



Education Reimagined In LBUSD

Board of Education Presentation
February 20, 2024



Overview

From Vision 2035 to Strategic Plan

Strategic Plan & Goals

Governance Structure for
Implementation

Liberatory Mindsets & Consciousness

Next Steps



“If you have come here to help me, you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together.”



Dr. Lilla Watson



VISION **2035**
Let's reimagine education in LBUSD.

Learning from
the Past to
Look Forward



Needs Finding Interviews and Focus Groups: August–September, 2022

During the initial phase of the visioning process, nearly 90 staff and community members were interviewed in either individual sessions or focus groups. They shared their perspectives on the current school system, the historical context and their aspirations for the future of the district, helping to generate initial ideas for the portraits.

Understanding technology, the use of personas.



Learning Journeys: October–November, 2022

Learning Journeys help us to step outside our own context and learn from others. Guiding Coalition members were invited to join at least one of the following:

- One in-person journey to Portland Public Schools (PPS) and two of its community partners to learn about innovation in PPS, the design and planning work for the Center for Black Student Excellence and strategic plan implementation;

- Five "live virtual" journeys on Zoom to Design 39 (Poway Unified School District), Vista Innovation and Design Academy (VIDA, Vista Unified School District), Fifth Day Experience at Butler Tech, Patiño School of Entrepreneurship (Fresno Unified School District) and City of Long Beach.

- Virtual Learning Journey microsites with links to more than 200 sites showcasing the future of education and society.



Community Engagement Series 1: October–November, 2022

This community engagement series mirrored the questions from the Student Summit, asking participants what students will need to thrive in life and career, what adults working in the school district will need in order to support them and what the school system might need to stop doing, start doing, or further nurture in order to support students and staff.



Guiding Coalition Design Session 2: December, 2022

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Community Engagement Series 2: January–February, 2023

The ideas in the draft portraits created by the Guiding Coalition were shared with students, staff, families and community in this second round of engagement. Participants were asked for feedback on the emerging ideas and to share any additional input that they felt was missing.



Board Touchpoint: March, 2023

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Guiding Coalition Design Session 3: February, 2023

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Community Installation: April, 2023

The near final versions of the portraits and core values were shared at two in-person events and on the district website for final feedback from the community.

Creating Vision 2025: A Roadmap

Needs Finding and Focus Group August–September

During the initial visioning process and community interviews in eight sessions or focus groups, participants shared their perspectives on the current school district, historical context, and aspirations for the future of the district, helping to define the port-



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• Learning Journey microsites at more than 200 sites throughout the future of education community.



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Creating Vision



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Student Summit: September, 2022

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Creating Vision 2035:



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Community Engagement Series 1: October, 2022

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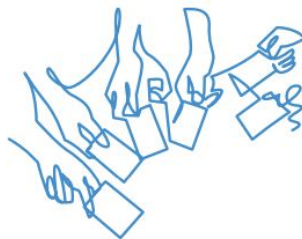
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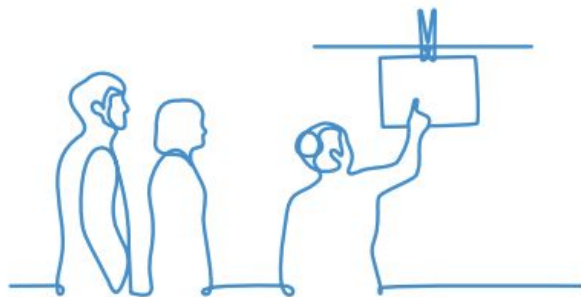
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Vision 2035

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VISION 2035
Let's reimagine education in LBUSD.

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.

