

VISION

Let's
reimagine
education
in LBUSD.

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Introduction

In the fall of 2022, the Board of Education and the Superintendent of the Long Beach Unified School District launched a community-wide collaborative process to develop a long-term vision for how the public school system will serve children from birth to 12th grade and beyond, in Long Beach.

This Vision was developed through the collaborative design work of the Guiding Coalition—a group of 103 individuals, including students, family and community members, and district staff, selected for the diverse communities and perspectives they represent—with input and feedback from the wider Long Beach community in 82 meetings and 3 surveys (see section below for more information). This engagement and design work included explorations of future trends that are likely to impact education; learning journeys (physical and virtual) to schools and other organizations already engaged in reinventing education; and equity-centered design exercises that considered the needs of students, staff, families and community members.

What is a Vision?

A Vision is an organization’s guiding idea. It describes a bold and aspirational leap into the future and paints a vivid picture of the change an organization wants to bring about in the world. LBUSD’s vision is a destination—a north star —that works as a horizon point for the district to move toward, guiding collective action and shaping the strategies that will make the vision a reality.

A vision is intended to be long-range. Longer time frames allow us to step outside of the constraints of the present and reimagine the possibilities of the future. They also encourage us to be proactive, and to anticipate and plan for changes. Thinking about the outcomes we want can bring new energy and result in new solutions to persistent problems. Moreover, planning with the end result in mind frees our imaginations to think differently about our path forward. In that spirit, the following pages include stories of possible futures. These stories are not promises or predictions, but are intended to inspire ideas and keep our focus on the future we want.

This approach does not mean that our work stays static in the short-term. Bringing the vision to fruition by 2035 will require that we launch an accompanying strategic plan at the beginning of the 2023-2024 school year. This plan is the first in a series of plans that articulate the phases, scope, sequence, and syncopation of the work, and that outline the steps needed to make Vision 2035 a reality.

Before we decide how we want to move forward, we need to know where we want to go. Therefore, the vision and strategic plan are companion works, where the vision identifies the "what" and the "why," and the strategic plan defines the "how."

The vision for Long Beach Unified School District focuses on what we want to be true for our graduates. Implementing the vision will require a journey of creativity, learning, continuous improvement and collaboration. Having that shared destination will speed results by aligning actions and resources, and by inspiring relevant collaborations.

Vision statement

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

Why this Vision? Why now?

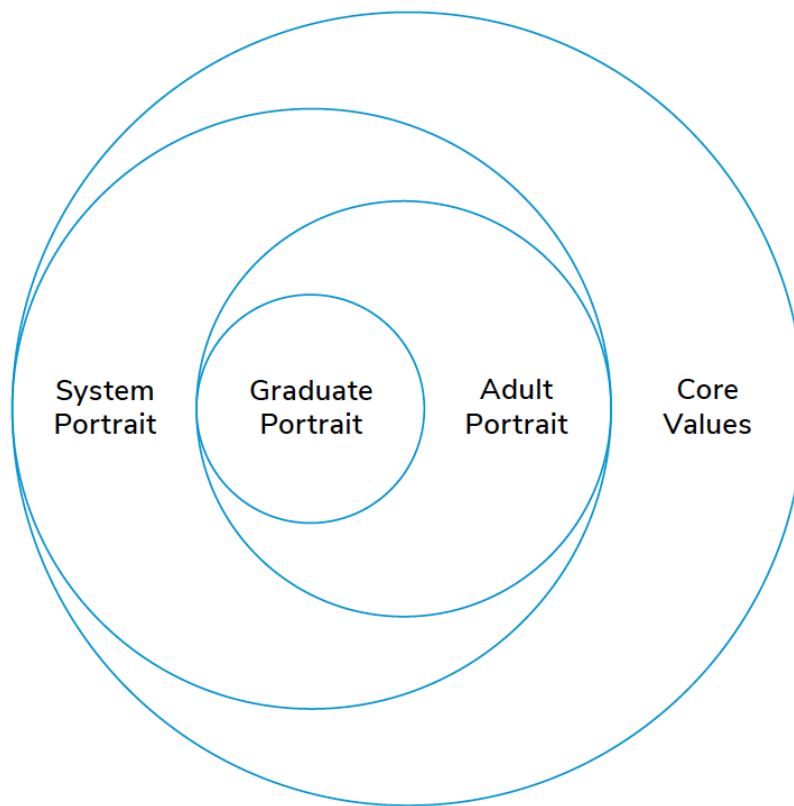
The Long Beach Unified School District has earned a reputation as a leading school system, earning statewide, national and international recognition. Established in 1885, the District as of this writing served 65,500 students in 84 public schools located in the cities of Long Beach, Lakewood, Signal Hill and Avalon on Catalina Island. With a team of more than 12,000 full-time and part-time employees, the school district ranked as the largest employer in Long Beach. LBUSD serves one of the most diverse large cities in the United States with a student population that is 59.1% Hispanic, 12.4% African American, 12.1% White, 6.7% Asian, 5.5.% two or more races, 2.8% Filipino and 1.1% Pacific Islanders.

LBUSD emerged from the global coronavirus pandemic, and the national reckoning on race and institutional barriers to equity, during a transition in leadership, with Dr. Jill A. Baker becoming

the District's first female superintendent on Aug. 1, 2020. Given the aforementioned societal events affecting LBUSD and other institutions nationally, the superintendent and the Board of Education realized that a new, different and more robust level of community engagement would be needed to truly assess student and community needs before moving forward. Thus began the community visioning process that has led to the vision described here.

Vision 2035: Reimagine Education in LBUSD is a bold, ambitious and inclusive Vision for the District. The Vision process allowed educators, staff, family members and community leaders to take a step back from their day-to-day demanding roles to come together, think collectively and imagine a better future for our children in LBUSD. The pandemic taught many of us both to be resilient individuals and to lean on one another to get through challenging moments in our lives. The Vision process—listening and collaborating with one another with our lens centered on students and their voices—is rooted in this new-found understanding.

The final product has four components: A graduate portrait, an adult portrait, system portrait and a statement of core values.



How was this vision developed?

