

Wednesday, March 8th

Workshop Series I

Cork, Eric, Write Now! Inc.

Workshop Title: A Grammatical and Verbal Reawakening

Abstract: Principals, Teachers, Curriculum Coordinators and ELA Specialists will exit this session with lively learning strategies to motivate young scholars to systematically organize their voice into a flood of meaningful sentences. Those who feast on the delicious literary details of this lavishly lively workshop, routinely exceed rigorous academic requirements and expectations. Music, mnemonic devices and audience participation make this non-stop session an intoxicating buffet of teachable techniques for educators who are serious about providing each student with vital communication skills they can appreciate for a lifetime.

Carroll, Grace, Ph.D., CEO, Wordsmith Jr, LLC

AREA: Early Childhood Development

Workshop Title: A Case Study: Mixed Strategies to Facilitate Literacy Skills

Abstract: Using a mixed strategy of research-based theories and practices, a program has been initiated to facilitate literacy among early elementary students. The three primary strategies are: use of books designed specifically to engage students in building literacy skills, promote positive self-esteem, build character, and use of rhyme as a mnemonic technique; the training and use of older children to read aloud to younger children; the inclusion of parents as home instructors.

Hodge, Albert, Teacher/Doctor, Utica Community Schools

Area: Career: Professional Development for policy makers and others

Workshop Title: African American Male Superintendents' Experiences with Hiring Practices

Abstract: Looking through the lens of Critical Race Theory (CRT), this study examines the lived experiences of African American male superintendents with current hiring practices. The findings of this study can help school boards and search agents realize perceptions and unconscious biases that influence hiring decisions, help aspiring superintendents prepare to enter the hiring arena, help superintendent preparation programs and mentors provide beneficial information and enlighten educational leadership stakeholders, by providing insight from these capable practitioners

Garcia, Itoco, Principal, Cherryland Elementary, Hayward USD

AREA: College

Workshop Title: Meditations on Transformative Justice and School Climate

Abstract: Participants will explore a data-driven school climate approach that leverages PBIS as a framework and blends culturally and linguistically responsive pedagogy with trauma-informed research and restorative justice practices to achieve transformative justice and positive school climate. Participants will share experiences and challenges and focus on Cherryland Elementary, a school with 800 Black and Latino students, which cut suspensions by 75%, eliminated disproportionality, improved attendance by 6%, and averages less than one daily student referral.

Jackson, Robert, Trainer/Consultant, Author

Workshop Title: Strategies and Solutions for Educating Black and Latino Males

Abstract: Cultural awareness is key to the success of any school system. Students thrive better in schools where they feel more comfortable, and an intentional communication or leadership style can make all the difference within a diverse classroom or program. Discover the importance of building positive relationships for consistent student achievement and how to self-evaluate, bridge the cultural gap, and effectively work with Black and Latino male students with learning and behavioral challenges.

TOWN HALL – Boys and Men and Girls and Women of Color

Pierre, Myrlene, Assistant Superintendent of Educational Services for Claremont Unified School District (CUSD).

Co-Presenter: **Robinson, Toni** Director of Professional Development, Discovery Education

Workshop Title: Leveraging 21st Century Resources to Increase Engagement and Improve Outcomes for Students of Color

Description: Explore ways in which technology and digital resources can positively impact English Learners and students of color through increased engagement and personalized learning pathways. Hear about examples from California and beyond and learn how Discovery Education's digital textbooks are being used to support the success of each learner.

Bainbridge, Dustin, Founder and CEO of Horizon Test Prep
district person

Abstract: Race and public education are deeply intertwined in American history. Educators in the U.S. negotiate this relationship every day in their schools and classrooms, as they work to provide every student with an education that enables them to meet their full potential. Currently, the new buzz phrase in education is "College and Career Readiness," and every student is jumping on board to become prepared. As educators work toward preparing their students for a life outside of high school, many students of color are falling through the cracks. The focus of this presentation will provide an overview discussing data from standardized test scores pertaining to students of color and ways districts/schools can make an immediate impact by interpreting data and working together as a community to close the achievement gap.