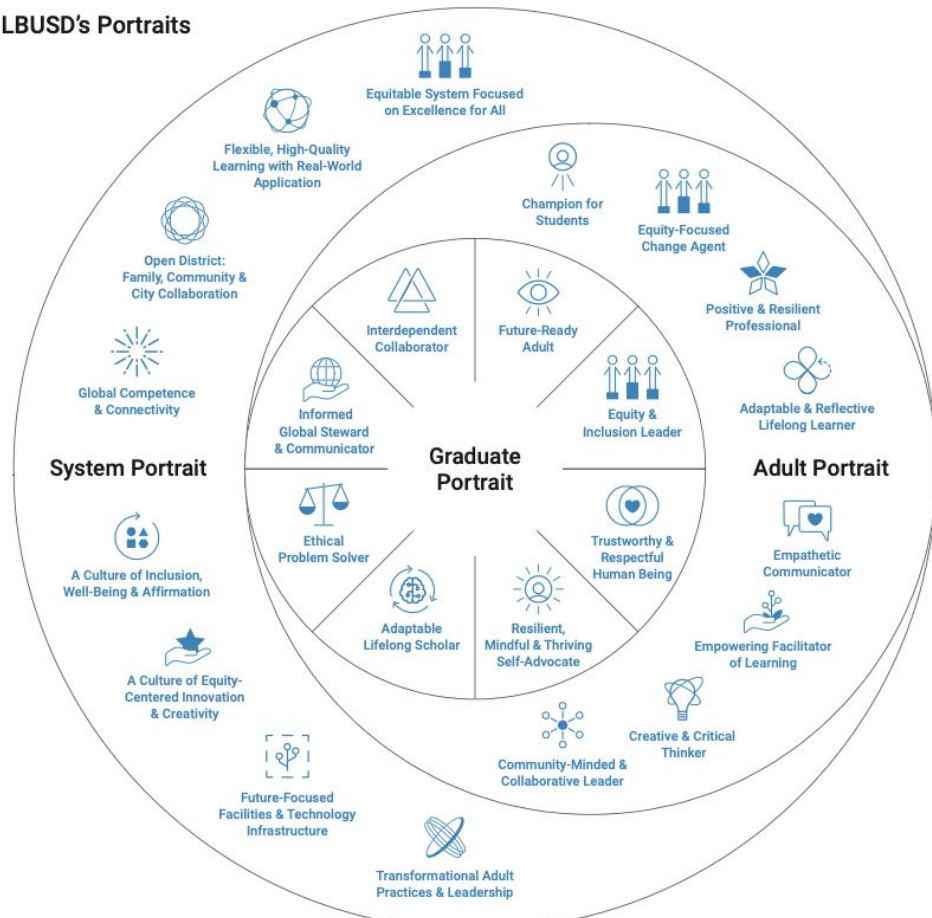
FOSTERING JOY AND COMMITMENT

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

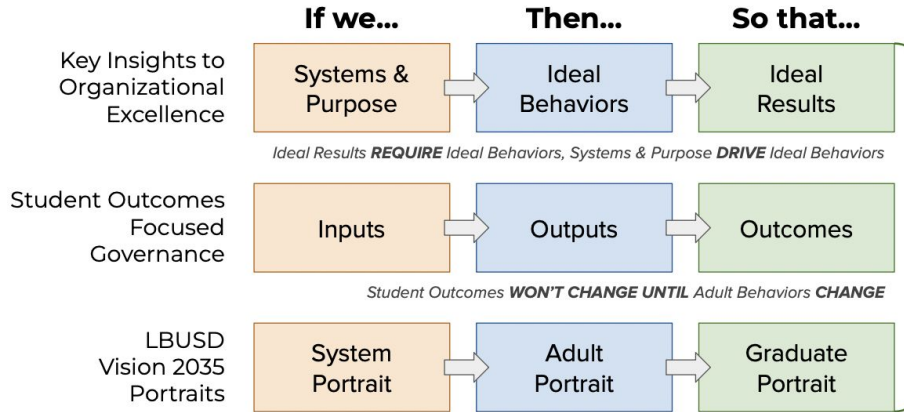




The Moral Imperative

LBUSD commits to creating an environment in which **all students, including BIPOC students and those with disabilities, will advance with a high-quality educational experience.** **LBUSD commits** to address institutional, historical and systemic harms, and in turn, develop **transformative practices** that promote successful outcomes **for all student groups** in the school district. *- LBUSD Excellence & Equity Policy Excerpt*

In order to become a **truly equitable system, LBUSD is making an explicit commitment to center the experiences of Black students,** thereby addressing historical inequity and institutional racism that has led to gaps in performance and opportunity, as well as **allowing for direct improvements in other areas of diversity.** *- LBUSD Vision 2035 Excerpt*



