

Superintendent's Student Advisory Committee

October 27, 2022

Welcome!

- Student Facilitators: What was your best memory of last year's RSVP committee and why did you choose to participate in the leadership of the committee?
- Adults Facilitators & Adult Guests: Why is this committee important to you?



Zoom Etiquette

- Cameras on & mute your mic
- Rename with your name, school and preferred pronouns (e.g. she/her/hers, he/him/his, they/them/theirs)
- Raising your hand
- Be aware of your surroundings
- Ask questions in chat
- Have fun!



Purpose



- **Elevate student voice** and student experience to inform school and district decision making
- Provide a structure for **two way communication** between adults and students
- Provide a safe place for students to **apply the leadership skills** that they are learning and/or developing
- **Build relationships** between adults and students where **all voices are equal**

Role of Student Facilitators: Caitlin Castro (Lakewood), Nicole Marshall (McBride), Malaika Phiri (Millikan)



- Co-develop advisory meeting agendas
- Co-facilitate advisory meetings
- Report student recommendations and progress to Board of Education
- Encourage and support student leadership
- Encourage space for authentic and non-judgmental dialogue
- Actively center relationships with students

Role of LBUSD Administrators

- Prepare and support co-chairs as primary facilitators
- Create connections between student advisors, the Board of Education and District departments
- Bring student voices into adult spaces



Community Agreements

- Be Present
- Step up, step back --- share the air
- Assume positive intent
- Notice moment of discomfort and stay curious
- Be an active listener --- with your ears, eyes, and heart
- Speak your truth without blame or judgement
- Respect where folks are at



Meeting Structure

1. Relationship & Community Builder
2. Student Voice, Participation & Agency - Dialogue
3. Student Reflections & Advocacy



RSVP RELATIONSHIP

&


COMMUNITY

BUILDING



This or That (from "About Me")



This or That- move the circle in the direction of your choice. < > ☆



Netflix	●	YouTube
iOS	●	Android
TikTok	●	Instagram
Beach	●	Pool
Pizza	●	Tacos
Big Party	●	Small Gathering



WHO ARE WE?

Applicants

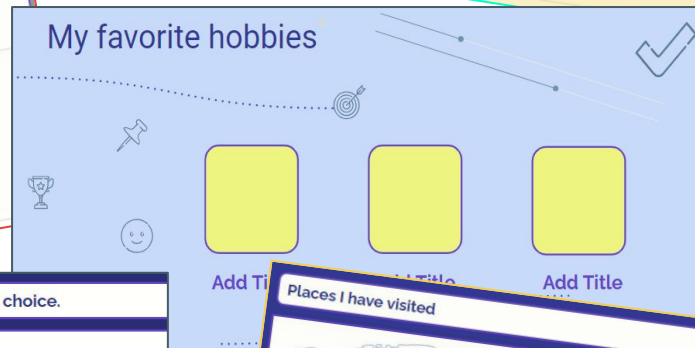
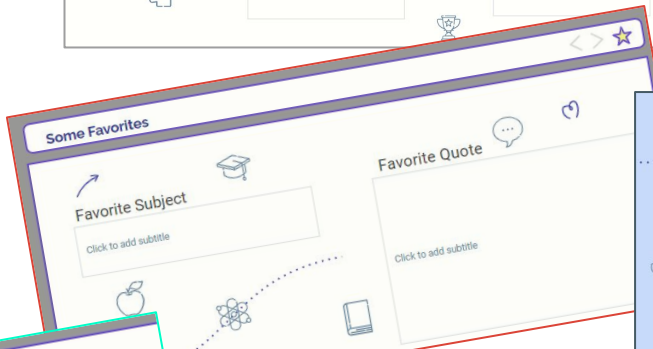
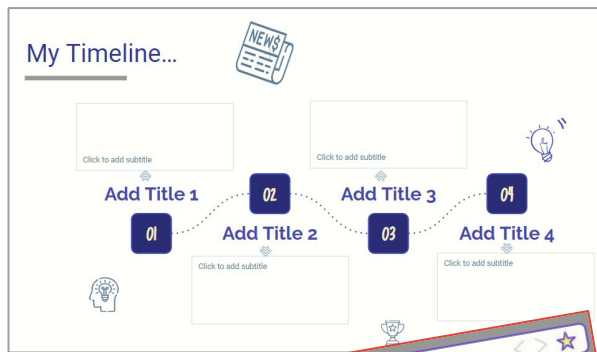
- **67** 11th and 12th grade students applied
- **32** students were selected; **3** returning students from last year
- **35** members in the committee