PLACE HOLDER – GENERATION SOLAR

Workshop Series II

Carson, Kino, Asst. Principal, McClymonds High, School Oakland Unified School District

Co-presenter: James, Thompson, T-Regional Coordinator, Trauma Informed Bay Area Regional Center

Workshop Title: Understanding the Socio-Emotional Effects of Poverty in Education

Abstract: This session provides data-driven research on the effects of poverty in education and its impact on the socio-emotional stress effecting academic achievement. Participants will receive an overview of effective strategies school districts, superintendents and school administrators, should consider in efforts to ensure equality in ethnically diverse urban schools with high trauma and toxic stress. This will be an interactive and collaborative session, authentically exploring our belief systems in recognizing and challenging existing barriers that impede the successes of children in low socio-economic communities.

TOWN HALL MEETING - Protecting the Educational Rights of Undocumented Students and Their Families: California Equity Leadership Alliance presents *A Town Hall Meeting about Educational Equity*

Anderson, Nicole, Diversity and Equal Access Executive, ACSA

AREA: parent engagement, school climate, early childhood development, language acquisition, and professional development

Feldman, Joe, Consultant, Crescendo Education Group

Co-presenter: Richardson, Reginald, Co-Principal, San Leandro High School

AREA: Professional Development

Workshop Title: How Inequitable Grading Perpetuates Achievement Disparities, and Some Solutions

Abstract: Grades drive critical decisions about students: course placement, promotion, graduation and college acceptance. Because many teachers combine academic information with criteria susceptible to implicit bias (behavior, effort, “participation”), grades are often unreliable and inaccurate, and disproportionately harm historically-underserved student populations: students of color, low income, and those in special education classes. Learn how a district is improving the accuracy and equity of grades, resulting in lower D/F rates and higher achievement. Everyone is welcome; primarily for board/school/district leadership.

Platter, LaFaye, Deputy Superintendent School/Organization: Hemet Unified School District

Co-presenter: Kedziora, Martinrex, Chief Academic Officer, Moreno Valley Unified School District

AREA: School Climate: Restorative Justice/PBIS Programs; Implement research based programs to reduce/eliminate suspension and expulsion (particularly for Boys and Girls of Color), violence, bullying and improve graduation rates

Workshop Title: A Detailed Plan to Reduce Dis-proportionality for African American Males: How to Find Solutions Close to Home

Abstract: African American males are disproportionately referred to Special Education, suspended and expelled, and underperforming on academic measures of success. By continuing to react to this information in traditional ways, we are perpetuating this negative cycle for our African American males. This session will present a proactive way to reverse this cycle by using collective local wisdom, knowledge, and energy, along with the best research-based information available. This session will be interactive, engaging and informative. Participants will leave with a better understanding of the most important next steps on this journey to support African American males.

Chang, Hedy, Executive Director, Attendance

Co-presenter: Leong, Cecelia, Associate Director for Programs, Attendance Works

Workshop Title: Teaching Attendance: Equipping Teachers to Serve as the First Line of Prevention and Early Interventions

Abstract: Teachers know too many absences can disrupt learning, not just for the absent student but for the entire classroom. Teachers may not realize, however, the critical role they play in ensuring all students, especially the most vulnerable, are in school every day. Join *Attendance Works* to find out how to help teachers partner with students and their families to reduce chronic absenteeism. Learn about our forthcoming toolkit -Teaching Attendance 2.0, to be released in April 2017.

Kelsick, Danielle, Director of Curriculum & Instruction, Environmental Charter Schools

Co-presenters: Bernstein-Yamashiro, Beth, Principal, Environmental Charter Schools

Dowdy, Geneva, Assistant Principal, Environmental Charter,

Howard, Tyrone, Associate Dean for Equity & Inclusion, Professor, UCLA Graduate School of Education & Information Studies

AREA: School Climate: Restorative Justice/PBIS Programs

Workshop Title: “Using Data to Pursue a School-Wide Equity Agenda”

Abstract: Learn about a Los Angeles charter school’s year-long exploration of bias, inspired by an overrepresentation of African American boys in the discipline pipeline. Examining data, the school designed a professional development partnership with Dr. Tyrone Howard from UCLA’s Black Male Institute. This presentation, geared toward school/district leaders, teachers, and parents, will outline how a school can regularly use data to examine and address policies and structures that undermine efforts to educate and empower students.