This vision was developed in partnership with our community of students, staff, family members, and community partners, who gave input and feedback. This included¹:

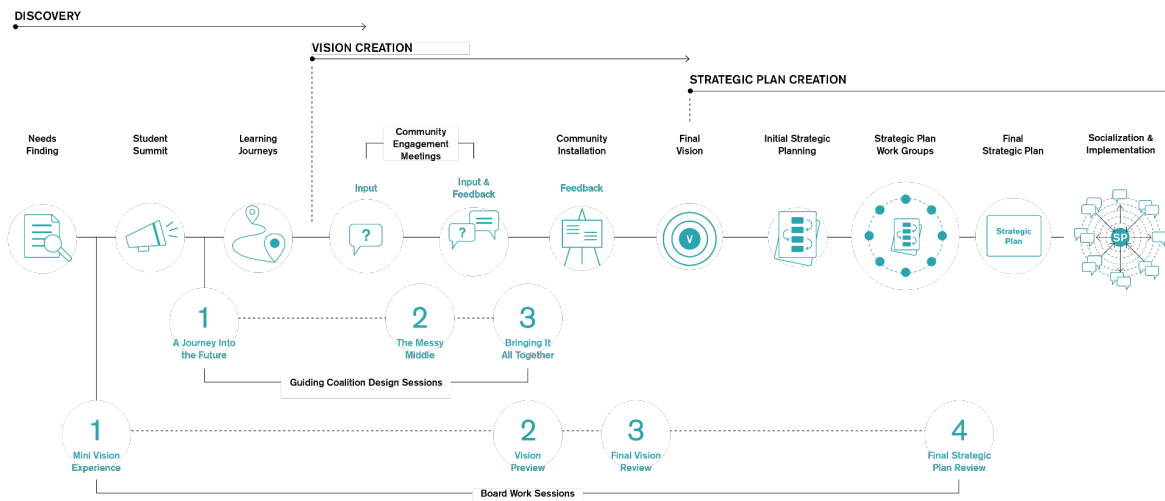
750 students at the Student Summit

3 Guiding Coalitions with a total of 103 participants

82 community meetings, plus Community Installation meetings

3 surveys

¹Will show as infographics in final designed document



Needs Finding Interviews and Focus Groups: August–September

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.

Board Mini Session: September 20, 2022

The Board of Education, Senior Leadership and the Core Team were given an opportunity to understand the vision design process through an experiential overview prior to launching the engagement activities. This included brief versions of design activities such as exploring scenarios of the future, and understanding needs through the use of personas.

Student Summit: September 28, 29, 30, 2022

Each high school, middle school and K-8 school sent a diverse group of students to take part in the Student Summit hosted at either Long Beach City College, or at the Avalon K-12 campus on Catalina Island. Over 750 students shared their perspectives on life after graduation, what students will need in order to thrive in their lives and careers, and what adults have done to support their success.

Guiding Coalition Design Session 1: October 14-15, 2022

The design sessions began with a journey into the future to imagine the world our students and staff will encounter over the next 15 years. We heard from a panel of futurists, explored

scenarios of the future of Long Beach, and identified the needs of students, staff, family and community members in those possible futures.

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.

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:

- 1 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;
- 5 “live virtual” journeys on zoom to Design 39 (Poway Unified School District), Vista Innovation and Design Academy (VIDA) (Vista Unified School District), 5th Day Experience at Butler Tech, Patiño School of Entrepreneurship (Fresno Unified School District), City of Long Beach.
- Virtual Learning Journey microsite over 200 sites showcasing the future of education and society.

Board Touchpoint: November 2022

Board of Education received an update on the process so far including Student Summit, learning journeys, first Guiding Coalition design session and the community engagement series 1.

Guiding Coalition Design Session 2: December 2-3, 2022

At this session Guiding Coalition members engaged with a variety of inputs. They shared inspiring stories from the Learning Journeys, 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 create the initial drafts of the portraits.

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.

Guiding Coalition Design Session 3: February 24-25, 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.

Board Touchpoint: January and March, 2023

Board of Education members reviewed the synthesized work from the Guiding Coalition, learned about the deeper community engagement in series 2, shared their questions, and made suggestions for clarification.

Community Installation: April 20-24, 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.

Core Values

Core Values are the enduring beliefs that guide an organization's actions over time. The following statements were developed through the vision work, and combine the district's prior Core Values with key ideas aligned to the vision. While Core Values are foundational, when creating any kind of system change, organizations need to articulate the mindsets and ways of working that align with the desired future. Connecting the Core Values to the vision makes the district's ethics explicit, and ensures this alignment.

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.

The Graduate Portrait

FUTURE-READY ADULT

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

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

Students are financially literate—they know how to manage money (budgeting, credit cards/credit scores, saving, loans, acquiring financial assistance for college and student loans, investments and financial planning). They understand the consequences of mismanaging money, understand when and how to file for taxes and are knowledgeable about new forms of financial assets (for example, cryptocurrency such as bitcoin). Strong financial literacy is a skill every student can build regardless of their socio-economic class.

Students possess effective relationship-building skills and social-emotional intelligence². They are able to engage in meaningful conversations, have strong interpersonal skills, and are adaptable and flexible.

Students have post-graduation goals and plans that align with their passions. Through real-world learning experiences, they are knowledgeable about career options, including college and trades, and the pathways needed to reach their career aspirations, including Career Technical Education (CTE), college and trades. They are knowledgeable about college and other certification options, including early awareness of prerequisites for college, and the ways to access financial resources to support their journey through their postsecondary pathway of choice.

Students are able to build a positive reputation and personal brand (digitally and in person) that authentically define who they are, what they can do and who they want to become

² Social-emotional intelligence refers to a person's ability to understand and manage interpersonal relationships. It includes an individual's ability to understand, and act on, the feelings, thoughts and behaviors of other people.

Students seek and are responsive to others seeking connections, and build a constructive network of allies (peers, mentors, colleagues and friends) by leveraging personal and community assets, both inside and outside of their own cultures. Students know how to build broad-based coalitions and are willing to rise above differences and to actively work together in a spirit of mutual understanding, patience and flexibility.

EQUITY AND INCLUSION LEADER

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

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

- Historically underserved communities
- BIPOC³
- LGBTQ+⁴
- People with disabilities
- Neurodiverse⁵ populations

Students are justice-minded. They know how to recognize and disrupt inequities and contribute to a society of equity and social justice. They promote, advocate for, and take action to improve conditions of social justice, inclusiveness and equity. They have the skills and understanding of harms, methods for repair and restorative justice practices.⁶

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

³ BIPOC is defined as Black, Indigenous and People of Color. This term acknowledges that not all people of color face equal levels of injustice. BIPOC recognizes that Black and Indigenous people are severely impacted by systemic racial injustices.

⁴ LGBTQ+ is defined as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning plus all of the gender identities and sexual orientations that letters and words cannot yet fully describe.

⁵ Neurodiverse can be described as having a brain that works differently from the “neurotypical” person.

⁶ Restorative justice practice is a way of working with conflict that puts the focus on repairing the harm that has been done and includes all of the parties involved.

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

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

TRUSTWORTHY AND RESPECTFUL HUMAN BEING

Students are responsible, trustworthy and empathetic, and practice respectful behavior toward others and our environment, both in person and digitally.

Students take responsibility for and understand the consequences of their actions. They acknowledge harm done to others when they say or do something that impacts others negatively and hold themselves accountable.

