



La educación reinventada en el LBUSD

Presentación de la Junta de Educación
20 de febrero de 2024

Esta presentación fue traducida por google.



Descripción general

De la Visión 2035 al Plan Estratégico

Plan estratégico y objetivos

Estructura de gobernanza para la
implementación

Mentalidades y conciencia
liberadoras

Próximos pasos



VISION 2035
Let's reimagine
education
in LBUSD.

“Si has venido aquí para ayudarme, estás perdiendo el tiempo, pero si has venido porque tu liberación está ligada a la mía, entonces trabajemos juntos”.



Dr. Lilla Watson



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

Aprender del pasado para mirar hacia el futuro

Creating Vision 2035: A Roadmap



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

Necesita encontrar entrevistas y grupos focales: Agosto-septiembre, 2022
Durante la fase inicial del proceso de visión, casi 90 empleados y los miembros de la comunidad fueron entrevistado en cualquier individuo sesiones o grupos focales. Ellos compartieron sus perspectivas sobre el sistema escolar actual, el contexto histórico y sus aspiraciones para el futuro de la distrito, ayudando a generar una iniciativa Ideas para los retratos.

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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.



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

Board of Education members reviewed the synthesized work from the Guiding Coalition, shared their questions and made suggestions for clarification



Guiding Coalition Design Session 2: December, 2022

At this session, Guiding Coalition members engaged with a variety of inputs. They shared inspiring stories from the Learning Journeys, and reviewed examples of portraits from other districts and future of work trend reports. They also explored a "family of ideas" generated from the data from the Student Summit, the first Guiding Coalition meeting and the first round of Community engagement. From all of these inputs they created the initial drafts of the portraits.



Guiding Coalition Design Session 3: February, 2023

At this meeting, data from the community engagement series was shared with the Guiding Coalition members. They worked in small groups to incorporate that data into the next version of the portraits. Guiding Coalition members also created an initial list of refreshed core values, based on the work to date, as recommendations to the Board of Education.



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 2035: A Roadmap

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Needs Finding In and Focus Group August–September

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



Board Mini Session: September, 2022

Mini sesión de la junta directiva: septiembre, 2022

La Junta de Educación, Senior Liderazgo y el equipo central se les dio la oportunidad de comprender el diseño de la visión proceso a través de una experiencia descripción general antes de lanzar el actividades de compromiso. Este Incluye versiones breves del diseño. actividades, como explorar escenarios de futuro y comprender las necesidades a través de el uso de personas.



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Student Summit:

Cumbre Estudiantil: septiembre, 2022
Cada escuela secundaria, secundaria y la escuela K-8 envió una diversa grupo de estudiantes para participar la Cumbre Estudiantil organizada en ya sea Long Beach City College o el campus de Avalon K-12 en Isla Catalina. Más de 750 estudiantes compartieron sus perspectivas sobre la vida después de graduarse, ¿qué harán los estudiantes? necesitan para prosperar en sus vidas y carreras y lo que tienen los adultos hecho para apoyar su éxito.



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Guiding Coalition

Coalición rectora
Sesión de diseño 1:
octubre, 2022
Las sesiones de diseño comenzaron con un viaje al futuro para imaginar el mundo nuestros estudiantes y personal encontraremos durante los próximos 15 años. Escuchamos a un panel de futuristas, exploraron escenarios del futuro de Long Beach e identificado las necesidades de los estudiantes, el personal y la familia y miembros de la comunidad en aquellos futuros posibles.

Student Summit: October, 2022

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Community Engagement Series 1: October, 2022

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Learning Journeys: October–November, 2022

Viajes de aprendizaje:
Octubre–Noviembre, 2022
Los viajes de aprendizaje nos ayudan a dar un paso fuera de nuestro propio contexto y aprender de los demás. Coalición rectora
Los miembros fueron invitados a unirse en menos uno de los siguientes:
Un viaje en persona a Portland Escuelas Públicas (PPS) y dos de sus socios comunitarios para aprender sobre la innovación en PPS, el diseño y planificación de trabajos para el Centro para la excelencia estudiantil negra y implementación del plan estratégico;
Cinco viajes "virtuales en vivo" en Zoom al Diseño 39 (Unificado de Poway) Distrito Escolar), Vista Innovación y Academia de Diseño (VIDA, Vista Distrito Escolar Unificado), Quinto Día Experiencia en Butler Tech, Patiño Escuela de Emprendimiento (Fresno Distrito Escolar Unificado) y Ciudad de Long Beach.
Micrositio del Viaje de Aprendizaje Virtual con enlaces a más de 200 sitios mostrando el futuro de la educación y la sociedad.



