



Laguna Beach 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



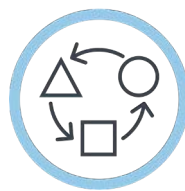
Strategic
Planning



Return
Planning



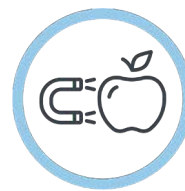
Equity



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

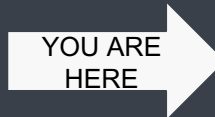
Build a common understanding of the Listening + Learning phase and the role it plays in the larger project objectives

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



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LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

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



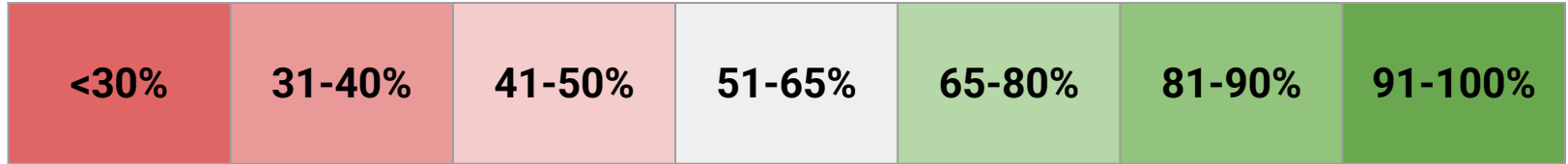
A Bit About the Data...

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

**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.*

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.

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

**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.*

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.

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

Surprised by

Questions

Example

Example

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

The community is very accommodating to LGBTQ+ students - I changed my name and pronouns and adults were supportive!

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

While I know I am white passing, when students learn about my background I don't feel judged by them.

I feel like I connect with students who are different from me the most when I do extracurriculars.

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!

The culture is very supportive, counselors created an opportunity for new students to bond before school. It was so healthy and new students reported that they felt like they had a safe space. That was really great!

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

There's obviously hatred everywhere. All in all, the administration and Laguna Beach culture is notably welcoming.

Focus Group Insights - Challenges

I feel like our school is welcoming to new students, but not students who have been enrolled for awhile. If you get a certain identity in middle school people won't let that go.

Laguna as a whole is very sheltered, and I haven't experienced a class, assembly, or anything around racial identity.

We don't always consider the student who comes from a working class family or from a lower socioeconomic status. There are many aspects of the Laguna experience that they aren't able to access.

I have friends that are unsure of their identities. They are willing to share with some people but not others which makes it confusing. They feel like some people are unaware of different identities.

I do believe that our school has a responsibility to educate people. Because we are so sheltered, we are not exposed to anything.

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.

Student Survey Data

At this school, everyone tries hard to be fair to everybody.

At this school, everyone tries hard to make all types of people feel included.

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

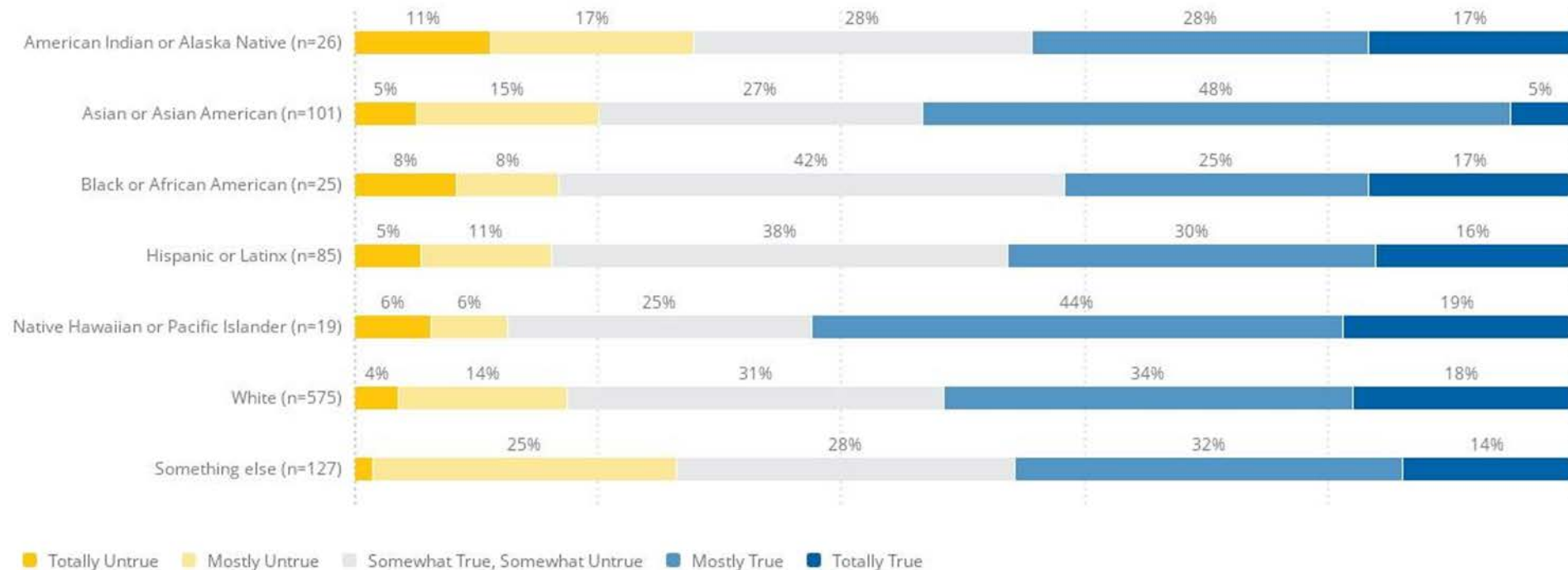
I feel valued at this school.

