Session A   9:30 a.m. – 10:45 a.m.

Location: Starboard Room

Presenter: Teacher T. J. Long

Session Title: I Used to Think, However Now I Know!"

Session Abstract: The trauma of some of students is sad to witness. The outward appearance, at some point, comes inside our classrooms. Many teachers are faced with the question of how to meet academic mandates regarding student achievement; maintain a functional and safe environment all while keeping our wits about ourselves as a classroom teacher. Times have changed and so must our thinking. This workshop is designed to provide primary classrooms with ideas, strategies and real time conversations on how can to create a classroom that communicates to students, "you are safe and you are brilliant!"

Objectives: At the end of the session, participants will be able to 1. Craft strategies that will fit the needs of their classrooms. 2. Use Social Emotional Stories to support our youngest learners 3. Communicate care to families.

Location: Terrace Room

Presenter: Anthony Ceja, San Diego County Office of Education

Session Title: Building Relationships: Restorative Practices

Session Abstract: Restorative Practices will provide participants with a clearer understanding of restorative practices, and how these practices can be used in schools to develop more positive relationships between school staff and students, as well as between students with each other. Participants will learn how restorative practices can be used to decrease stereotypes, and to promote the social emotional well-being and equity in the school community. Participants will increase skills and strategies they can use to strengthen classroom and positive school culture.

Location: Dockside Room

Presenters: Dr. Angela Clark Louque and Dr. Reyes Quezada

Session Title: Give the People What They Want: Equity Partnerships and Engagement

Session Abstract: Equity-driven school leaders foster a partnering culture in which African American families, schools, and communities cultivate an environment that supports adults engaged in affective and effective relationship building, goal achievement, and equitable collaboration in support of students (Clark-Louque, Lindsey, Quezada, Jew, 2019). In too many instances, disparities in educational outcomes and inequitable treatment have strained the relationship between African American families and schools. However, African American families continue to engage in activities they believe will help their children achieve academic success in schools. We present concepts on family and community engagement through the lens of the Cultural Proficiency Framework. Therefore, this presentation is designed to focus our efforts as educators on inclusive ways to engage African American communities served by our schools. Three key components of the presentation are:

1. Descriptions of what African American parents and families say they want from schools, and how they'd like to be engaged;
2. Opportunities to learn concepts and strategies for engaging African American families and communities through a lens of culturally proficient relationship building. A key feature is to present how one may apply the Tools of Cultural Proficiency through the use of "The 7 Cs of Culturally Proficient Family, School, Community Engagement" - plus One-framework. The 7 Cs are: (1) Collaboration, (2) Communication, (3) Caring/ Compassion, (4) Culture, (5) Community, (6) Connectedness, and (7) Collective Responsibility, plus one-Commitment to Action;
3. Provide frequent opportunities to reflect on your practice and to engage colleagues in dialog for considering school or district's policies and practices relative to community engagement.

We will review pre-assessments, high-impact strategies, and research-based resources that are used to build capacity for African American families to stay engaged with their children's education. We will review preassessments, strategies, and research-based resources to strengthen your commitment and guide you through the initial development of a Cultural Proficiency Equity Action Plan so one may learn how to best plan, implement, and evaluate African American family, school, and community engagement and partnerships.

Objectives: At the end of this session, participants will be able to: 1) identify what African American parents and families want from schools and how they want to be engaged; ; apply

the 7 C's cultural proficient concept for engaging African American families; and 3) reflect on practices and engage colleagues in dialog in assessing strategies and resources.

Location: Coral Room

Presenters: Starla Lewis and Ishe

Session Title: "I Am My Own Self Validation"

Session Abstract: The purpose of this workshop is to provide participants with creative tools and strategies for student engagement that build a positive learning environment where every student will excel and succeed. Themes addressed in this workshop include how to build safe and inclusive spaces for students with diverse learning needs; how to utilize interdisciplinary and culturally relevant pedagogy to maximize students' potential; and how to integrate art as a means to increase student retention and engagement. The goal of the workshop is to help educators increase their ability to support students in making connections that are more meaningful to school culture, the curriculum, their peers, their teachers and themselves.

Location: Anchor Room

Presenter: Dr. Regina Brandon, San Diego State University

Session Title: Assistive Technology It's The Law!

Session Abstract: IDEA requires that ALL students with an IEP be considered for Assistive Technology. The IEP team makes decisions about assistive technology devices and services based on your child's unique needs so that he can be more confident and independent. The law requires schools to use assistive technology devices and services "to maximize accessibility for children with disabilities." This presentation/workshop will focus on the IDEA law that requires the IEP teams consider the Assistive Technology needs of all children with disabilities.

Session B   10:50 a.m. – 12:00 p.m.

Location: Captains Room

Presenter: Jessica Smith Goode, Executive Leadership Coach, San Diego County Office of Education

Session Title: Culturally Responsive Teaching and Leadership

Session Abstract: How do we cultivate academically engaging and rigorous environments for African American students to thrive? In this interactive session, we will explore what it looks like to engage in culturally responsive moves that reflect high expectations and beliefs about all students' capabilities; and create a culture of inclusivity, equity, and accountability for learning.

Location: Starboard Room

Presenters: Quincey Penn & Stacy Howard

Session Title: Equitable Assessment Tools: How To Make Culturally Relevant Class Exams

Session Abstract: This is the method, process, and results of a collaborative assessment model used to provide students the opportunity to use their personal cultural relevant knowledge to meet curriculum requirements. Many students of color struggle with test anxiety and test discrimination often leading to achievement gaps among their counterparts. This model uses community base problem solving as a tactic to get students to synthesize information using their own personal experiences and culture. Students will experience productive struggle to foster persistence and creative think. In result, educators can identify each individual student level of comprehension regarding the specified subject, and in addition, learn more about their cultural lens.