Community Engagement Series 2: February, 2023

In the draft portraits the Guiding Coalition worked with students, staff, and community in this second round of engagement. Members were asked for input on the emerging ideas and to share any additional information they felt was missing.



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Community Engagement Series 1: October–November, 2022

Serie de participación comunitaria 1: Octubre–Noviembre, 2022
Este compromiso comunitario La serie reflejó las preguntas de participantes qué necesitarán los estudiantes para prosperar en la vida y la carrera, ¿qué adultos que trabajan en el distrito escolar necesitarán para sostenerlos y lo que el sistema escolar podría necesita dejar de hacer, empezar a hacer o mayor educación para apoyar estudiantes y personal.

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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 microsite with links to more than 200 sites showcasing the future of education and society.



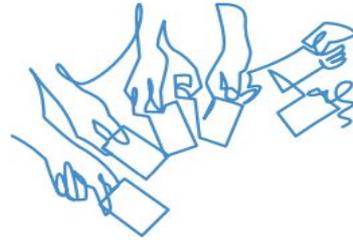
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Guiding Coalition Design Session 2: December, 2022

Sesión 2 del diseño de la coalición rectora: diciembre, 2022

En esta sesión, la Coalición Guía miembros comprometidos con una variedad de entradas. Compartieron historias inspiradoras de los Viajes de Aprendizaje, y ejemplos revisados de retratos de otros distritos y el futuro del trabajo informes de tendencias. También exploraron un “familia de ideas” generada a partir de los datos de la Cumbre Estudiantil, la primera reunión de la Coalición Orientadora y la primera ronda de la Comunidad compromiso. De todos estos insumos crearon los borradores iniciales de los retratos.

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Community Installation: April, 2023

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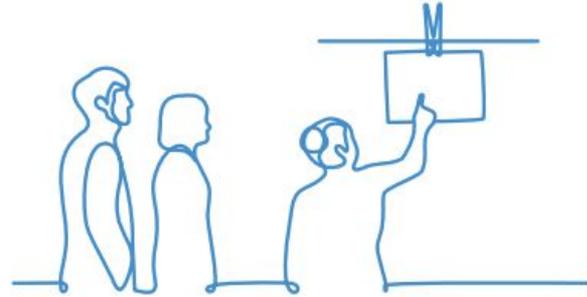
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Community Engagement Series 2: January–February, 2023

Serie de participación comunitaria 2:
enero-febrero, 2023
Las ideas en los borradores de retratos creado por la Coalición Guía fueron compartidos con estudiantes, personal, familias y comunidad en esta segunda ronda de compromiso. Se pidió a los participantes retroalimentación sobre las ideas emergentes y compartir cualquier información adicional que sentían que faltaba.



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Guiding Coalition Design Session 3: February, 2023

Sesión 3 del diseño de la coalición rectora: febrero, 2023

En esta reunión, los datos de la serie de participación comunitaria fue compartido con la Coalición Rectora miembros. Trabajaron en pequeños grupos para incorporar esos datos en la próxima versión de los retratos. Los miembros de la Coalición Orientadora también creó una lista inicial de actualizados valores fundamentales, basados en el trabajo para fecha, como recomendaciones a la Junta de Educación.



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Board Touchpoint: March, 2023

Punto de contacto del tablero: marzo, 2023
Miembros de la junta de educación revisó el trabajo sintetizado de la Coalición Rectora, compartieron sus preguntas y sugerencias para aclarar

trend reports. They also explored a “family of ideas” generated from the data from the Student Summit, the first Guiding Coalition meeting and the first round of Community engagement. From all of these inputs they created the initial drafts of the portraits.

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Community Installation: April, 2023

Instalación comunitaria: abril, 2023
Las versiones casi finales del retratos y valores fundamentales fueron compartidos a las dos en persona eventos y en el distrito sitio web para comentarios finales de la comunidad.

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Vision 2035

A year-long process in partnership with Prospect Studio to build a Vision and Strategic Plan.



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.

