

CELEBRATIONS

ACHIEVEMENT, COMMITMENT, EXCELLENCE

Hacienda La Puente Unified School District

Board of Education Meeting

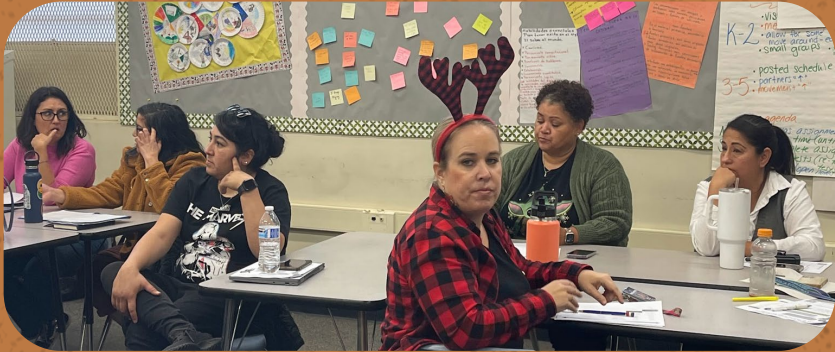
January 23, 2024



CONDITIONS OF LEARNING



NPDL PD @ Fairgrove Academy



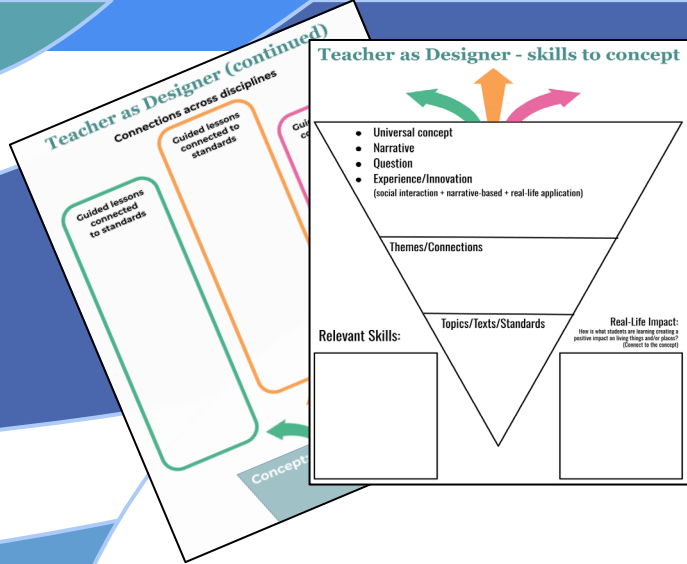
#LearningDesignMaps



New Pedagogies for
Deep Learning[™]
A GLOBAL PARTNERSHIP

December 19, 2023





Dec. 7, 2023

NPDL Curriculum Planning @ Sierra Vista

#ExperientialLearning



NPDLPD 2.1 @ Del Valle

1/9/24

HLPUSD Interdisciplinary Learning Design Map (Growing the Carrot)

Culture-Builder (Class and School Context)

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> Pedagogical Practices
Student-centered learning experiences that engage students in making meaning, build cross-curricular and real-life connections | <ul style="list-style-type: none"> Learning Environments
Classroom and school cultures that <ul style="list-style-type: none"> empower students to apply learning to life make students feel safe and that they belong | <ul style="list-style-type: none"> Learning Partnerships
Relationships that <ul style="list-style-type: none"> partner students within and beyond the classroom move beyond voice & agency to merge internal development and external connections | <ul style="list-style-type: none"> Leveraging Digital
Uses of technology that <ul style="list-style-type: none"> extend learning beyond the classroom foster collaboration |
|---|---|--|---|

- Shift from colonial & empire-building bias
- Perspectives & complexity
- Identity & heritage
- Community & inclusion
- Equity & justice

Planning

[Carrot, front]