22-23 Superintendent's Student Advisory Committee Applicants

Female	Male	Non-Binary/ Prefer not to say	Asian	Black	Hispanic	White	Mixed/ Other	11th Graders	12th Graders
40	23	4	9	14	19	14	11	36	31

This is me!

- My Timeline
- Schools I Attended
- Favorites
- Hobbies
- Fun Fact About Me
- This or That
- Places I visited



IDENTITY, AGENCY
AND SENSE OF
BELONGING

DIALOGUE W/ DR. BAKER

2022-2023 Goal		LCAP	LASP	Data Sources
Goal 1	LBUSD students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of Black students will be at least 25% greater than the previous year.	2, 3 & 4	1 & 2	Foundational Reading Skills Assessment iReady Grades: A-C grade reports Intervention Results SBAC Annual Results
Goal 2	LBUSD students' sense of personal identity, belonging and agency will increase.	2 & 5	1 & 2	Pulse Survey CORE Survey
Goal 3	LBUSD student access to and success in postsecondary options will increase. Black student access to and success in A-G completion will increase at least 5%, beginning with the 9th grade cohort.	3 & 4	1, 2 & 3	Math Achievement (K-8) High School Readiness College Readiness (Dual enrollment, AP courses & pass rates) A-G On Track
Goal 4	LBUSD students will experience quality core instructional practices and aligned school supports.	1, 2, 3, 4 & 5	1, 2 & 3	Pulse Survey CORE Survey Teacher Survey (new) Quality Core Instruction Classroom Implementation Report (new)

Agreements/Assumptions:

- All progress monitoring will include reporting outcomes by race/ethnicity, gender and special status (e.g. English Learner, Foster, Low SES).
- All schools will develop goals and actions plans that align with the district wide goals and that will be monitored by principal supervisors.
- All data will be shared with the Board of Education through the Data Monitoring Calendar.

Identity, Sense of Belonging & Agency



Collaborative for Academic, Social, and Emotional Learning:

Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). It suggests self-reflection and self-respect.

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction.

Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.

IDENTITY

Definition: Students have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity and socioeconomic status and are proud of who they are and who they are becoming.

- Self-awareness
- Acknowledging their current condition
- Knowledge of potential
- Knowledge of ancestral history
- Knowledge of how they are perceived by others and society

What does it sound, look and feel like when ***student identity*** is prioritized at the school site?

- Students are comfortable expressing their views and there are multiple structures that allow for this
- Clubs representing student diversity; accessible to each student/cultural awareness months celebrated school wide
- Culturally relevant pedagogy; instruction relevant to students within the classroom
- Staff is aware of the diverse student population identities and needs
- Staff diversity represents the student population

SENSE OF BELONGING

Definition: *The need to be accepted and valued by others without expectations of conformity. Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.* (TSEL Framework)

What does it sound, look and feel like when ***a sense of belonging*** is prioritized at the school site?

- Students *feel* accepted, respected, and included in the school / group
- School have established clubs and groups
- School emphasis on building student-teacher relationships is evident
- Students' and adults' cognitive, social, and emotional well-being is prioritized
- School strives to improve students' academic motivation and achievement

AGENCY

Definition: Student agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and, it is an active process of engagement and empowerment over your learning.

