

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 California



Salinas High School

- **2, 720 students**
- **49.5% socioeconomically disadvantaged**
- **11% English learners: “Pod support” for Recent Arrivals.**
- **74% Minority students**
- **Graduation Rate 94%**



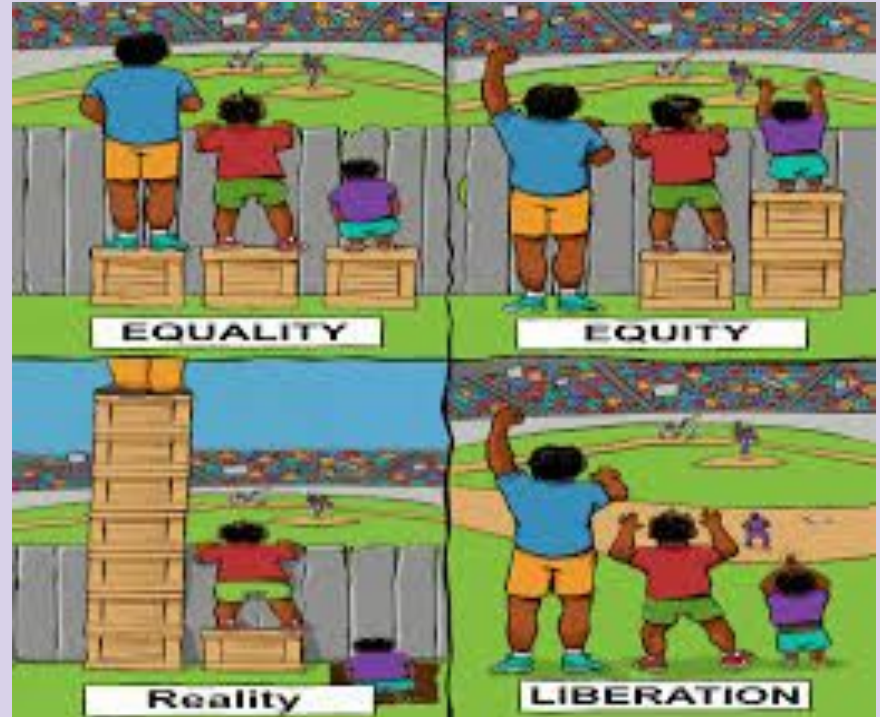
A Day in the Life of an ELD Student



Which image depicts your school?

**I believe my school fits in
the _____ category,
because _____.**

One example is
_____.



