

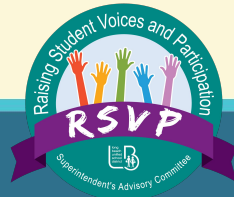
# Superintendent's Student Advisory Committee



December 7, 2023

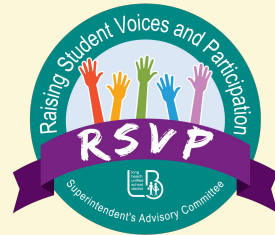
# Zoom Etiquette

- 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!



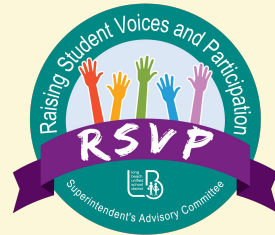
# Purpose

- 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

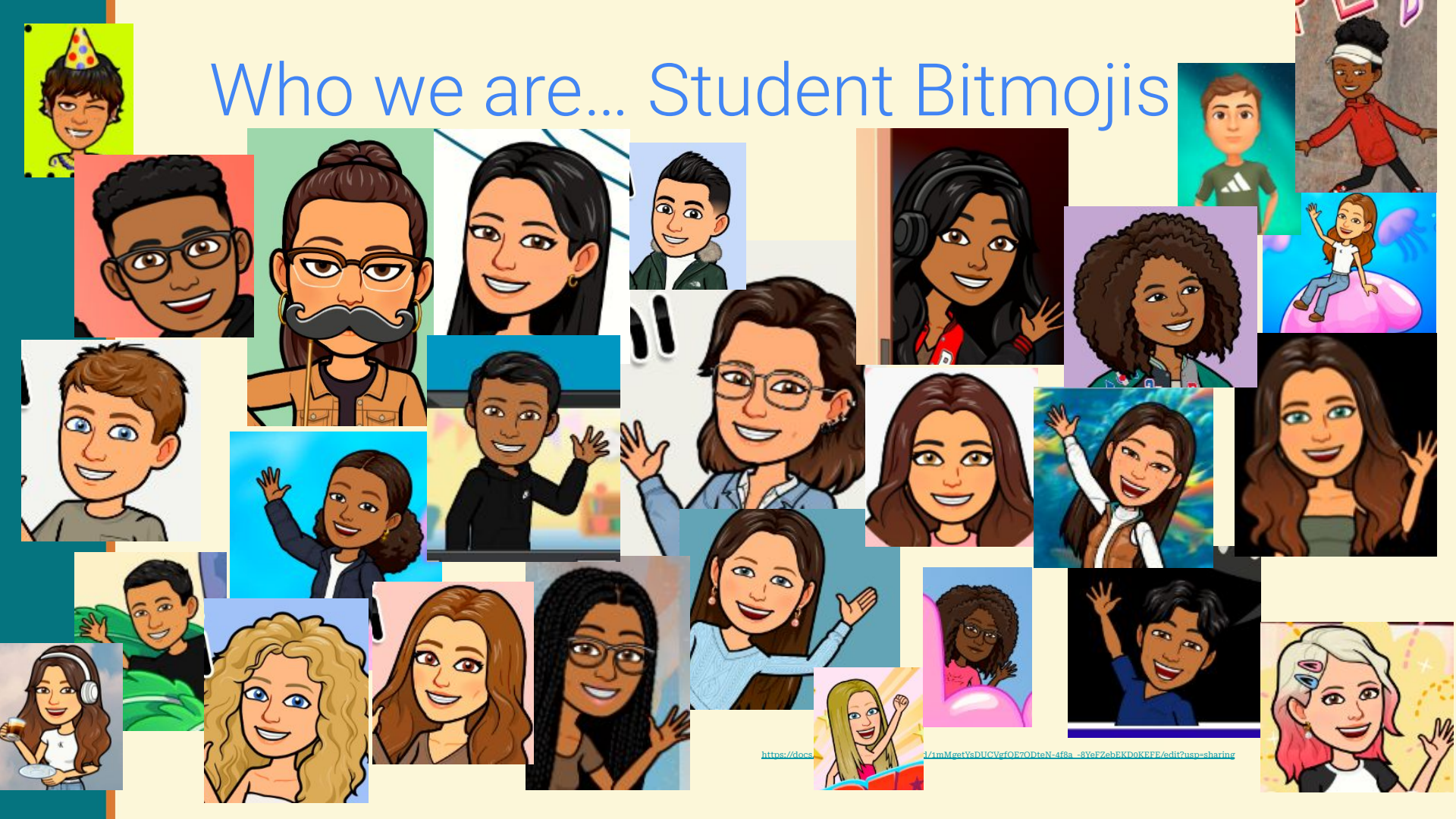


# Community Agreements

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

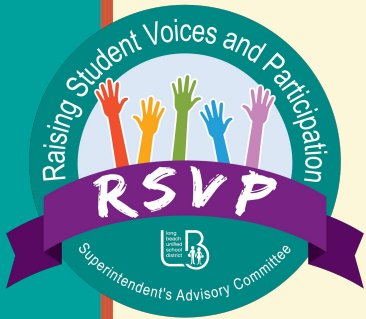


# Who we are... Student Bitmojis



<https://6oss>

[/i/mMeetVdUjCVerOEnODieN-4f8a\\_8YefZehEKDoKRFf/adit2nspsharing](https://6oss)



# Ice Breaker

Which would you prefer?

1

**A mansion**

**You teach a class full of parents**

**Be an only child**

**Be able to play every instrument in the  
Orchestra**

**Have bad breath**

**Win American Idol**

or

2

**A private jet**

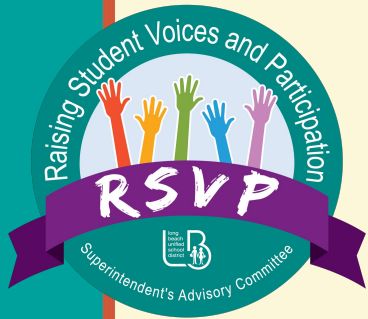
**Your parent teach your high school class**

**Have 9 other siblings**

**Be able to play every position on the  
Basketball Team**

**Have bad body odor**

**Win American Ninja Warrior**



# RSVP Application

What do you consider the most challenging issue that is affecting students in our district?

Why do you consider this a challenge for students?









# Challenging issues that are affecting students in our district - Themed

(\*Not in priority order)

1. Students being heard/noticed
2. Engagement in class
3. Academic Success pressure/Life Balance
4. Mental Health
5. Resources/Budget Allocations for students
6. Safety/Bathrooms/Smoking/Vaping/Drugs/Harassment/  
Bullying
7. Equity and Inclusion

**Discussion– Anything missing?**



# Year Long Activity- We have the minds to solve or improve issues... let's get to work!

1. Select one issue to work on this year  
