

Superintendent's Student Advisory Committee

January 19, 2023

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 of RSVP



- 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

NEW YEAR – YAY OR NAY?

In the chat, type **Yay** or **Nay** responding to the prompt.



NEW YEAR – YAY OR NAY?



In the chat, type **Yay** or **Nay**

New Year's Eve Party



NEW YEAR – YAY OR NAY?



In the chat, type **Yay** or **Nay**

Watching the ball drop in N.Y.



NEW YEAR – YAY OR NAY?



In the chat, type **Yay** or **Nay**

Make a resolution



NEW YEAR – LEAVE IT IN 2022?



In the chat, type **your response**

What fashion trend/clothing line would you leave behind in 2022?



NEW YEAR – LEAVE IT IN 2022?



In the chat, type **your response**

**What food trend
would you leave behind in 2022?**



NEW YEAR – LEAVE IT IN 2022?



In the chat, type **your response**

**What song
would you leave behind in 2022?**



STUDENT VOICE

DIALOGUE W/ DR. BAKER

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.

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.

Student Voice Continuum

STUDENT POWER

STUDENTS AS BYSTANDERS

STUDENT GOVERNANCE

Stance Towards Youth	Inform	Consult	Involve	Collaborate	Lead Together
Impact	Reproduce Inequities	Tokenization	Voice	Delegated Power	(Shared) Ownership
Goal	Provide youth with relevant information.	Gather input from youth.	Ensure youth needs and priorities are part of the process & solution.	Ensure youth capacity to play a leadership role in design and implementation of decisions.	Democratic participation and equity through shared leadership, & decision-making.
Message	"We will keep you informed."	"We care what you think."	"You are making us think (and therefore act) differently about the issue.."	"Youth leadership and expertise are critical to how we address the issue."	"We cannot unlock transformative solutions without you."
Racial Equity BIYOC = Black, Indigenous, youth of color Underrepresented, intersectional youth = Immigrant, Queer and Trans, foster, systems-impacted, unhoused youth, and youth with disabilities	Communication materials are distributed widespread without targeted outreach to BIYOC.	Multiple rounds of widespread BIYOC engagement events and activities are conducted through a variety of methods (such as surveys, focus groups, and town halls).	Targeted engagement of BIYOC and underrepresented, intersectional youth engage in events to share their unique needs and priorities.	BIYOC and underrepresented, intersectional youth co-lead with adults to engage other BIYOC and others in the decision-making process and have some decision-making power. Training and support is provided for youth to participate meaningfully.	BIYOC and underrepresented, intersectional youth have significant or full leadership and decision-making power. They collaborate with adults as equals. Training, supports and financial resources are provided for youth to lead meaningfully.
Activities	Online information postings, fact sheets, presentations, open houses	Focus Groups/Surveys, Community Forums, Public Comment	Youth Advisory Committees, Students on Hiring Committees	Youth on school wide decision making committees or as members on boards or school site councils, youth task force, partnering with a community organization to engage and support youth	Participatory Budgeting, youth-led funding decisions, youth-led initiatives or campaigns, partnering with a community organization to have youth lead

Adapted from:
Youth Voice adaptation of "Spectrum of Community Engagement" by Rosa González of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative.
Toshalis, Eric & Michael Ninkula. 2012. Motivation, Engagement, and Student Voice: The Students at the Center Series.
Boston, MA: Jobs for the Future. <http://www.studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice>.



Link to pdf:

<https://drive.google.com/file/d/11WxpZP09tXHRihPVY8k5MXWJFqZ7UDA9/view?usp=sharing>

Student Voice Continuum



IN-PERSON RSVP
HIGH SCHOOL VISITS

SCHEDULE

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

AGENDA



Superintendent's Student Advisory (RSVP)
School Site Meeting
Fall/Winter - 2022/2023

Introductions: Adults & Students

Purpose of RSVP (Dr. Baker)

What are **identity, sense of belonging and agency** and why do they matter? (Dr. Baker & Student Advisors)

Review of LBUSD **Pulse Survey**

- Looking at the results of your school's Pulse survey results, what inferences can you make regarding identity, sense of belonging and agency?
- What can we celebrate at your school? What can be done to improve?

Thinking Strategically

- Graduate Portrait: What skills, knowledge and mindsets will all graduates possess that will prepare them to thrive in their lives/careers?
- Adult Portrait: If we want this to be true for students/graduates, what skills, knowledge and mindsets will all adults possess to support students?

WHAT IS THE EXPERIENCE?

Student Sharing by reps: CAMS, Renaissance, Reid, Millikan, Browning

Hosting/Logistics

- Selection of students to participate
- Room Location
- Working/Scheduling with Principal

Roundtable Discussion

- Belonging, Agency and Identity
- Pulse Survey



A report will be shared with the student reps and the principal with comments from the panel of students.

Sample (not from a visit) >>>>



RSVP @ IN PERSON MEETINGS

SAMPLE REPORT

IDENTITY, AGENCY & SENSE OF BELONGING

One of the focus areas of RSVP is discussing identity, agency and belonging as a part of LBUSD's work on Social- Emotional Learning.

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



- Students feel accepted, respected, and included in the school
- School emphasis on building student-teacher relationships is
- Students' and adults' cognitive, social, and emotional well-being is p
- School strives to improve students' academic motivation and achi

- 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 DATA (SEPT. 2022)



Agency

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. It reflects hope and self-direction.

86%

Belonging

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.

81%

Identity

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. It suggests self-reflection and self-respect.

72%



STUDENT VOICES

Pulse Survey- Student Reflections

"If there is a disagreement with an adult, I feel that I can discuss it with them and not be ignored or disrespected."

"I appreciate being treated with respect and listened to."

"Students are happy to be a part of the school."

Student Ideas

I think we need different electives... we need more to discover new things.

We should explore an expanded passing period.

Schools can provide more support and check-ins for underrepresented and struggling groups.

Have more colleges come to our school and have more trips to colleges.

I think more check-ins would benefit students, especially when there is a lot of non-school issues in our personal life.

Ideal Supportive Adults...

- Are empathetic and compassionate to students with disabilities and mental health challenges.
- Teachers will need to be more mindful of student life (ex. some of us work outside of school).
- A growth mindset should be possessed by adults

Student Reps:



SCHOOL REPORT

How can this be used with your principal (other adults) to inform site improvements in student agency, belonging, and identity?

(This is a sample only)

Jamboard



STUDENT VOICES

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Student Reps:



NEXT MEETINGS

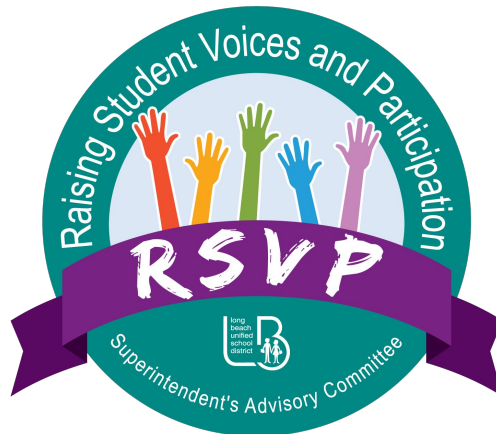


Please sign in/provide feedback:

<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

Next General Meeting: Thursday, April 20, 2023

3:45 pm Zoom

Attendance & Exit Slip:

<https://forms.gle/rqXWzLfwnPWxSHy46>