

Aprendiendo a Mejorar

*Planificar, Hacer,
Estudiar, Actuar*

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Datos a la mano - LAUSD



- 1,838 kilómetros cuadrados
- Aproximadamente 4.8 millones de personas viven dentro de estos límites (13MM Metro)
- 563,468 inscripción estudiantil
- Características estudiantiles
 - 73% Latino, 11% Blanco, 8% Afroamericano, 7% Asiático
 - Inglés y 100+ idiomas natales
 - 80% Título 1
- 1,322 escuelas y centros educativos
- 24,482 profesores
- 2,436 directores y subdirectores



Liderazgo!

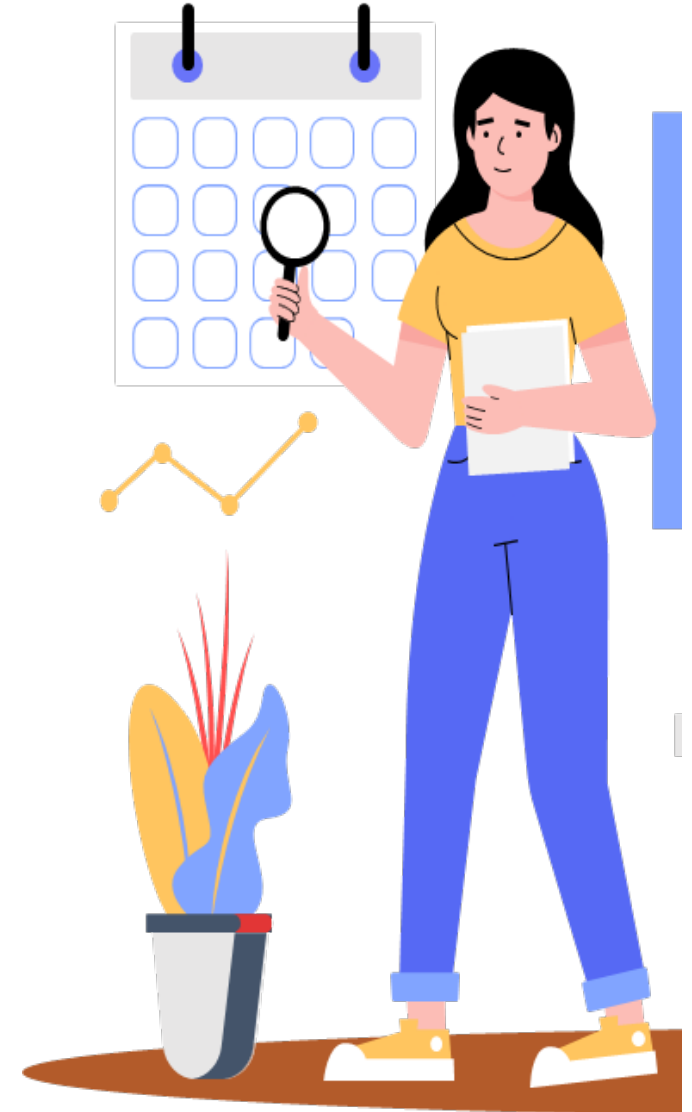
- División de recursos humanos
- Desarrollo de liderazgo para profesores y administradores
- Programas de acreditación e inducción
- Investigación y publicación
- Profesor en el programa de doctorado en California State University Northridge



