

# Raising Student Voice & Participation (RSVP)



**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

March 13, 2025  
3:45 – 5:15 pm



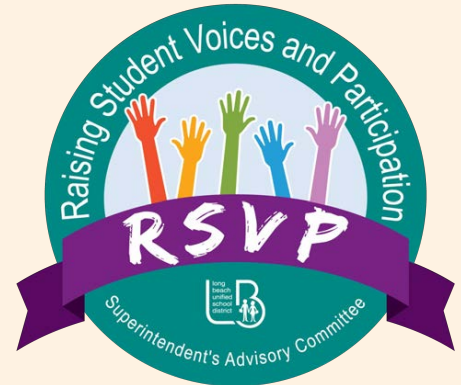
# Agenda

1. Welcome & Inclusion Activity
2. Cross-Site Share Outs & Collaboration
3. Review Prototype & Try Deep Dive
4. LCAP Feedback
5. Student Board Member Share Out
6. Next Steps



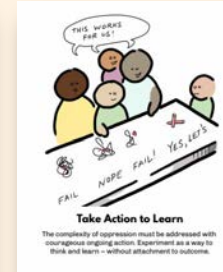
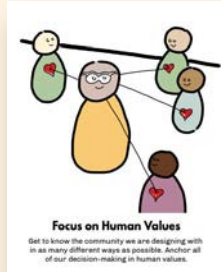
# Zoom Etiquette

- Cameras on & mute your mic
- Rename with your name, school and preferred pronouns (e.g. she/her/hers, he/him/his, they/them/theirs)
- Raising your hand
- Be aware of your surroundings
- Ask questions in chat
- Have fun!



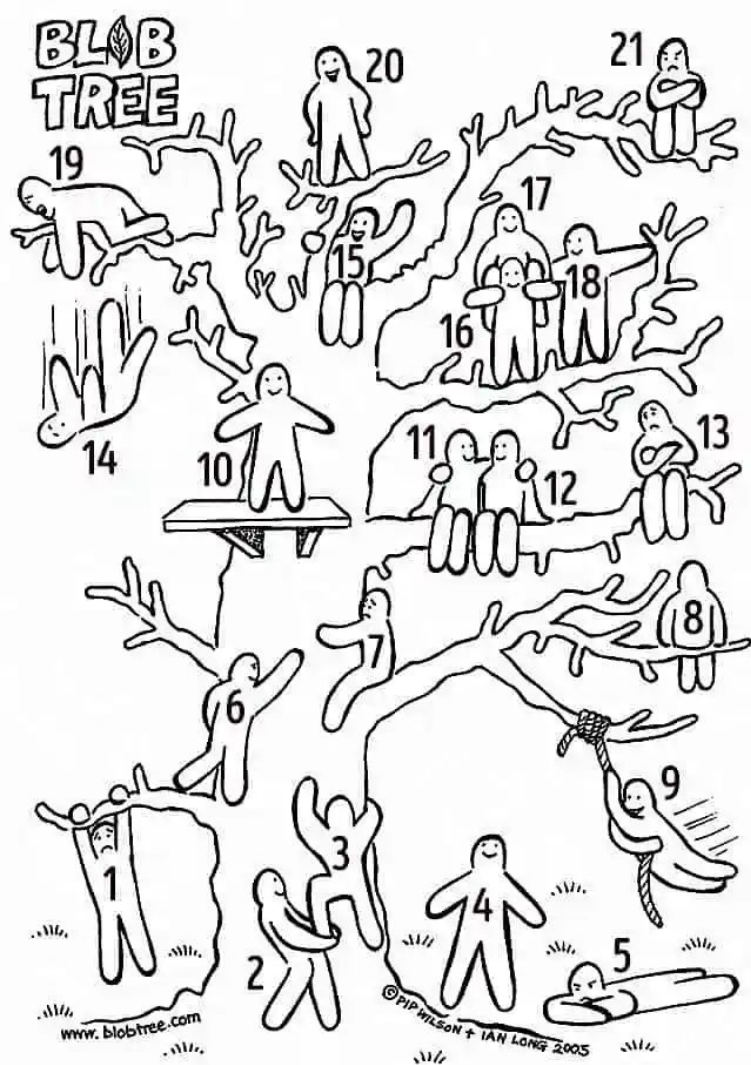
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and Equity*