What does it sound, look and feel like when ***student agency*** is prioritized at the school site?

- ◉ All student leadership groups equally represent the population of the school
- ◉ Platform for students to share their voice on curricular and extracurricular activities
- ◉ Students are monitoring their own grades and set goals for learning
- ◉ Input is taken from multiple student groups on campus

PULSE SURVEY
RESULTS
(9/27/22)

IDENTITY

Identity

Your average

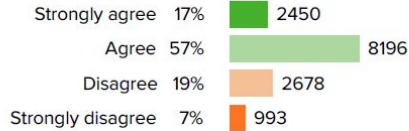
83%

14,355 responses

District average: **82%** LBUSD

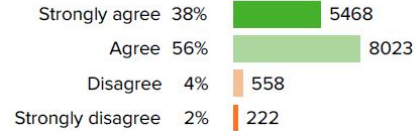
How did people respond?

Q.1: I think about the different parts of my identity (e.g., race/ethnicity, gender) and how they shape who I am.



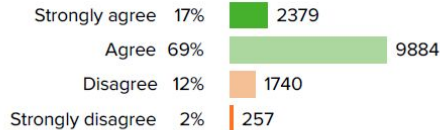
Favorable: **74%**

Q.2: I understand that a person's background can affect their values, beliefs, and what they think is important.



Favorable: **95%**

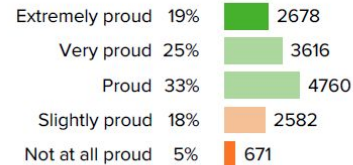
Q.3: I try to see strengths in others who think differently from me.



▼ **1** from last survey

Favorable: **86%**

Q.4: How proud are you of who you are?



▲ **0** from last survey

Favorable: **77%**

BELONGING

Belonging

Your average

73%

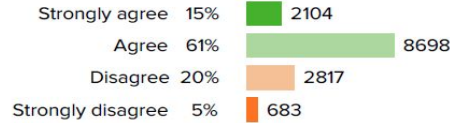
14,355 responses

Change

▲ 3

since last survey

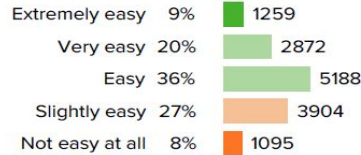
Q.1: I feel close to people at this school.



▼ 1 from last survey

Favorable: **76%**

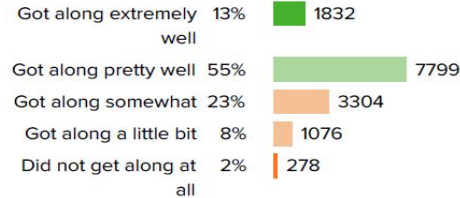
Q.3: How easy is it to make friends at school?



▼ 3 from last survey

Favorable: **65%**

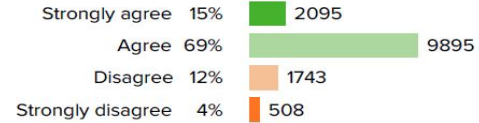
Q.5: During the past 30 days, how well did you get along with students who are different from you?



▼ 1 from last survey

Favorable: **67%**

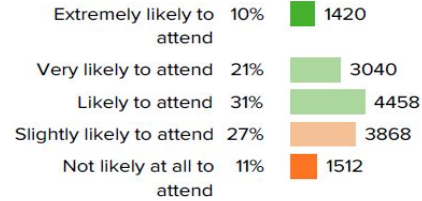
Q.2: I am happy to be part of this school.



▲ 3 from last survey

Favorable: **84%**

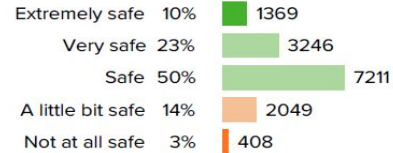
Q.4: How likely are you to attend school activities (like clubs, concerts, sporting events, and shows)?



