



Laguna Beach Elementary Listening + Learning Readout | Students

Prepared for Laguna Beach USD Community

February, 2022

Schools grow when people grow



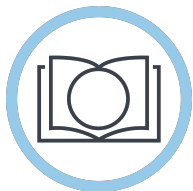
Founded in
2010

1000+
Schools

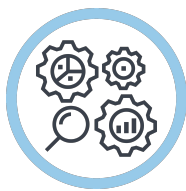
250+
Districts

37
States

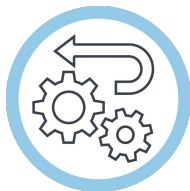
Blended &
Personalized
Learning



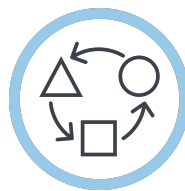
Strategic
Planning



Return
Planning



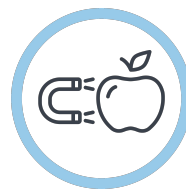
Equity



Leadership
Development
& Coaching



Teacher
Retention



Teams &
Culture





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CHECK IN



Turn & Talk:

- Name
- Connection to the school
- What is one thing that made you smile today?

Agenda

- Welcome + Check In
- Agenda and Objectives
- Listening + Learning Overview
- Data Review Protocol
 - Predict
 - Observe
 - Debrief
- Closing + Next Steps

Objectives

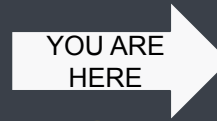
Build a common understanding of the Listening + Learning phase and the role it plays in the larger project objectives

Explore the insights and trends and reflect with colleagues

Understand the sources of qualitative and quantitative data and the purpose and limitations for extrapolation

Listening + Learning Overview

- + District increases focus on school climate, culture, & classroom relationships
- + No Place for Hate work begins
- *Shifting the culture of athletics still a challenge - partner brought in to support*



2020-2021 & Beyond

- + District recognizes need for equity work to be more focused
- + Board Resolution in response to civil unrest
- + Partners (EE) brought in to support equity strategy
- + Steering Committee formed & launched
- + Board study sessions scheduled
- *Civil unrest of summer 2020*
- *LGBTQ students still reporting issues*
- *Honoring history months and other cultural holidays still a blindspot*

- + Partners brought in to lead trainings on unconscious bias and raise awareness for LGBTQ issues
- *Racially-charged incident occurs*



2018-2019



2019-2020

- + Teachers leading efforts to shift curriculum & instruction to become more inclusive
- + Call from parents & community for schools to be more inclusive
- + The Board's awareness of these needs increases



2017-2018

How It Started.....

The “Second Pandemic” in Summer 2020



Anti-racist Board Resolution

LAGUNA BEACH UNIFIED SCHOOL DISTRICT

DRAFT Resolution No. 20-16 In Support of Anti-racist Education Date

WHEREAS, Laguna Beach Unified School District recognizes that institutional racism within our system has created harmful environments for all of our students and therefore prioritizes efforts, strategies, and resources to eliminate institutional racism and its negative impact; AND

WHEREAS, Laguna Beach Unified School District is committed to eliminating systemic disparities and ensuring systemic equity; AND

WHEREAS, addressing the needs of Black, Indigenous, Hispanic, Asian, and other People of Color requires the District to engage in continuous learning, and to disrupt current policies and practices that perpetuate racism and disparities in educational opportunities; AND

WHEREAS, in recognizing that society has much to gain from reinforcing openness and connectivity, and promotion of cultural awareness and respectful interactions in increasingly diverse societies, and much to lose from rising inequalities and radicalism, the Board of Education is committed to maintaining a safe, positive school environment where all students, staff, parents/guardians, and community members are treated with respect and dignity; AND

WHEREAS, the Laguna Beach Unified School District has focused on equity and access for all students by way of implementing initiatives that promote increased access to rigorous coursework for under-represented students, imbed academic and social emotional supports, implicit bias training for all staff, and utilization of Professional Learning Communities as vehicles to build capacity in our staff to understand and respond to marginalized learners' needs; AND

WHEREAS, Laguna Beach Unified School District will develop and implement anti-racist pedagogy and curriculum throughout our courses of study and to develop a more robust and anti-racist Ethnic Studies curricula; AND

THEREFORE, BE IT RESOLVED, That the Laguna Beach Unified School District will engage in anti-racist and anti-colonial behaviors and practices concerning systemic racism; AND



How It's Evolved...