Improvement Science

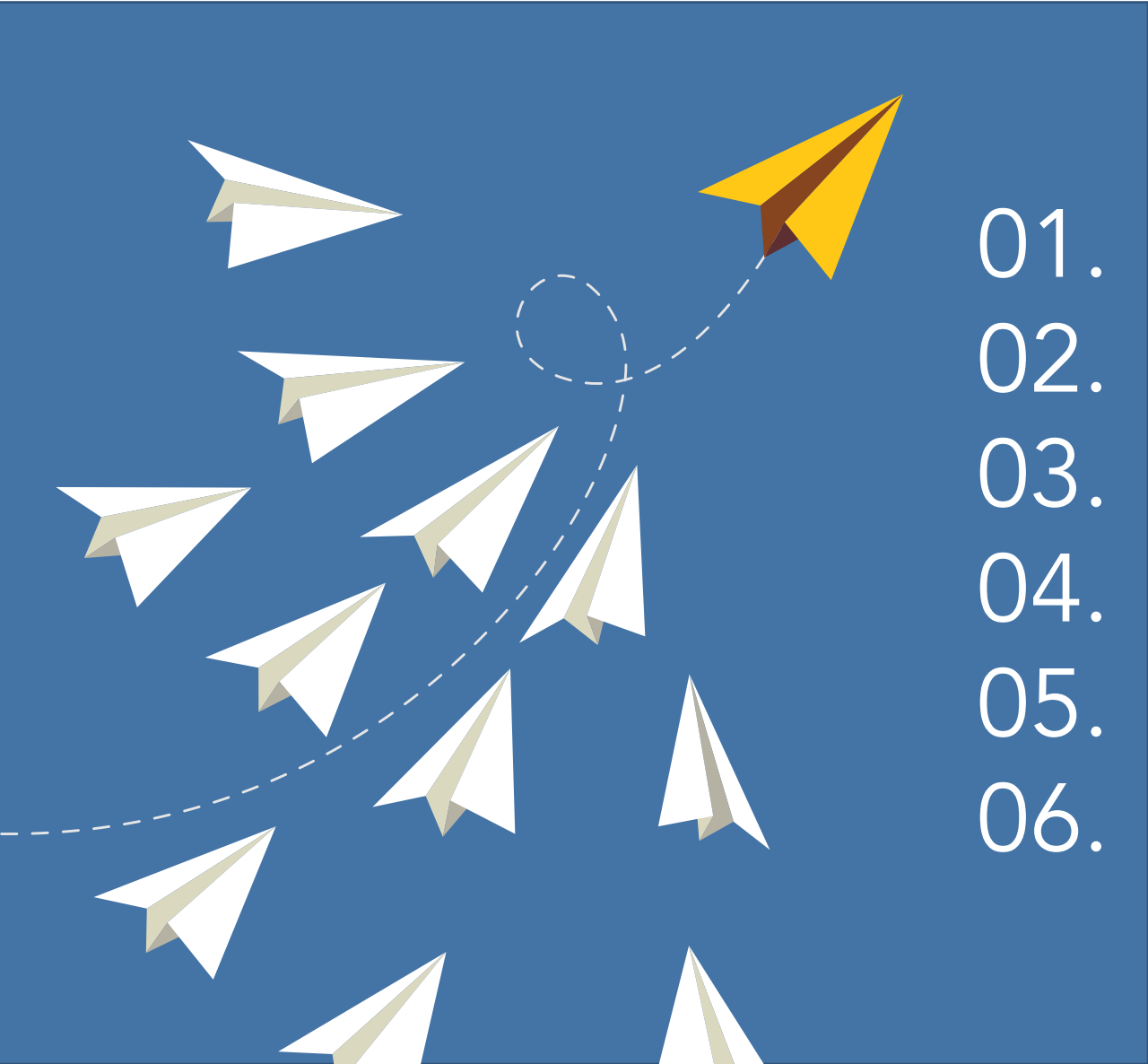
Aprendiendo a mejorar

La ciencia de la mejora es un enfoque de resolución de problemas centrado en la investigación y el aprendizaje. Las ideas de cambio se prueban en ciclos rápidos, lo que da como resultado una retroalimentación eficaz y útil para informar las mejoras del sistema.





Los seis principios básicos de mejoramiento



01. Problema específico
02. Reducir la variación
03. Ver el sistema
04. Medir
05. Investigación disciplinada
06. Comunidades en red



PDSA



PLANIFICAR

Objetivo

Preguntas y predicciones

Planificar para realizar la acción

HACER

Lleva a cabo el plan

Documentar problemas y observaciones inesperadas

Comenzar el análisis de datos

ESTUDIAR

Completa el análisis de datos

Comparar datos con predicciones

Resumen de lo aprendido

ACTUAR

¿Qué cambios se harán?

¿Próximo ciclo?



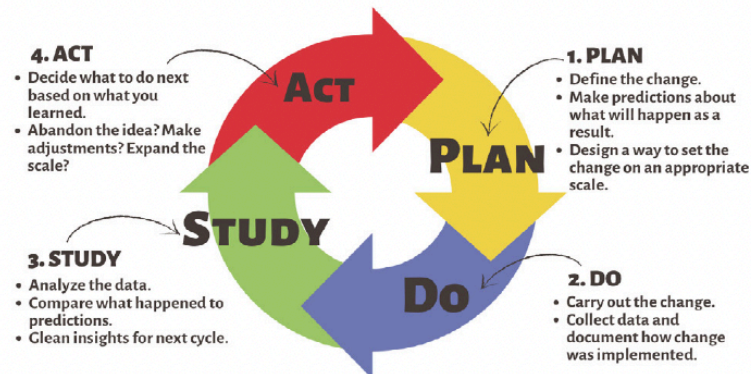
INTRODUCTION:

LAASC participants will engage in a 2-year Problem of Practice (PoP) inquiry. Participants will use the Plan-Do-Study-Act cycle (PDSA) to conduct a disciplined inquiry focused on instructional and/or systemic issues school leaders address at their school/office sites (Bryk et al., 2015). By Completing the PoP inquiry, candidates will be able to learn, experience and reflect on the potential impact of their work as educators and leaders. As shown in the diagram below, the PDSA cycle requires candidates to constantly engage in the following three questions:

1. What specifically are we trying to accomplish?
2. What change might we introduce and why?
3. How will we know that a change is actually an improvement?