I am treated with respect at this school.

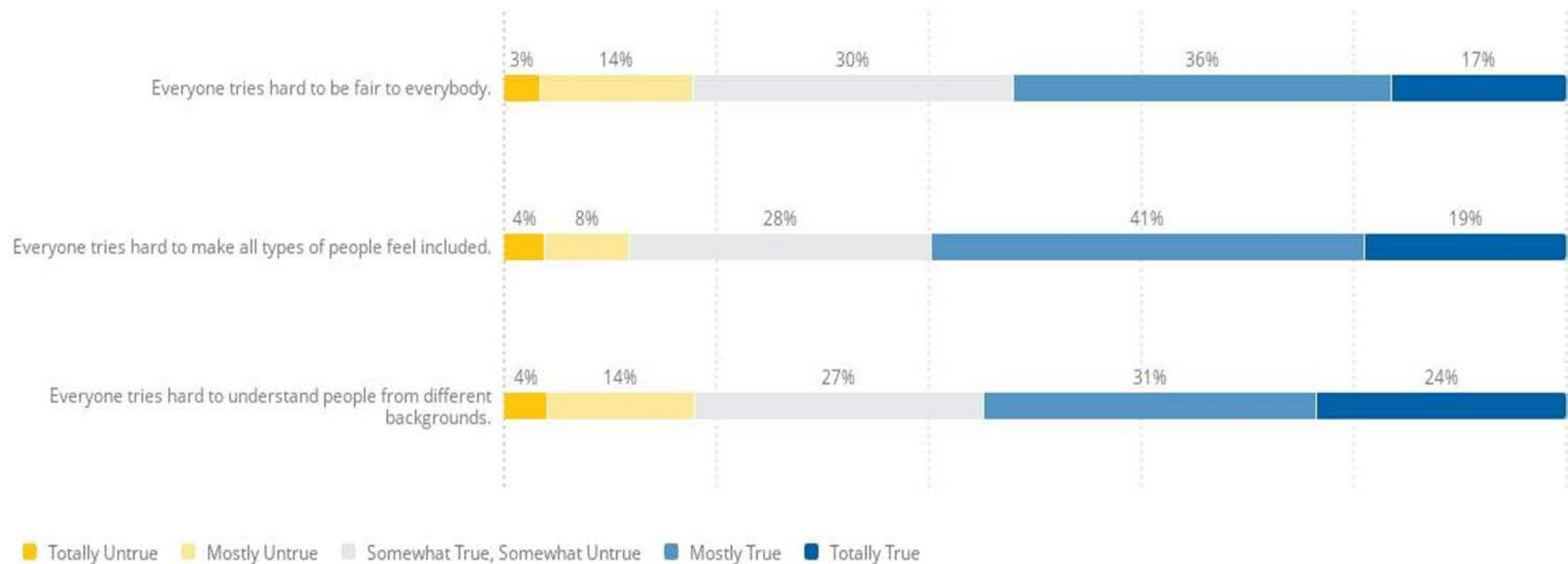
I feel like I belong at this school.

	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%

At this school, everyone tries hard to be fair to everybody. 487



How true are the following statements? At this school... 509



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.