Launching our Equity Steering Committee



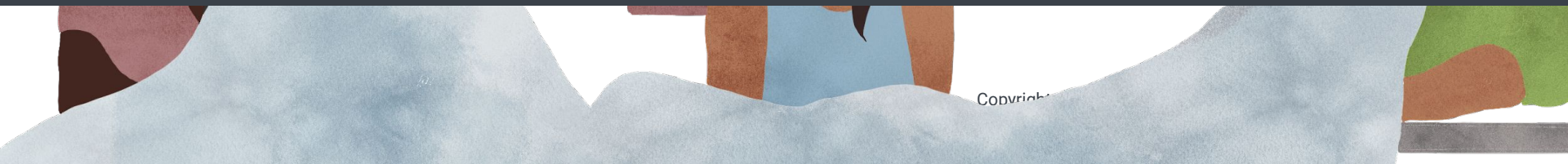
Broadening our Definitions and Intentions





Our Why for Equity Work:

How will we ensure that all students, across all demographics receive the support they need to have success in the classroom?



Our Methodology and Timeline- Where We Are...



Phase 1: Leadership Learning

**Aug- Sept
2021**



Phase 2: Listening + Learning

unpack the challenge by understanding the experience of stakeholders and by those most deeply impacted

**Nov- Jan
2021**



Phase 3: Strategy + Design

Identify focus areas and Include voices at the margins to design prototypes that create equitable outcomes for ALL student

**Feb- Mar
2022**



Phase 4: Capacity Building

Build capacity and develop or augment systems and policies to allow for implementation of the prototypes in practice

**Mar- June
2022**

Action + Monitoring + Iteration

Implementation and monitoring of redesigned policies, systems and practices

Ongoing

Administrator Sessions

Steering Committee Sessions

Student Leadership Sessions

Listening + Learning Overview

In Person Focus Group/ Interviews

When: *November 8- December 12*

How: Supported Principals w/ student selection + Staff self-selection



Ed Elements/Tripod DEI Surveys

When: *November 7 - December 10*

How: 3 Qualtrics open links, English and Spanish- Families, Students, Staff



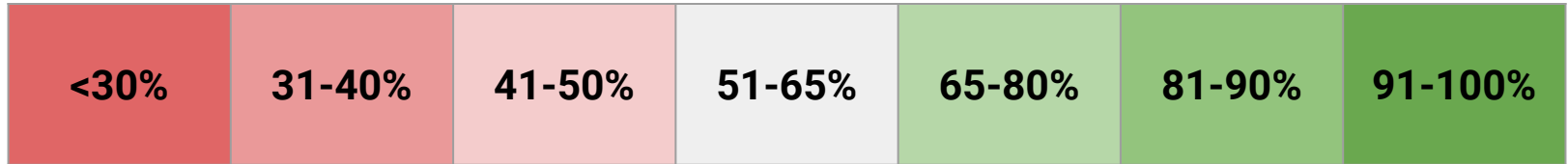
A Bit About the Data...

What the data DOES and DOESN'T Tell Us...

- Perceptions and perspectives not “truth”
- Results may not be generalizable to “all”
- Results do not reflect random sampling
- Will not tell us about root causes
- Will not have the “answers” or solutions- likely will leave us with more questions than answers



How to Read “Heat Maps”- % Favorability



- The color scale above will be used to indicate the gradients of “favorability” of responses for DEI survey questions and indicate strengths to build on in green and opportunities for growth in red.
- The figure in each cell represents the percentage of participating students who indicated either of the two most positive response options for that question on the 5-point Likert scale (e.g., “Mostly True” or “Totally True”; “All” or “Most But Not All”).

DEI Survey: At-a-glance

We Surveyed

1096

LBUSD Stakeholders

62

Teachers/Staff

878

Students

156

Parents/Caregivers

34%

Participating
Students

Participation Rate by
School

91% - El Morro*

92% - TOW*

88% - TMS

22% - LBHS

*5th graders only

GOAL OF THE SURVEY

- To understand the experiences and perceptions of students (grades 5-12), parents, and staff in LBUSD.
- To identify areas of opportunity for building a more equitable culture within LBUSD.
- To inform next steps and recommendations for the LBUSD Equity Project team as they move into the next phase of their work.

**Note: Participants were encouraged to share honestly. To foster this, EE framed the survey in that trends would be shared but individual statements or identifying details would not be disclosed.*

Focus Groups + Interviews: At-a-glance

We Met With

73

LBUSD Stakeholders

23

ES Students

14

MS Students

10

Teachers/Staff

22

HS Students

10

Total Focus Groups

GOAL OF THE FOCUS GROUPS/ INTERVIEWS

- To understand the experiences and perceptions of students (grades 4-12), and staff in LBUSD.
- To identify areas of opportunity for building a more equitable culture within LBUSD.
- To inform next steps and recommendations for the LBUSD Equity Project team as they move into the next phase of their work.