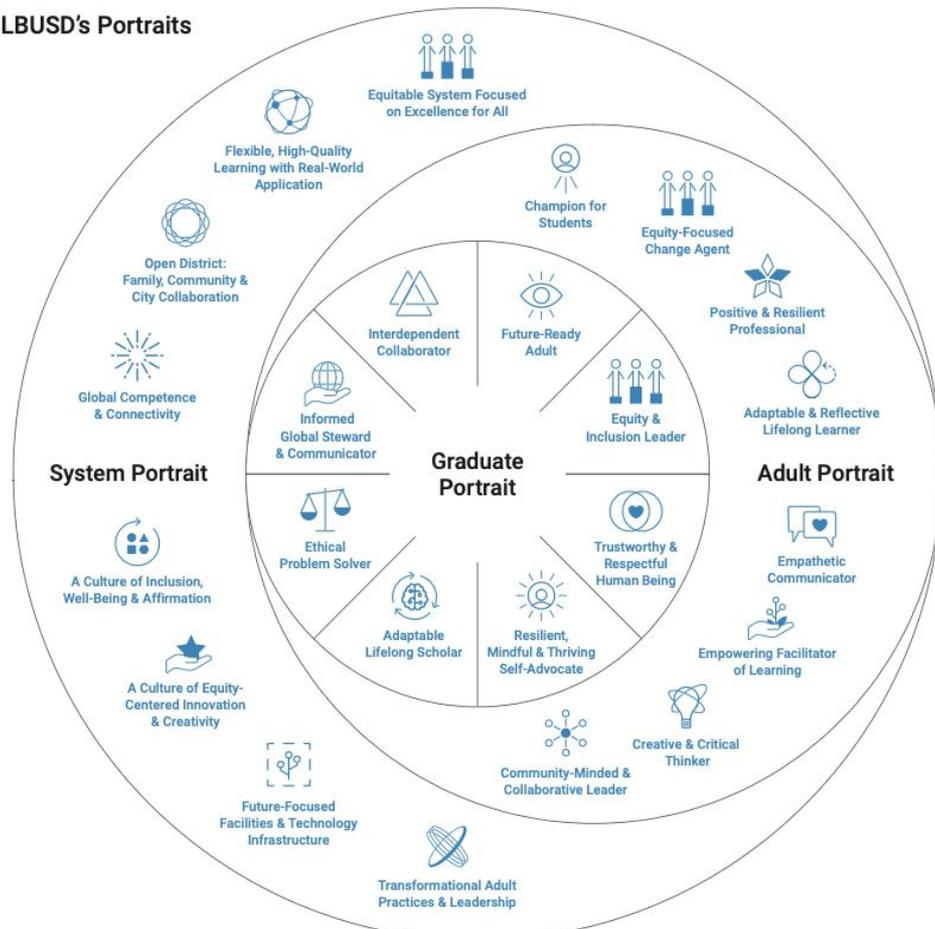
FOSTERING JOY AND COMMITMENT

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

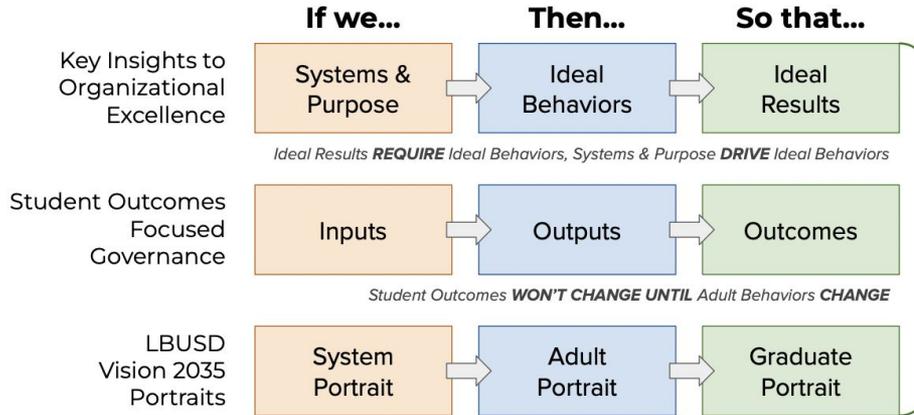




The Moral Imperative

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



De la visión a la planificación estratégica

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

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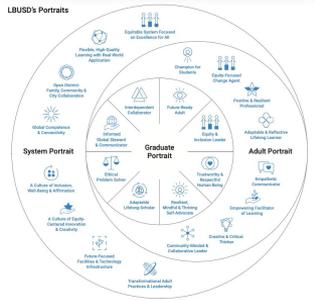
2

Prioridades
Estrategias

Índice de
acciones

Final
Conjunto
de 9
estrategias

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



Temas y estrategias

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

Descripción general de los elementos clave del plan estratégico

Estrategia		
Plan de acción diseñado para lograr un objetivo general.		
Objetivo 1	Objetivo 2	Objetivo 3
estrategia		
Plan de acción diseñado para lograr un objetivo general.		
Monitoreo del progreso (indicadores principales)		
<ul style="list-style-type: none">❑ Informa el seguimiento del progreso (evaluaciones formativas para guiar la implementación):❑ Sentir conjuntamente dónde nos encontramos en el trabajo, con énfasis en la calidad sobre la cantidad.❑ Nos permite abordar problemas y oportunidades a medida que escalamos		

Estrategia 1: Establecer una cultura y práctica de gestión de proyectos en todo el sistema

Objetivo 1

Establecer e implementar un marco de gestión de proyectos, herramientas y protocolos consistentes para todas las prioridades del plan estratégico.