# Community Agreements



- Ask questions beginning with "Tell me more..." to surface what we don't know, rather than asserting what we think we know
- Build from the strengths, stories, & skills of the team and honor the wisdom in the community
- Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix
  - Powerful design emerges from the "mess," which shows that we are doing something and trying new ways
- Put aside preconceived notions of how things should be and think/talk "crazy" (wild ideas to spark creative courage)
- Create opportunities for sense-making before decision-making

# Welcome and Inclusion



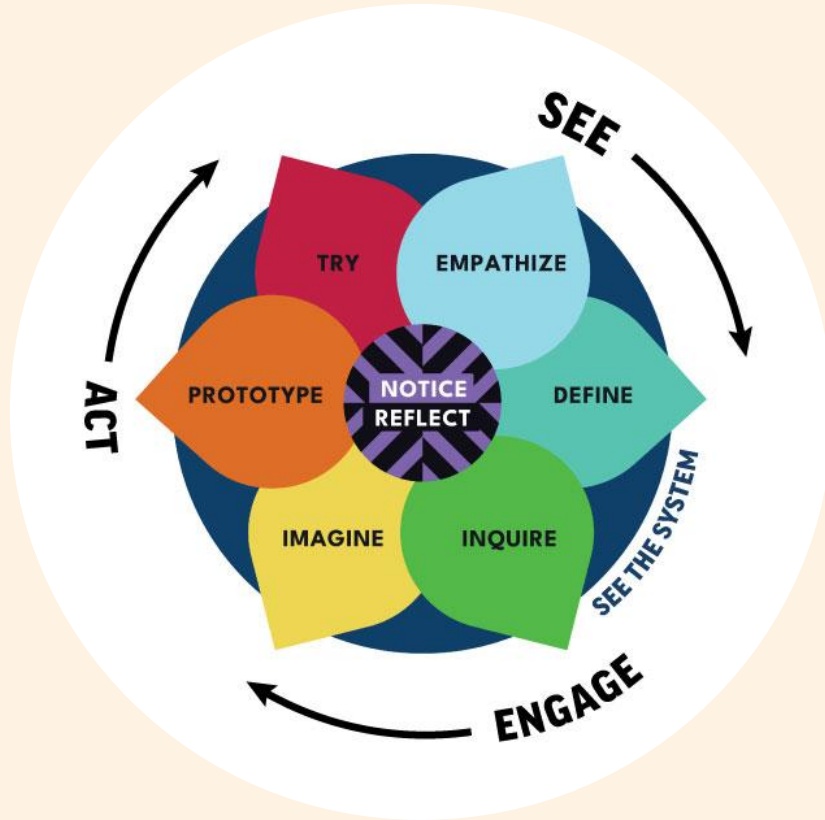
# Connections

In the chat, indicate which number represents how you're feeling as you're coming in today?

Be ready to share out.

# Cross Site Collaboration

# Liberatory Design – Designing “With”



NATIONAL  
EQUITY  
PROJECT

Source: [National Equity Project](https://www.nationalequityproject.org/)

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"By centering students' needs through the liberatory design process, we repositioned students as centers of knowledge. We listened to them in ways that shifted our practice, and we recognized that both teachers and students have the capacity to educate each other... Our students recognized that their voices and perspectives mattered, and they began to advocate for themselves in new ways."

Jessica Lee Stovall, Lamar Timmons-Long, Thomas J. Rodney and Taylor Hall  
*"Black Teachers' Use of Liberatory Design to Promote Literacies of Healing"*  
(Stovall 2023)

# A quick tour of the Liberatory Design MODES



Practice self-awareness  
(identity, emotions, power)  
and situational awareness  
(context, people, history)

Pause to reflect on actions,  
impact, emotions, relationship -  
and adjust intentions, direction,  
presence

Share prototypes with  
stakeholders - to learn and  
improve your design

Listen to stories from those  
impacted by the challenge - and  
build relationship in the process

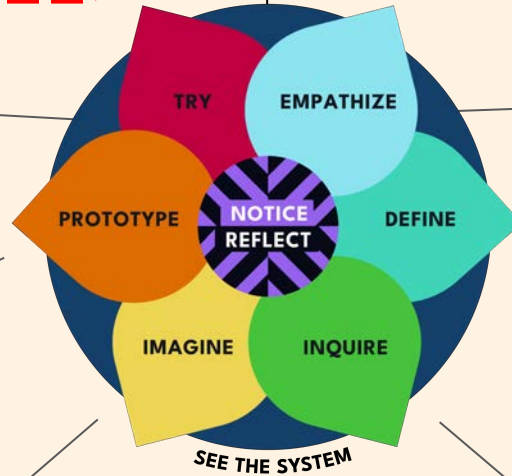
Build rough versions of  
potential approaches - to  
help you think and learn

Frame the challenge and opportunity;  
determine how complex it is -- and if  
we need to understand it better  
before designing

Get outside of your box  
and imagine “what if?!”