High Expectations High Support

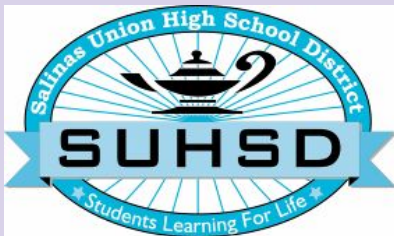


District Support

- **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

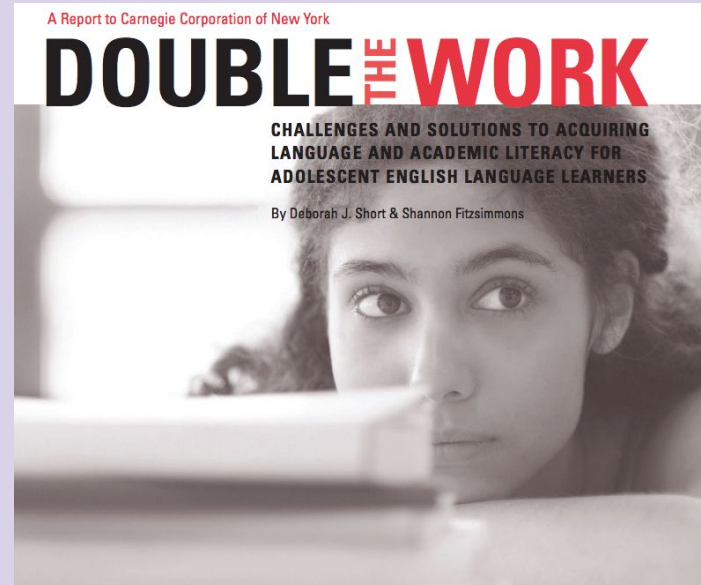
Enrolment: 15,631

Socioeconomically Disadvantaged: 74.8%

English Learners: 20%

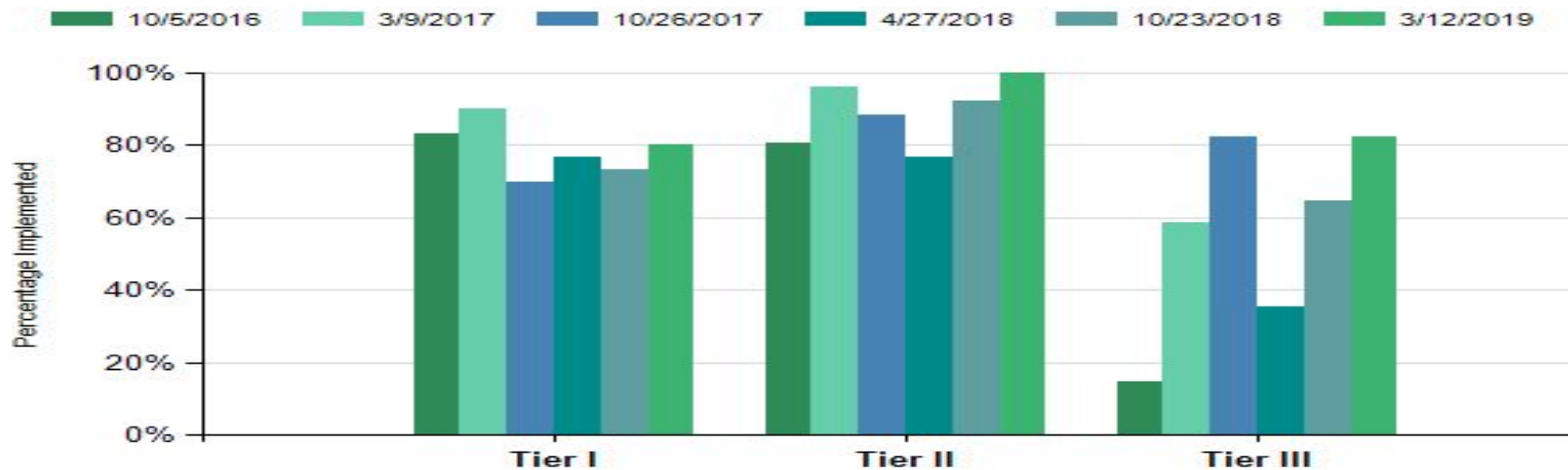
Additional Challenges to Academic Success

- **Quality of previous language programs**
- **Interrupted schooling**
- **Trauma**
- **Family separation**
- **Food/housing insecurity**