Objetivo 2

Cambiar hacia una cultura de monitorear e informar periódicamente sobre el progreso de la implementación de las prioridades del plan estratégico a través de protocolos y ciclos de revisión trimestrales.

Monitoreo del progreso (indicadores principales)

- Adopción de herramientas de gestión y comentarios de los patrocinadores y líderes de la estrategia.**
- Participación de las partes interesadas en la recopilación de requisitos y la selección de productos para nuevos sistemas de gestión de proyectos y paneles de datos.**

Estrategia 2 - Socializar la Visión y el Plan Estratégico

Objetivo 1

Crear un marco narrativo que proporcione herramientas, recursos, pautas y actividades de ejemplo para ayudar a todos nuestros diferentes constituyentes a darle sentido a nuestra visión y plan estratégico, y comprender su relevancia para ellos, su rol y/o sus estudiantes.

Objetivo 2

Todos los adultos que trabajan en el distrito escolar comprenden la visión y saben cómo se conectan los retratos con su trabajo. Cada plan y acción tomada muestra claramente su alineación con la visión y el plan estratégico.

Objetivo 3

Reclutar un “gabinete de cocina” de socios comunitarios del Superintendente que trabajen con el distrito para identificar y trabajar en una serie de proyectos compartidos relacionados con Visión 2035.

Monitoreo del progreso (indicadores principales)

- Nivel de uso de los recursos del kit de herramientas de Visión 2035
- Datos de participación de las plataformas de redes sociales
- Toma de pulso y autoevaluaciones para entender la fluidez con Visión 2035

Estrategia 3: Desmantelar los sistemas de opresión eliminando las barreras al acceso y los resultados equitativos

Objetivo 1

Cada adulto en el LBUSD está mejorando su capacidad para ser un agente de cambio centrado en la equidad y está elevando su conciencia liberadora y tomando medidas para desmantelar los sistemas de opresión.

Objetivo 2

Comenzar a implementar procesos de diseño liberador para identificar, evaluar y desmantelar sistemáticamente las prácticas, políticas y procesos del distrito que perpetúan la opresión y las desigualdades y reemplazarlos con prácticas, políticas y procesos restaurativos y equitativos.

Objetivo 3

Hemos investigado, recomendado, desarrollado y estamos implementando un Marco de Equidad que incluye herramientas y prácticas para apoyar la mejora en la capacidad del personal del LBUSD para actuar de manera más equitativa y actuar de manera que desmantelen los sistemas de opresión.

Monitoreo del progreso (indicadores principales)

- Número de personal capacitado en Diseño Liberatorio junto con retroalimentación sobre la hoja de salida
- Número de prácticas, políticas y procesos revisados para ser más equitativos (p. ej. política de no discriminación)

Estrategia 4: Elevar y centrar a los estudiantes y familias negros

Objetivo 1

Establecer y constituir un Centro para la Excelencia de los Estudiantes Negros (CBSE), desarrollado en asociación con estudiantes y familias negros, que utiliza prácticas liberadoras para identificar áreas clave de enfoque para mejorar los resultados de los estudiantes y familias negros y alinear el trabajo de BSAI en todo el Distrito.

Objetivo 2

El personal (todos los niveles) está aplicando prácticas culturalmente receptivas y sostenibles que promueven el compromiso/asociación, la agencia de identidad y la pertenencia de los estudiantes negros para aumentar sus logros y bienestar.

Objetivo 3

Involucrar a los estudiantes y familias negros y acelerar las prácticas/enfoques basados en activos, a través de prototipos facilitados/guidados centrados en estudiantes y familias negros y prácticas culturalmente receptivas y sostenibles.

Monitoreo del progreso (indicadores principales)

- Nivel de participación de la comunidad en las sesiones de escucha.
- Borradores progresivos de la Carta CBSE para recibir comentarios de la comunidad
- Puntajes de rendimiento de los estudiantes negros en evaluaciones formativas/sumativas

Estrategia 5: Acceso equitativo a experiencias de aprendizaje de alta calidad

Objetivo 1

Reimaginar y alinear todos los programas de instrucción del LBUSD y los recursos correspondientes con el Retrato de Graduados, garantizando que todos los estudiantes, especialmente los estudiantes negros, experimenten una instrucción de alta calidad que sea rigurosa, inclusiva y culturalmente receptiva y sostenible.