TAKEAWAY... INDEPENDENCE IS A FALLACY - ALL THREE PORTRAITS Must Be Attended To SIMULTANEOUSLY



From Visioning to Strategic Planning

LBUSD Strategic Planning Launch: TOP Strategies Brainstorm

Please use the bookmark links below to go directly to your System Portrait Element (SPE)

SPE A: Equitable System

SPE B: Flexible, High-Quality Learning with Real-World Application

SPE C: Open District: Family, Community and City collaboration

SPE D: Global Competence and Connection

SPE E: A Culture of Inclusion, Well-Being, and Affirmation

SPE F: A Culture of Equity-centered Innovation and Creativity

SPE G: Future-focused Facilities and Technology Infrastructure

SPE H: Transformational Adult Practices and Leadership

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 language 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 interconnectedness of identities related to culture, race, language, gender, sexuality, ability and age, and offering 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 unleash our best, 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 honoring a growth mindset, continuous learning and courageous adaptation based on student outcomes.

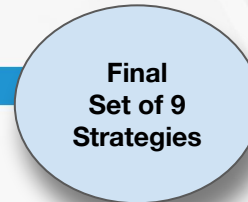
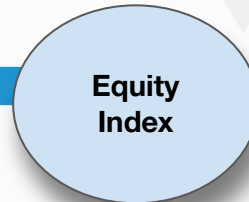
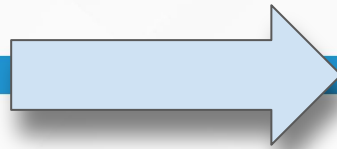
FOSTERING OUR OWN COMMITMENT

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

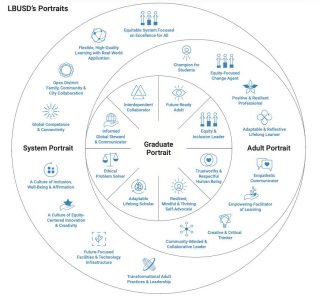
INTEGRITY AND RESPONSIBLE LEADERSHIP

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2



LBUSD's Portraits



Strategy Score:		37.68		(out of 100 max points)	
Equity Index Score:		22.84		(out of 100 max points)	
Strategy Evaluation					
	Screens	Weights	Raw Score	Weighted Score	
1	Directly Supports Graduate Portrait	15%	62.50	9.38	
2	Directly Supports Core Values	10%	100.00	10.00	
3	Directly Supports Adult Portrait	15%	62.50	9.38	
4	Catalyzes Culture Change	15%	37.50	5.63	
5	Drives High Quality Learning Experiences			0.00	
	Framework	7%	0.00		
	Curriculum	6%	0.00		
	Instruction	6%	0.00		
	Assessment	6%	0.00		
6	Promotes Equity and Social Justice	15%	12.50	1.88	



Themes and Strategies

Creating a Better Future Together

THEME 2 Equitable and Liberatory District

Dismantle systems of oppression by eliminating barriers to equitable access and outcomes

Elevate and center Black students and families

Develop a diverse workforce that reflects the community we serve and improves our system's cultural dexterity and inclusiveness



THEME 1 High-Quality Learning for Students

Equitable access to high-quality learning experiences



THEME 4 Cultivating Transformative Change

Establish a system-wide project management culture and practice

Strengthen the sustainability and climate resilience of our school district

Develop a coherent, system-wide culture and structure of adult learning



THEME 3 Partnering with Community

Socialize the Vision and Strategic Plan

Develop a system-wide practice of community engagement

Overview of Strategic Plan Key Elements

Strategy		
Plan of action designed to achieve an overall aim		
Goal 1	Goal 2	Goal 3
Primary outcome(s) of strategy implementation		
Progress Monitoring (Leading Indicators)		
<ul style="list-style-type: none">❑ Informs the monitoring of progress (formative assessments to guide implementation):<ul style="list-style-type: none">❑ Co-sensing where we are in the work, with an emphasis on quality over quantity❑ Allows us to address Issues and Opportunities as we scale		

Strategy 1 - Establish a Systemwide Project Management Culture and Practice

Goal 1

Establish and implement a consistent Project Management Framework, tools and protocols for all strategic plan priorities.