Recognize patterns of inequity, look at  
the system creating those—and identify  
a challenge to address

Design small “safe-to-fail” actions  
to learn more about your situation  
- to inform your design direction



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# Cross Site Collaboration

In assigned breakout rooms, collaborate across school sites to discuss the following:

- Where are you in the Liberatory Design process? How did you get there?
- Where do you feel stuck? What support might your peers offer?
- Any advice for your peers who have not yet hosted a site visit?
- How are you thinking about prototyping?
- Question & Answer

| Date          | Time           | High School (Link to Slides)                         |
|---------------|----------------|------------------------------------------------------|
| Wed Jan 22    | 11:30am-2:00pm | <a href="#">Renaissance High School for the Arts</a> |
| Tues Jan 28   | 10 am-noon     | <a href="#">Reid Continuation High School</a>        |
| Wed Jan 29    | 11:30am-2:00pm | <a href="#">Poly High School</a>                     |
| Tues Feb 4    | 10 am-noon     | <a href="#">Cabrillo High School</a>                 |
| Wed Feb 12    | 11:30am-2:00pm | <a href="#">CAMS</a>                                 |
| Fri Feb 21    | 11:30am-2:00pm | <a href="#">Lakewood High School</a>                 |
| Tues Feb 25   | 10 am-noon     | <a href="#">Millikan High School</a>                 |
| Wed Mar 12    | 11:30am-2:00pm | <a href="#">Wilson High School</a>                   |
| Tues Mar 18   | 10 am-noon     | Jordan High School                                   |
| Tues Mar 25   | 10 am-noon     | Browning                                             |
| Tues April 1  | 10 am-noon     | McBride                                              |
| Tues April 22 | 10 am-noon     | Avalon High School                                   |
| Wed April 30  | 11:30am-2:00pm | Sato Academy                                         |

# Review Prototype & Try

# Prototype



Get ideas and explorations out of the head and into the world.  
Takes a physical form.

“Low resolution” v. “High resolution”

MODE  
PROTOTYPE

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST

**WHAT is the prototype mode**

Prototyping is getting ideas and explorations out of your head and into the physical world. A prototype can be anything that takes a physical form - be it a wall of post-it notes, a role playing activity, a space, an object, an interface, or even a storyboard. The resolution of your prototype should be commensurate with your progress in your project. In early explorations keep your prototypes rough and rapid to allow yourself to learn quickly and investigate a lot of different possibilities.

Prototypes are most successful when people (the design team, the user, and others) can experience and interact with them. What you learn from those interactions can help drive deeper empathy, as well as shape successful solutions.

**WHY do we prototype**

Traditionally prototyping is thought of as a way to test functionality. But prototyping is used for many reasons, including these (non-mutually exclusive) categories:

- **Empathy gaining:** Prototyping is a tool to deepen your understanding of the design space and your user, even at a pre-solution phase of your project.
- **Exploration:** Build to think. Develop multiple solution options.
- **Testing:** Create prototypes (and develop the context) to test and refine solutions with users.
- **Inspiration:** Inspire others (teammates, clients, customers, investors) by showing your vision.

Many of the goals of prototyping are shared across all four of the above categories.

We prototype to:

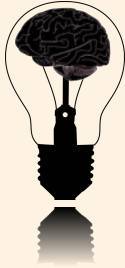
- Learn.** If a picture is worth a thousand words, a prototype is worth a thousand pictures.
- Solve disagreements.** Prototyping is a powerful tool that can eliminate ambiguity, assist in ideation, and reduce miscommunication.
- Start a conversation.** A prototype can be a great way to have a different kind of conversation with users.
- Fail quickly and cheaply.** Creating quick and dirty prototypes allows you to test a number of ideas without investing a lot of time and money up front.
- Manage the solution-building process.** Identifying a variable to explore encourages you to break a large problem down into smaller, testable chunks.