Today's Exit Slip Link has a question for you to choose the issue you want to work on
2. During each RSVP meeting, we will schedule time for breakout groups (by issue) to dialogue and work toward creating some ideas for solutions.
3. At the final RSVP meeting, present the ideas for solutions.  
Create a poster/presentation.
4. Dr. Baker will be presenting these ideas to school administrators and to the Board of Education.



# Year Long Activity- Using the Scientific Method Protocol

1. Define a Question to Investigate. This is the issue that you have chosen. As scientists conduct their research, they make observations and collect data.
2. Make Predictions. Based on their research and observations, scientists will often come up with a hypothesis.
3. Gather and Analyze the Data.
4. Draw Conclusions. In this case, we ask that you make recommendations to the school community to solve/improve the issue. *Students must be engaged/part of the solutions (agency).*
5. Present at final RSVP meeting

# Vision 2035 Graduate Portrait

## Dialogue w/ Dr. Baker



## Core Values

### CENTERING STUDENT NEEDS AND VOICE

We believe that every student has the ability to thrive and that success requires that we attend to the needs of the whole child. We believe that incorporating student voice and building student agency, so that students can intentionally influence their own circumstances, are essential to our success in understanding and meeting each student's needs.

### AUTHENTIC COMMUNITY ENGAGEMENT AND COLLABORATION

We believe that by working together we can address challenges and take actions needed to have a positive impact on student outcomes. We value the diverse perspectives, culture and languages of our collective community and acknowledge the importance of partnership and transparent communication to achieve our vision.