Goal 2

Shift towards a culture of regularly monitoring and reporting on the implementation of strategic plan priorities progress through quarterly review cycles and protocols.

Progress Monitoring (Leading Indicators)

- ❑ Management tool adoption and feedback from Strategy Sponsors and Leads
- ❑ Stakeholder engagement in requirements gathering & product selection for new project management and data dashboard systems

Strategy 2 - Socialize the Vision and Strategic Plan

Goal 1

Create a storytelling framework that provides tools, resources, guidelines, and example activities to help all of our different constituents to make meaning of our vision and strategic plan, and understand its relevance to them, their role, and/or their students.

Goal 2

Every adult working in the school district understands the vision, and knows how the portraits connect to their work. Every plan and action taken clearly shows its alignment with the vision and strategic plan.

Goal 3

Recruit a Superintendent's "kitchen cabinet" of community partners who work with the district to identify and work on a series of shared projects related to Vision 2035.

Progress Monitoring (Leading Indicators)

- Level of use of Vision 2035 toolkit resources
- Engagement data from social media platforms
- Pulse check and self-assessments to understand the fluency with Vision 2035

Strategy 3 - Dismantle Systems of Oppression by Eliminating Barriers to Equitable Access and Outcomes

Goal 1

Every adult at LBUSD is improving their capacity to be an Equity-focused Change Agent and are elevating their liberatory consciousness and taking actions to dismantle systems of oppression.

Goal 2

Begin to implement liberatory design processes to systematically identify, assess and dismantle district practices, policies and processes that are perpetuating oppression and inequities and replace them with restorative, equitable practices, policies and processes.

Goal 3

We have researched, recommended, developed and are implementing an Equity Framework that includes tools and practices to support improvement in LBUSD staff's ability to act in ways that are more equitable and act in ways that dismantle systems of oppression.

Progress Monitoring (Leading Indicators)

- Number of staff trained in Liberatory Design along with exit slip feedback
- Number of practices, policies, and processes revised to be more equitable (eg., Non-discrimination Policy)

Strategy 4 - Elevating & Centering Black Students & Families

Goal 1

Establish and charter a Center for Black Student Excellence (CBSE), developed in partnership with Black students and families, that utilizes liberatory practices to identify key areas of focus to improve outcomes for Black students and families and align BSAI work across the District.

Goal 2

Staff (all levels) are applying culturally responsive and sustaining practices that promote engagement/partnership, identity agency, & belonging for Black students to increase their achievement and well-being.

Goal 3

Engage Black students and families and accelerate asset-based practices / approaches, through facilitated/guided prototypes focusing on Black students and families and culturally responsive and sustaining practices.

Progress Monitoring (Leading Indicators)

- Community engagement level in listening sessions
- Progressive drafts CBSE Charter for community feedback
- Black student achievement scores on formative/summative assessments

Strategy 5 - Equitable Access to High-Quality Learning Experiences

Goal 1

Reimagine and align all LBUSD instructional programs and corresponding resources to the Graduate Portrait, ensuring all students, especially Black students, experience high-quality instruction that is rigorous, inclusive, and culturally responsive and sustaining.

Goal 2

Infuse real-world connection and application opportunities across the curriculum and instructional programs for all students in PreK-12

Goal 3

Disrupt the inequities that exist in our site programs, centering students in staffing decisions, class placements, designing pathways and programs, and creating flexible master schedules in PreK-12.

Progress Monitoring (Leading Indicators)

- Quality Core Instructional Practices observed in classroom instruction (QCV Cycles)
- % of students participating in Work-Based Learning
- Equitable course offerings across pathway programs

Strategy 6 - A Systemwide Practice of Community Engagement

Goal 1

Develop and implement a system-wide community engagement framework

Goal 2

Intentionally build a relational culture between district, families, community and partners.

Goal 3

Create our asset-based "customer service" guidelines to create a sense of welcome for students, staff, communities, and family.

Progress Monitoring (Leading Indicators)

- Community participation rate as indicated by ThoughtExchange (TE) usage data
- Sustained engagement rates at district and site-based events
- Community feedback regarding experiences with the implemented guidelines and Community Engagement Framework.