**Note: Participants were encouraged to share honestly. To foster this, EE framed the survey in that trends would be shared but individual statements or identifying details would not be disclosed.*

Data Review Protocol

Our Protocol Today for Engaging with the Data



Predict

Activate prior knowledge, surface assumptions, and make predictions



Observe

Engage with the data and make observations in trends



Debrief

Discuss predictions, questions, and other takeaways from observations

Our Findings: High-Level Key Student Insights

1. Many Elements of a Positive DEI Culture

2. Relationships and Relevance at the Classroom Level Are Key

3. Impact of Insensitive Student Language and Behaviors

4. Disconnect Between Student Experience and School/District Initiatives + Expectations

Each insight will be explored further and represents a trend we found across our data sets. Note that insights often prompt more questions than solutions and warrant further exploration.

Engaging with the Data | PREDICT



Predict



Observe



Debrief

Turn & Talk (2 mins)

- What do you think a student would say about these themes?

1. Many Elements of a Positive DEI Culture

2. Relationships and Relevance at the Classroom Level Are Key

3. Impact of Insensitive Student Language and Behaviors

4. Disconnect Between Student Experience and School/District Initiatives + Expectations

Engaging with the Data | OBSERVE



Predict



Observe



Debrief

Sticky Note Reflection

Takeaways | Surprises | Questions

OBSERVATIONS

Insight # 1

There are Many Elements of a Positive DEI Culture

Takeaway

Example

Surprised by

Example

Questions

Example

Student Insight #1:

There are Many Elements of a Positive DEI Culture

Student Insight #1: Many Elements of a Positive DEI Culture

Insight Trends

Across all demographics and grade levels, students largely feel included, a sense of belonging and connected to their school

A lot to celebrate and be proud of as there are generally positive responses. This was particularly true in elementary schools, which is a research trend that is consistent with national norms

Over 1,100 members of the Laguna Beach USD community showed up for this engagement, which demonstrates how much people want to talk about this topic

Focus Group Insights - Strengths and Challenges

I feel connected to my school - the staff greet me and help me with anything I need.

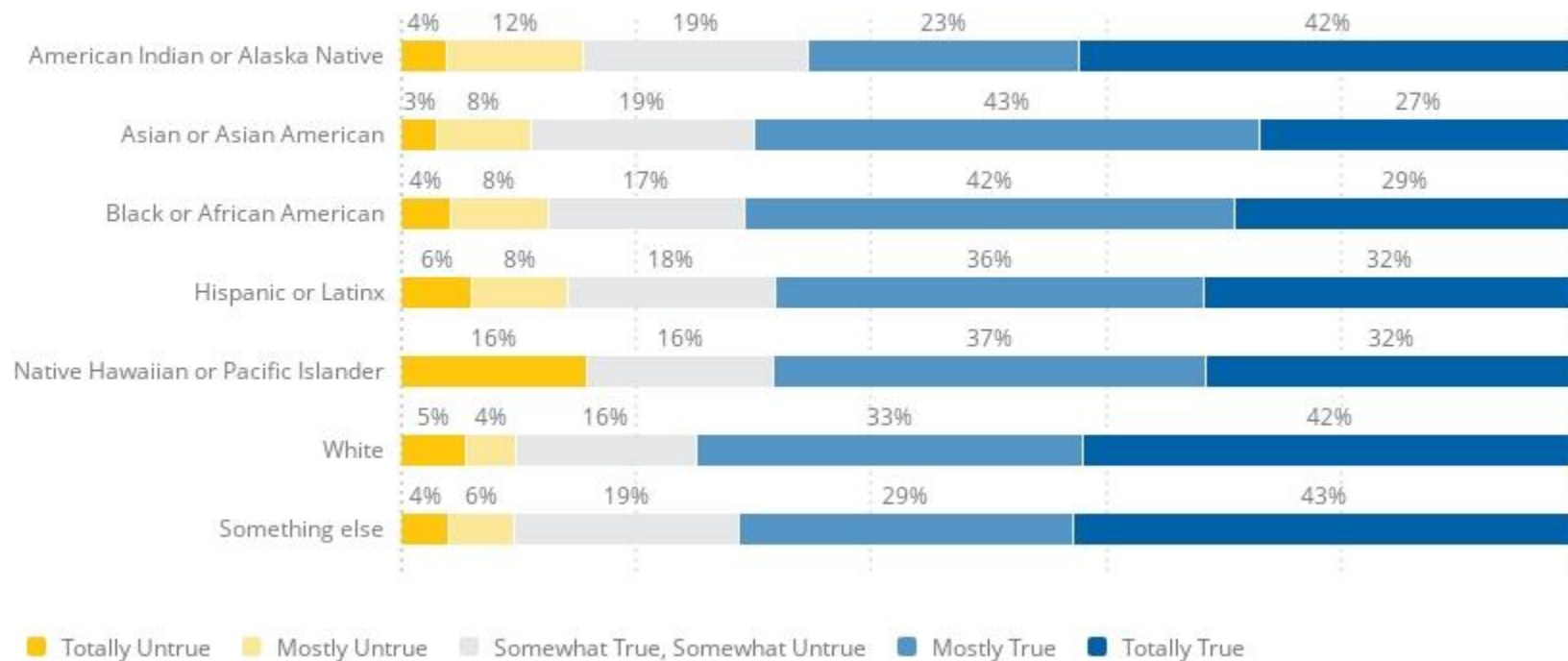
Sometimes I feel really different than everyone. Sometimes I don't care, but other times it just gets into my mind. I won't think about it at all then I will hear something, and I will think about it for the rest of the day. It makes me feel frustrated and weird.