▲ 4 from last survey

Favorable: **62%**

Q.6: During the past 30 days, how safe have you felt at school?



▲ 16 from last survey

Favorable: **83%**

AGENCY

Agency

Your average

81%

14,355 responses

Change

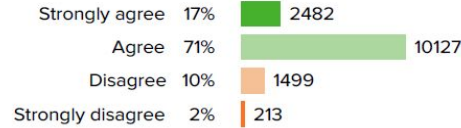
▲ **1**

since last survey

District average: **80%** LBUSD

How did people respond?

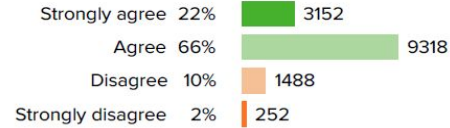
Q.1: I have the power to change the way I am feeling.



▲ **1** from last survey

Favorable: **88%**

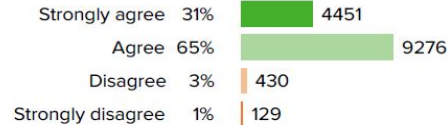
Q.2: I can motivate myself.



▲ **3** from last survey

Favorable: **88%**

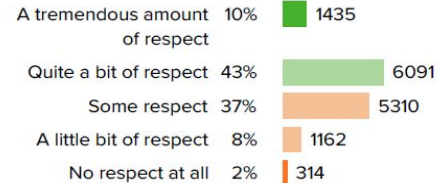
Q.3: It is important to listen to the opinions of others when solving a problem.



▲ **0** from last survey

Favorable: **96%**

Q.4: How much respect do students in your school show you?

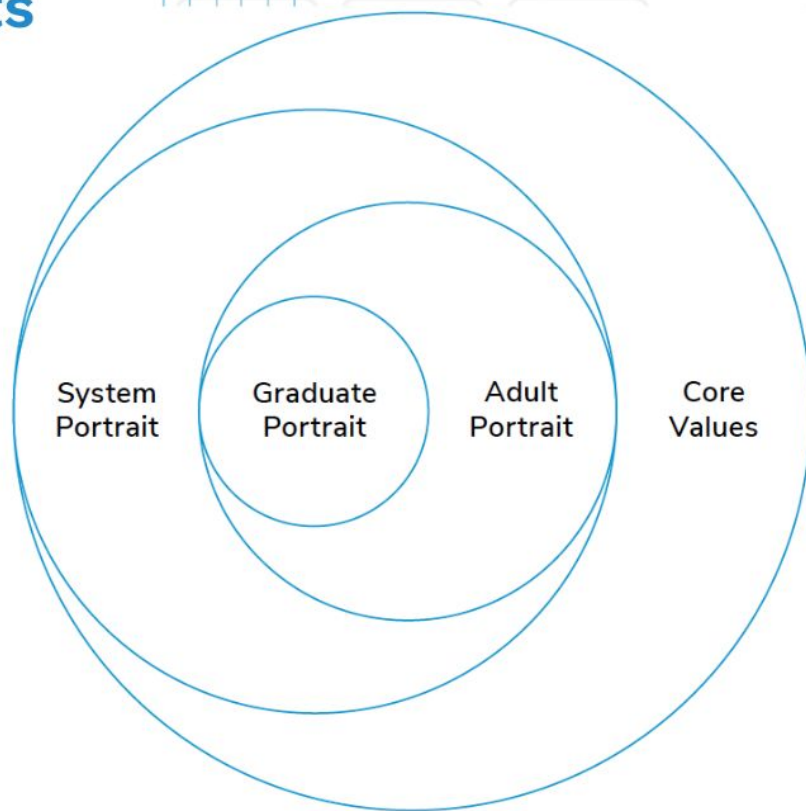


▲ **1** from last survey

Favorable: **53%**

STUDENT REFLECTIONS

Vision Elements





Reflection Questions

1. In relation to identity, sense of belonging and agency, what would make school better for you or your peers right now?