Strategy 7 - Develop a Diverse Workforce That Reflects the Community We Serve and Improves Our System's Cultural Dexterity and Inclusiveness

Goal 1

LBUSD has developed, and implemented a plan to cultivate and recruit students, especially Black and multilingual students, to join our staff and support our efforts to reflect the diversity of our student population, especially at schools.

Goal 2

LBUSD has successfully retained diverse staff, especially Black and multilingual staff, in order to increase our cultural dexterity as an organization and to support our efforts to culturally and demographically reflect our student population, especially at school sites.

Progress Monitoring (Leading Indicators)

- Staff demographics as compared to student demographics
- Staff retention data, with a focus on our Black and multilingual staff

Strategy 8 - Develop a Coherent, Systemwide Culture and Structure of Adult Learning

Goal 1

All LBUSD staff will have clear role descriptions and expectations connected to the Adult Portrait with an aligned evaluation and support system.

Goal 2

All LBUSD staff will have regular and consistent opportunities to engage in personalized professional development and coaching to continually develop as transformative professionals.

Progress Monitoring (Leading Indicators)

- ❑ Qualitative and quantitative data that reveals alignment between the Adult Portrait and Evaluations (i.e. focus groups and numbers of managers involved in our design work).
- ❑ Participation rates and exit slip data from professional development efforts

Strategy 9 - Strengthen the Sustainability and Climate Resilience of Our District

Goal 1

Adopt, organize, and fully implement our district Climate Resilience and Sustainability Plan.

Goal 2

Launch our Behavior Change Program to build awareness and support sustainability oriented actions.

Goal 3

Develop and launch our Equitable Green Schools Initiative.

Progress Monitoring (Leading Indicators)

- Documented timelines and milestones for implementation of sustainability programs
- Documented learnings from Washington Middle School Pilot Program
- Surveys to track changes in behavior related to sustainability
- Number of schools enrolled in the waste diversion program
- Documented standards for key initiatives (eg., Landscaping Design Standards)