### CULTURE OF INNOVATION AND CREATIVITY

We believe that effective problem solving and staying relevant for the future require a culture of creativity and innovation. We cultivate new ideas and divergent thinking to develop effective strategies that catalyze change.

### DIVERSITY AND INCLUSION

We believe in honoring and celebrating differences, recognizing the intersectionality of identities related to culture, race, language, gender, sexuality, ability and age, and affirming them in the classroom and workplace.

### ENVIRONMENT THAT FOSTERS CONNECTION, RESPECT AND SAFETY

We believe in creating safe and respectful environments—both physical and virtual—that build caring and compassionate relationships to foster human connection, help us reach our shared aspirations and drive student success.

### EQUITY AND SOCIAL JUSTICE

We believe that an equitable and socially-just world requires that we actively understand, and unlearn our biases, value and empathize with the lived experiences of others, take action to disrupt systems of oppression and develop future leaders who can do the same.

### EXCELLENCE AND ACCOUNTABILITY THROUGH CONTINUOUS IMPROVEMENT

We believe in high standards for all students and staff, and that achieving excellence is the result of an education system relentlessly committed to fostering a growth mindset, continuous learning and courageous adaptation based on student outcomes.

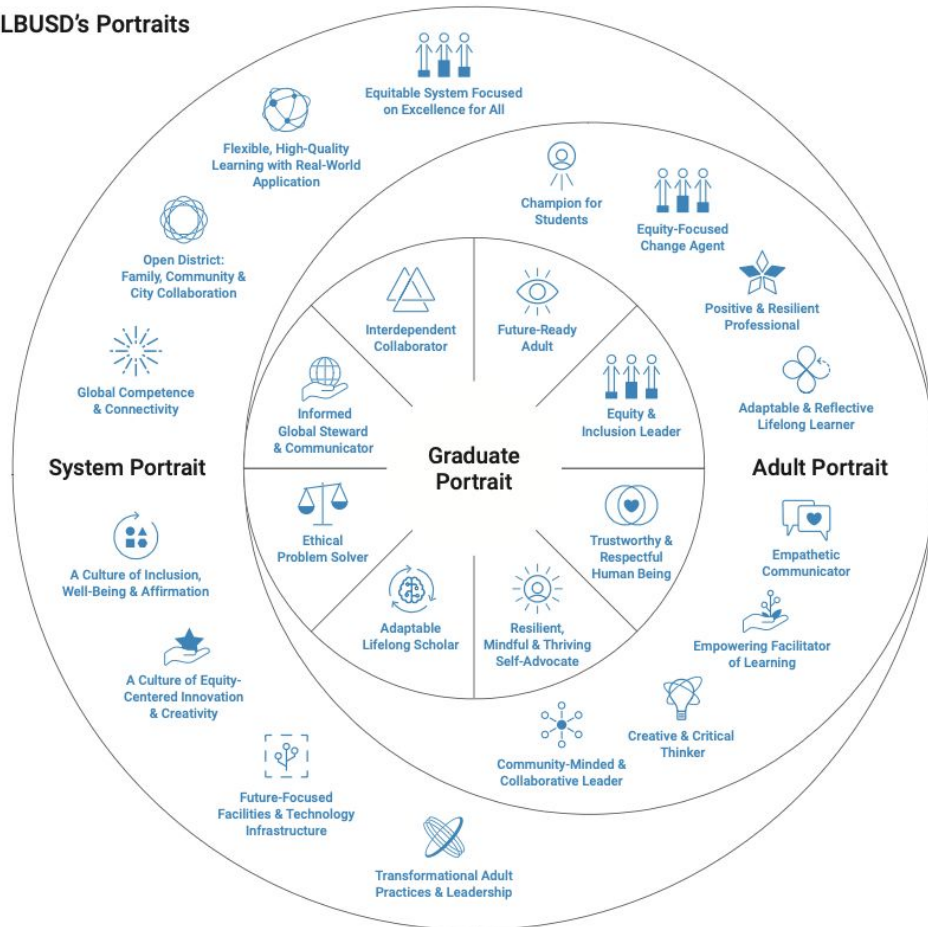
### FOSTERING JOY AND COMMITMENT

We believe in leading, learning and behaving in ways that foster joy, passion and commitment in order to build long-term organizational dedication to excellence and long-term organizational resilience.