Nemko, Barbara Ph.D., Napa County Superintendent of Schools

Co presenter; Hall, Davidson, Senior Director, Global Learning Initiatives

Title: Every Child Belongs Under a Cloud. Are Yours?

The cloud is servers (connected computers). Servers can go behind a school's firewall, even if the school is not wired to the Web. This brings the virtual cloud to classrooms. Much of instructional technology can live offline. See demonstrations of compelling technologies that do this, including AR and VR. See the impact on students and the measurable rise in achievement and other surprising metrics from preschool to high school.

Vaugh-Jackson, Natasha, Early Learning Center Manager, Long Beach Unified School District

Tompkins, Andrea, National Consultant, Frog Street Press

Workshop Title: *Brain Smart Start* Strategies for Infant, Toddler, and Preschool Social-Emotional Development

Abstract: Participate in this highly interactive session to explore research-based routines and practices that foster infant-preschool emotional intelligence - the *Brain Smart Start* way. During this 75 minute session, we will look at infant-preschool emotional intelligence as a foundation to establishing self-regulation. Participants will gain understanding of the key factors that affect relationship-building within this age range. We will engage in hands-on activities that support positive social and emotional development. Long Beach Unified School District Head Start will provide firsthand feedback from their implementation of *Brain Smart Start* rituals with teachers, parents, and young children.

Williams, Mark, Partner, Fagen Friedman & Fulfrost
(you have photo) Co-presenter: Bennett, Andrea, Executive Director, California Educational Technology Professionals Association

AREA: Increasing Technology

Workshop Title: Equity. Access. A Moral Imperative to Bridge the Digital Divide

Abstract: Technology is evolving at the speed of light, but access to that technology has not kept pace, creating a digital divide. Challenges include socioeconomic factors, access for students with disabilities, and voluntary opt-out by parents. These recognized leaders in education technology will explore the barriers and possible solutions to the Digital Divide.

Thursday Workshop Series III

Anderson, Nicole, Diversity and Equal Access Executive, ACSA

AREA: parent engagement, school climate, and professional development

Workshop Title: Principals' Panel - "Let's Talk About Equity"

Abstract: The Principals' Panel will consist of a diverse group of Principals, who are effectively addressing equity within their districts. The panel discussion will focus on addressing equity challenges in order to transform the educational experience of underserved students and school stakeholders. Thru this interactive session, participants will have an opportunity to learn current research and best practices, providing them an opportunity to reflect and refine their thinking and actions as educational leaders.

SPECIAL SESSION – Teacher Shortage

Presenter/s;

A Systematic Approach to Increasing, Supporting, and Retaining Black Teachers

The high rate of attrition among Black teachers is a critical issue; one that significantly impacts the education of students of color as they look for role models, mentors and those who are familiar with and sensitive to their culture. This session will address current research on Black teacher attrition and provide practitioners and policy makers with recommendations on how to develop or bolster their diversity recruitment, support, and retention efforts.

Marshall, Dr. Mark, Superintendent, Eastside Union School District
Co-presenter: Waldvogel, Christa, Principal, Tierra Bonita Elementary School
Co-presenter: Erin Hadden, Dean of Instruction/Assistant Principal
Co-presenter: Krystal Day, Teacher

AREA: Curriculum and Assessment; Providing strategies and programs to access rigorous STEM and STE(A)M programs, A-G required courses, Advance Placement classes, Common Core/Smarter Balance Assessment and Blended Learning for African American and other students of color.

