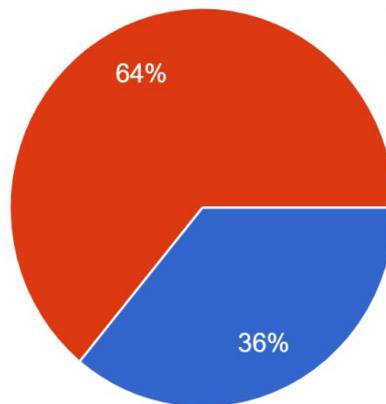
## Preguntarse

- ¿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

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

Comparte tus comentarios



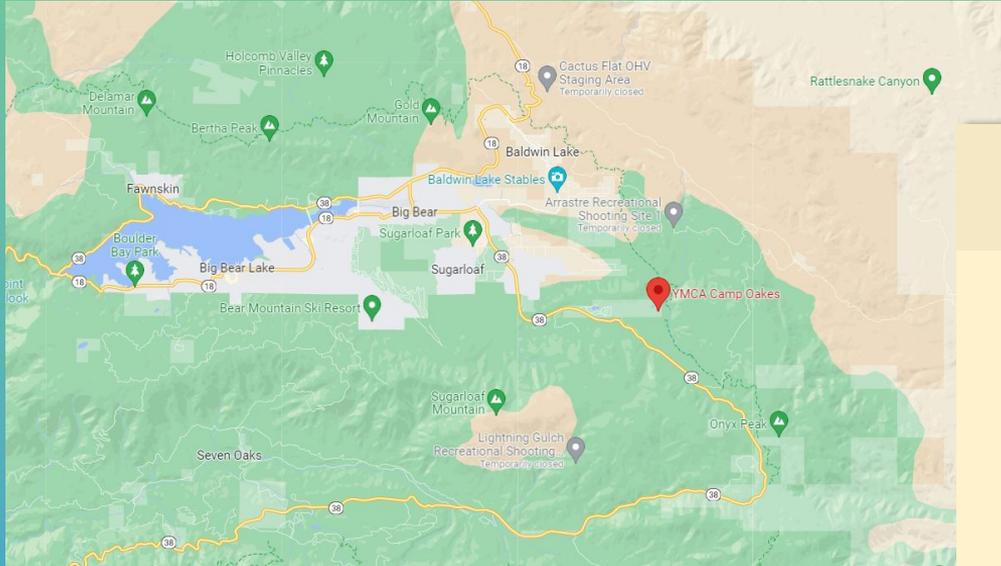
# *Aprendizaje al aire libre en Camp Oakes*



# *Aprendizaje al aire libre en Camp Oakes*



# Aprendizaje al aire libre en Camp Oakes



Nos gustaría  
escuchar sus  
pensamientos...

THANK  
YOU!

*Gracias*