Objetivo 2

Infundir conexión con el mundo real y oportunidades de aplicación en todo el plan de estudios y programas de instrucción para todos los estudiantes desde PreK-12.

Objetivo 3

Interrumpir las desigualdades que existen en los programas de nuestro sitio, centrando a los estudiantes en las decisiones de personal, colocación de clases, diseño de caminos y programas, y creando horarios maestros flexibles en PreK-12.

Monitoreo del progreso (indicadores principales)

- Prácticas de instrucción básicas de calidad observadas en la instrucción en el aula (ciclo 000)
- % de estudiantes que participan en el aprendizaje basado en el trabajo
- Oferta de cursos equitativos en todos los programas de trayectoria

Estrategia 6: una práctica de participación comunitaria en todo el sistema

Objetivo 1

Desarrollar e implementar un marco de participación comunitaria en todo el sistema.

Objetivo 2

Construir intencionalmente una cultura relacional entre el distrito, las familias, la comunidad y los socios.

Objetivo 3

Crear nuestras pautas de "servicio al cliente" basadas en activos para crear un sentido de bienvenida para los estudiantes, el personal, las comunidades y las familias.

Monitoreo del progreso (indicadores principales)

- Tasa de participación comunitaria según lo indicado por los datos de uso de ThoughtExchange (TE)
- Tasas de participación sostenidas en eventos del distrito y del sitio
- Comentarios de la comunidad sobre las experiencias con las pautas implementadas y el Marco de participación comunitaria.

Estrategia 7: Desarrollar una fuerza laboral diversa que refleje la comunidad a la que servimos y mejore la destreza cultural y la inclusión de nuestro sistema

Objetivo 1

LBUSD ha desarrollado e implementado un plan para cultivar y reclutar estudiantes, especialmente estudiantes negros y multilingües, para que se unan a nuestro personal y apoyen nuestros esfuerzos para reflejar la diversidad de nuestra población estudiantil, especialmente en las escuelas.

Objetivo 2

LBUSD ha retenido con éxito personal diverso, especialmente personal negro y multilingüe, para aumentar nuestra destreza cultural como organización y apoyar nuestros esfuerzos para reflejar cultural y demográficamente a nuestra población estudiantil, especialmente en los planteles escolares.

Monitoreo del progreso (indicadores principales)

- Datos demográficos del personal en comparación con los datos demográficos de los estudiantes**
- Datos de retención de personal, con especial atención a nuestro personal negro y multilingüe**

Estrategia 8: Desarrollar una cultura y una estructura de aprendizaje de adultos coherentes en todo el sistema

Objetivo 1

Todo el personal del LBUSD tendrá descripciones claras de sus funciones y expectativas relacionadas con el Retrato de Adulto con un sistema de evaluación y apoyo alineado.

Objetivo 2

Todo el personal del LBUSD tendrá oportunidades regulares y consistentes para participar en capacitación y desarrollo profesional personalizado para desarrollarse continuamente como profesionales transformadores.

Monitoreo del progreso (indicadores principales)

- ❑ Datos cualitativos y cuantitativos que revelan la alineación entre el Retrato de Adultos y las Evaluaciones (es decir, grupos focales y número de gerentes involucrados en nuestro trabajo de diseño).
- ❑ Tasas de participación y datos de salida de los esfuerzos de desarrollo profesional

Estrategia 9: Fortalecer la sostenibilidad y la resiliencia climática de nuestro distrito

Objetivo 1

Adoptar, organizar e implementar plenamente nuestro Plan de Sostenibilidad y Resiliencia Climática del distrito.

Objetivo 2

Lanzar nuestro Programa de Cambio de Comportamiento para crear conciencia y apoyar acciones orientadas a la sostenibilidad.

Objetivo 3

Desarrollar y lanzar nuestra Iniciativa de Escuelas Verdes Equitativas.

Monitoreo del progreso (indicadores principales)

- Cronogramas e hitos documentados para la implementación de programas de sostenibilidad.
- Aprendizajes documentados del programa piloto de la escuela secundaria de Washington
- Encuestas para rastrear cambios de comportamiento relacionados con la sostenibilidad
- Número de escuelas inscritas en el programa de desvío de residuos
- Estándares documentados para iniciativas clave (p. ej., estándares de diseño de paisajismo)



Estructura de gobierno

Funciones y responsabilidades clave

Patrocinador

Asociación de pensamiento

Apoyar la priorización de tareas y objetivos.