Governance Structure

Key Roles & Responsibilities

Sponsor

Thought partnership

Support
prioritization of
tasks & goal

Identify & remove
barriers

Catalyze systemic
changes required to
actualize goals

Lead

Create & manage
goal area work
plans

Monitor progress of
goal
implementation

Manage information
flow for goal

Engage those
closest to the work

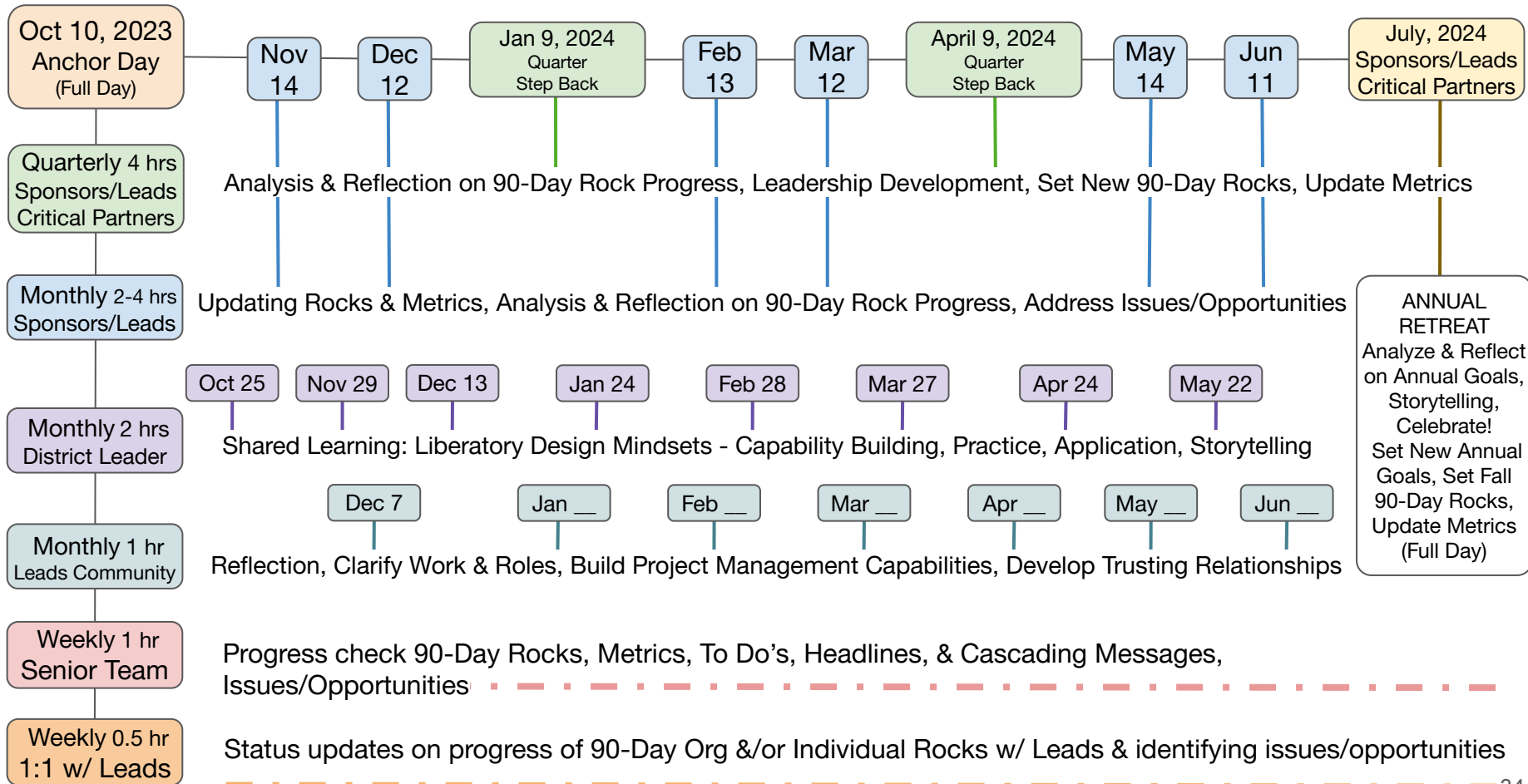
Critical Partner

Thought partnership

Additional
accountability to
support goal needs,
progress, &
accomplishments

Socialize strategy

"How are you spending time ensuring progress of the Vision 2035 Strategic Plan strategies?"



“In any given moment we have two options: to step forward into growth or to step back into safety.”



Abraham Maslow

Because a system is perfectly designed to get the results it gets, if we want improved outcomes for students and adults in this district, the system has to be redesigned to promote these outcomes. Further, the system design needs to work such that it promotes newly desired behaviors.

The System Portrait illustrates the way in which the district's system components (structures, supports, standards, agreements, incentives and cultures) will be intentionally reimaged to support the achievement of the Graduate and Adult Portraits.



The System Portrait



Equitable System Focused on Excellence for All

LBUSD is an equitable system: we acknowledge harm and use restorative practices¹⁸ to heal; we base our allocation of resources on students' needs; we use liberatory mindsets and practices to reimagine inequitable processes and structures in order to allow students to reach their fullest potential.



Transformational Adult Practices and Leadership

The work of every adult at LBUSD is essential to student success. All adults develop leading-edge practices that align to the Adult Portrait, evolve through continuous improvement and positively transform learning and work experiences for students and colleagues.



The System Portrait

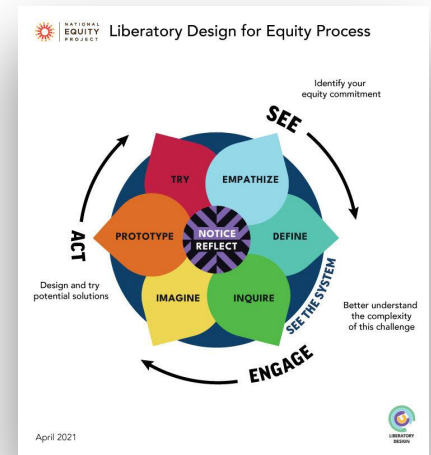
Liberatory Thinking (Vision 2035)

Liberatory refers to the practice of adopting Liberatory Mindsets and Modes.