The school itself is welcoming for sure, but there are certain students, mostly boys that can be ignorant. Their use of slurs or offensive jokes are little indicators that it's not completely the safest.

The welcoming culture has made it easier for me to be new here compared to where I'm from.

I can tell my teacher cares about me because when I get embarrassed for needing help they tell me it is safe to be me and to not be embarrassed to learn something new!

I feel like I belong at this school. 766



Student Survey Data

	Students Overall	Students Elementary (5th grade)	Students Middle	Students High
At this school, everyone tries hard to be fair to everybody.	53%	58%	53%	45%
At this school, everyone tries hard to make all types of people feel included.	61%	70%	61%	49%
At this school, everyone tries hard to understand people from different backgrounds.	56%	66%	55%	47%
I feel valued at this school.	69%	81%	68%	59%
I am treated with respect at this school.	72%	79%	69%	71%
I feel like I belong at this school.	73%	83%	74%	62%

Student Insight #2: Opportunities for Relationships + Relevance at the Classroom Level

Student Insight #2: Opportunities for Relationships and Relevance at the Classroom Level

Insight Trends

Students feel most connected with their teachers when they feel cared about, heard, and when they are noticed as individuals.

There is an opportunity to provide a more coherent, personally and culturally relevant, and responsive curriculum and educational experience across grade levels (5th-12th represented).

Relationships and relevance is happening in pockets with some teachers though it not happening consistently. There's an opportunity for alignment across grade levels and content areas.

Focus Group Insight - Strengths and Challenges

Teachers actually care about your grades. If they drop, teachers look out for you, ask questions, and want you to succeed.

I love when i have opportunities to be creative with my writing.

I don't feel successful when a teacher teaches in a way that discourages students from asking questions

You get different vibes when you go into different classrooms - I feel like I'm in a lab when I go to science!

My teacher pays attention to the small details to notice what we need. When they're involved they talk to you and make it easy to come to them when they notice something is happening.

Survey Data

This year at school, how many of your teachers assigned materials or readings about people from different backgrounds or places (For example: different racial, ethnic, socioeconomic, gender, sexuality, or ability groups).