PLAN-DO-STUDY-ACT CYCLE (PDSA)

CONTINUOUS IMPROVEMENT CYCLE



Bryk, A.S., Gomez, L.G., Grunow, A., LeMahieu, P.G. (2015) *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press

PDSA

Inducción para directores

2 años

Apoyo de coaching

Investigación (PDSA)



Presenting Findings



Effective Practices to Increasing Reclassification Rates

Claudia Pelayo
Normandie Avenue Elementary

Research Topic

Normandie ES serves 868 students, 78% Latinos of which 44% are English Learners (EL). Alexander Science Center (ASCS) serves 638 students, 80% Latinos of which 29% are EL. Research indicates that students who reclassify outperform students who have not. The primary goal at both schools was to reclassify students in a timely manner to ensure higher academic success.

Research Question

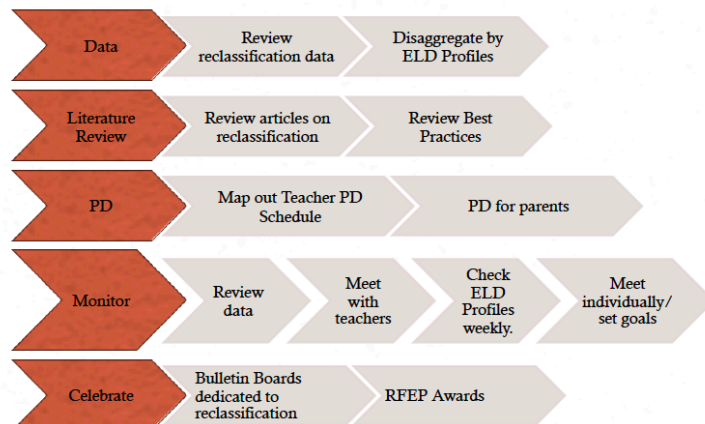
How will an intervention program and targeted professional development impact the reclassification percentage?

Literature on Best Practices

Best practices that help students reclassify:

1. Frequent assessments in both a child's first and second language to adapt instruction to a child's language needs
2. Focused small-group activities to give EL students opportunities to respond to questions and receive more individualized instruction
3. Provide explicit vocabulary instruction
4. Use targeted instruction, such as the mathematical content language, to further develop academic English
5. Promote social-emotional development by creating positive teacher-student relationships and facilitating peer interactions

Action Plan



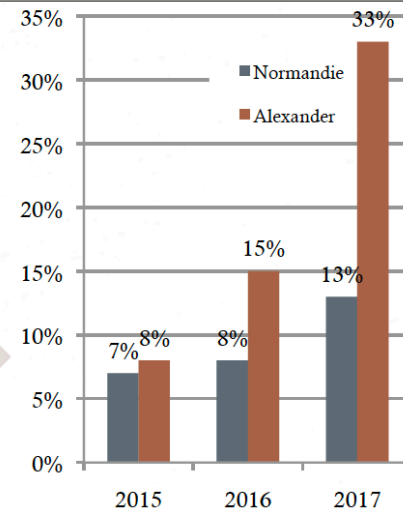
Conclusion

Although both schools made progress, ASCS exceeded in their reclassification rate.

The success of ASCS can be attributed to:

- An administrator in charge of reclassification
- Consistent progress monitoring
- Parents training from both school and district
- In-class and afterschool intervention
- 3 administrative data chats per year

Data





Presenting Findings



Utilizing the Wellness Center at Jefferson High School to Address the Needs of Immigrant Students

Ezequiel De La Torre, Coordinator, Wellness Programs
Student Health and Human Services



INTRODUCTION

Jefferson High School is located in South Los Angeles and is part of Local District Central of the Los Angeles Unified School District (LAUSD). Eighty six percent of Jefferson High School Students are Latino and 80% qualify for free or reduced lunch. In 2014/15 Jefferson High School reported a 34.2% cohort drop-out rate and a 47% truancy rate, both well above district and state levels.

Understanding that many LAUSD students are facing adverse conditions creating barriers to learning, the Division of Student Health and Human Services invested in the development of Wellness Centers, which are expanded school-based health centers, designed to increase student access to vital health and mental health services, wellness promotion, and health career pathways.