They demonstrate respect for self and others, nature and the environment. They are patient, tolerant and kind toward others, including those who are different from themselves, and listen with empathy. Students are trustworthy and reliable. They follow through on their commitments, have a strong moral compass (operating with an inner sense of what is right and wrong) and act accordingly.

Students embrace technology in healthy and respectful ways. They practice good digital citizenship (they do not engage in cyberbullying or spread disinformation, they do demonstrate awareness of digital cultural context). They know how to build mutually-beneficial relationships and trust with others, in person and digitally.

RESILIENT, MINDFUL AND THRIVING SELF-ADVOCATE

Students express self-confidence in how they positively honor their identities and how they advocate for their needs. They are mentally and physically resilient, know how to manage stress and work toward a balanced lifestyle.

Students are able to understand, manage and regulate their own emotions. They have a positive self-identity and self-esteem. They are aware of, honor, and cultivate the intersectionality⁷ of their personal, digital and cultural identities and assets.

They are confident, courageous, and embrace personal power. Students have a strong sense of agency to address personal and social needs and know when and how to seek assistance. They are aware of their own personal interests, talents, assets, strengths and passions, and can identify their evolving core values and beliefs. They understand personal biases and how these influence their world views.

Students are optimistic about their own future and developing a sense of purpose. They are able to cope with uncertainty and are resilient. They persist through challenges and are able to fail forward (framing “failures” as learning opportunities). They are flexible. They can adapt to new circumstances, improvise as needed, and are able to think beyond current structures, boundaries or limitations.

Students are knowledgeable about healthy lifestyles: personal health (nutrition, fitness, sports and exercise, basic medical skills and knowledge, sexual health); drug and alcohol prevention (e.g., they can recognize addictive behaviors and the effects of addiction). They know the elements of living a “balanced” life.

They have personal self-care strategies and know how to apply stress-management and coping skills, including mindfulness strategies, to identify sources of stress and connect to activities that soothe and calm.

Students are empathetic toward others and practice kindness and patience toward themselves (self-empathy). They use problem-solving and conflict-mediation strategies to resolve conflicts.

ADAPTABLE LIFELONG SCHOLAR

⁷ Intersectionality can be described as the interconnected nature of a person’s various social and cultural identities that combine to create multiple, overlapping factors of discrimination or privilege. Examples of these factors include gender, sex, age, race, ethnicity, class, sexuality, religion, disability, and physical appearance. These intersecting and overlapping social identities may be both empowering and oppressing.

Students see learning as a lifelong endeavor that enables them to pursue their passions and interests. They know how to apply foundational academic knowledge integrated across various disciplines to develop new understandings.

Students know how to learn, individually and in collaboration with others, and can adapt in order to take advantage of new opportunities and learn new skills. While understanding their learning preferences, students are willing to be flexible, knowing that learning can take different paths and different modalities.

Students have a growth mindset and are reflective. They value learning from previous mistakes, see failures as opportunities to learn and are able to receive and give constructive feedback. They are self-directed lifelong learners who are intrinsically motivated to set goals based on their passions and interests, strengths and areas for growth. They know how to develop plans to reach their goals.

Students are able to engage in productive cognitive struggle (rigor) to draw from and apply knowledge and skills from a broad set of disciplines and subjects to make new connections, develop new knowledge, and apply it to practical, real-world situations to solve problems.

Students demonstrate strong foundational core knowledge and skills including (not in any particular order—all are critical):

- Literacy, math, social sciences, physical and life sciences (especially anatomy and the way the human body works), geography and history, including an understanding of American history, that includes the experiences of marginalized communities
- Economics and government, including the U.S. Constitution and our Bill of Rights; how voting works and how to vote
- Environmental sciences
- World languages
- Visual and performing arts; design disciplines
- Ethics (comparative knowledge of different types of historical, religious, philosophical and indigenous systems)

Students demonstrate digital fluency. They can leverage technology to enhance performance and workflow, and are able to extend collaboration using various digital collaboration tools and leading-edge technologies, such as augmented and virtual realities, and artificial intelligence

(AI)⁸. Students know the concepts of logic/coding. They have knowledge of internet security/cybersecurity, and are able to use it to protect their identity and work online. They are able to produce as well as consume content online.

Students are resourceful. They are able to access resources needed to learn from a variety of sources, including online/digital environments and other people (peers, mentors, experts, strangers with common learning interests, etc.)

ETHICAL PROBLEM-SOLVER

Students know how to apply diverse thinking, research and problem-solving methods to develop creative solutions that address the needs of the people for whom the solution is intended.

Students are knowledgeable about, and have experience applying, a variety of problem-solving approaches. They also apply ethical principles and critical consciousness⁹ to problem solving. They take initiative to solve problems, alone and in collaboration with others.

They utilize critical thinking skills (logical and analytical thinking in which they question, analyze, interpret, evaluate and make a judgment about what they read, hear, say or write). Students know how to collect, filter and synthesize large amounts of data into meaningful and clear information, stories, patterns and persistent themes. They know how to curate and interpret information from diverse and trustworthy sources across all types of media, and discern what is fact or misinformation in order to inform their own perspectives and make informed decisions about unfamiliar problems. Students are knowledgeable about the ways in which online content can be created, manipulated and spread by AI.

Students demonstrate strategic thinking. They can create plans that are solutions-oriented and reflect consideration of the long-term consequences of actions and decisions. They demonstrate systems thinking (understanding how systems work and the relationship of the parts to the whole).

⁸ Artificial Intelligence (AI) is a branch of science that develops and uses smart machines that can perform tasks that typically require human intelligence.

⁹ Critical consciousness can be described as having awareness of how their identity and position in relation to power, as well as that of others, affect group dynamics.

Students are creative, innovative and cognitively flexible. They are able to think divergently, shift their way of thinking and think of multiple concepts and ideas at once. They can generate and combine existing ideas into new ones, leveraging technology appropriately to do so.

INFORMED GLOBAL STEWARD AND COMMUNICATOR

Students demonstrate key global competencies needed to productively participate in our connected, worldwide community and act on issues of global and local significance.

Students are knowledgeable about current events in global and local politics and the ways in which they impact us. They are knowledgeable about civic and government responsibility and how local, national and international government works.

Students demonstrate multicultural dexterity¹⁰ by being knowledgeable of, having exposure to, and being open-minded about different world cultures, lifestyles and perspectives—one’s own and those of others—and are able to explain such perspectives thoughtfully and respectfully. They can draw on lived experiences to make communication authentic.