### INTEGRITY AND RESPONSIBLE LEADERSHIP

We believe in managing our financial and human resources effectively and in alignment with our student-centered goals. We value transparency in order to demonstrate integrity and build trust.

## LBUSD's Portraits

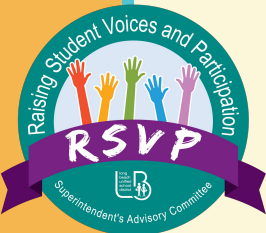


# Core Values (9)

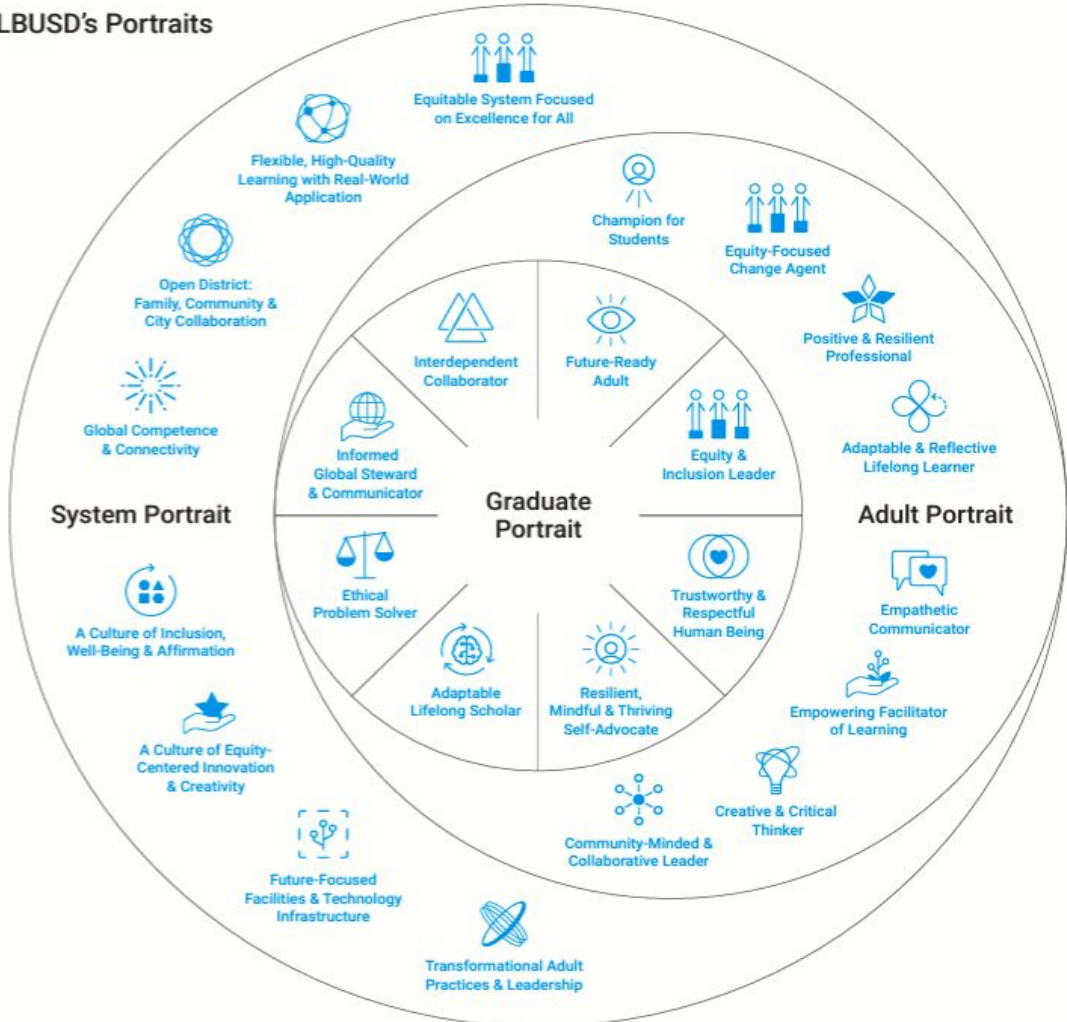
Enduring beliefs that guide an organization's actions over time.