Identificar y eliminar barreras

Catalizar los cambios sistémicos necesarios para actualizar los objetivos.

Dirigir

Crear y gestionar planes de trabajo del área de objetivos

Monitorear el progreso de la implementación de objetivos.

Gestionar el flujo de información para el objetivo.

Involucrar a aquellos más cercanos al trabajo

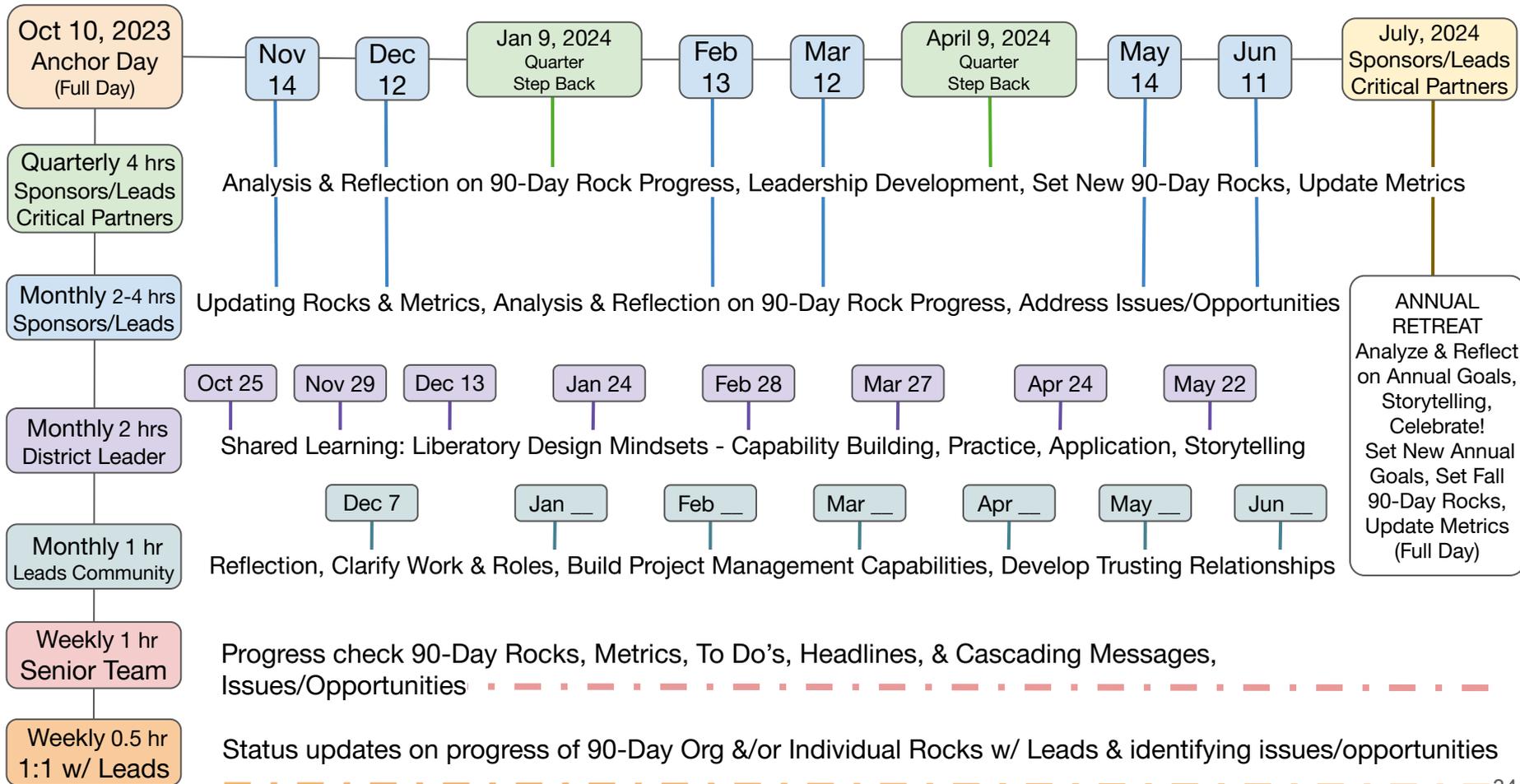
Socio crítico

Asociación de pensamiento

Responsabilidad adicional para respaldar las necesidades, el progreso y los logros de los objetivos.