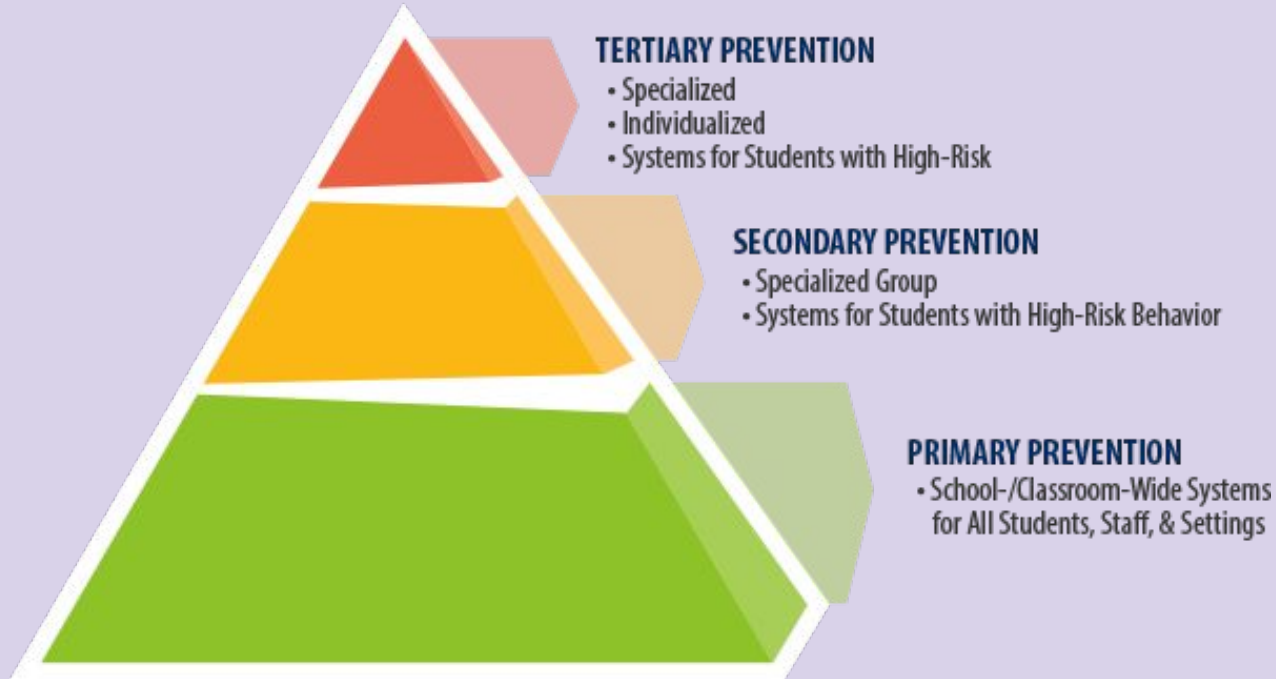


SWPBIS TFI - Multiyear - All Tiers - Above 70%

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Salinas High School
10/5/2016 - 3/12/2019



Academic and Behavioral Supports



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

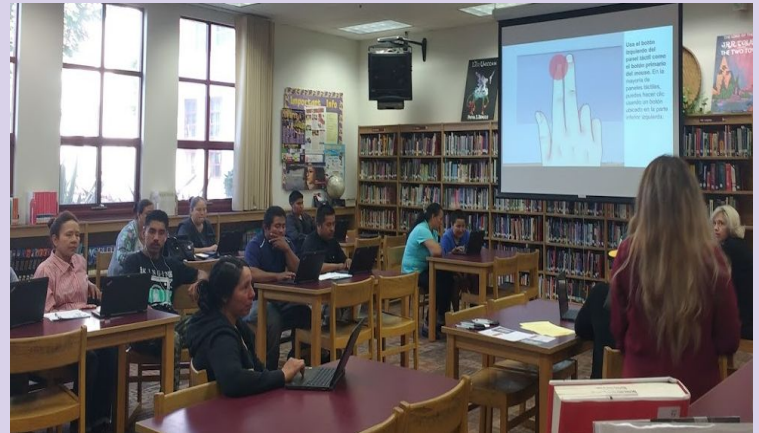
- **SHS Bilingual Program & Supports**
- **PBIS implementation /Support from EL Staff**
- **Pod & Bilingual Support in Content Classes**
- **Mentor Study Tables and Homework Centers**
- **Weekly Grade Checks by teachers**
- **Mini -Lessons / PBIS , US School System, etc**

High Expectations High Support

SAFE	HONORABLE	SENSIBLE
<ul style="list-style-type: none">• School Safety Lesson• PBIS Lessons in Spanish and English• Ambassador Program• Planned Parenthood• Mental Health Awareness• Workshops for parents during the day time• Heritage Club• Lunch Homework room <p><u>LINK TO MORE DETAILED HANDOUT</u></p>	<ul style="list-style-type: none">• Pod system with Bilingual Aides• Preselected schedules• Mentor Study Tables• Field Trips (earned)• Grade Monitoring• US Educational System• SUHSD requirements• Expectations on US Schools• Rosetta Stone• EL Parent Meetings• Field Trips• Seal of Literacy• 5th year option	<ul style="list-style-type: none">• PBIS Cowboy Way Expectations / Mentors• PBIS Cowboy Way Incentives• Mindfulness sessions• Ambassador Program• Mentors (MST)• Support with Sports (MST)• Peer Support (MST)• ELD SHS Passport• Translation Interpretation Support

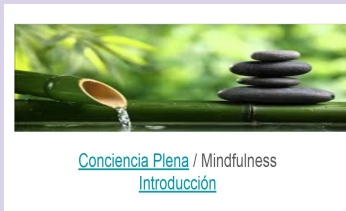
Family Engagement

- **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.**



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<p>PRIVACIDAD</p>  <p>¿Qué es la privacidad? ¿Por qué es importante? ¿Cómo protegerla?</p>	<p>INTERCOMUNICACIÓN</p> <p>HERRERÍA VIDEO</p> <p>ENLACE AQUÍ</p>	<p>MÚSICA DIGITAL</p>  <p>¿Qué es la música digital? ¿Por qué es importante? ¿Cómo protegerla?</p>
<p>NO TE DESORDENES</p>  <p>¿Qué es el desorden? ¿Por qué es importante? ¿Cómo protegerlo?</p>	<p>¿SABES CÓMO USAR LAS REDES SOCIALES?</p> <p>THINK</p> <p>¿Qué es el THINK? ¿Por qué es importante? ¿Cómo protegerlo?</p>	<p>COMUNICACIÓN DIGITAL</p>  <p>¿Qué es la comunicación digital? ¿Por qué es importante? ¿Cómo protegerla?</p>
<p>¿SABES CÓMO USAR LAS REDES SOCIALES?</p>  <p>¿Qué es el THINK? ¿Por qué es importante? ¿Cómo protegerlo?</p>	<p>¿SABES CÓMO USAR LAS REDES SOCIALES?</p> <p>THINK</p> <p>¿Qué es el THINK? ¿Por qué es importante? ¿Cómo protegerlo?</p>	<p>¿SABES CÓMO USAR LAS REDES SOCIALES?</p> <p>THINK</p> <p>¿Qué es el THINK? ¿Por qué es importante? ¿Cómo protegerlo?</p>