- Centering Student Needs & Voice
- Authentic Community Engagement & Collaboration
- Culture of Innovation & Creativity
- Diversity & Inclusion
- Environment That Fosters Connection, Respect & Safety
- Equity & Social Justice
- Excellence & Accountability Through Continuous Improvement
- Fostering Joy & Commitment
- Integrity & Responsible Leadership

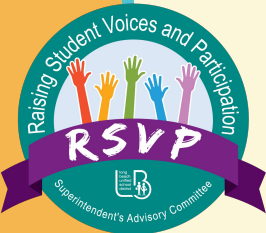




**LBUSD's Portraits**





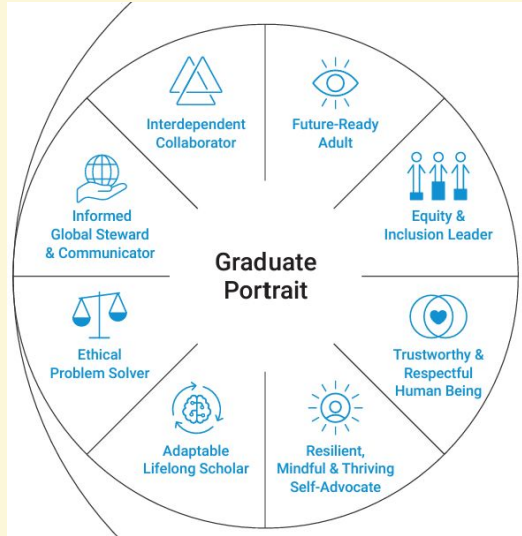


Homework from Nov.:  
Let's hear from everyone

Take a poll at your school with fellow students (class, club, ASB, lunch pals) and ask the question,

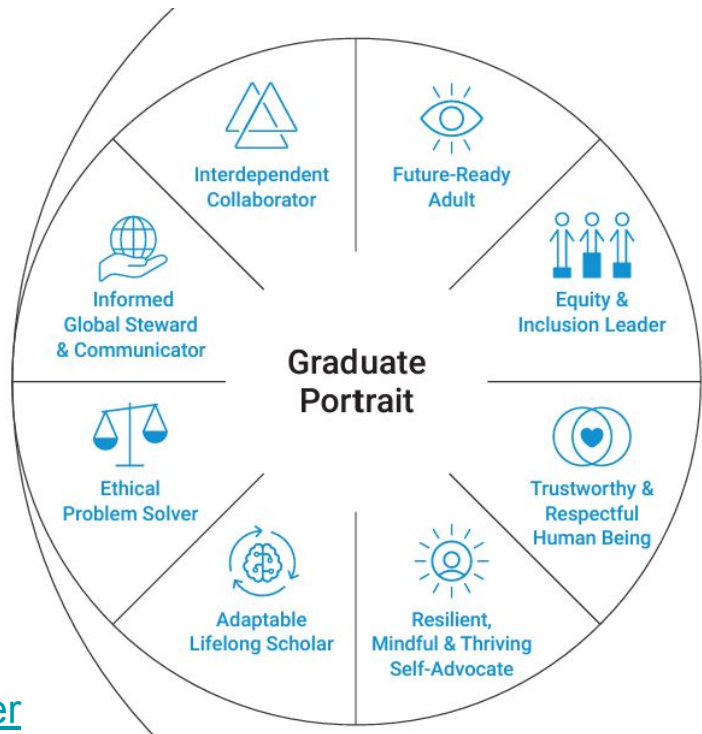
**“Who has heard of the LBUSD Graduate Portrait?”**

**If so, how did you hear about it?**



# The Graduate Portrait

Envisions the outcomes for students—the community's aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.