Objectives: Participants will be informed of pillars to provide cultural relevant test/benchmarks to encourage students to synthesize information using their own cultural and experiences. Participants will be able to discover different ways to implement productive struggle to enhance the student experience in the classroom. Participants will be informed how to gauge student understanding without having to use traditional test.

Location: Terrace Room

Presenters: Jill Andersen & Duryea Jones

Session Title: Supporting Struggling Learners in a Rigorous Environment

Session Abstract: Schools often struggle with providing a rigorous education to students who are academically struggling. This session will provide an example of how to create a Response to Intervention system that provides support for all students at their level, to help close the achievement gap, through a Reading Enrichment Math class, while maintaining a high level of rigor in all classes. Strategies will be provided to increase reading comprehension for ALL learners across all curriculums school wide.

Objectives: Assess their site's current level of intervention reading and math support. Create school wide systems to provide opportunities for intensive intervention within the school day bell schedule.

Location: Dockside Room

Presenters: Jenée Peevy & Anna Schen, San Diego County Office of Education

Session Title: Filling Your Cup: Self-Care for Educators, Parents and Caregivers

Session Abstract: Educating and caring for our young people is a calling that attracts some of the most hard-working and dedicated people. In a job where physical, mental and emotional demands are par for the course, committing to self-care is essential to combating compassion fatigue. In this workshop educators, parents and caregivers will learn the importance of practicing self-care. Self-care means filling your cup with rest, exercise and healthy food choices as well as treating yourself with kindness, understanding and patience. Remember, you can't pour from an empty cup.

Location: Coral Room

Presenter: Earl Edwards, Policy Link

Session Title: The State of Black Students: Examining the Academic and Health Outcomes of Black Children as a Disproportionately Vulnerable Population in California

Session Abstract: Black children are one of the most vulnerable student populations in California. This session examines the academic and mental health outcomes of Black youth in California, and explores the impact structural racism and implicit bias have on servicing young Black boys and girls. The session will be interactive and focus on how the expanded learning community can better support Black youth.

Objectives:

1. Participants will learn about structural racism and implicit bias' impact on serving black youth
2. Participants will leave with tangible ideas for helping support Black youth**.**

Location: Anchor Room

Presenters: Dr. Luke Wood and Dr. Frank Harris, San Diego State University

Session Title: When They Teach Us!

Pending Abstract

Session C   1:10 pm – 2:25 pm

Location: Starboard Room

Presenters: Dr. Odesma Dalrymple, Dr. Joi Spencer, Dr. Perla Myers, University of San Diego

Session Title: Coming Together as a Community to Nurture Students in STEAM through Culturally-Rich Strategies

Session Abstract: Preparing historically disadvantaged minority students for professions in Science, Technology, Engineering, and Mathematics, enriched through the Arts (STEAM), is a community effort. We want students to know that they are capable in STEM, and to have important resources and information about requirements and pathways leading to STEAM degrees and careers. This presentation highlights two tandem efforts designed to invite, support, and engage the community to support this student population through culturally rich strategies:

1. The STEAM Summer Academy provides quality educational programming for middle and high school students throughout San Diego's diverse urban communities, with a focus on students from groups that have historically been underrepresented in STEM. During the weeklong experience, students are challenged to consider how developing their STEAM skills can help them address society's most pressing issues, including poverty and unequal access to education.
2. The STEAM Youth and Community Conference is a free, one-day event that engages students and their families, the university community, STEAM professionals from minority communities, local educators, and community leaders.

This workshop begins with an overview of the two programs, followed by several hands-on STEAM activities. The session ends with a conversation and participants' brainstorming and exploration of culturally rich strategies to engage students in STEAM.

Objectives:

1. Describe models to enhance diversity in formal and informal STEAM-learning environments through culturally rich, assets-based methods.
2. Explore ideas to extend current approaches for broadening access to and engagement in STEM learning experiences.
3. Meet others interested in collaborating on formal or informal STEM learning initiatives.

Location: Terrace Room

Presenters: LeShane O. Saddler, Director of Admissions; Azizi James, Associate Director of Admissions, University of California San Diego

Session Title: Preparing students to be a competitive applicant for selective institutions

Session Abstract: As the applicant pool to selective institutions continue to increase, it is important for students to understand how to prepare themselves to be a competitive applicant. During this session, we will share strategy and best practices that you can share with your students, including information about how applications are reviewed and common mistakes made by applicants, recommendations for programs high school and community college students should consider participating in to add value to their application, and a year by year road map to follow in their pursuits of higher education.

Objectives: At the end of this session, participants will be able to:

1. Articulate what a selective institution is and what a competitive applicant looks like.
2. Research and recommend programs and opportunities to their students.
3. Guide students in their preparation for college during their high school or community college experience

Location: Dockside Room

Presenter: Olympia Kyriakidis, Ed.D., Senior Director, Multilingual Education and Global Achievement SDCOE

Session Title: Multilingual Opportunities for African American Students

Research demonstrates multilingualism is linked to enhanced academic and social skills for African American students. In this interactive session, participants will explore multilingual pathways to the California Seal of Biliteracy, and how these opportunities can prepare African American students for a global, competitive workforce.

Location: Coral Room

Presenter: Dr. Tanis Starck, San Diego State University

Session Title: Reaching Every Student "Embracing Diversity and Inclusion through Cultural Awareness"

Session Abstract: Pending

Location: Anchor Room

Presenter: Ciria I Brewer, San Diego Unified School District

Session Title: Importance of Cultural Identity Based Clubs

Session Abstract: Pending

Closing Student Lead Discussion 2:30 p.m. – 3:30 p.m.

What is it about Me You Can't Teach?

Student Voices Panel – BSU students from various school throughout San Diego County