The Now

The Future

2. *Strategic Plan: Graduate Portrait:*

What skills, knowledge and mindsets will all graduates possess that will prepare them to thrive in their lives/career?

3. *Strategic Plan Adult Portrait:*

If we want this to be true for graduates, what skills, knowledge and mindsets will all adults possess to support students?

[Link to Respond](#)

STRATEGIC
PLANNING
ANNOUNCEMENT

Student Engagement Strategy Session

Tuesday, November 1 from 4-5pm

Zoom

Lead a student engagement session at your school for your peers to discuss what a quality education looks like in LBUSD in 2032.

Training, including a slide deck, will be discussed.

Contact Viva Mogi- vmogi@lbschools.net



Community Input Sessions

Thursday, Nov. 10 or
Tuesday, Nov. 15

5:30 to 6:15 p.m.

or

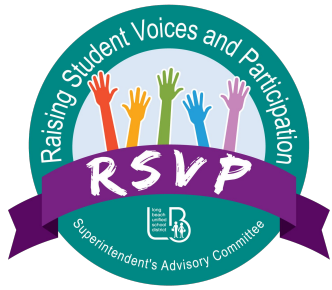
6:15 to 7 p.m.

Register at:

lbschools.net/strategicplan



NEXT MEETINGS



Please sign in/provide feedback:

<https://forms.gle/rqXWzLfwnPWxSHy46>

Graduation Stoles will be ordered for members of this committee for those who have adequate attendance at the meetings.



Superintendent's Student Advisory Committee 2022 - 2023 Meeting Schedule

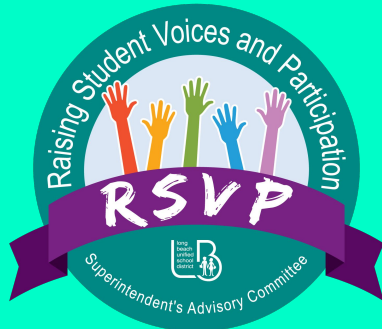
Full Committee Meetings

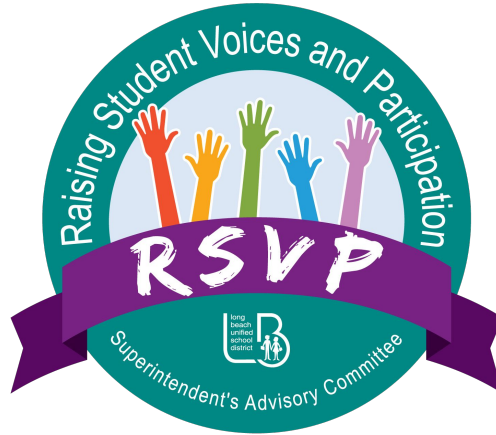
Date	Time	Location
Thurs, October 27	3:45 p.m.	Zoom
Thurs, January 19	3:45 p.m.	Zoom
Thurs, April 20	3:45 p.m.	Zoom
Thurs, May 18	TBD	Browning HS

High School Hosted Meetings*

Date	High School	Date	High School
Nov 15	CAMS	Jan 31	Lakewood
Nov 29	Renaissance	Feb 14	Poly
Nov 30	Reid	Mar 9	Jordan
Dec 8	Millikan	Mar 16	McBride
Dec 21	Browning	Mar 21	Cabrillo
Jan 24	Sato	Mar 28	Wilson

*Each high school will host a Student Advisory meeting from 11:30-12:30. The RSVP representative for the school will assist the Superintendent with hosting the meeting. The principal will select 20-25 students to participate and provide a room to meet. The Superintendent will provide lunch.





Superintendent's Student Advisory Committee

Next General Meeting: Thursday, Jan. 19, 2023

3:45 pm Zoom

Attendance & Exit Slip:

<https://forms.gle/rqXWzLfwnPWxSHy46>