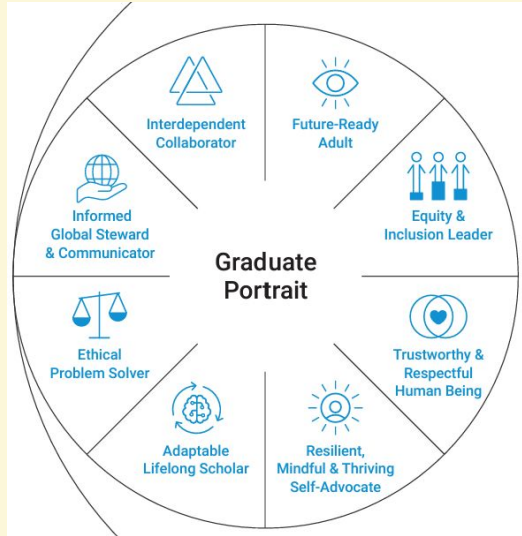
# Highlighting Two Traits

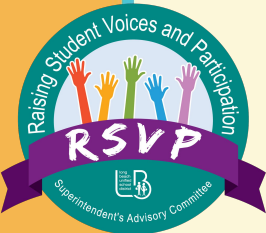
What does it mean to be a:

- **Future Ready Adult**



- **Equity & Inclusion Leader**

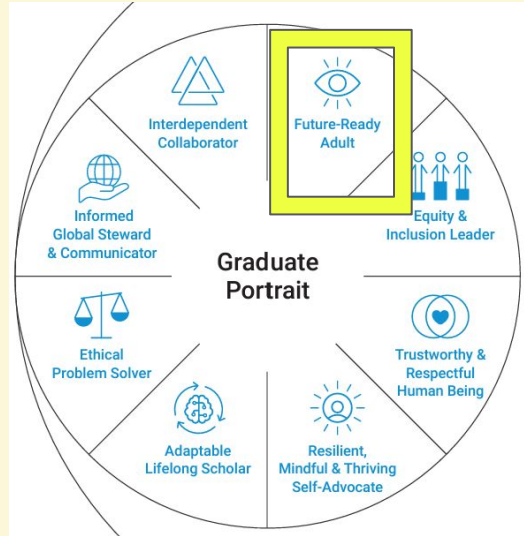




## Future Ready Adult



Students are prepared for their futures with essential life skills, are connected to a network of allies and have a direction and plan for life after the completion of high school.





## Future Ready Adult



**Students possess life skills crucial for adulthood** (time management, organization, cooking, basic legal rights, self-discipline and strong work ethic).

**They are self-directed, self-sufficient and self-reliant.**

**Students are financially literate**—they know how to manage money (budgeting, credit cards/credit scores, saving, loans, acquiring financial assistance for college and student loans, investments and financial planning).

**Students possess effective relationship-building skills and social-emotional intelligence**- they are able to engage in meaningful conversations, have strong interpersonal skills, and are adaptable and flexible.



## Future Ready Adult



**Students have post-graduation goals and plans that align with their passions.** Through real world learning experiences, they are knowledgeable about career options, including college and trades, and the pathways needed to reach their career aspirations.

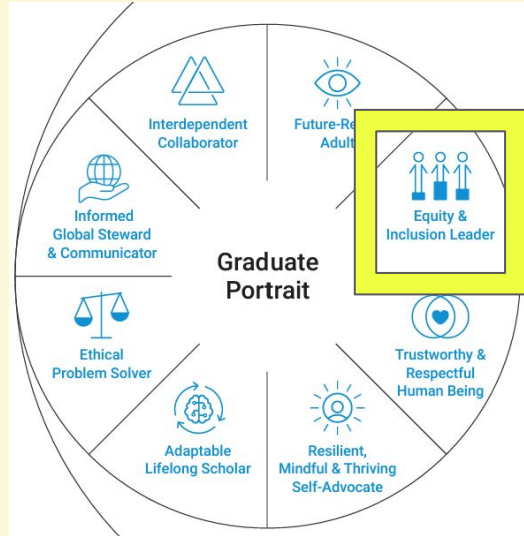
**Students are able to build a positive reputation and personal brand (digitally and in person) that authentically define who they are, what they can do and who they want to become.** Students seek and are responsive to others seeking connections, and build a constructive network of allies (peers, mentors, colleagues and friends) by leveraging personal and community assets, both inside and outside of their own cultures.



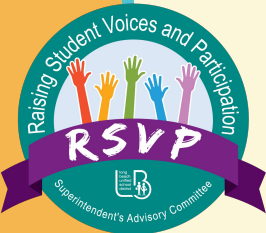
## Equity and Inclusion Leader



Students view diversities as assets to our inclusive community, understand the historical roots of racial and cultural biases that have led to institutional practices of oppression, and know how to act in ways that promote equity and inclusion.