Workshop Title: Extended Learning Opportunities-An Often Overlooked Strategy to Boost Student Achievement

Abstract: Extended Learning Opportunities are nationally recognized as a vehicle to close the achievement gap by expanding student access to core instruction. For the past two years, Tierra Bonita Elementary has designed and implemented a series of “Academic Boot-Camps” during school breaks and inter-sessions. Based on a comparison of recent CAAASP results, students who participated in Tierra Bonita’s offerings had significantly higher rates of student achievement than those who didn’t participate in the activities.

Ginsberg, Barbara, Partner, AALRR

AREA: Professional Development

Workshop Title: “Critical Leadership Skills: The Art of Influencing Employee Changes in Behavior and Performance”

Abstract: You have an employee suffering from substandard performance or poor workplace behavior. You want them to change so they can be an effective part of your team again, but how do you talk to them about their workplace deficiencies, and more importantly, how do you get them to change? The art of influencing employee change is a critical management skill. Learn tips and techniques for effectively communicating with employees, building trust, conveying respect, and providing timely feedback, so you can gain an employee's cooperation and help the employee to WANT to make desired changes to their performance or behavior.

Thompson, Gail L. Dr., Equity & Professional Development Expert, Illuminate Education

AREA: Professional Development for Leaders

Workshop Title: Becoming Fearless, Serious, and Strategic About Equity: Real Talk for Organizational Leaders

Abstract: One of the main reasons why inequity persists in schools and other organizations is because leaders are unaware, unwilling, or too fearful to become proactive. When leaders become willing to do the necessary personal and professional growth work, arm themselves with effective strategies, create a viable action plan, and hold themselves and others accountable, workplace discrimination and inequality of educational opportunity will be eradicated. This session will provide organizational leaders with related research and effective strategies.

Chan, Hilva, Education Programs Consultant, California Department of Education
(photo) Co-presenter: Herman, Tom, Education Administrator, California Department of Education

Workshop Title: Creating a Safe and Supportive School Climate for ALL: From Assessment to Implementation

Abstract: ‘School climate’ is not only one of the eight state priorities of the Local Control and Accountability Plan, it is the fundamental one. Research suggests that when school members feel safe, valued, respected and engaged, learning increases. This workshop will explore the many aspects of school climate improvement: assessment, strategies, implementation and evaluation. Strategies on parental engagement will also be addressed. Tools, resources, and lessons learned from a five-year federal pilot project will be shared.

Hunter, Dr. Donna Marie, Principal, Walnut Valley USD

Workshop Title: A Working Relationship: Parents and Districts Empowered to Meet the Needs of All Students

Abstract: Building and sustaining positive relationships with parents is the key to ensuring all student needs. District personnel must be cultural sensitive, well versed and equipped with strategies to engage parents in the important work of educating the whole child. Thus, understanding and appreciating parent perspectives and making concerted efforts to educate, empower, enlighten and equip all stakeholders, will be the focus of this workshop.

Fagbayi, Mutiu, President/CEO of Performance Fact

Title: Beyond Compliance: Turning Strategic Planning into Strong, Sustainable Results

Audience: Superintendents, Board Members. Directors. Principals

Abstract: Does your strategic plan rest on a shelf or your website, or is it “live” in your daily work and decision-making? Experience how to use strategic planning as a catalyst for lasting transformation. Explore how to clarify your vision and goals; focus implementation to deliver strong results; build capacity for consistent performance. Learn how 20+ schools and districts developed and implemented their strategic plan in ways that are resulting in lasting impact throughout the system.

Spencer, Gregory, Vice President, Early Learning Literacy & Equity Access Initiatives, Footsteps2Brilliance.com

Co-presenter: Baker, Stephanie, Deputy Superintendent, Pomona Unified School District

AREA: Early Childhood Development

Workshop Title: How to Qualify for a \$5MM Grant to Eliminate Illiteracy for Pre-K thru 3rd Graders

Abstract: Learn how innovative and transformative superintendents, board members, mayors, and community leaders are benefitting from a limited-time offer of a \$5MM Early Learning Literacy Equity Service Grant that is helping to eliminate illiteracy for 0-5 Year Olds and Pre-K thru 3rd Graders. Hear from other district leaders regarding the results they’re experiencing with this grant. District attendees will receive access to the software for 50 students to assess its immediate impact and efficacy, a (\$7K value per district).

