



Excellence and Equity

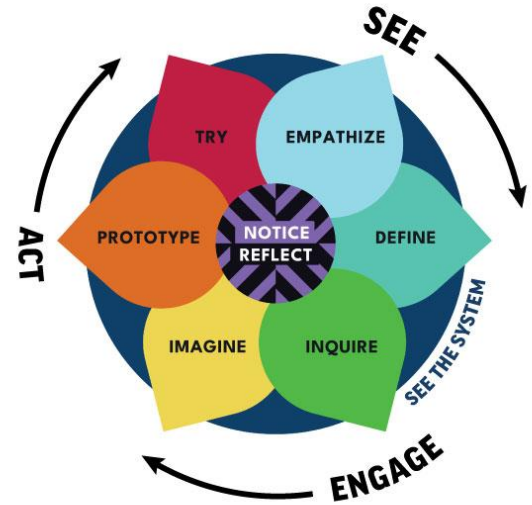
RSVP In-Person Meeting
December 18, 2025
Nelson Middle School
4:00 – 5:30 pm



You will need a Chromebook, so please get one!

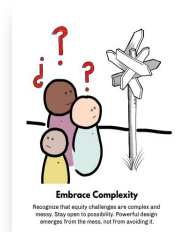
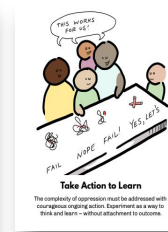
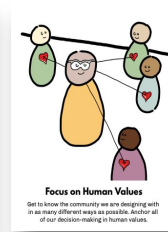
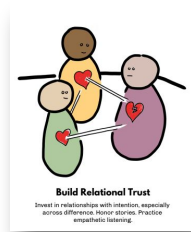
Overview

- Welcome & Inclusion:
- Define the Challenge Revisited
- Cross-School Consultancies for Feedback
- Next Steps & Feedback



Source: [National Equity Project](#)

Community Agreements 25–26



1. Ask questions beginning with "Tell me more..." to surface what we don't know, rather than asserting what we think we know
2. Build from the strengths, stories, & skills of the team and honor the wisdom in the community by creating opportunities for people share
3. Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix, making sure to include the voices of those most impacted by the challenge or the solution
 - o Create collaborative spaces that prioritize inclusion and allow well-thought-out ideas to form
4. Put aside preconceived notions of how things should be and "be fearless" (wild ideas to spark creative courage and outside-of-the-box thinking)
5. Create opportunities for sense-making before decision-making by listening to diverse voices

Feedback on Feedback (n=17)

Theme 1: Value of Breakout Rooms and Small-Group Collaboration	Theme 2: Appreciation for Reflective and Empathy-Building Activities	Theme 3: Desire for Greater Engagement, Clearer Guidance, and More Examples
Participants overwhelmingly found the breakout rooms, especially those with their own school teams or mixed-school peers, to be the most valuable part of the meeting. These spaces helped students connect, share perspectives, deepen their understanding of their equity dilemmas, and feel more engaged.	Students valued activities that strengthened empathy, self-awareness, and understanding of others —such as the <i>I am / I am not</i> exercise, Liberatory Design discussions, and self-reflection prompts. These activities helped them connect personally, center equity work, and recognize different lived experiences.	Participants expressed a desire for more active engagement, better communication across schools, and additional guidance —including concrete examples of Liberatory Design and more facilitator involvement. They also wished for improvements in document clarity and more opportunities for direct feedback.

Welcome & Inclusion

Would You Rather....

have the ability to see 10 minutes into the future or 150 years into the future?

have to speak in rhyme for the rest of your life or have to speak in riddles for the rest of your life?

end war or poverty?

fulfill your biggest wish or resolve your biggest regret?

more patient or more confident?

never get angry or never be envious?

give up social media or be an influencer?

believe in something that no one else does or know a secret you could never share?

never be able to use the phone again or never be able to use a computer again?

See the System & Empathy

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

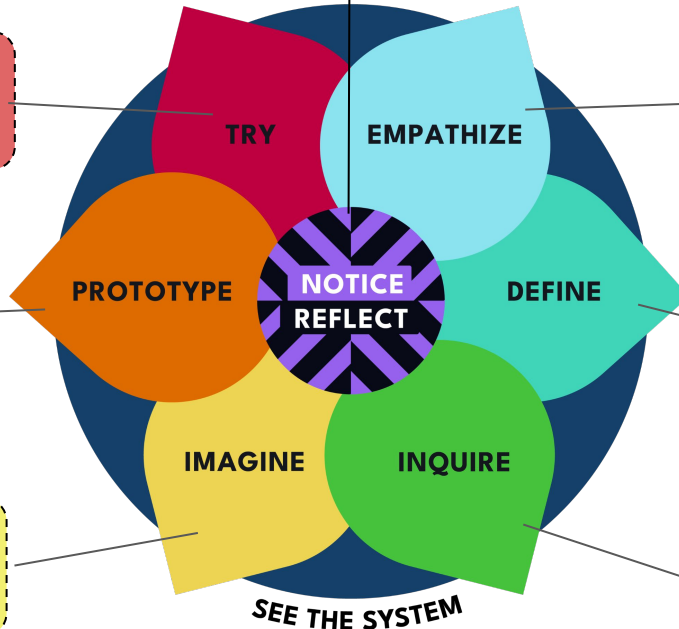
Build rough versions of
potential approaches - to
help you think and learn

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?!”