4

d.00000

# What do we prototype?

The Rational Choice



Most Likely to Delight



The Darling

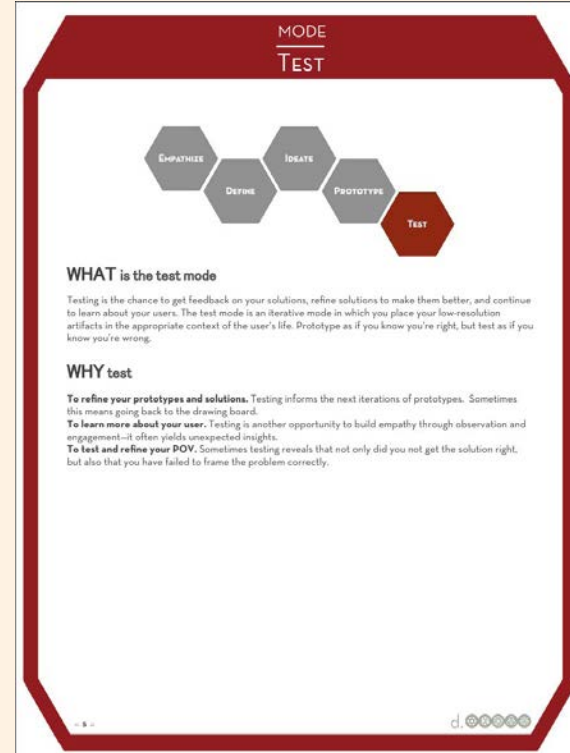


The Long Shot

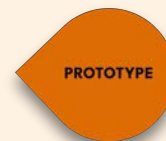
# Try



Opportunity to get feedback on solutions, refine them to make them better, and continue to learn about users (re-empathize for even clearer re-defining).