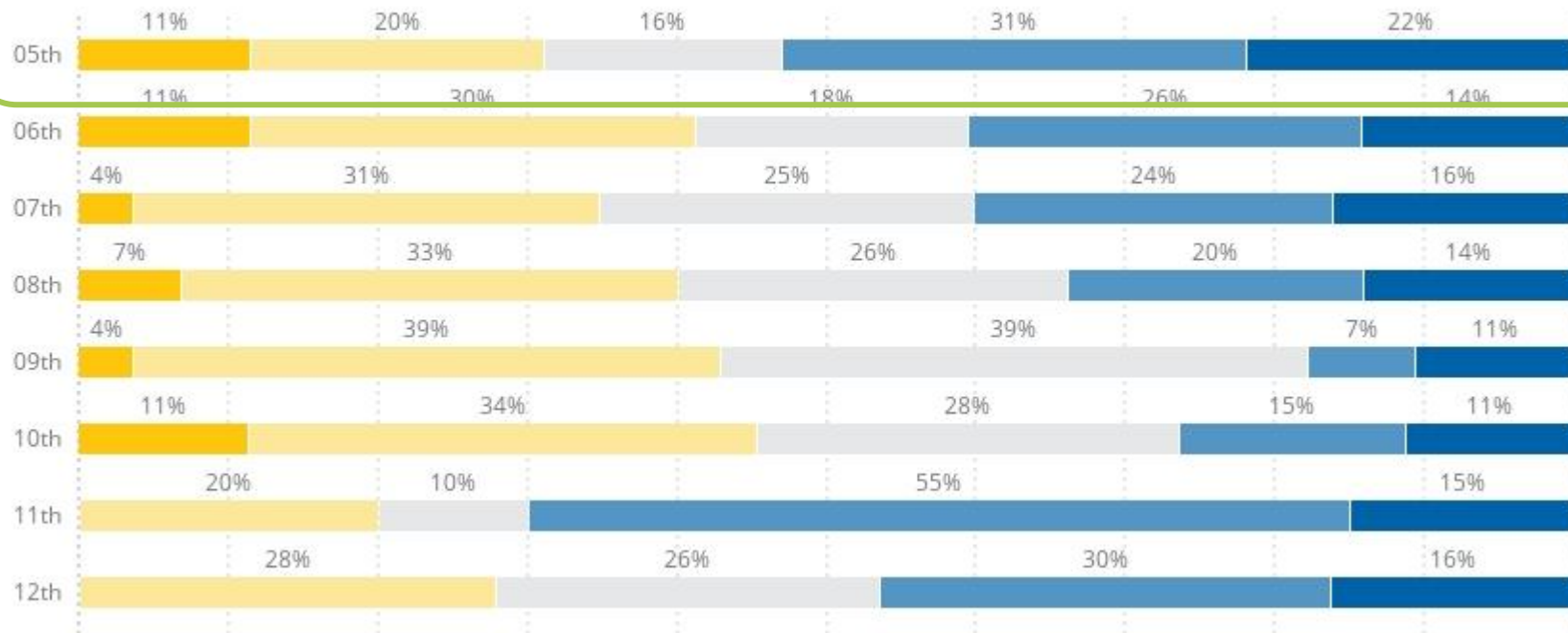
This year at school, how many of your teachers taught you about influential people from different cultures.

This year at school, how many of your teachers connected the things you learned about in class to problems or issues in the world.

This year at school, how many of your teachers connected the things you learned about in class to your own life and interests.

	Students Overall	Students Elementary (5th grade)	Students Middle	Students High
	32%	N/A	32%	29%
	39%	62%	37%	29%
	40%	53%	38%	37%
	35%	48%	33%	31%

This year at school, how many of your teachers connected the things you learned about in class to problems or issues in the world. 768



Turn & Talk OR Independent Reflection: Jamboard

OBSERVATIONS
Insight # 2
Opportunities for Relationships and Relevance at the
Classroom Level

Takeaway

Surprised by

Questions

Example

Example

Example

Student Insight #3: Impact of Insensitive Student Language and Behaviors

Student Insight #3: Impact of Insensitive Student Language and Behaviors

Insight Themes

Some students are exposed to or are subjects of racially or ethnically charged slurs and hurtful language. This is particularly true in **unstructured spaces** like the bus or lunch lines, but also occurs in classrooms.

In some cases, students indicated that not all teachers address these comments or take the appropriate action that matches the harm caused.

Evidence that the offending students may be ignorant about the harm they cause with their word and language choices.

Focus Group Insights - Strengths and Challenges

Everyone is really nice here. People compliment you and make you happy.
When you are having a bad day you can go to your teacher.

I was bullied a lot. I am trying to stick up for myself more so it doesn't get worse.

I want the adults to stop the bullying and address it.

I want to start by noting that whenever we face challenges we have lots of support.

The school should follow up on bullying better. There's a lot of things that happen undercover that the teachers don't see. People on the bus say mean things to me...most challenges happen on the playground.