Deep Learning Competencies

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> Creativity
Economic & social entrepreneurialism Being curious & pursuing novel ideas & solutions | <ul style="list-style-type: none"> Character
Proactive attitude Tenacity & resilience Compassion & integrity | <ul style="list-style-type: none"> Collaboration
Working as a team Interpersonal, intercultural social, & emotional skills | <ul style="list-style-type: none"> Communication
Advocating for a purpose Precision and accuracy in medium |
| <ul style="list-style-type: none"> Citizenship
Equity & compassion for diverse values & world views Contributing to the world to benefit people and nature | <ul style="list-style-type: none"> Critical Thinking
Examining information (analyzing, synthesizing, evaluating) Taking action on ideas | | |

Ethnic Studies Outcomes

- | | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> Justice/Equity Self-Understanding | <ul style="list-style-type: none"> Inclusivity Understanding Others | <ul style="list-style-type: none"> Intersectionality Community Focus | <ul style="list-style-type: none"> Civic Engagement Interpersonal Communication |
|--|---|--|---|

2. Teacher as Facilitator (Teaching)

Guided lessons that connect authentic experience to curriculum

[Carrot, back]



3. Teacher as Pathfinder (Assessment)

Success Criteria or Evidence of outcomes- How will we know they have learned it?

- Assessments other than tests: presentation/demonstration portfolio/journal website experiment debate/discussion self- & peer-reflection and rubric evaluation interview research/essay project art/design and caption performance/poetry podcast/video

Pre-assessment

What do you already know about your students? What are their strengths, needs, and interests?

Formative assessments

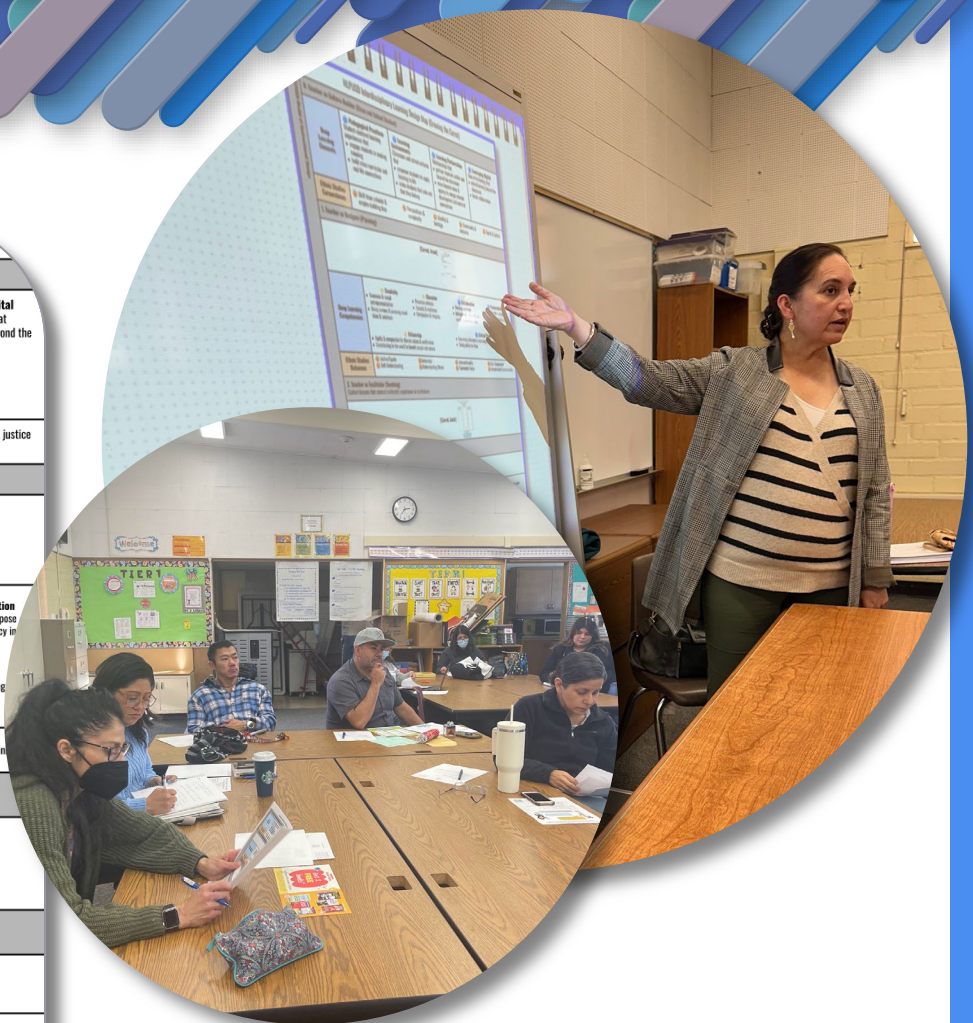
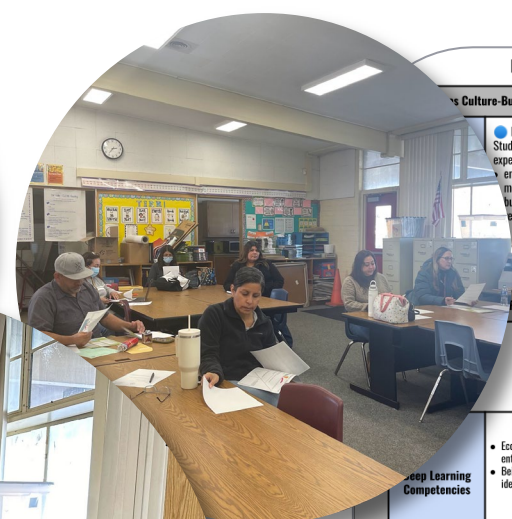
On-going feedback & reflection throughout lessons