Workshop Series IV

Evans, Donald, Superintendent School, Berkeley USD

Co-presenter: Hemphill, Karen, School Board Member, Berkeley USD

Saddler, Patricia, Director of Programs and Special Projects, Berkeley USD

Workshop Title: Addressing Racial Equity and Racism: LCAP and Beyond

Abstract: BUSD has instituted a multi-prong approach to address racial disparities in student achievement, discipline, attendance, and special education, by designating African American students as a LCAP-targeted group; forming an Anti-Racism Task Force; and partnering with the City and local university/community colleges. Outcomes include: significant drops in African American student truancy and suspensions, strong graduation rates, gains in college/career readiness, strengthened family engagement and development of culturally relevant as well as anti-racism curriculum.

Javius, Edwin Lou, CEO/President, EDEquity Inc.

AREA: School Climate: Restorative Justice/PBIS Programs

Workshop Title: I'm Developing! Not Defective!

Abstract: The strategies of Restorative Practices has provided evidence to successfully address discipline challenges. Educators at all levels will examine the pedagogical and relational skills that are culturally congruent with the learning and behavioral norms of students of color. A Culturally Conscious Self-Assessment for Restorative Practice will be given to implement various classroom/school wide strategies as preventive approaches to empowering students (boys) with academic and behavioral challenges.

Nepomuceno, Monica, Education Programs Consultant, California Department of Education

Co-presenter: Chan, Hilva, Education Programs Consultant, California Department of

Education

Workshop Title: Improving Student Mental Health Practices: A Collaborative Effort

Abstract: Recent violent events in schools, coupled with increasing youth suicide rates, have highlighted a critical need for changing the approach in how student mental health is addressed. The California Department of Education (CDE) has established partnerships to increase awareness of student mental health issues and improve access to services. Participants will learn about programs, activities, and services that have resulted from these partnerships. This workshop is for all classified and credentialed school/district staff, parents, and community partners.

Students of color are at a particularly high risk of developing mental illness and have differing attitudes about accessing mental health services.

TOWN HALL – Early Childhood Development

Harris, Ed.D. Patrice, Assistant Principal, Rancho Verde High School

Co-presenter: Burton, Kama, Parent/Volunteer, Rancho Verde High School, Moreno Valley, CA

AREA: Workshop Title: “Addressing the Social/Emotional Needs of African American High School Females”.

Abstract: This presentation will share the steps taken to implement a program to engage African American females at a comprehensive high school. During this session, we will share details about how the students were taught conflict management skills, social skills, self-esteem, and goal-setting. Implementation of this program resulted in improved student behavior, fewer discipline incidents and a positive impact on school climate.

Clark-Louque, Angela, Professor of Educational Leadership, CSU San Bernardino

Co-presenter: Greer, Wil, Assistant Professor of Educational Leadership, California State University, San Bernardino

Co-presenter: Clay, April, Counseling Consultant, Clay Counseling Solutions

Co-presenter: Balogun, Ayanna, Assistant Principal, Warner Elementary School

AREA: Enhancing Parent Engagement: Providing resources and support for LCFF and LCAP in order to successfully educate the “whole child”.

Workshop Title: The Early Impact of the LCFF on Black Students

Abstract: This mixed methods study’s purpose is to determine the early impact of the Local Control Funding Formula (LCFF) on African American high school students and parents. Data has been collected, using original Likert-style surveys and focus groups, and is being analyzed using multiple regression and NVivo open coding. Preliminary results presented last year suggested building positive connections with Black families is needed. Additional data further suggests reformulating policies and services are also needed.