Students have effective multicultural communication skills. They confidently communicate and express information, ideas and feelings purposefully, accurately and appropriately to diverse audiences, bridging geographic, linguistic, ideological and cultural differences:

- Using a range of modes, including writing (letters, reports, email, text), speaking (informally, in professional settings, in public presentations, over phone and video) and other forms of expression such as graphics, visuals, art, dance and music
- Using both analytical (sharing data clearly and concisely) and affective approaches (telling stories) as appropriate to audience and purpose
- In different languages
- On different technical and multimedia platforms (web, visualization tools, mobile and other digital/immersive environments)

Students are aware of their own biases when listening and talking to others, and incorporate culturally-affirming language to make communication and content clearer to intended audiences. They effectively utilize different techniques when advocating for their point of view,

¹⁰ Multicultural dexterity is a term from the Institute for the Future’s “Future Skills Map” which identifies the ability to quickly and appropriately shift mindset, grasp local context and utilize localized norms as an important skill in a globalized world.

and constructing persuasive arguments in multiple social and cultural contexts. They are empathetic and active listeners and observers. They seek to understand another person's point of view and have the skills to do so. They listen, observe actively and work to stay present in a conversation. They work to interpret nonverbal cues in communication.

Students see themselves connected to their local and global communities. They have a service mindset and take action to improve the world around them:

- They are environmentally responsible. They understand the environmental impact of human behavior and are knowledgeable about climate change. They know and employ strategies for climate resilience and sustainable living.
- They proactively contribute to the betterment of society, and to the creation of safer and more inclusive local and global communities. They take action, including knowing how and to whom to report concerns related to the safety of themselves and others.
- They understand how technology plays a role in improving civic engagement, especially in expanding access for all to participate.

INTERDEPENDENT COLLABORATOR

Students value collaborating in diverse teams and know how to harness the collective genius of their team members to maximize productivity and reach outcomes.

Students are relational and interdependent. They understand that effective collaboration requires utilizing their own and others' skills, assets and perspectives. They seek to work with others in small and large groups (in person and virtually) to develop ideas and complete projects. They maximize creative thinking and collaborative idea generation through rapid creation and sharing of content.

Students value collaborating in diverse teams and know how to harness the collective genius of their team members to maximize productivity and impact. They value the opinions, perspectives, lived experience, skills and attributes of others, and demonstrate critical consciousness (awareness of how one's identity and position in relation to power structures affects group dynamics)

Students understand and apply basic structure and attributes of effective teams. They know how to apply advanced in technology (e.g., augmented and virtual realities, artificial intelligence (AI)¹¹) to improve collaboration.

GRADUATE PORTRAIT IMPLICATIONS

Successful implementation of our Graduate Portrait will require collective effort, some of which will be clear immediately, and some of which may be more emergent. The following areas of focus will accelerate the comprehensive realization of the Graduate Portrait.

THE GRADUATE PORTRAIT CONTINUUM

The Graduate Portrait describes the knowledge, skills and mindsets that the LBUSD community believes students need in order to thrive. To meet this aspiration for each student, the portrait needs to be broken down into snapshots of a learner on a successful growth path, describing a continuum for each element. For example, what will an “Equity and Inclusion Leader” look like in elementary, middle, and high school? When, and in what ways, do we expect students to practice good digital citizenship? What do we want students to demonstrate on their path to becoming ethical Problem-Solvers either by the key transition points of a developmental continuum, or by 5th grade, 8th grade, to ensure they are on track?

These are some of the questions that we will address to identify guideposts for our learners and the adults who support them on their journeys as we create our graduate portrait continuum.

REIMAGINED ASSESSMENTS

Aspects of the Graduate Portrait will require us to think differently about assessment, and the ways we expect students to demonstrate their learning. As students develop the skills to help them become Future-Ready Adults, for example, what will be the best ways for them to show their learning, and get relevant feedback, at various stages of their development?

EQUITY AND THE GRADUATE PORTRAIT

The Graduate Portrait is for all students at LBUSD. To give students the opportunities and supports they will need in order to attain the knowledge, skills, and mindsets of the portrait,

¹¹ Artificial Intelligence (AI) is a branch of science that uses smart machines to perform tasks that typically require human intelligence.

requires that we deeply understand their needs, be ready to provide differentiated learning experiences and remove barriers to learning.

The Adult Portrait

CHAMPION FOR STUDENTS

Adults support and encourage students in their goals, empowering them to take prudent risks and grow.

Each adult at LBUSD is a consistent, patient, reliable, safe, and trustworthy ally for students. Adults build authentic relationships with students based on compassion, respect, care and trust. They listen to students and amplify and elevate student voices.

Adults are motivators, coaches and mentors. They understand the unique issues for students and their generation, and are able to empathize with students' perspectives and experiences. They help and empower students to navigate complex systems (e.g., career paths, college admissions).

They model persistence and hard work. They recognize the hard work of others. They are "warm demanders," expecting excellence from students while nurturing their growth.

EQUITY-FOCUSED CHANGE AGENT

Adults champion diversity, equity and inclusion by modeling cultural awareness and engaging in ongoing self-reflection.

All adults at LBUSD work to develop their own cultural awareness and cultural competence¹². They are self-aware. They are willing and able to confront their own biases, interrupt beliefs and actions that lead to an inequitable system, and disrupt historic inequities and predictable patterns of achievement based on race and demographics in LBUSD.

¹² Cultural competence can be defined as the ability to understand and respect values, attitudes, beliefs and customs that differ across cultures and to adapt appropriately to these differences.

Adults engage in an active and ongoing practice of liberatory thinking¹³ and anti-racism, working within themselves, their community, and the district to challenge racism with each decision made. They use data to make equitable, student-centered decisions.

Adults provide equal acknowledgement, protection and justice for all students and colleagues. They affirm students' and adults' diverse intersectional identities (including racial, linguistic, disability and gender identities). They empower, encourage and support students to be social justice leaders.

POSITIVE AND RESILIENT PROFESSIONAL

Adults are reflective, confident and passionate about their work. They are knowledgeable about mental health so they can best care for themselves and others.

All educators at LBUSD understand mental health, child development, brain development and trauma-informed practices.¹⁴ They are skilled at de-escalation and using restorative practices to repair harm. Adults possess the skills to support students and other adults to work through stress and build social-emotional resilience.

Adults work on their own mental health, make time for self care and have a healthy work-life balance. They know how to seek help when struggling and how to support others who are unsafe (this includes knowledge of CPR and safety skills, as well as awareness of appropriate interventions and resources available for individuals experiencing mental health challenges). Adults are able to manage their own emotions in order to interact with others from a calm, centered place, and are driven to make the changes needed to reach their desired state.

Adults are capable and competent. They possess core life and career skills (e.g. organization, time management), and know how to persevere through challenges.

¹³ Liberatory thinking, as defined by the National Equity Project, means re-imagining those internal assumptions and beliefs about others that undermine productive relationships and actions.

¹⁴ Trauma-informed practices can be defined as recognizing, understanding and empathizing with the impact of trauma on an individual and those around them, and using practices that reduce anxiety and triggering associated with trauma.