Summative assessments/ Performance tasks

How will you determine students' achievement against the curriculum standards?

Pedagogies for Deep Learning, California Ethnic Studies Model Curriculum, Bloom's Taxonomy
© Margaret Kaar Dhir and Jennifer LaBrun (2022-2023)

#LearningDesignMap





Orquidea Campa
SPED DPS



Merek Chang
Science TOSA (6-12)



Yessica Diaz
Bixby



Gerald Fisher
Data & Assessment TOSA



Tara Jones
SPED DPS



Eva Juarez
Del Valle



Anna Getherall-Hubert
Multilingual TOSA



Araceli Gacia
ELA TOSA (6-12)



Mary Grace Ha
Technology TOSA



Antonio Hernandez
Valley



Claudia Zelaya
District Office

NATIONAL MENTORING MONTH

2024

Clear Administrative Credential Program



Sil Joh
ELA TOSA (TK-5)



Jim Noiboonsook
Mesa Robles



Kimberly Wood-Miranda
Sparks El.



Sarah Kim
Cedarlane



Wendy Maestas-Padilla
Multilingual TOSA



Michelle Lee
District Office



Larry Hernandez
Orange Grove



Linette Martinez
Multilingual TOSA



Robin Mitchell
Newton



Sarah Rodriguez
Fairgrove



Monica Martinez
Nelson



Edna Moore
Retired Admin



Gloria Alderete
Retired Admin



Deidre Hurst
Retired Admin



Dr. Jan Ezaki
Retired Admin



Dr. Mary Maupin
Retired Admin



Wendria Garcia-Salas
District Office



Sugeli Vargas
LAHS

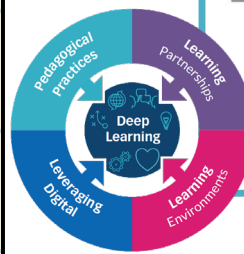
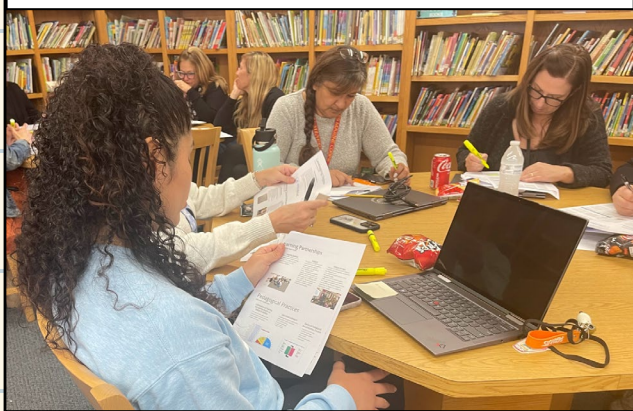
Thank you mentors for all that you do!