Edwards, Terri, Administrator-Parent University, Fresno Unified

Co-presenter: Neely, Tamara, Director, Classified Professional Learning, Fresno Unified School District

AREA: Parent Involvement

Workshop Title: Consistently Addressing African American Student Attendance (CAAASA) Through Parent Involvement

Abstract: This workshop, addressing one of the eight state priorities of LCAP - Parent Involvement - is designed for anyone interested in connecting with parents/community at the school-site level. It will address the engagement of African American parents/community in the home-school relationship, to reduce the numbers of chronically absent students. The format of this workshop will include a discussion of strategies and best practices to support and successfully educate African American parents.

Carter, Jerome V., CEO, Founder and President of Inspiration 52; Professor, LMU

Giampietro, Charles, Senior Executive, Shmoop University

White, Dr. Judy, Superintendent, Riverside County Office of Education.

Gothold, Dr. Paul, Superintendent, Lynwood Unified School District

McCune, Bernard, Deputy Superintendent, Oakland Unified School District

What do you say when your students say the work is too hard or “I can’t do this”? Have you heard this from the students at your school or in your district?

Abstract: This team of professionals will help you look at proven methods and exemplary approaches to meet the needs of students of color. Recommendations to make your district and school a success, including tools and strategies that are effective in closing the Achievement Gap will be shared, along with how the various resources in their respective district(s) are being used. Participants will leave with strategies and tools they can implement into their classroom, school or district immediately.

Garcia, Sergio, Principal, Artesia High School, ABC Unified School District

Co-Presenter; Stubbs, Phil Chief Academic Officer, Verso Learning

Workshop Title: Activating Student Voice as a Driver for Deep, Personalized Learning and Whole School Change

Target audience: Superintendents, District Administrators, Principals, Instructional Coaches, Teachers

Abstract: Come learn how Artesia High School, an urban LA County school with 96% African American, Latino and other students of color, has eliminated the achievement gap over the past eight years with a 98% graduation rate in 2016, including 100% graduation rate for African American students. Distinguished California School Administrator, Sergio will share how his school has worked to change relationships between and amongst students and teachers to create the conditions required for growth. In a hands-on demonstration, Phil will share approaches adopted by this forward-thinking school, which demonstrate how activating student voice, cultivating curiosity, building professional community and harnessing student and peer-to-peer feedback has proven successful in transitioning students from surface to deeper, more personalized learning.

Friday, March 10th Workshop Series V

Doyle, Reena , Human Rights Consultants, California Teachers Association

Watts, Gail, Human Rights Consultants, California Teachers Association

Workshop Title: “Exploring Unconscious Bias”

Abstract: Social psychologists and other social scientists have found that all of us, regardless of race, have cognitive biases that influence how we perceive and make decisions about other people. The behavior of human beings is often guided by racial and other stereotypes of which we are completely unaware. This training will explore the shortcuts and subsequent perceptions we make about people and our surroundings. It will also provide tools to increase awareness about our cognitive biases and offer intervention strategies.

Aspiring Superintendent Academy

Presenter: Kenneth Wesson

Brain-STEM: Merging STEM, Common Core, and the NGSS

The human brain learns by making relevant connections, which is why cognitive scientists contributed to the development of the Common Core, the Next Generation Science Standards, and STEM education. Today’s educators are undertaking the unprecedented challenge of digesting and implementing these three reform initiatives simultaneously, but in isolation. STEM is best delivered via a “ST²REAM” model where Science, Technology and Thematic instruction, Reading/LA, Engineering, Art and Mathematics are conjoined through meaningful interdisciplinary learning experiences. The acronym STEM should stand for “Students and Teachers Enjoying every Minute” of the school day, because the content is finally connected and learning suddenly makes sense!

Ausara, Alicia, Education Services Executive, ACSA

AREA: Providing resources and support for LCFF and LCAP in order to successfully educate the "whole child"

Workshop Title: Using LCAP101- What is this LCAP Business Anyway?

Abstract : This workshop will provide attendees with an overall overview of LCFF, LCAP and the new accountability system. More importantly, participants will learn how to draw direct connections from a district LCAP to a school and the students within the school. Stakeholders will learn how to connect school and/department goals to the district LCAP goals, actions, and expected outcomes.

