A6 – Ensuring Equitable Student Engagement: Does Your High School Welcome All?

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Salinas High School

Key Words: Equity, youth voice
Ensuring Equitable Student Engagement

Does Your High School Welcome All?

Keywords: Equity, High School, Youth Voice
Salinas High School

- 2,720 students
- 49.5% socioeconomically disadvantaged
- 11% English learners: “Pod support” for Recent Arrivals.
- 74% Minority students
- Graduation Rate 94%
A Day in the Life of an ELD Student
I believe my school fits in the ________ category, because___________.

One example is ________________.
High Expectations High Support

**District Support**
- Constructing Meaning (CM)
- Gradual Release of Responsibility (GRR)
- PBIS
- English Learner Program
- Instructional and Tech Coaches

**Strong emphasis on Academic Language Instruction**
- Explicit Teaching of Academic Vocabulary and Language Instruction in Content Courses
- Structured Student Talk strategies
Newcomer Population: 420
Approximate English Learners: 3,121
Enrolment: 15,631
Socioeconomically Disadvantaged: 74.8%
English Learners: 20%
Additional Challenges to Academic Success

- Quality of previous language programs
- Interrupted schooling
- Trauma
- Family separation
- Food/housing insecurity
Academic and Behavioral Supports

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
The Cowboy Way

- Cowboy Cards
- Cowboy of the Week
- Weekly raffles
- 7-11 Cowboy Cash
- Incentives for teachers
- Great job Cowboy postcards
- 5Star Student

Safe - Honorable - Sensible
High Expectations High Support

- SHS Bilingual Program & Supports
- PBIS implementation /Support from EL Staff
- Pod & Bilingual Support in Content Classes
- Mentor Study Tables and Homework Centers
- Weekly Grade Checks by teachers
- Mini -Lessons / PBIS , US School System, etc
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LINK TO MORE DETAILED HANDOUT
Family Engagement

- Registration Support in Spanish
- Grades & attendance
- Online Parent Support
- Span Thursday Meetings
- Mindfulness
- Translation Program
- Home Routines chart
Language Support

- All forms and communication for students and parents are bilingual to provide equity.
- Phone translation service.
The California English Learner Roadmap

- **Principle One**: Assets-Oriented and Needs Responsive Schools
- **Principle Two**: Intellectual Quality of Instruction and Meaningful Access
- **Principle Three**: System Conditions that Support Effectiveness
- **Principle Four**: Alignment and Articulation Within and Across Systems

**Purpose**: “Create schools and services that will ensure our English Learners have meaningful access to rigorous curriculum in safe and affirming environments”
Participants will state specific examples of interventions to support English Learners at Salinas High.

**Expected Language to meet the Learning Goal:**
Salinas High offers _________ to ensure equity for English Learners.
To ensure equity in _________, the school supports students by______.

**Highest Standard:**
Salinas High offers ____, ____, and ____ to ensure equity for all students.
To ensure equity in ________, the school offers _____ because/ for the purpose of _____.

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We invite you to...

• Join the APBS Network 1 of 3 ways
  1. Registration link: https://goo.gl/forms/M6NKaqTSMKGKnCB53
  2. Email apbshs@usf.edu
  3. Scan

• ‘Like’ the Facebook page
  • Polls will be posted so you can request webinar topics

• Participate in webinars and meetings

• Share with colleagues & get the good word out

• Join the RDQ here at the Forum and HS Network Lunch in Miami @ APBS Conf.

High School Network for Association for Positive Behavior Support @HSNetworkAPBS
College and Career Readiness for Transition (CCR4T)
Development and Validation of a Student Measure

Measurement Study funded by the Institute of Educational Sciences to be carried out from 2019-2023
Key personnel: Allison Lombardi, Mary Morningstar, Valerie Mazzotti, Jennifer Freeman, Hariharan Swaminathan, and Jane Rogers

Seeking school partners to:
• 2019-20 – participate in virtual focus groups, specifically secondary general and special education teachers, other school personnel
• 2020-21 OR 2021-22 - Field-test the measure in schools. Administer the CCR4T to students school-wide in an online survey format, which will take about 30-50 minutes (potentially a class period)
• 2021-22 Provide feedback on usefulness of scores, data reports. Access to data will be provided to all school partners.

• Interested in participating in focus groups? Fill out a form, visit http://ccr4t.education.uconn.edu
• Questions? Email us allison.lombardi@uconn.edu or jennifer.freeman@uconn.edu
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