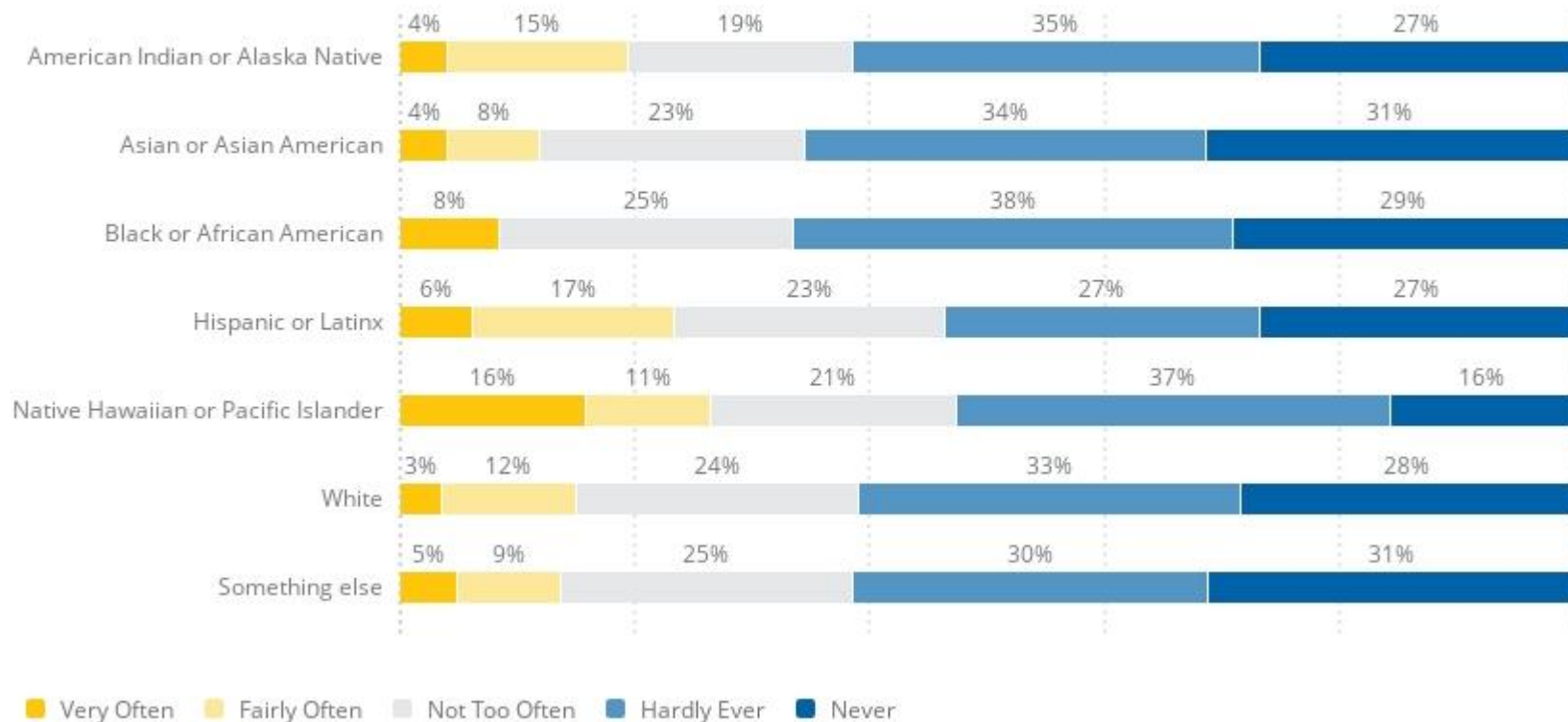
At other school I was at, some people don't even care that you are there. Over here they are really nice. New people are very comfortable like me.

Students try to be sympathetic about other students' "tough lives" but they also don't feel like students are very kind.