BASELINE DATA

Rapid Assessment for Adolescent Preventive Services (RAAPS)

- Standardized screening developed especially for youth impacted by poverty-generated conditions.
- Assesses school-wide social and environmental factors that put students at risk for poor health, unhealthy behaviors, and problems in school
- Identifies the complex web of risk factors influencing school dropout

Data Results for Jefferson High School

Safety – No Helmet Use	71%
Unprotected Sex	37%
Poor Academics	36%
Depression	32%
Missed School – Care for Someone	28%
Anger Management	27%
Alcohol Use	18%
No Adult Confidante	17%
Carrying a weapon	17%
Basic Need – Food	17%
Basic Need – Water	14%

LITERATURE REVIEW

Research reveals that many challenges exist when attempting to connect immigrant children to services. Among them, are:

- Lack of awareness
- Lack of health care
- Mistrust of the system
- Fear that receiving care will negatively impact their court case
- Language barriers

Consequently, leading health, mental health and immigration experts have identified the following recommendations:

- Schools can utilize mental health professionals to:
 - Help schools set up welcoming environments for newly enrolled immigrant youth
 - Provide training and education to staff
 - Develop strategies that will help families navigate unfamiliar systems
- Schools must develop and implement mental health programs in collaboration with staff
- Specific strategies to support immigrant youth can include:
 - Strategic collaborations with culturally relevant community-based organizations
 - Advisory programs or a daily advisory period in which student checks in with an adult ally
 - Cross-age peer mentoring between students of different ages

REVIEW OF NEW DATA

Attendance Data

Year	Students at or Above 96% Attendance	Chronic Absence Rate
2015/2016	55.5%	29.0%
2016/2017	61.4%	24.5%
Current YTD	74.5%	11.3%

Wellness Center Clinic Visits

Year	Total Student Visits	Mental Health Visits
2014/2015	1114	38
2015/2016	1491	49
2016/2017	1558	64

RESEARCH TOPIC

There has been a recent spike of immigrant children, particularly unaccompanied minors entering the US due to increased violence abroad, particularly in certain Central American countries. Moreover, Los Angeles County and South Los Angeles, receive a large percentage of these children. Many of these children face unimaginable trauma during their journey and when they enroll in a school, like Jefferson High School, where children are already exposed to chronic stress in their daily lives, these stressors often trigger the underlying trauma. As a result, these students are in a constant state of vigilance, referred to as Chronic Stress and whose effects include:

- Impaired attention and concentration
- Reduced cognition, creativity, and memory
- Diminished social skills and social judgment
- Reduced motivation, determination, effort
- Increased impulsive behavior and likelihood of depression
- A greater likelihood of academic underperformance

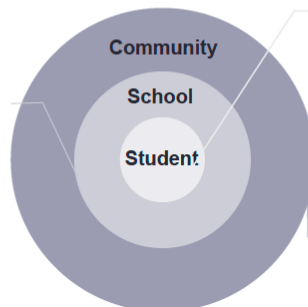
Based on the challenges that immigrant children face, we looked at ways in which the school and the Jefferson Wellness Center can assess their level of risk, identify their needs and connect them to services in an effort to improve their overall health and academic outcomes.

ACTION PLAN

We utilized a socio-ecological framework to address social determinants of risk for dropout and poor health for students at Jefferson High School. Within this model, we implemented an action plan that responded to these impediments on three levels: in the student, school and the community.

School

- Farm Stands (NHF)
- Staff PD: "Managing Chronic Stress in Urban Minority Youth" (APHA)
- Staff Training: "Motivational Interviewing" (APHA)



Student

- International Buddy Club
- Peer Mentoring Program
- Lifelong Learning Program (SCFHC)

Community

- Retail Markets – Healthy Makeovers (NHF)
- Walk this Way/ Caminale project (NHF)

CONCLUSIONS

The Jefferson Wellness Center has been instrumental in assessing the needs of students, particularly recent immigrants and connecting them to services. Adopting a socio-ecological framework, the Wellness Center and its partners have implemented strategies aimed at addressing the social determinants of health that are impacting student outcomes, particularly for those of immigrant youth. These strategies have aided in Jefferson High School experiencing improved outcomes, including decreased chronic absences and improved attendance. Students are accessing health and mental health services in increasing numbers and there has been an increased awareness by staff on how to address chronic stress in youth.

Bibliography

- Collier, Lorna. "Helping Immigrant Children Heal." American Psychological Association, vol. 46, no. 3, 2015, pp. 59-64. www.apa.org
- Kugler, Eileen Gale. "Partnering with Parents and Families to Support Immigrant and Refugee Children in Schools." Center for Health and Healthcare in Schools, Issue #2, June 2009
- Avarez, Kiara, PhD. "Understanding and Addressing the Needs of Unaccompanied Immigrant Minors." American Psychological Association, June 2016. www.apa.org





Thank You!

The illustration features a dark blue background. In the center, a white rectangular card is slightly tilted. A hand from the bottom left, wearing a blue sleeve with white stripes, holds a yellow pencil with a white eraser and a pink eraser. Another hand from the bottom right, also in a blue and white striped sleeve, is open and facing the card. A red tag with a yellow rectangular label is attached to the top right corner of the card. A dashed blue line is positioned below the 'Thank You!' text on the card.