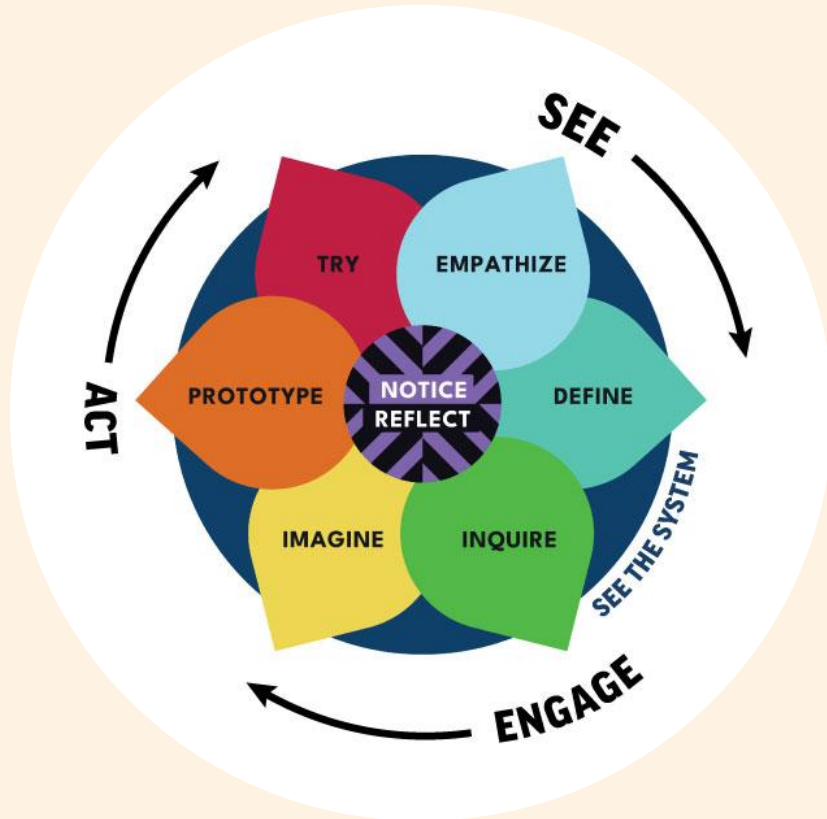


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| Empathize<br>(Observe)                             | Empathize<br>(Interview)                                                                                        | Empathize<br>(Immerse)           | Define                                                       | Imagine                                                                                                                                        | Prototype                                                     | Try                                                                                                               |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <a href="#">What? How? Why?</a>                    | <a href="#">Interview Preparation</a><br><a href="#">Interview for Empathy</a><br><a href="#">Extreme Users</a> | <a href="#">Shadow a Student</a> | <a href="#">POV Madlib</a><br><a href="#">HMW Statements</a> | <a href="#">Brainstorm Rules</a><br><a href="#">Facilitating a Brainstorm, &amp; Selection</a>                                                 | <a href="#">Selecting What to Prototype</a>                   | <a href="#">Gathering Feedback</a><br><a href="#">Shooting a Video</a><br><a href="#">I Like, I Wish, What If</a> |
| <a href="#">Note-taking Template</a> (Make a copy) |                                                                                                                 |                                  | <a href="#">Note-taking Template</a><br>(Make a copy)        | Work with your site liaison to convene a small group of diverse peers to Imagine possibilities to your HMW ( <a href="#">Slides Template</a> ) | <a href="#">Everything You Need to Know About Prototyping</a> | Design your own tool<br><br>  |

# School-Alike Breakouts

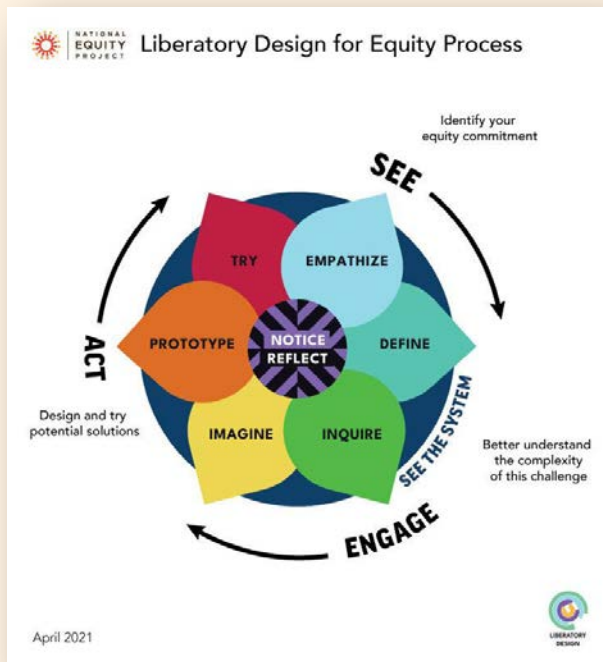


Use this time to plan your next steps.



# Next Steps

# What now?



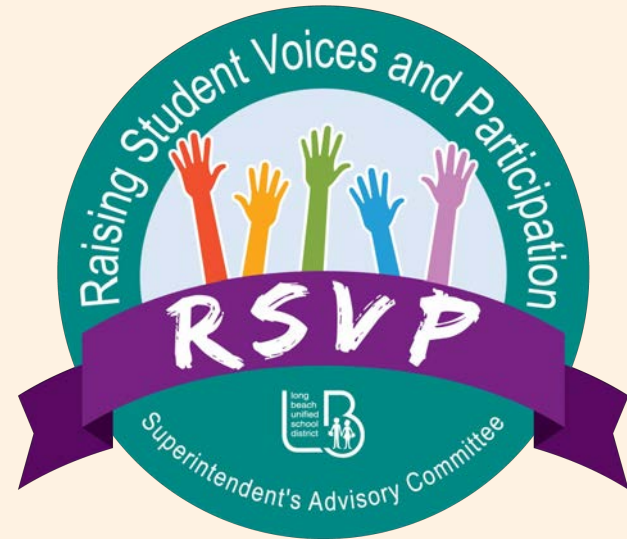
After you meet with peers to imagine, schedule a meeting with your RSVP adult liaison...

- ❑ Coordinate a way to prototype and try some of your ideas to see what holds promise



# Next Meeting

- Showcase – Thursday, May 15, 3:45 – 5:15 pm **(Teacher Resource Center, Room E/F)**
- [10 Possibilities](#) for how to Showcase or you can create your own!



# Feedback

EXIT SLIP

# Student Board Member

Offer feedback to help Alana Arroyo represent you well.