Socializar estrategia

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



"En cualquier momento dado tenemos dos opciones: dar un paso adelante hacia el crecimiento o volver a la seguridad".



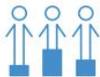
Abraham Maslow

Debido a que un sistema está perfectamente diseñado para obtener los resultados que obtiene, si queremos mejores resultados para los estudiantes y adultos de este distrito, el sistema debe rediseñarse para promover estos resultados. Además, el diseño del sistema debe funcionar de manera que promueva nuevos comportamientos deseados.

El Retrato del sistema ilustra la forma en que los componentes del sistema del distrito (estructuras, apoyos, estándares, acuerdos, incentivos y culturas) se reinventarán intencionalmente para apoyar el logro de los Retratos de graduados y adultos.



The System Portrait



Equitable System Focused on Excellence for All

Centrado en el sistema equitativo sobre la excelencia para todos
LBUSD es un sistema equitativo: nosotros reconocer el daño y utilizar reconstituyentes practica 18 para sanar; basamos nuestra asignación de recursos sobre las necesidades de los estudiantes; nosotros utilizar mentalidades y prácticas liberadoras para reinventar procesos inequitativos y estructuras que permitan a los estudiantes alcanzar su máximo potencial.



Transformational Adult Practices and Leadership

Transformacional Prácticas para adultos y Liderazgo
El trabajo de cada adulto en LBUSD es esencial al éxito de los estudiantes. Todos los adultos desarrollan liderazgo.
prácticas innovadoras que se alinean con el retrato adulto, evolucionar a través de la mejora continua y transformar positivamente el aprendizaje y el trabajo experiencias para estudiantes y colegas.



The System Portrait

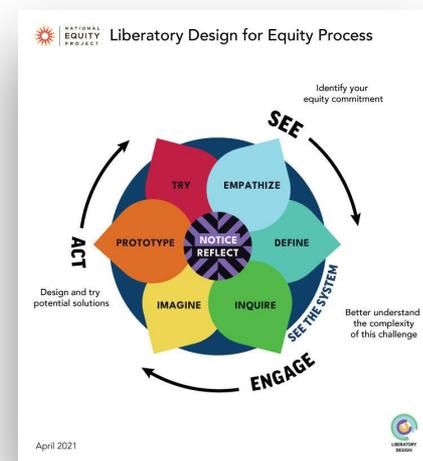
Pensamiento Liberador (Visión 2035)

Liberatorio se refiere a la práctica de adoptar mentalidades y modos liberatorios.

Según lo definido por el Proyecto de Equidad Nacional, las mentalidades tienen como objetivo sacar a la luz creencias, valores y posturas particulares que puedan fundamentar nuestro trabajo.

Identifican 12 mentalidades, que incluyen: generar confianza relacional, practicar la autoconciencia, reconocer la opresión; aceptar la complejidad; trabajar para transformar el poder; ejercitar el coraje creativo.

Identifican ocho modos, incluido Ver el sistema; Empatizar, indagar; Observar y reflexionar.



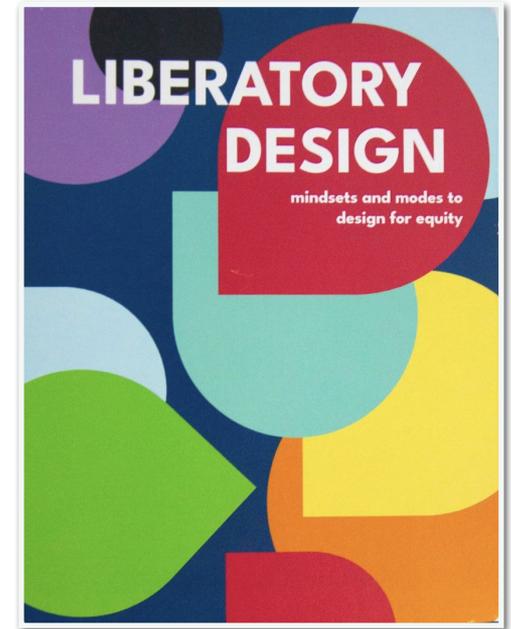


Liberador: ¿Qué significa?

- Un proceso es liberador cuando DESMANTELA o DECONTRUYE activa e intencionalmente los sistemas que crean inequidad y los reemplaza por otros que amplifican los activos de todos, especialmente aquellos más alejados de la justicia o las oportunidades.
- Los sistemas están diseñados para tener los resultados que tienen, por lo que deben REDISEÑARSE para tener resultados diferentes.
- Podemos activar el pensamiento liberador al notar y reflexionar.