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

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



RSVP Student Voice: Podcast



Timeline Overview

Introduction & Orientation

Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Oct - Nov

Sept

See the System, Empathy & Define the Equity Challenge

Listen to stories from those impacted by the challenge to better understand their lived experiences. How might we amplify student voice & input in addressing our equity dilemma?

Define the Dilemma, Inquire, & Imagine Solutions

Involve our peers and adult liaison in coming up with creative solutions to the equity dilemma

Dec - Jan

Feb

Imagine & Prototype 1.0

Build "rough" version/prototype of potential solutions to help you think and learn what the design solutions show promise in addressing the equity dilemma

Prototype & Try

Share the prototype in rough form with others to get feedback on what's promising so you can improve your design.

Mar

May 15

Celebrate Learning & Share Solutions

Share solutions and learning across schools.

Synthesize Empathy Findings

Work in school alike teams to distill key findings from your Empathy Interviews



RSVP Equity Define the Challenge (Note-taking Tool)

School Site:
Equity Dilemma:
Team Members:

Empathy Interview Summary		
What "moments, events, or activities" did you observe to help gather information to help gather student insights about your equity dilemma?		
What are some key observations, quotes, or actions from your empathy work that you want to center here?	Why is this an important observation, quote, or action to highlight?	What insights might this observation, quote, or action reveal about your equity dilemma?

Define the Challenge

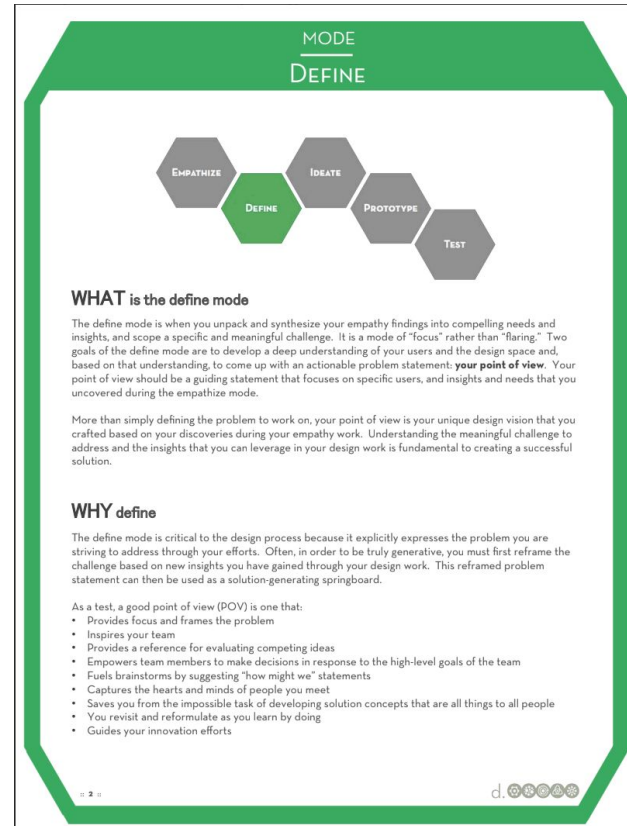
Define



Unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge.

"Focus" rather than "flare"

How might we....



Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg (archival resource)*. Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

Define

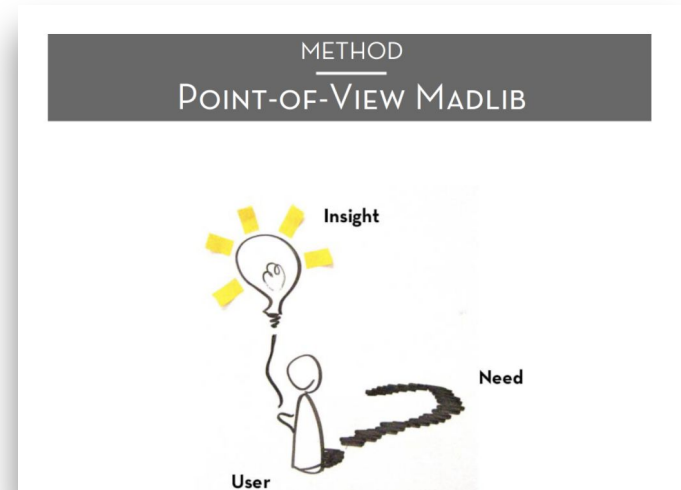


POV Statement

[Person]_____ needs a way to ____**[Need]**
_____ because (or but or surprisingly)
__**[Insight]**__.