District Focus Group Insights - Strengths

I excel in class when I can tell my teacher is very engaged and connects what we're learning to things that are relevant in our lives.

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 can tell my teacher loves what they teach and think that it is important for us to learn. They make me want to study this in college!

My favorite teacher cares about her students a lot. She does a great job of not teaching to the test. Even though the class is difficult, she connects with us individually and helps a lot.

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

My favorite teacher always makes herself available. She lists the times when she can be reached outside of class and I haven't had other teachers do that before.

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.

District Focus Group Insights - Challenges

I think it's ridiculous that teachers won't allow students to go to the bathroom without it impacting your grades directly. I find it super frustrating that you have to sacrifice extra credit for going to the bathroom.

One time in class a student asked "what's the point of this?" and the teacher said there was no point. It made us all feel like they're here because they have to be.

We have this high achieving culture that is worrisome and has affected a lot of kids in a negative way. I am an A and B students and am proud of that. There are kids where a B is an F to them.

In my least favorite class we go in and do nothing, it's the most pointless class I've sat in. You can only be on your phone for so much time!

I feel that it's hard for teachers to teach about those topics because how do they bring it up? How can they expose students to know that we aren't the only ones in the world?

In 4 years, I still haven't figured out my best method for learning something. I'm a senior and I'm going to be in college soon and I reflect and I realize I don't know what I'm going to do in college. I don't know how to study for a 300 level math class.

For some classes, the long class schedule is perfectly fine. For other classes, we end up with 30 or 45 minutes where we don't do anything or have "free time". I think there are better ways to use our time.

District 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).

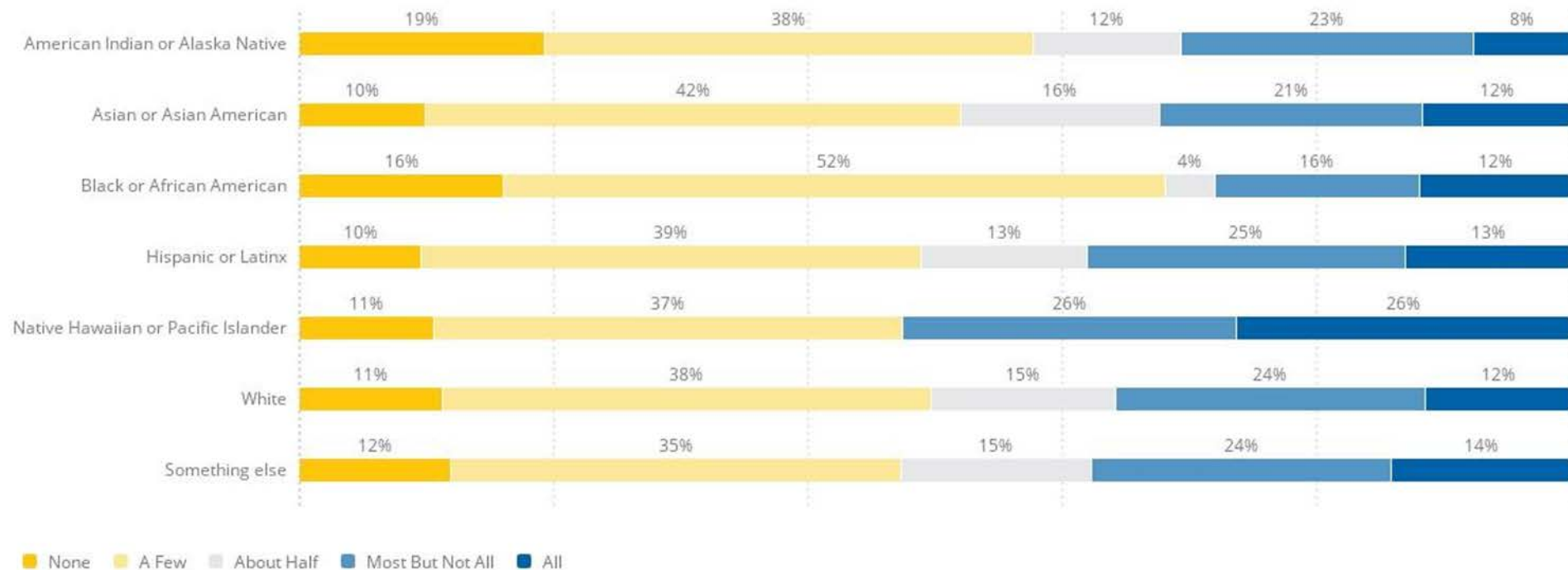
This year at school, how many of your teachers taught you about influential people from different cultures.