Adults feel a sense of belonging, worth and voice in their workplace. They are positive, hopeful, excited and passionate about their work, and share that passion and fun with other adults and students.

ADAPTABLE AND REFLECTIVE LIFELONG LEARNER

Adults are open-minded, curious and committed to ongoing learning that supports their development as professionals and strengthens their ability to adapt to a changing world.

All adults at LBUSD have a desire to continuously learn and grow. They hold a growth mindset for themselves and others, and are dedicated to becoming experts in their profession.

Adults are digitally curious. They are informed about current developments in technology and acquire the digital skills needed to fulfill their job function and to support students (e.g., digital collaboration platforms, basic principles of software development and coding, cybersecurity and interaction with AI).

Adults maintain mental adaptability. They adapt to changes in students, community, culture and the environment. Leaders and staff at all levels are open to feedback, including feedback from students and those working closely with students, and are willing to repair harm as needed. They model vulnerability and learning from mistakes, reflecting on the past, and applying learnings to the future.

EMPATHETIC COMMUNICATOR

Adults communicate across cultures clearly, openly and honestly in a way that shows care and concern for students, families and staff.

All adults at LBUSD possess social-emotional intelligence¹⁵ and can understand and appropriately respond to people's feelings. They have strong interpersonal communication skills, listen actively and work to stay present in a conversation.

¹⁵ Social-emotional intelligence refers to a person's ability to understand and manage interpersonal relationships. It includes an individual's ability to understand, and act on, the feelings, thoughts, and behaviors of other people.

Adults can synthesize large amounts of information into clear and insightful messages. They can engage in, and effectively facilitate, respectful discourse. They know how to give and receive feedback.

Adults can adapt their communication styles and use culturally-affirming language to best reach different audiences. They value and center multilingualism, and work to develop their own ability to communicate in multiple languages.

EMPOWERING FACILITATOR OF LEARNING

Adults provide engaging and relevant learning experiences to support learners' needs (both students and adults), build on their strengths, affirm their identities and encourage their growth.

Teachers and instructional leaders hold deep knowledge of curriculum and instruction and are skilled in the subject(s) they are teaching.

They are knowledgeable about how students and adults learn and develop in different contexts. They understand individual learners' needs and assets and how they intersect (e.g. students receiving special education services, English Language Learners), and use data to adapt teaching methods to meet those individual needs, enabling equitable access and inclusion for all learners. They provide appropriate scaffolding to increase access and support for all learners to meet the rigor of the standards, and provide ongoing feedback cycles and ways for learners to monitor their growth.

Teachers and instructional leaders act as guides, teaching students how to learn independently and in collaboration with others. They emphasize in-class discussion and hands-on practice over memorization as a way to process new information. They support other adults in their efforts to grow and learn.

They engage learners in co-designing engaging, interdisciplinary and relevant learning experiences that connect to learners' interests and are grounded in real-world challenges and applications for authentic audiences. They use culturally responsive¹⁶ materials and methods that reflect diverse authors and perspectives.

¹⁶ Culturally responsive teaching is a student-centered approach to teaching that acknowledges, values and nurtures the unique cultural strengths every student brings to the classroom.

Teachers and instructional leaders teach students the skills of entrepreneurship and leadership, including problem solving, innovation, strategic foresight¹⁷, design processes, ethical decision-making, overcoming failure, teambuilding and communication. They integrate technology to prepare learners for the workplace and provide access to education in environments beyond the walls of the classroom.

CREATIVE AND CRITICAL THINKER

Adults are flexible, innovative, and solutions-oriented systems thinkers who can think creatively to solve problems.

All adults at LBUSD are resourceful, collaborative, and dedicated to continuously evolving in their thinking. They allow for debate and consider multiple perspectives. They embrace complexity and create space for imaginative approaches.

Adults have the ability to think divergently, critically, flexibly, and analytically. They are able to generate and combine ideas and select appropriate solutions. They possess statistical analysis skills to make meaning of data, and can analyze large amounts of information, evaluate it for credibility, and synthesize themes and key messages. They can discern how bias impacts the way information is presented and can model the skills of addressing bias for students.

COMMUNITY-MINDED AND COLLABORATIVE LEADER

Adults build strong relationships with peers and the community. They collaborate both locally and globally to catalyze change and reach common goals.

All adults at LBUSD invest in building and strengthening relationships within and across grade levels, departments, sites and offices, as well as with students, families and the community. They see collaboration with families and the community as essential to achieving the best outcomes for students.

They value and elevate unique histories and stories that represent the local community and affirm cultural identities.

¹⁷ Strategic Foresight is a structured and systematic way of using ideas about the future to anticipate and better prepare for change (Organization for Economic Cooperation and Development, OECD).

Adults build and maintain a strong professional network and partnerships, sharing resources and collaborating with others to continue to grow in their profession.

Adults are aware of their potential impact on future generations. They possess a sense of responsibility to care for the global and local environment and resources. They see themselves as change agents and catalyze the community to proactively address local and global issues. They empower others to lead.

Adults model ethical online behavior in order to support students to develop as good digital citizens (e.g. not engaging in cyberbullying, not spreading disinformation).

ADULT PORTRAIT IMPLICATIONS

Building upon existing district office and state department of education key competencies, standards, understandings and expectations for educators and administrators, our Adult Portrait complements the Graduate Portrait, and it is specifically designed to support that work. Alongside state and departmental standards and competencies, the Adult Portrait creates a more holistic approach that is targeted to this district.

The Adult Portrait has major implications for the human resources lifecycle, labor relations and the kinds of relevant and persistent professional learning that adults will need in order to embody the portrait.

ALL ADULTS WHO WORK IN THE SYSTEM

This portrait is intended to apply to every adult working in the school district, from the governance team to the newest hire, because the work of *every* adult at LBUSD supports student success. This includes classroom teachers, paraprofessionals, facilities workers, transportation workers, nutrition services workers, office workers and leaders at all levels.

THE TALENT LIFECYCLE

The Adult Portrait has implications for every aspect of the human resources lifecycle (attraction, recruitment, hiring, onboarding, continuous development and evaluation, retention, transition and separation). The vision itself becomes very useful in attracting

candidates to the district because it makes the district's values and aspirations explicit, and therefore helps to attract candidates who share those values and aspirations.

During educational recruitment, while it is important to find candidates who have a mastery of teaching, they also must show genuine care for students and their well-being. The Adult Portrait is an extension of that idea. It attracts those candidates who are interested in developing these qualities. New hires will not be expected to come with all of these qualities fully formed, but they must believe that every child can achieve success, want to do their part to support each student, and understand the Adult Portrait's role in creating a community of adults who share this commitment.