We appreciate you!

NPDL Collaborative Inquiry @ Kwis



January 16, 2024



Collaborative Inquiry Reflections – Design

Driving Question: How can empathy impact the world?

Phase 1: Introducing the concept of empathy and citizenship

Co-creation of empathy definitions: "stepping into the shoes" of another person. Empathy can help us be responsible global citizens.

Phase 2: Activating student understanding of the research process

Focus on three different global issues: racial discrimination, climate action, peace. Students explored non-fiction texts, digital resources, and articles to learn more. Students leveraged digital to communicate their new knowledge with others.

Phase 3: Research

Students and families worked together to choose a UN Global Goal on which to focus (ex: Homelessness in Detroit, Trash Islands). 1st and 4th grade learning buddies researched their topics using non-fiction texts, digital resources, and articles. Students communicated with experts in the community (ex: Cass Community Social Services) as part of the "empathy" phase of design thinking. Students leveraged digital to communicate their new knowledge with others.

Phase 4: Design Thinking

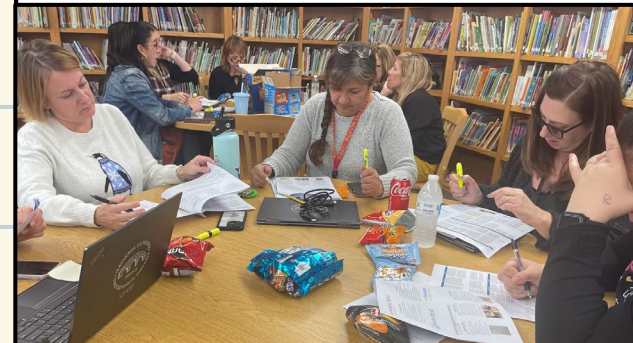
Students worked with the art teacher to go through the phases of design thinking (empathize, define, ideate, prototype, test) in order to propose and prototype a possible solution to one aspect of their chosen topic.

Phase 5: Presentation

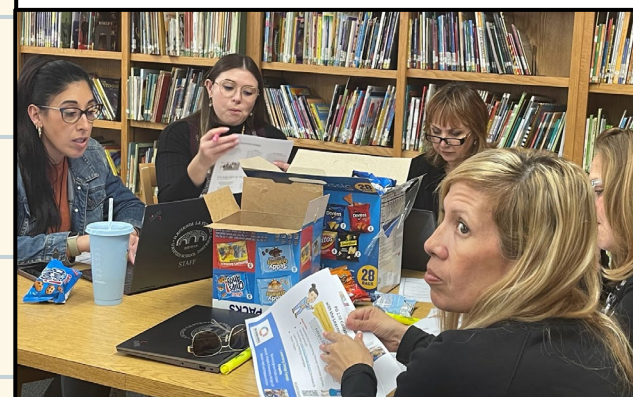
Students shared their new knowledge and prototypes during an "Empathy Museum"



*During all phases of the project, students were asked to "step into the shoes" of people and animals in different situations to immerse themselves in the concept of empathy. Here, students are imagining what it would be like to be a polar bear who is losing his habitat.