As defined by the National Equity Project, mindsets are intended to surface particular beliefs, values and stances that can ground our work.

They identify 12 mindsets, including: build relational trust, practice self-awareness, recognize oppression; embrace complexity; work to transform power; exercise creative courage.

They identify eight modes, including See the System; Empathize, Inquire; Notice and Reflect.



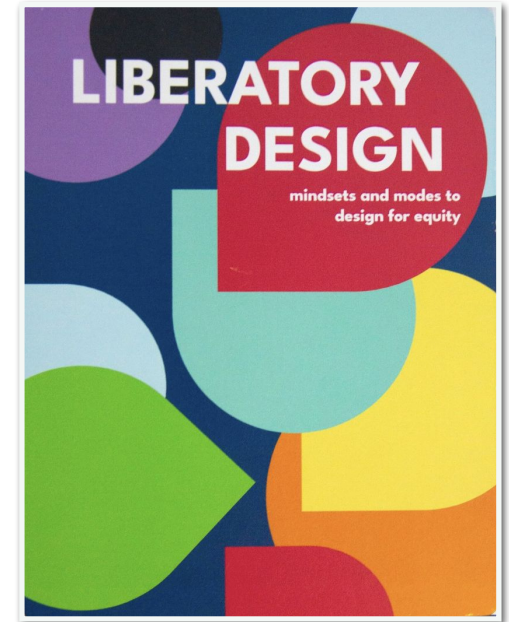


Liberatory: What does it mean?

- A process is liberatory when it actively and intentionally **DISMANTLES** or **DECONSTRUCTS** the systems that create inequity and replaces them with ones that amplify the assets of all, especially those furthest from justice or opportunity.
- Systems are designed to have the outcomes they have, so they must be **REDESIGNED** to have different outcomes.
- We can activate liberatory thinking by Noticing & Reflecting.

Liberatory Design Mindsets

- Collection of stances that a leader can assume to **raise self-awareness and center creative courage** before addressing equity challenges
- Help leaders **recognize oppressions in their current context** and how those oppressions might manifest in their work
- **Confront troublesome frames of reference** that a leader may have internalized and reorient that individual to alternate ways of approaching equity issues





“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

James Baldwin
No Name in the Street



Questions & Answers



The System Portrait describes the changes needed in the school district in order to create the conditions that will enable adults to attain the Adult Portrait, and support students in realizing the Graduate Portrait...

This is a long-term vision and these changes will not all happen at once. This portrait, created from the work of the Guiding Coalition and the broader community, will inform a series of strategic plans which will determine what we do, and in what order, so that we can successfully guide our distinct and support our students' success.



Themes & Strategies

High-Quality Learning for Students

- Equitable Access to High-Quality Learning Experiences (Strategy 5)

Equitable and Liberatory District

- Dismantle Systems of Oppression By Eliminating Barriers to Equitable Access and Outcomes (Strategy 3)
- Elevate and Center Black Students and Families (Strategy 4)
- Develop a Diverse Workforce That Reflects the Community We Serve and Improves Our System's Cultural Dexterity and Inclusiveness (Strategy 7)

Partnering with Community

- Socialize the Vision and Strategic Plan (Strategy 2)
- Develop a System-Wide Practice of Community Engagement (Strategy 6)

Cultivating Transformative Change

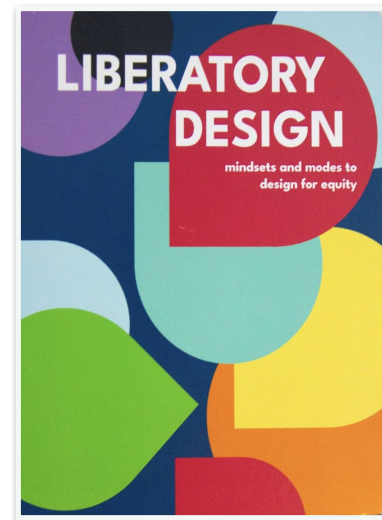
- Establish a System-Wide Project Management Culture and Practice (Strategy 1)
- Strengthen the Sustainability and Climate Resilience of Our School District (Strategy 9)
- Develop a Coherent, System-Wide Culture and Structure of Adult Learning (Strategy 8)