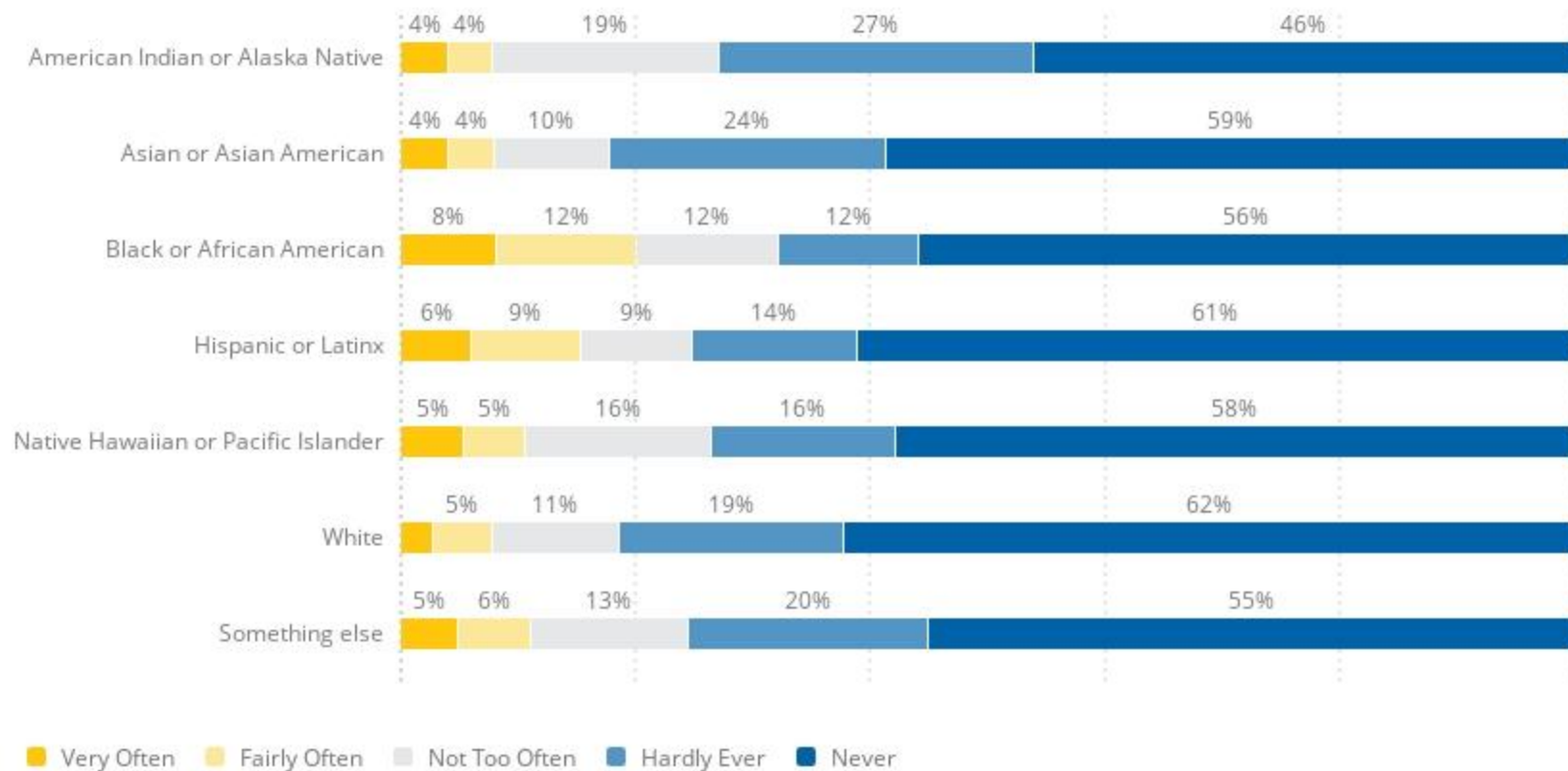
The school should follow up on bullying better. There's a lot of things that happen undercover that the teachers don't see. People on the bus say mean things to me...most challenges happen on the playground.

This year at school, how often have students you know treated you with less respect than other students?

756



This year at school, how often have students you know threatened or bullied you? 769



Student Insight #4: Disconnect Between the Student Experiences and Initiatives

Student Insight #4: Disconnect Between the Student Experience and Initiatives

Insight Themes

Students have mixed levels of trust that adults will address issues or provide opportunities for student input.

Students indicated in the middle and high school level that they don't feel comfortable going to adults or that the issues would be addressed.

Students have varied identities and life experiences that are not always represented in school-wide or district-wide initiatives.

Focus Group Insight - Strengths and Challenges

This school is a no place for hate, so it is really encouraged to not be mean.

Teachers should focus more on SEL but what we learn on SEL its fake, we should focus more on real topics that happen in our lives.