HMW Statement

Leads to "How Might We..."



Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg* (archival resource). Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

Define Examples



Defining the Challenge

Synthesize key insights from your empathy exercises here.

Complete multiple [Point-of-View Madlibs](#) below to create multiple opportunities for innovation.

Eg .1: Jaxson Jackrabbit, who is African American and uses a wheelchair to navigate the world, needs a way to participate in intramural athletics at our school; surprisingly, he wants more than a team manager role that feels tokenizing.

Eg .2: Rachel Raptor, a seasoned math teacher, needs a way to make her complex math content accessible to multilingual learners without watering down the rigor, but she doesn't speak a second language so she finds it difficult to make connections..

Use the "[How might we...?](#)" frame to create at least 2 HMW statements for each POV Madlib.

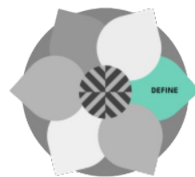
Eg .1: How might we "reimagine" intramural sports so that they center the needs of students with physical disabilities?

How might we make physical disabilities an advantage in our intramural sports programs?

Eg .2: How might we make student multilingualism a "super power" that teachers can leverage in teaching complex content?

How might we provide "in time" translation of complex content into a students' home language?

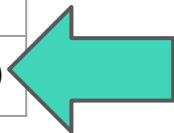
Define Work Time



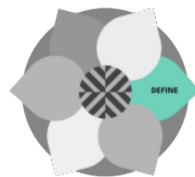
In school alike groups, synthesize your Empathy findings into a POV Madlib, then consider your How Might We statement.

If you have not yet completed your empathy exercises, use this time to consider HOW you will gather information from your peers to help answer the questions that your administrator or designee had about the Equity Dilemma.

Observe	Interview	Immerse	Define
What? How? Why?	Interview Preparation Interview for Empathy Extreme Users	Shadow a Student	POV Madlib HMW Statements
Note-taking Template (Make a copy)			Note-taking Template (Make a copy)



Define Consultancy



Presenter gives overview of their empathy data and then frames their DEFINE (POV statement and HMW... question)

Consultancy groups asks **clarifying** (what, when, how) questions & presenter shares responses

Consultancy groups asks **probing** (why) questions & presenter shares responses

Peers talk amongst themselves (Optional)

Presenter reflects on what they heard and what resonated

- *"You said..., we heard..., what we will do in response..."*

Browning – Lakewood

CAMS – Wilson

Jordan – Sato

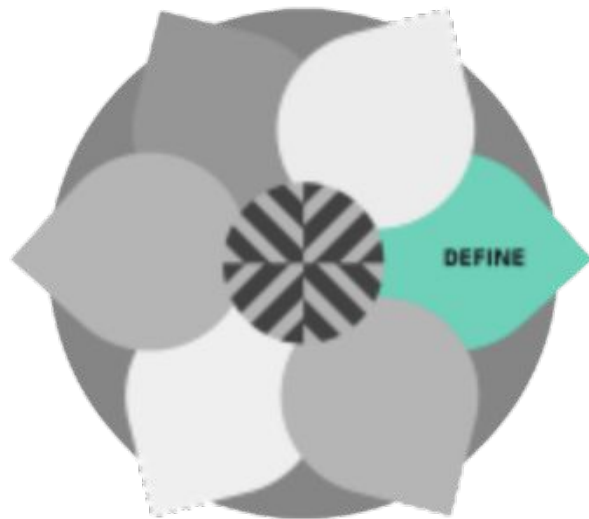
Renaissance – McBride

Millikan – Wilson

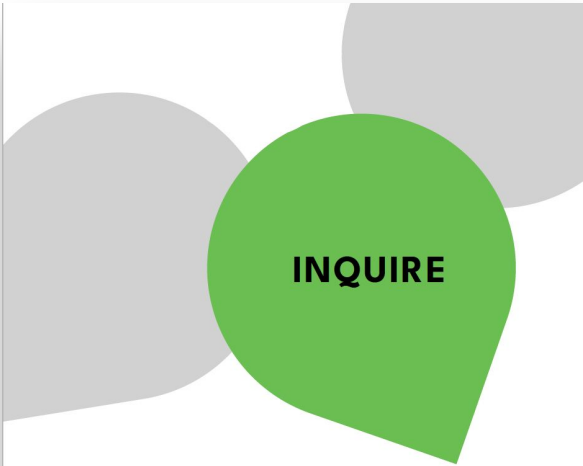
Define Consultancy Debrief

Debrief in School Alike Teams:

- What did we learn from our peers?
- What might we want to think more about before we imagine solutions?
 - How might we gather this information?
- Anything else that came up for you



Inquire: Check Yourself



INQUIRE

Inquire when the way ahead is not clear. Inquire to help you better understand and define the challenge and to provide a clearer direction for your prototyping.