Maldonado, Raul, Superintendent, Palmdale School District
Co-presenter: Dr. Ufondu, Frances, Director, Local Control Accountability Plan, Palmdale School District

AREA: Curriculum and Assessment

Workshop Title: The Big Picture: Communicating a Strategic Focus for Coherence

For: Superintendents, Board Members, Directors, Principals, Teachers and parents .

Abstract: A district “plan of action” engages teachers, principals and district leaders with: interpreting student performance patterns to understand root causes on inequity and underperformance, clarifying lead metrics and success indicators, defining effective instructional practices and school support that impact the improvement of student learning and identifying visible evidence of student learning (VESL) that will best inform progress and impact for continuous improvement. How should (VESL) be used to improve school support systems for teaching and learning?

Gillenwaters, Dr.Jamila, Access Equity and Acceleration Coordinator, Los Angeles Unified School District

AREA: Language Acquisition; providing strategies and resources for Standard English Learners (SELs) ensuring access to the core curriculum

Workshop Title: African American Language Matters: Validate, Affirm, Build, and Bridge

Abstract: What is African American Language? How can educators use knowledge of language variation to help Standard English Learners add academic English to their linguistic repertoires? This multimedia workshop validates and affirms the home languages and cultures of African American Standard English Learners. The presenter will guide participants through successful teaching practices that build on students’ strengths in order to help them acquire the Academic English they need to become college and career ready.

Kopperud, David, Education Programs Consultant, Coordinated Student Support Division, CA Department of Education
(photo) Co-presenter: Gomeztrejo, Jennifer, Educational Consultant, Student Support Services Solutions

AREA: Early Childhood: Health and Nutrition: Impact on School Attendance

Workshop Title: Multi-Tiered Systems of Support to Improve School Attendance

Abstract: Truancy and chronic absenteeism are complex issues that have a wide-reaching impact on students, their families and the community as a whole. In order to successfully tackle these issues and improve educational outcomes for **all** students, school districts are developing Multi-Tiered Systems of Support (MTSS) in collaboration with community partners that focus on prevention, early identification, and intervention. Attendees will learn how Model SARB programs effectively implement MTSS. Best practices and easily replicable strategies will also be shared.

Beswick, Craig, Regional Principal, Learn4Life

Workshop Title: What Does a Trauma Informed School Look Like?

Abstract: This session will provide an overview of how traumatic stress impacts the daily functioning of children, adolescents, and adults and how various education systems approach trauma services differently. It will also provide recommendations for how to make each of these service systems more trauma-informed. Attendees will learn about the brain science behind trauma and how it adversely affects students and teachers. From this understanding, best practices from around the country will be reviewed and a framework of how to make your school trauma-informed will be presented, utilizing Learn4Life's network of trauma informed schools as an example.

Pitruzzello, Dvonne, Teacher, San Bernardino County Superintendent of Schools
Odysseyware rep.

Workshop Title: Blended Learning Approaches to Teaching Students in High Risk Situations

Abstract: What really works for struggling students considered in high risk situations? Bringing a blended model where individual student progress is supported by whole class instruction is an effective strategy. Hear the amazing results of a blended learning approach from an experienced teacher from San Bernardino County Superintendent of Schools.

Workshop Series VI

Unconscious Bias – cont.

Aspiring Superintendent Academy – Cont.

Owens, Lorrie, Board Member / Administrator, Information Technology Services, CETPA / San Mateo County Office of Education

AREA: Career – Increasing Technology

Workshop Title: “Bridging the Digital Divide – A Comprehensive View”

Abstract: Technology can be a tool that helps to bridge the Digital Divide in K-12 education. Inadequate access to technology can cause the Digital Divide to widen for some of our underrepresented students. An effective technology initiative for a school or district involves a number of considerations, from student devices to teacher professional development, to infrastructure and more. This session will highlight these interrelated technology issues and provide school and district leaders with additional information to assist in making technology decisions that continues to enhance student learning.