FOCUSED AND ALIGNED PROFESSIONAL LEARNING

As all adults in the system are encouraged to develop the qualities in the Adult Portrait, they will be supported with targeted and relevant professional development. This will help adults determine what the elements look like in their particular context, how they can be developed, what best practices look like in action and what goals they will set for their own development.

The forward-looking and holistic nature of the Adult Portrait brings the opportunity for more personalized and innovative professional learning options. These options can include in-person and virtual learning journeys to witness great ideas in action or benchmark against other districts and organizations, and simulations to practice new skills and ideas.

As a set of characteristics that apply to all adults, the Adult Portrait supports interdisciplinary learning as well as cross-departmental and cross-site collaborations. This can enable the entire community of adults to learn from one another, spark innovation, circulate best practices and build a shared understanding of how the whole system can best work to support students.

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.

We acknowledge inequities in our system that cause harm and address them by developing systemic processes, such as healing and restorative practices, to support LBUSD students, families and other community members.

In our pursuit of excellence for all, we bring in the voices of those most impacted, especially students, to inform our decisions. We allocate resources equitably, reflecting proportional disparity, and based on student needs. This may include, for example, the specific needs of BIPOC (Black, Indigenous, People of Color) students, foster youth, unhoused youth, students who are emerging multilingual learners and students with disabilities. Using the idea of Targeted Universalism¹⁹, we center the experience of Black students with a dedicated staff and budget to support Black student academics and well-being.

All our schools, including educational and alternative programs, and early childhood centers, are equitably resourced. Every student, including any student with disabilities, is immersed in rich, culturally-responsive learning experiences and has access to the entire core curriculum, including electives and physical education (PE).

We provide ongoing equity training to students, staff, families and community members, supporting everyone to implement new methods and pedagogy. We focus on social justice in professional learning for all staff, and access to rigorous, culturally-sustaining curricula. We recruit, support and sustain a diverse staff that supports our student body with a culture of care.

¹⁸ Restorative justice practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

¹⁹ Targeted Universalism means setting universal goals, such as “all students attain the Graduate Portrait”, and using targeted processes to achieve these goals (See Othering and Belonging Institute, University of California at Berkeley, for more information). As we learn more about what works for different groups of students, for example, and build success, we can also apply those learnings across the district, and build our capacity to support success for all students.

We use liberatory mindsets²⁰ and practices to become a system of empowered change agents that intentionally dismantle structures of oppression, support equity and challenge racism.

FLEXIBLE, HIGH-QUALITY LEARNING WITH REAL-WORLD APPLICATION

Every LBUSD student is supported to develop their sense of agency and reach their full potential through flexible, forward-looking learning experiences with real-world applications.

Every student is supported to reach their full potential and confidently navigate the real world, and for college, career, and/or entrepreneurship in the local and global economy. Every student is equipped with forward-looking knowledge and skills that will grow with them and help them to thrive in the future.

We create a variety of flexible settings and schedules individualized to students' needs (e.g., flexible learning environments, community-based, in-person/virtual, real-time, asynchronous) that will help every student succeed and attain the Graduate Portrait. Authentic and personalized learning experiences are directed by student interest and needs, and involve inquiry and project-based learning connected to real-world problem solving. Flexible, growth-focused feedback systems are used to measure mastery.

We empower students to be proactive participants in support services, actively developed in partnership with students, families and team members.

OPEN DISTRICT: FAMILY, COMMUNITY AND CITY COLLABORATION

LBUSD is committed to working in partnership with our families, our community, and our city government, and we develop the systems and structures needed to build trust, listen deeply, craft shared goals and collaborate to attain them.

We create a system that facilitates and implements strong and purposeful engagement with our community. We formalize an engagement framework with our community, including nonprofits, businesses and city partners, to create and maintain integrated systems that meet student and community needs.

²⁰ Liberatory Mindsets, as defined by the National Equity Project, are intended to surface particular beliefs, values, and stances that can then 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.

We intentionally build connection and trust, creating a culture of welcome for our community. We advocate for, and cultivate, relationships and commitments of time, assets, products and services. We also work across grades, sites and departments, embracing collaboration and the collective genius within our system.

We facilitate creative, student-centered, real-world learning experiences in the community and the wider world. The “1 teacher in 1 classroom” model has been enhanced by collaboration with a variety of caring adults from inside and outside the school district to create “a village” to mentor and support students (including internships, externships and other career-supporting experiences).

We partner with parents to support student goals and learning. We communicate, seek feedback from, and collaborate with families, working together to resolve barriers to student success. We provide training and resources as needed to help families support their students. Schools are community hubs, accessible to students and the community outside of school hours.

We partner with community organizations and city departments to collaborate on citywide issues and opportunities that impact our students. We also partner with the City of Long Beach on initiatives that build on the synergy in both of our visions and strategic plans, to create collective impact for the benefit of our whole community.

GLOBAL COMPETENCE AND CONNECTIVITY

LBUSD values Long Beach’s rich cultural diversity and global connections. We support our students and staff in developing awareness and appreciation through support for multilingualism and international programs.

We build and celebrate cultural awareness and appreciation. Multicultural dexterity²¹ is fostered and integrated into the curriculum to build awareness, affirm students’ and families’ identities and maintain culture.

²¹ Multicultural dexterity is a term from the Institute for the Future’s “Future Skills Map” which identifies the ability to quickly and appropriately shift mindset, grasp local context and utilize localized norms as an important skill in a globalized world.

Multilingualism is valued as an asset that helps students and adults to connect with the global community. We create district-wide multilingual learning opportunities for every student and staff member, adaptive to need.

Students and adults understand how their choices and local actions are relevant and have global effects. We create opportunities for global exchange that support global awareness and understanding for staff and students. Curricula and learning environments foster cultural competence, build global awareness and highlight our interdependence through in-person or virtual international programs.

A CULTURE OF INCLUSION, WELL-BEING AND AFFIRMATION

LBUSD intentionally develops an affirming, asset-based culture in which every student, family member, staff member and community member feels a sense of welcome and belonging.

We are a culturally affirming, empathetic, asset-based culture in which adults recognize and cultivate students' strengths and assets and teach empathy at all grade levels. We affirm, understand and value (through non-discrimination) all cultures and identities.²²

All students and adults feel a sense of belonging and value through the relationships we build while respecting and embracing cultures. We foster social-emotional understanding naturally through authentic human connections and we focus on relationships as an important vehicle for achievement.

We use culturally-conscious restorative support and encourage embracing failure as a learning opportunity.

We engage all learners through flexible learning environments designed to support different learning styles and needs. We work across sites, departments and grade levels (PK-12), embracing collaboration and acknowledging the assets brought by each person in our system.

In addition to social-emotional well-being, we attend to the physical well-being of students by creating safe campuses, providing good nutrition and ensuring access to exercise and outdoor space for all students. We attend to the well-being of our staff and educators by supporting opportunities for self-care.