INQUIRE

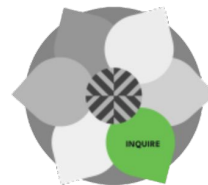
Inquiry as defined here is about navigating the ambiguity and uncertainty of “not-knowing” by taking “safe to fail” actions. This can reveal important information about the context and equity challenge. It can also help identify a direction for prototyping.

When...

- You want to create the space for collective sense-making, inquiry, and discovery that shifts the power and agency to the stakeholder.
- You need more clarity on a direction to head in to define and co-design malleable solutions in an equity challenge.

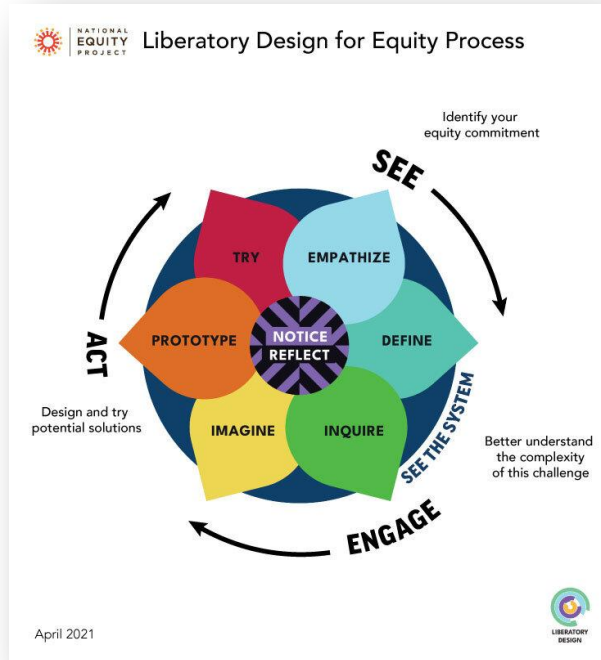
Key Questions to Ask

- What do we still need to better understand – about our stakeholders, the system, and what is creating the inequity we are focused on?
- What are available opportunities to try small things that will reveal more?



Next Steps & Feedback

What now?

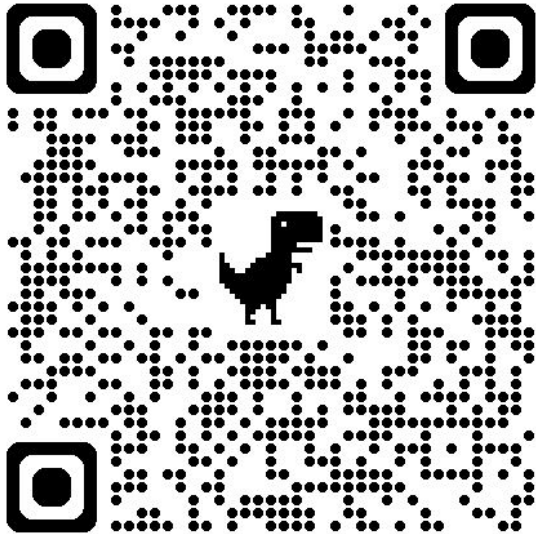


- Generate at least 5 POV Madlibs for your challenge based on the empathy data and & at least 1 "How Might We?" (HMW) for each
- Confirm your interpretation of the challenge with your administrator (Inquire)

“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)

Next Steps & Feedback



Please scan the QR code and take a moment to offer us your insights and feedback.

Your voice matters. We want to hear you!

Next Meeting: January 22, 2025

3:45 – 5:15 pm, Zoom

Announcements & Raffle

MLK Jr. Parade

If you would like to ride on the LBUSD float at the MLK Jr. Parade hosted by the City of LB on January 17, please complete the [following Permission Slip](#) and return to Cindy Von Arx at cvonarx@lbschools.net by January 12.



Parade Kick-Off 10 a.m.
Martin Luther King Jr. Ave
& Anaheim Street

Free Parking at Long Beach
City College on Pacific Coast
Hwy & Orange Ave

Celebration Noon-5 p.m.
Dr. Martin Luther King Jr. Park
1950 Lemon Ave, Long Beach, CA

Bring Your Chairs & Blankets
Live Music - Fun Zone

For more information contact: LBMKEvent@gmail.com

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