# Equity and Inclusion Leader



**Students are knowledgeable about the history of systemic oppression and the structures and policies that negatively impact:**

- Historically underserved communities
- BIPOC
- LGBTQ+
- People with disabilities
- Neurodiverse populations

**Students are justice-minded.** They promote, advocate for, and take action to improve conditions of social justice, inclusiveness and equity. They have the skills and understanding of harms, methods for repair and restorative justice practices.



# Equity and Inclusion Leader



**Students are aware of biases and have the skills to identify and disrupt them.** They know how to sift through false narratives.

**Students have an inclusive mindset.** They demonstrate kindness, respect for others, open mindedness, cultural competence and the ability to think beyond themselves.

- They are knowledgeable of, celebrate and have respect for diverse cultures and histories, including affirming examples of complete histories.
- They are knowledgeable of, and appreciate, different types of diversities, including age/generational, race, gender, language, identification, disabilities, neurodiversity, thinking and working styles.
- They appreciate, value and empathize with others who have different perspectives, lived experiences and world views.



# Equity and Inclusion Leader

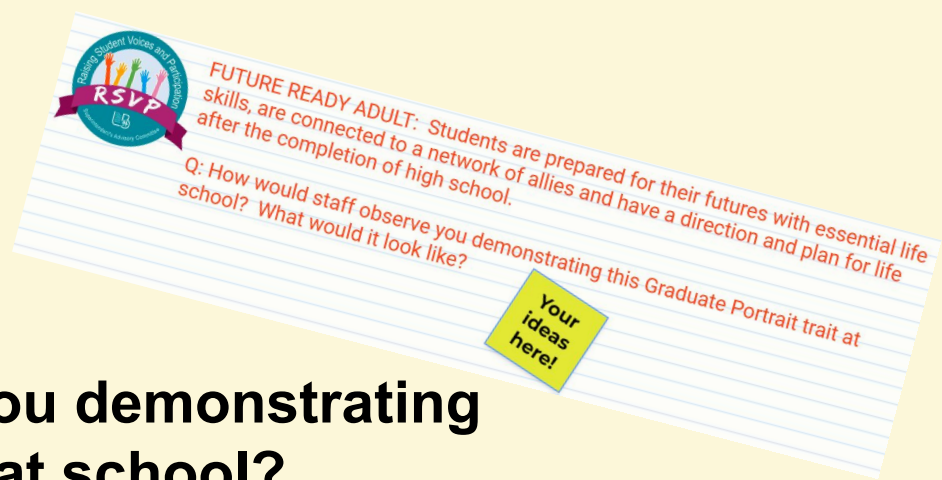


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# Jamboard Question



**How would staff observe you demonstrating this Graduate Portrait trait at school?**

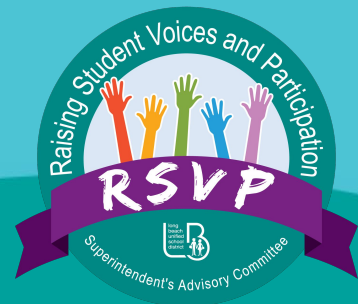
**What would it look like?**

Group 1: Jamboard page 1: Future Ready Adult

Group 2: Jamboard page 2: Equity & Inclusion Leader

# Exit Slip

**Note: This is also the space to indicate which “issue/problem” that you want to work with other RSVP members to improve.**



## Superintendent's Student Advisory Committee

### 2023-24 Meeting Schedule

Date	Time	Location
Thursday, November 9, 2023	3:45-5:00	via Zoom
Thursday, December 7, 2023	3:45-5:00	via Zoom
Thursday, January 11, 2024	3:45-5:00	in person- location TBD
Thursday, February 1, 2024	3:45-5:00	via Zoom
Thursday, March 7, 2024	3:45-5:00	in person- location TBD
Thursday, April 25, 2024	3:45-5:00	via Zoom
Thursday, May 30, 2024	3:45-5:00	in person- location TBD

Next Meeting

January 11, 2024

Tentative In-Person; Location To be Determined