²² See LBUSD Non-discrimination policy.

A CULTURE OF EQUITY-CENTERED INNOVATION AND CREATIVITY

LBUSD's system-wide innovation practice builds the agency of students and staff to collaborate in diverse groups, think creatively about challenges and learn forwards by prototyping²³ solutions.

We use an equity-centered innovation process that involves cycles of problem identification, research, co-design and co-development, testing, learning and refining solutions to address our most pressing academic and business and operations challenges. We learn from our failures. With this approach, we ensure that those most impacted by any changes are brought into the process as co-designers whose lived experiences, skills and reflections are an integral part of each cycle of the process, thereby disrupting the traditional power structures of a school district and creating better solutions for all.

LBUSD staff are trained to integrate innovation into their practice, so they can share and model the use of the process for students. We practice agility and adaptability to meet students' needs and future trends. We also develop students' skill sets for the future, including communication, critical thinking, collaboration, computational thinking, innovation, strategic foresight²⁴ creativity, design, collaboration, entrepreneurship and social-emotional intelligence.²⁵

We use the arts and access to arts experiences to develop the creativity of our students and our staff, to express culture, affirm identity and learn about the assets of our community.

FUTURE-FOCUSED FACILITIES AND TECHNOLOGY INFRASTRUCTURE

²³ Prototyping refers to cycles in which we create simple models of a potential solution, taking the smallest step we can in order to learn something about the problem or solution. We then test the model, and create the next version based on our learning.

²⁴ Strategic Foresight is a structured and systematic way of using ideas about the future to anticipate and better prepare for change (Organization for Economic Cooperation and Development, OECD).

²⁵ Social-emotional intelligence refers to a person's ability to understand and manage interpersonal relationships. It includes an individual's ability to understand and respond to the feelings, thoughts and behaviors of other people.

We are proactive in the planning, design and maintenance of our facilities and our technology infrastructure. We plan for climate resilience so that we can create future-ready physical and virtual environments while managing cost.

Our learning spaces and integrated technology are accessible and adaptive to all students' needs. We learn from the adaptations we create for specific groups of students, for example, students with disabilities, or with language needs, and apply those learnings across the system. Our schools are equitably resourced, and are staffed at a level that enables consistent access and safety.

We take a proactive approach to our facilities, designing for climate resilience and using predictive analysis to support preventive maintenance. We prioritize policies, processes and technology that lead to carbon neutral, climate-resilient facilities (e.g., zero waste initiatives, passive building design that works *with* the local climate to reduce the need for cooling and heating, and renewable energy options.)

We update our current facilities, and design new facilities using the idea of the “urban canopy” creating green, climate resilient, park-like settings. We work with arborists and irrigation specialists, for example, to design and plan maintenance. We design spaces that allow for true breaks and rest, including wellness lounges and outdoor spaces.

We have a highly technology-enhanced system that supports staff's work and enables students to experience leading-edge, real-world applications. We engage in proactive, comprehensive technology planning including resources for facilities and technology maintenance, support and staff training. We invest in interoperable data systems,²⁶ enabling data access and analysis, and supporting excellent decision-making. We also ensure our adults are trained in technology so that they can use it efficiently to enhance their work and model effective use of technology for students.

Students have opportunities to develop real-world skills and gain credits through participating in the design and implementation of technology initiatives and green facilities programs.

TRANSFORMATIONAL ADULT PRACTICES AND LEADERSHIP

²⁶ Interoperable describes data systems that can communicate and connect with one another.

The work of every adult at LBUUSD 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.

We are a student-centered institution. We believe that the work of every adult at LBUUSD supports student success, that we have shared ownership of outcomes and that students benefit when we work together to support them. We create a sense of purpose and optimism in staff and students, and foster the belief that we all can be agents of innovative change.

We have a model of leadership that is inclusive, liberatory²⁷ and collaborative. We work to share and shift power, and in doing so build the capacity of all. We grow transformational leaders and staff intentionally through policies, processes and high-quality practices that are aligned to, and support the attainment of, the Adult Portrait. These include our recruitment, retention, development and professional-learning policies, processes and practices.

As part of our continuous-improvement cycle we support high-quality practice and ongoing learning for all staff through flexible, growth-focused feedback systems that include student and/or staff voice where relevant.

SYSTEM PORTRAIT IMPLICATIONS

A LONG-TERM STRATEGY TO DISMANTLE BROAD INEQUITY, BEGINNING BY CENTERING BLACK STUDENTS

LBUUSD is committed to becoming an institution that is focused on educational excellence and equity. We achieve this by providing excellence in our instruction for all students, eliminating the disparities that exist among different student groups and ensuring that students can thrive and achieve regardless of their demographic characteristics. This work is guided by the idea of Targeted Universalism, as described by the Institute of Othering and Belonging at the University

²⁷ 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 8 modes, including See the System; Empathize, Inquire; Notice and Reflect.

of California at Berkeley, which describes the importance of creating a shared aspiration (the universal aim, e.g. attaining the Graduate Portrait) with targeted ways for different groups to achieve that aspiration, depending upon differences in need and context.

The universal aim ensures that certain groups of students, for example, are not hampered by lower expectations that the adults around them might hold. Well-intentioned ideas of protection, for example, can result in lower expectations for certain students, in addition to the impacts that unconscious bias, as well as misreadings of cultural difference or behavioral needs, can have on expectations.

Employing targeted practices to support groups of students will also increase learning across the system, as some practices will have transferability. For example, targeted attention to the intersectional needs of Black students with disabilities will likely have applicability for other students with special needs.

In order to become a truly equitable system, LBUUSD 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.

SUPPORTING THE GRADUATE AND ADULT PORTRAITS

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 PURPOSEFUL PROCESS OF MANAGING SYSTEM-LEVEL CHANGE

School districts, like many other systems, are complex organizations, with both tangible and intangible parts that are simultaneously independent and interdependent. This complexity makes system-level change a challenging and exciting endeavor, requiring iterative processes and data-driven continuous-improvement cycles to ensure that the system achieves the desired results—in this case the Graduate and Adult Portraits.

For successful system changes to take root, all stakeholders need to be aligned and moving collectively toward the vision. This requires:

- Strong leadership and shared practices to guide the vision implementation;
- Dedicated energy toward community coherence;
- Stakeholder engagement and buy-in; a sense of shared ownership;
- Alignment of resources and incentives;
- Constant coordination;
- Consistent and transparent communication throughout the process;
- Intentional development of a culture that reflects the Core Values.

This is a purposeful process of managing change that requires school sites, central office departments, families and the community to maintain a commitment to realizing these system changes over time for the benefit of current and future LBUSD students.

Large-scale change does not happen quickly. Continuous improvement will depend in part on available resources, including funding and human capital.