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 helped you think about how to improve the world. 766



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.

District Focus Group Insights - Strengths

When I wanted to change my names, they were pretty welcoming with that. Staff are very nice. No [adult] seems to judge me.

Most of the staff know me and so they will greet me. Or we go to the attendance office and talk to Connie and we go there every day. Last homecoming we helped with setting up. Little things make a difference.

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

LBUSD is more welcoming than a lot of places and I know you can't control individual students. I see [other students] judge me.

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.

None of the teachers notice, I see that. Except my social studies teacher, if we talk about heavy subjects, she makes it clear they are not okay to talk about.

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

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.

District Focus Group Insight - Challenges

People have a hard time reaching out for their problems. I am scared of adults dismissing my problems. Sometimes it is a really terrible thing like racist jokes that should be made aware of it as a big deal.

I feel like slurs are one of the biggest issues - people have called me homophobic slurs. I've had people genuinely not know or not understand why something is hurtful.

The inappropriate comment thing happens a lot and no teacher notices. One teacher notices. Every other teacher doesn't pay attention.

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.

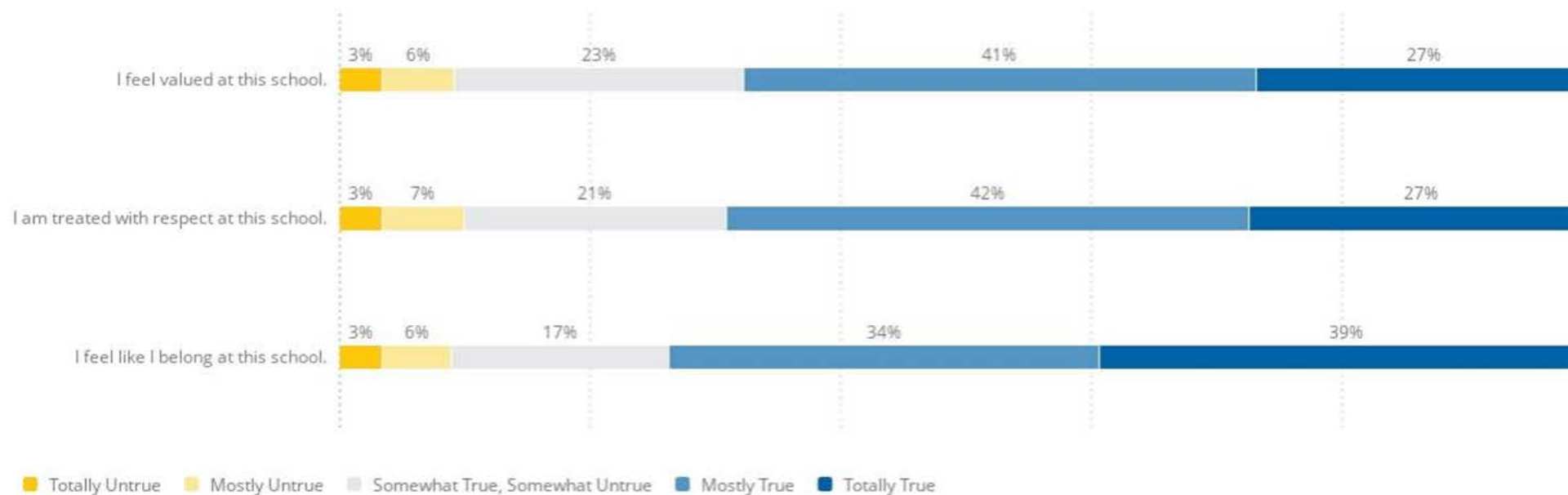
It is kind of about the name calling, some people don't understand the weight of their words, they just casually throw it out there. The person on the receiving side just tries to laugh it off because that is cooler.

I have said stuff to people calling them out and they get mad at you. They say it's just a word and it doesn't matter. People don't understand what those words mean.

Kids spread rumors that I'm mean. Because of the way I look or the tone of what I say. Pictures were spread around because I did a weird look one day.