# LCAP Student Feedback

**Preparing for 2025-2026**

# **LCAP 101**

**BUDGET ENGAGEMENT**

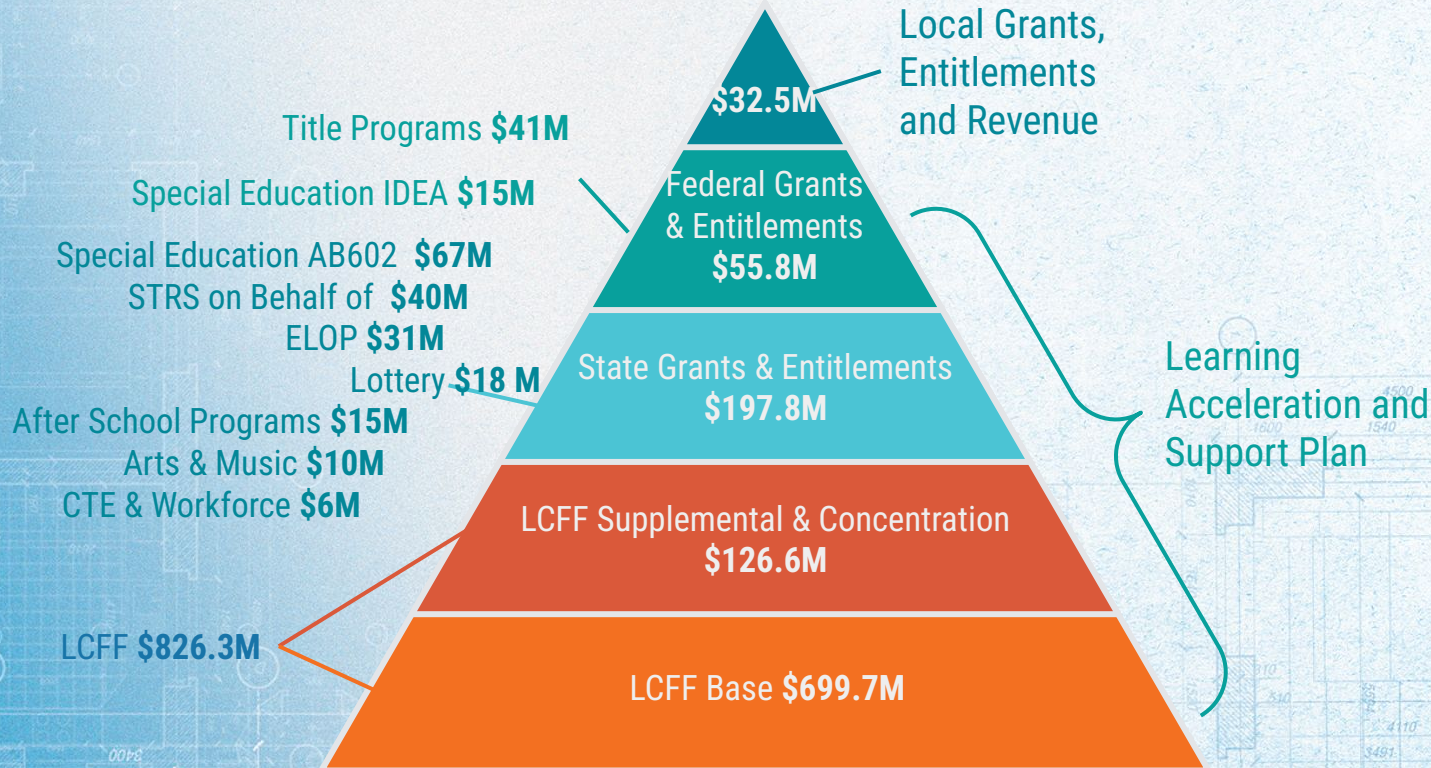
March 2025

# LCAP 2025 Budget Engagement



# Overall LBUSD Estimated 2025-26 General Fund Revenue Budget

**\$1.1B** (as of First Interim - December 2024)

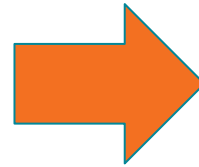
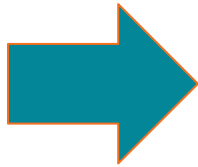


**CTE** Career Technical Education • **ELOP** Expanded Learning Opportunity Program • **IDEA** Individuals with Disabilities Education Act  
**LCFF** Local Control Funding Formula • **STRS** State Teachers Retirement System

# Local Control Accountability Plan

The Local Control and Accountability Plan (LCAP) is a three-year District plan updated each year through community consultation and engagement, and describes the **goals, programs & services** and **proposed expenditures** of LCFF funds to:

- Support positive student outcomes that address state and local priorities, and
- Close equity gaps for the state's target student groups: **English Learners, low-income students, and students in foster care.**



# Community Priorities in Action

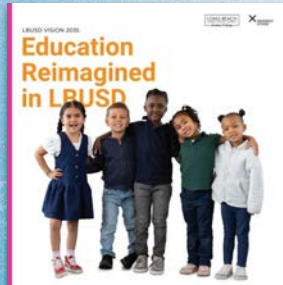
- 1 **School Site Allocations**
- 2 **Literacy Intervention**
- 3 **Care/Wellness Centers**
- 4 **Pupil Support Services**
- 5 **Quality Core Instruction**
- 6 **English Learner Support**
- 7 **Black Student Achievement**
- 8 **HS Leadership Academies & College Promise**
- 9 **Restorative Justice**
- 10 **Foster & Homeless Youth Support**

**All 10 Priorities were  
funded in the LCAP.**

# Goal Alignment

## Strategic Plan Themes

High Quality Learning for Students  
Equitable & Liberatory District  
Partnering with Community  
Cultivating Transformative Change



## Board & Superintendent Goals

Reading Proficiency  
Reading Acceleration  
Algebra Proficiency  
College & Career Readiness  
*Resilient & Mindful Students*



## LCAP Goals & Metrics

Planning to thoughtfully align the LCAP Goals and Metrics with the Strategic Plan Themes and the Board & Superintendent Goals

# LCAP 2024–2027 Goals

1. **High Quality Learning** for **All**
2. High Quality Learning for **Black Student Achievement**
3. High Quality Learning for **English Learners/Long Term English Learners**
4. High Quality Learning for **Students with Disabilities**
5. High Quality Learning for **Foster & Homeless Youth**
6. Create **Authentic Family Partnerships**
7. Promote **Culturally-Affirming Education**
8. Ensure **Inclusive and Future-Ready Education**
9. Accelerated Learning for Students in Alternative or Continuation Schools



# Budget of Action Items

**\$519.8M** (as of 12.31.24)

## Goal 1

High Quality Learning for **ALL**

1.1

**Pupil Services (Base)**

1.2

**Instruction (Base)**

1.3

**Instruction-Related Services (Base)**

1.4

**Counseling Support**

1.5

**Library Education Program**

1.6

**Literacy Support**

1.7

**Learning Acceleration Supports**

1.8

**CTE/Linked Learning**

1.9

**Wellness Centers**

**1.1 \$29.0M**

Counselors,  
Psychologists,  
Nurses

**1.4 \$13.5M**

Additional  
Counselors

**1.7 \$10.0M**

Agile Minds, APEX, Khan,  
Curriculum Assoc, iReady,  
PSAT, CORE, AP Exams

**1.2 \$369.0M**

Teachers,  
School  
Materials

**1.5 \$6.7M**

Librarians, Media  
Assistants, and  
Materials

**1.8 \$4.1M**

Pathway/SLC Coordinators;  
College/Career Specialists;  
Student Interns; HS Pathway  
Allocations

**1.3 \$66.3M**

TOSAs,  
Principals, Site  
Office Staff

**1.6 \$15.8M**

Literacy Specialists,  
Materials, OCIPD  
Literacy Coaches

**1.9 \$5.5M**

Social Workers, Wellness  
Center Materials



## INCREASE REDESIGNATION RATE

2026-27



**10%**

Baseline



**5.8%**

### Goals & Actions

*(Continued)*

Long Beach Unified School District 2024-25 LCAP

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#### PLANNED 2024-25 ACTIONS & EXPENDITURES

Provide interpretation, translation, assessment, instructional support, and resources to **enhance English Learner progress**, including tools like **ELlevation**, **Lexia**, **Rosetta Stone**, and **targeted interventions** through the Multilingual Office.

Offer **targeted professional learning and on-site coaching** to support teachers and administrators at high-need schools in **improving English Learner achievement** and language acquisition.

# Engagement Question



**As we develop next year's LCAP, what programs, services, or supports do you believe will have the most impact on student success in LBUSD?**

# Let's Begin the Engagement!



Scan code

## ThoughtExchange Link

To participate, go to: [tejoin.com](https://tejoin.com)  
Code: 229-794-639

Check for all LCAP updates at  
**[lbschools.net/lcap](https://lbschools.net/lcap)**

**Thank You**

Thank You!