Mentalidades de diseño liberador

- Colección de posturas que un líder puede asumir para aumentar la autoconciencia y centrar el coraje creativo antes de abordar los desafíos de equidad.
- Ayudar a los líderes a reconocer las opresiones en su contexto actual y cómo esas opresiones podrían manifestarse en su trabajo.
- Enfrentar marcos de referencia problemáticos que un líder pueda haber interiorizado y reorientar a ese individuo hacia formas alternativas de abordar las cuestiones de equidad.





“No todo lo que se afronta se puede cambiar, pero nada se puede cambiar hasta que se afronte”.

James Baldwin
Sin nombre en la calle



preguntas y
respuestas



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

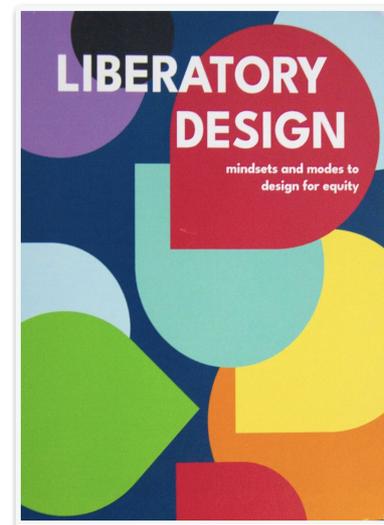
- Establish a System-Wide Project Management Culture and Practice (Strategy 1)
- Strengthen the Sustainability and Climate Resilience of Our School District (Strategy 9)
- Develop a Coherent, System-Wide Culture and Structure of Adult Learning (Strategy 8)

Learning Progression 2023-2024

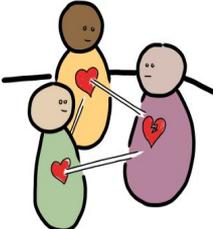
<i>Month</i>	<i>Topic(s)</i>
<i>October</i>	Liberatory Design Mindsets & Transformative Learning: Critical Reflection, Critical Discourse
<i>November</i>	White Dominant Supremacy Culture
<i>December</i>	Building Our Transformative Leadership Capacity
<i>January</i>	
<i>February</i>	Tools to Facilitate 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

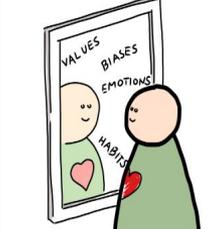
When engaging in Liberatory Design, the leader need not activate the mindsets in their entirety or in a certain sequence; rather, the mindsets can be combined, sequenced, or adjusted flexibly to best support the needs of the moment (Anaissie et al., 2021b). “These mindsets catalyze creative courage,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



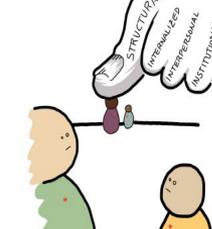
Liberatory Design Mindsets



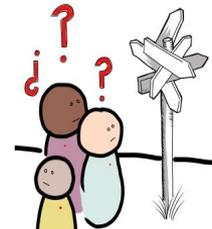
Build Relational Trust
Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.



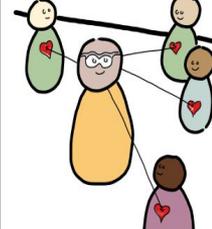
Practice Self-Awareness
Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.



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



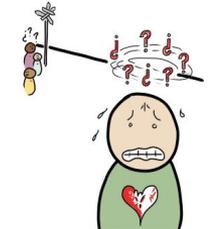
Embrace Complexity
Recognize that equity challenges are complex and messy. Stay open to possibility. Powerful design emerges from the mess, not from avoiding it.



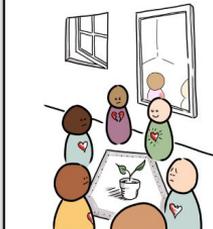
Focus on Human Values
Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision-making in human values.



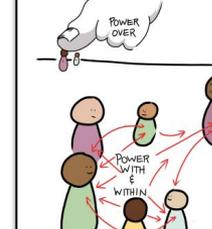
Seek Liberatory Collaboration
Recognize differences in power and identity to design "with" instead of "for." Design for belonging.



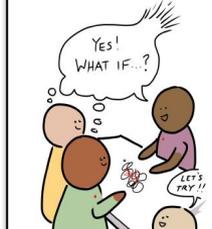
Work with Fear and Discomfort
Fear and discomfort are anticipated parts of equity design work. Identifying the sources of such feelings offers us a context to work through them and continue to design.



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.