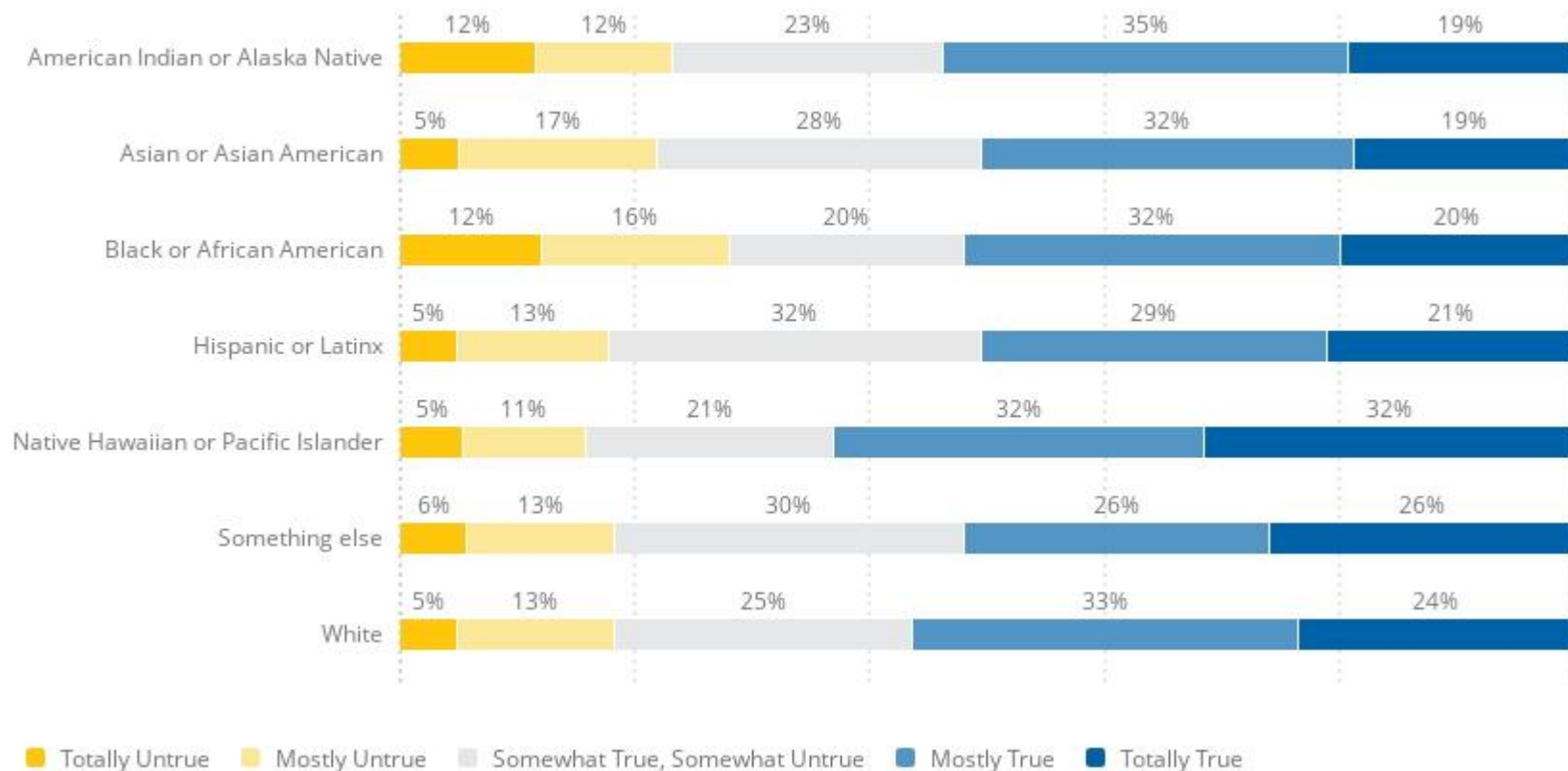
I wish when students say when we are a bully free zone, they actually asked students if that were true. If you asked anyone in my grade if they were bullied, they would say yes. Body shame, make fun of friends. The bully free zone bit feels fake.

I don't see anything too bad. I see some bad things but they are not very big. I think our school does a good job making sure that small things don't become big things.

Keep listening to what we have to say. We have a lot of opinions

I have a strong fear of being known as the tattletale, so I have a strong reluctance to tell adults.

At this school, everyone tries hard to understand people from different backgrounds. 766 



Survey

This year at school, how often have you shared personal feelings or had an honest discussion outside of class with students...

...whose families come from a different country or culture than your family comes from.

...whose religion is different than your own.

...whose families have more or less money than your own.

...whose race (skin color) is different than your own.

...whose sexual orientation is different than your own.

	Students Overall	Students Elementary (5th grade)	Students Middle	Students High
...whose families come from a different country or culture than your family comes from.	52%	51%	52%	53%
...whose religion is different than your own.	61%	N/A	61%	61%
...whose families have more or less money than your own.	63%	52%	65%	65%
...whose race (skin color) is different than your own.	61%	N/A	59%	67%
...whose sexual orientation is different than your own.	52%	N/A	49%	58%

Engaging with Data | Debrief for 10 mins



Predict



Observe



Debrief

In Small Groups...

- What findings matched your predictions or assumptions?
- What did you find surprising or misaligned with your experience or perspective?
- What questions does the data leave you with? Areas for further exploration?
- Other takeaways...

An illustration of a diverse group of people sitting in bleachers, viewed from behind. The people are of various ethnicities and are wearing different colored clothing. A dark grey rectangular box is overlaid in the center of the image, containing the text 'Whole Group Share Out' in white.

Whole Group Share Out

Closing + Next Steps

Community Listening + Learning Sessions- Feb 2nd and 3rd

El Morro Elementary School

February 1st, 2:30- 4:00 PM

Top of the World Elementary School

February 2nd, 1:30- 3:00 PM

Laguna Beach High School

February 1st, 5:00- 6:30 PM

Thurston Middle School

February 2nd, 4:00- 5:30 PM



Thank You!