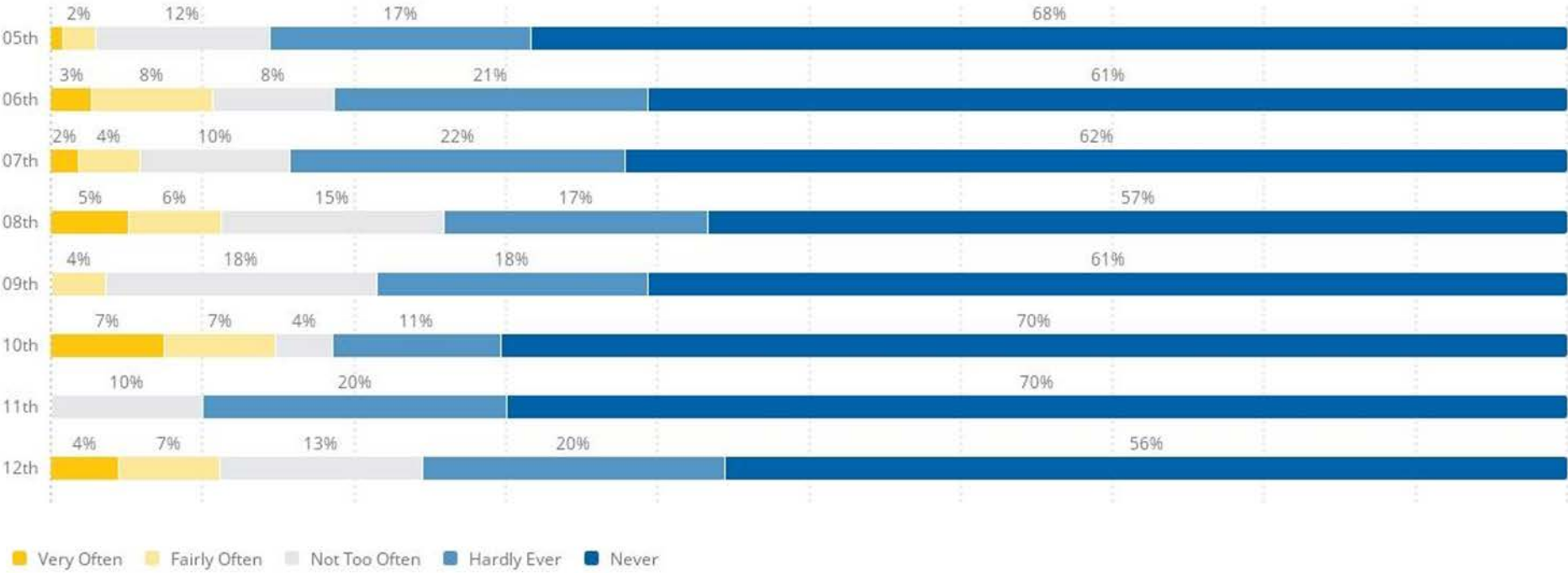
I want the adults to stop the bullying and address it. I was bullied a lot. I am trying to stick up for myself more so it doesn't get worse.

How true are the following statements? 509



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

786



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.

Students indicated that they want more opportunities to provide student input and share feedback.

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

Focus Group Insight - Strengths

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

Teachers asks questions that relate to our lives and questions that concern us.

Teachers try to notice more if there is anything rude or inappropriate being said. The students who are making bad jokes are finally being addressed.

A few staff members have supported me with individual disciplinary issues. We are trying to help our students understand how their statements can be hurtful to a person of color or someone from a different income bracket.

We have beautiful schools. Teachers really want to be here. The parents are also supportive.

Great learning happens with the combo of great teachers and engaged learners!

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

Most classes here are collaborative, which is something to be appreciated. teachers make an effort to see what students want.

The teacher cares about her students a lot. She does a really good job about not teaching to the test even though the class is really hard. She connects with us a lot individually.

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.

District Focus Group Insights - Challenges

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.

Before the pandemic, I feel like there was a huge focus on kindness, inclusivity, and support. Now I feel like there is distance in relationships, it feels like there is disconnect for why we are here. The concept of assuming best intentions does not float in way that it did before.

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 think that students who are new have a tough time. Many kids are here for many years. Students that are new might have a hard time entering the friend zone. I don't always see our community being open to the new kid because they don't know what is like to be the new kid.

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

I feel like we do not have opportunities for providing input. We were told we would have a say in our bell schedule, we voted, but then the input was not considered because the board needed to go vote.

The school could do a better job of supporting mental health. They aren't doing anything wrong, but they could do a better job of filling in gaps. There is a peer mentor program that looks out for signs of suicide. The counselors take a while to be able to help students (two week time before a request is filled).

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%

Debrief

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 banner with white text is overlaid on the center of the image.

Whole Group Share Out

Thank You!