Marquez, Polo, Assistant Principal, Lennox School District

Co-presenter: Iniguez, Fabian, Engineer, Lennox School District
Co-presenter: Farnoosh Aguilar

AREA: Increasing Technology

Workshop Title: Sparking Interest and Opportunity for Students of Color in Engineering

Abstract: In order to change the negative trends of inner-city students of color, the Lennox School District has created three schools of engineering. Uniquely, they include a lab with an engineer to facilitate the design process through hands-on projects in the fields of robotics, coding, 3D computer design and printing, and mechanics. Our goal is to increase the rigor, through STEM instruction, provide 21st Century Learning Skills, and provide opportunity in the area of science and technology.

Garnett, Sherman, Adjunct Professor / Board Member, Cal State San Bernardino / San Bernardino County Board of Education

AREA: Professional Development /Career Readiness

Workshop Title: Parent and Student Rights Responsibilities at School: Are you Aware?

Abstract: As a parent, student, teacher or administrator, are you aware of your fundamental rights and responsibilities at a public school and /or the rights of the school administration? This interactive workshop will identify and inform you of ten (10) rights essential for all to be successful in public schools in California. Participants will exit the workshop empowered with correct or newly-corrected information relative to their rights as public schools.

Ollison-Hodge, Jacquelyn, Education Administrator, California Department of Education

Co-Presenter: Price, Glen, Chief Deputy, California Department of Education

AREA: School Climate: Restorative Justice/PBIS Programs

Workshop Title: School Conditions and Climate: The California Way!

Abstract: Join the California Department of Education (CDE) for a collaborative and engaging session on the actions the CDE has taken to develop and inform the use of school conditions and climate measures in California's new accountability system.

Participants will learn about the work of the *School Conditions and Climate Work Group* and have an opportunity to share ideas that will help shape the future of school conditions and climate assessment for all California schools and students.

Knight, Barry, Pastor and Certified Leadership Coach, Moreno Valley Unified School District

AREA: Enhancing Parental Engagement

Workshop Title: A Coach's Approach to Parent Engagement and Reducing Absenteeism

Abstract: Learn practical coaching techniques for parents in poverty, who are at risk of widening the academic and economic achievement gap for their children. Parents and students change through positive shifts in mindset, beliefs, and behaviors, and not just programs alone. Our program, MetaThink, helps parents overcome the spiritual, social, and economic barriers that impact their child's attendance and academic success.

Sissac, Martin, Chief of Police, Fontana

Holt E.d.D. , Shelley, Director, Student Services, Fontana USD, Fontana California

Workshop Title: Changing Communities Through Positive Relationships with Law Enforcement and Schools

Abstract: President Barack Obama's administration has completed the 21st Century Task Force on Policing which begins with a focus on building trust and relationships with those we are designated to protect and serve. The findings of a recent survey pointed to characteristics a school police officer practices in school environments to achieve positive outcomes. Taking this to the next level through positive relationships with one another and the students is a key to the work of administrators, teachers, staff and law enforcement working together for the benefits of students and the community. Come learn how these relationships can be formed and thrive in any environment.

Presenters:

(photo/bio) Bishop, Dr. Ramona, Superintendent, Vallejo City Unified School District

Ali, Micah, Board Member, Compton Unified School District

(photo/bio) Brawley, Darin, Superintendent, Compton Unified School District

(photo/bio) Konigar, Adrienne, Board President, Pomona Unified School District

(photo/bio) Hardie, Gary, Board Member, Lynwood Unified School District

(photo/bio) Marshall-Freeman, Diane, Partner, Fagen, Friedman & Fulfroost

Workshop Title: The Ties That Bind

Abstract: This panel presentation addresses the critical relationship between the district superintendent and members of the school board. This relationship plays a key role in creating and maintaining an effective governing board focused on improving the educational programs for all district children. Come and hear from experienced superintendents and school board members about ways of building positive board relationships and how all district stakeholders can contribute to maintaining an active and constructive school board.