#LearningDesignRubric



TOOL
Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advancing
Learning Partnerships	The learning design does not yet actively promote students and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers and others; there is no clear shared goals across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.	The learning design includes elements of students, teachers and others working in a learning partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice and agency. There are shared goals for the learning that students support; there is growing equity in the learning partnership relationships; learning outcomes are transparent to students with an increasing understanding of how it will be measured.	The learning design has a clear strategy for students, teachers and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging. Student voice, choice and agency are being integrated into the relationship between students, teachers; learning outcomes, processes and expectations are transparent, and there is consensus about what success looks like and how it will be measured.	All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency and mutual benefit/accountability. There are clear collaborative processes and measures to enable students to persevere and encounter success.
Learning Environments	The learning design does not yet take advantage of interaction or student voice. It is unclear how students can contribute to the learning. Opportunities to optimize the physical or virtual environment have not yet been employed.	The learning design states how an interactive learning environment establishes a climate and culture for learning. In doing so the learning design includes strategies to engage most students but does not yet have clear approaches to ensure equity or to generate student influence. The physical and virtual environments provide new contexts for learning.	The learning design includes an interactive and equitable learning environment to enable deep learning for all students. It includes strategies to develop collaborative processes with and between students and incorporates student voice to influence the ways we work together. Physical and virtual environments provide diverse contexts for learning.	An equitable and interactive learning environment permeates the learning design; all students are deeply engaged and committed to collaborative processes. Their voice drives learning and improvement. The physical and virtual environments within and beyond the classroom provide rich, authentic contexts for learning.



YOGA Teen Wellness Workshop

Hosted by Student & Family Services



December 6, 2023



Multi Grammy Award Winning Mariachi Divas de Cindy Shea



Orange Grove Ocelots

Orange Grove Ocelots had an amazing opportunity yesterday to watch a performance by the Multi Grammy award winning Mariachi Divas de Cindy Shea! Our students were treated to a holiday performance with sing along, student instrumental participation, and even a few lyrics sung by Mr. Yip! Thank you to the Divas and Cindy Shea, who is an Orange Grove alum and OGMS parent! We are grateful for the experience!

A M A R CHILDREN'S CENTER VISIT



With Special Guests:
Board President Christine Salazar
&
HLPTA President Billie Joe Wright



NEWTON MIDDLE SCHOOL AND LOS ALTOS ELEMENTARY DUAL IMMERSION ARTICULATION

Newton Middle School Students recently had the wonderful opportunity to visit Los Altos Elementary School and participate in the Dual Immersion programs together as reading buddies.



NEWTON MIDDLE SCHOOL AND LOS ALTOS HIGH SCHOOL FINE ARTS ARTICULATION

Los Altos High School Fine Arts Department recently visited Newton Middle School, offering a glimpse into the myriad opportunities that lie ahead for students when they enter high school.

PARENT & FAMILY ENGAGEMENT





School Board
Recognition Month



Christine H. Salazar
President



Nancy Loera
Vice President



Gino Kwok, Esq.
Clerk



Stephanie Serrano
Board Member



Jeffrey De La Torre
Board Member



**Thank you for your commitment to
our students, families and community!**



2024 STATE OF THE DISTRICT

ENGAGE, EXPERIENCE, CONNECT: DEEP LEARNING EVERY DAY

THURSDAY, JANUARY 18, 2024



PARKS AFTER DARK
STEINMETZ PARK

WINTER WONDERLAND
COMMUNITY EVENT

STUDENT & FAMILY SERVICES *and* EQUITY & ACCESS



#LACountyParks

Happy Holidays!



Hacienda La Puente Unified School District

EQUITY AND ACCESS FAMILY ENGAGEMENT

CHRISTMAS HOLIDAY PROGRAM 2023-2024



Thank you Baby2Baby, Hacienda Christian Fellowship, and Servants Arms for your continuous support to our HLPUSD Preschool-12th grade students. Your support has played a pivotal role in making the Holiday Program a resounding success, as your sponsorship helped over 100 children celebrate the holidays.



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT EQUITY AND ACCESS FAMILY ENGAGEMENT



TOYS FOR TOTS 2023-2024

Sparks Elementary hosted this year's Toys for Tots. Marine Sergeant Thanh (Travis) Bui (teacher at Workman High School) and Sergeant Fernando Ortiz provided 50 of our most vulnerable HLPUSD students the opportunity to receive a Christmas toy.



THANK YOU