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The Cowboy Way # _____

Nombre _____ Fecha _____

Reflexión por no obedecer las expectativas escolares
Solo - Honorable - Sensible

Siguió Honorable Sencillo

Describe brevemente el incidente

Voy aspiradora _____ durante periodo _____
 porque no fui **seguro/honorable/activo** (Cariño) _____
 (describe aquí el comportamiento inadecuado)

¿Porqué mi comportamiento no es aceptable?
 Mi comportamiento **no es aceptable** porque _____

Reflexión: ¿Cómo afectó a otros mi comportamiento?

¿Quién fue afectado por mi mal comportamiento? **¿Cómo fue esta persona afectada por mi mal comportamiento?**

(Noticia a la señora Abasco) (Noticia a la señora Abasco)	Mi mal comportamiento afectó a _____ porque _____ Mi mal comportamiento afectó a _____ porque _____
--	--

¿Qué consecuencias tendría si continúo con este mal comportamiento?
 Si yo continúo _____
 (Pensamiento aquí el comportamiento inadecuado)

Una posible consecuencia podría tener _____


Además, si continúo practicando este mal comportamiento, eventualmente resultará en _____

(detenido durante el almuerzo por una amable, conferencia con mi padre, conferencia con mi consejero, suspensión por 3 días, expulsión)

[illegible]

The Cowboy Way

Safe - Honorable - Sensitive



Mi nombre _____ Grado _____

Metas de Aprendizaje: *Reflexar y compartir información que necesito hacer para mejorar mis grados.*

Mi año escolar en 5HS

Q1	Q2	Q3	Q4
<p>Estamos en el _____ cuarto de semestre del 201 _____.</p> <p>La suma de mis grados en el cuarto _____ y _____ será mi grado final en el semestre de _____.</p> <p>Para poder alcanzar todos mis objetivos, necesito seguir los siguientes pasos de Salinas High _____.</p> <p>¿REFLEXIONA? ¿Ya entendí que al final de este año debo alcanzar todos _____ <i>créditos</i> para poder estar en camino a graduarme?</p>			

Mi grado al momento son: _____

(SEGURO-HONORABLE-SENSITIVO)

Clases	Grado que he hecho hasta (2)	¿Qué puedo mejorar? (2-3)	
1			
2			
3			
4			
5			
6			

Reflexión (¿Ya estoy listo del resto de la escuela) _____

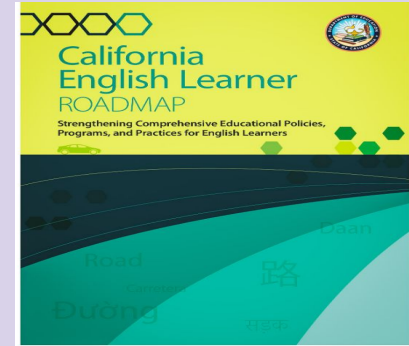
(SEGURO-HONORABLE-SENSITIVO)

Reflexando en mi grado, yo sé lo que me falta por hacer honorable para _____, pero necesito cambiar / necesito trabajar en: _____

Para poder estar mejor en grado, necesito _____.

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”

Learning Goal

- **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 _____.

Contact Information

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We invite you to...

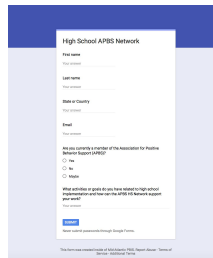
- Join the APBS Network 1 of 3 ways

1. Registration link:

<https://goo.gl/forms/M6NKaqTSMKGKnCB53>

2. Email apbshs@usf.edu

3. Scan

A screenshot of a web form titled 'High School APBS Network'. The form includes fields for 'First name', 'Last name', 'Email', and 'State or Country'. It also has a section for 'Are you currently a member of the Association for Positive Behavior Support (APBS)?' with radio button options for 'Yes' and 'No'. A 'Submit' button is at the bottom.

- '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



High School Network for Association for Positive Behavior ...



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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2) Online: click on the link located next to the downloadable session materials posted at <http://www.pbis.org/presentations/chicago-forum-19>

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