Learning Progression 2023-2024

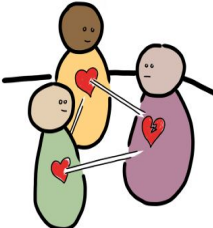
<i>Month</i>	<i>Topic(s)</i>
<i>October</i>	Liberatory Design Mindsets & Transformative Learning: Critical Reflection, Critical Discourse
<i>November</i>	White Dominant Supremacy Culture
<i>December</i>	Building Our Transformative Leadership Capacity
<i>January</i>	
<i>February</i>	Tools to Facilitate Liberatory Consciousness
<i>March</i>	Deeper Dive Adult Portrait: Equity-Focused Change Agent & Liberatory Design/Transformative Leadership Toolkit
<i>April</i>	Double Loop Learning (Organizational Learning for Equity)
<i>May</i>	Framework for Transformative Leadership that leads to liberatory, equitable systems

Making Meaning: Liberatory Mindsets

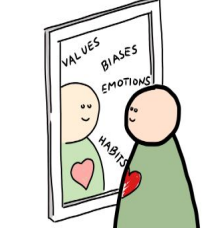
When engaging in Liberatory Design, the leader need not activate the mindsets in their entirety or in a certain sequence; rather, the mindsets can be combined, sequenced, or adjusted flexibly to best support the needs of the moment (Anaissie et al., 2021b). “These mindsets catalyze creative courage, conversation, reflection, community-building, storytelling, and action” (Anaissie et al., 2021b, p. 2)



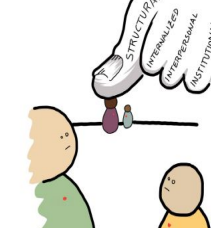
Liberatory Design Mindsets



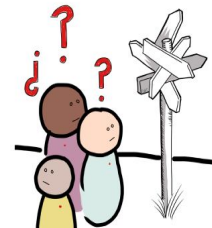
Build Relational Trust
Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.



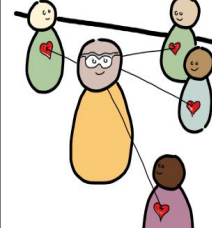
Practice Self-Awareness
Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.



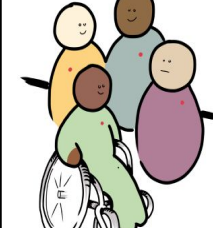
Recognize Oppression
Learn to see how oppression, in its many forms, has shaped designs that lead to inequity.



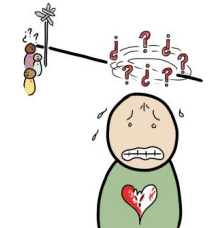
Embrace Complexity
Recognize that equity challenges are complex and messy. Stay open to possibility. Powerful design emerges from the mess, not from avoiding it.



Focus on Human Values
Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision-making in human values.



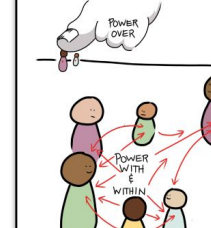
Seek Liberatory Collaboration
Recognize differences in power and identity to design "with" instead of "for." Design for belonging.



Work with Fear and Discomfort
Fear and discomfort are anticipated parts of equity design work. Identifying the sources of such feelings offers us a context to work through them and continue to design.



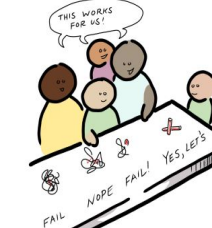
Attend to Healing
The effects of oppression are complex and often hinder our ability to take action. Integrate ongoing healing processes when designing for equity.



Work to Transform Power
Explore structures and opportunities for interactions in which power is shared, not exercised.



Exercise Creative Courage
Every human is creative. Creative courage allows us to push through self-doubt and creative fragility so we can design bravely against oppression.



Take Action to Learn
The complexity of oppression must be addressed with courageous ongoing action. Experiment as a way to think and learn – without attachment to outcome.



Share, Don't Sell
Practice transparency and non-attachment in sharing ideas with collaborators.