There are benefits to progressive changes that come at a pace that allows the changes to become sustainable over time and embedded within the organization and its culture. To ensure successful coordination in this implementation, a clearly defined scope, sequence and syncopation are outlined in a series of accompanying strategic plans.

STORIES FROM THE FUTURE

(Micro “design fictions” that show what possible futures could look like. These are intended to be illustrative, not prescriptive).

Future-ready Adult—Luis’s story

It is 2029 and Luis is getting ready to graduate from LBUSD. He was in 6th grade when LBUSD adopted its long-term vision, and since 8th grade has been helping the district to prototype a module of learning experiences focused on developing as a Future-ready Adult. Along with his regular core subjects, Luis has been working with a personal AI-based guide, as well as meeting with the module coordinator monthly. The AI-based support takes him through an adaptive set of lessons on topics such as researching and applying for jobs, researching, applying for and financing college, general financial literacy and the ever-popular rent an apartment simulation.

“The great thing about the AI guide was that I could take the lessons anytime I wanted, and then we would have discussions at our meeting. Now, I feel like I can live independently after

high school. I know how to manage my finances—I even opened a real crypto account after my simulated one did really well. The guide also helped to coach me in building a network, and when I go to college I already have a mentor and am connected with older students doing the course I want to take.”

Resilient, Healthy and Mindful Self-Advocate—Kailani’s story

“I came here with my family as a climate refugee in 2028. Our move here was devastating. We lost everything we owned, and I didn’t really want to come to America because I blame countries like this for making the climate worse, whereas many of us from the Pacific Islands did not contribute to the problem, but are just paying the price. But we had family here so we came. I went into 9th grade and was very advanced in math and science because we had accelerated STEM programs in the islands as a way to try to work on the climate issue. My teachers gave me advanced work to keep my interest, and that definitely helped, but one thing I wasn’t expecting was the focus on supporting mental health. I was given a lot of information to support my well-being and encouraged to take care of myself in those ways. I discovered healthy ways to manage and responsibly express my feelings of anger and despair. I was able to work with peer counselors, and that really helped me to feel welcome, and to understand the issues that others had as well. And people listened to me. They showed that they valued my experience, and helped me see that what I have been through, although traumatic, can help others understand issues as I share my story.”

Equity-focused Change Agent—Hector’s story

After being celebrated for his work and 30 years at LBUSD, Hector reflects on his equity-focused change agent journey: “When I first started working on this I thought I’d get some personal understanding, but I couldn’t see at that point how it connected with my job. Working in nutrition services we think about hygiene and food safety, and getting everything out and served quickly. Although through the pandemic I realized how many people were dependent on the food we served, everything was so crazy then I still wasn’t making the connection. Then in 2025 I joined a collaborative project about food access and we learned from our data team, and from the City of Long Beach, about poverty levels in our district. We looked at where grocery stores were located, and which ones were struggling or closing. We heard from Educational Services colleagues about what students need. And then I interviewed some students and families. Wow! That was eye-opening. Now I understand just how important good nutrition is to students’ abilities to focus and learn, that families can’t always provide everything they want to, and how I can be a partner in that—helping students to access good nutrition, helping

students make good choices about food. I always knew our work was important, but now I understand the real difference it can make to a student's success."

Community-minded and Collaborative Leader (Ethical online behavior)—Angie's Story

Angie Son, 28, is the first to admit that when she was a high-school student, she posted way too much revealing information on social media. "I've spent years clearing up my social media history. But it has helped me to help my students make better choices. In the early years of social media we were less aware of that. My generation posted everything... when I think back to some of my TikToks, I cringe! And the older generation were no help. A lot of people were just downright cruel online because they weren't face-to-face with someone. And then there's the whole dopamine fix of getting likes. Being asked as a teacher to model ethical online behavior has been very powerful. While it has helped me be more thoughtful about what I post, it has also led to some very deep conversations in class about the rules of discourse, including cultural differences in discourse (whether that is ethnicity based, age based, etc), ways to verify claims made online and ways to read and convey emotional tone online so that our words are not misunderstood. Last year a group of my students also used what they were learning to create a list of ways to tell if you are being scammed, which went viral, and has been very useful—I shared it with my parents and they loved it."

Global Competence and Connection—Les's story

I am new to LBUSD. I'm originally from Florida, but moved here in 2028 for the community, the opportunities and the climate (as a native Floridian I can't live anywhere cold).

I officially work on Professional Learning, and I see myself as a virtual tour guide. Part of my job is to identify, or design, virtual learning experiences for students and adults that connect us to the rest of the world. As the climate becomes more volatile and travel gets both more difficult and more expensive, we are determined to continue to value global connections. We have the diversity to build upon in our community, the technology to help us think differently about how to accomplish this and a community that values multilingualism. And these aspirations are also expressed in our portraits.

I work with adults first to co-create global learning experiences for them. Then I help adults on the instructional side to create experiences for their students. We have ongoing "visits" to several schools in Central and South America through which students and staff can improve their Spanish and work on collaborative projects. I speak 3 languages fluently, but I'm always interested in learning more. In the last year I have curated a virtual learning journey for

Facilities and Maintenance to Denmark, Sweden and the Netherlands to learn about climate-resilient architecture and building maintenance. It was fun learning how to say a few words in each of those languages, even though their English was so good. I would love to travel to the warm countries in person, and maybe one day I will, but virtual travel to the colder parts of the world is perfect!

Equitable System: Centering Black Students—Idris’s story

It’s 2035 and Idris is reflecting on the experience his children have had with LBUSD. “I did ok in school until I left in 10th grade. I got by, but it wasn’t a great experience for me, and I wanted better for my kids. Plus my partner is a smart woman so I knew the kids would be smart. My daughter started with LBUSD in 2024, just after they had launched their vision and said they would center Black students. We didn’t really know what that meant at that time, and the district was honest about how it was figuring it out, but we all figured it out together, and that made all the difference. My daughter always knows what she wants and she has taken every opportunity since she was in about 4th grade, to give input, share her thoughts and take every co-design opportunity. She feels proud that she has really helped to shape the experiences that have been created for Black students. My twin sons are 5 years younger and they were part of the Birth-to-TK experience before starting Kindergarten. The sense of self-worth and confidence they have from this experience has been mind-blowing. Sometimes you don’t even know what is missing until you see something else, and after seeing their progress-I mean I know they had advantages from home-but this is something I want now for every child in America. It’s that good!

Acknowledgements and Thank you

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Translation Team and Colleagues from OSSS (Bilingual Techs)

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Pedro Leal
Pheakdey Nhim
Luis Cedillo Hinojo
Katherine Carrasco
Juan Carlos Pacheco
Sam Keo
Austin Nhev
Milve Ponce
Maribel Marshall
Margarita Paiz

Prospect Studio:

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