

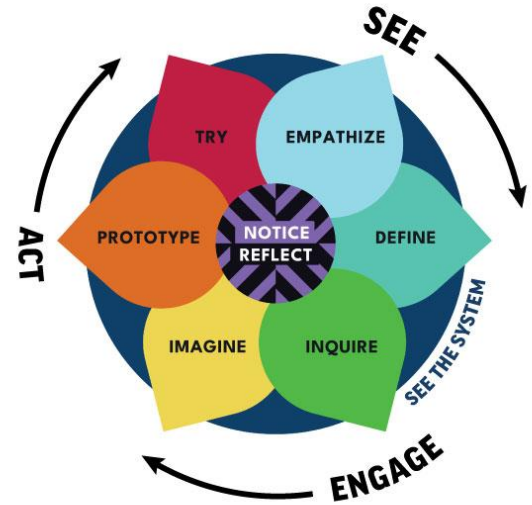
Excellence and Equity

RSVP In-Person Meeting
February 19, 2026
3:45 – 5:15 pm
Zoom



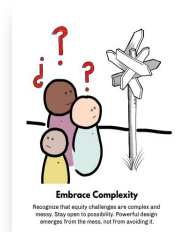
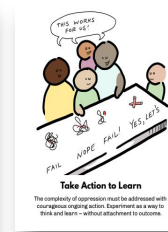
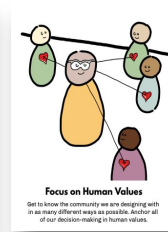
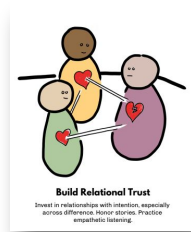
Overview

- Welcome & Inclusion:
- Imagine Updates | Cross-School Collaboration
- Prototype & Try Explained
- School Safety Student 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=12)

Category	Mean Rating	N
Today increased my relational trust with other members of the group	4.67	12
Today adequately covered content relevant to my role as an RSVP student leader	4.75	12
Today contributed to my clarity and sense of common purpose with members of the group	4.83	12
Today provided me with immediately useful materials or ideas	4.50	12

Scale used:

Strongly Agree = 5 | Agree = 4 | Neither = 3 | Disagree = 2 | Strongly Disagree = 1

Most Meaningful (n=12)

Theme 1: Identity Reflection and Connection

Summary:

Students consistently described identity-focused activities as deeply meaningful, helping them feel more connected, introspective, and understood within the group.

Theme 3: Practical Guidance for Site Visits and Presentations

Summary:

Concrete examples, materials, and firsthand explanations of site visits helped clarify expectations and logistics, reducing uncertainty and increasing preparedness.

Theme 2: Learning From Peer Schools and Shared Experiences

Summary:

Hearing directly from students at other schools — especially those who had already completed site visits — was highly valued for practical insight, reassurance, and peer learning.

Theme 4: Useful Materials and Structured Starting Points

Summary:

Participants appreciated tangible resources and frameworks that provided a strong foundation for planning work at their own schools.

Improvement Feedback (n=12)

Theme 1: Desire for More Time in Breakout Discussions

Summary:

Several students wanted longer breakout sessions to allow for deeper conversation, stronger peer connections, and more detailed learning.

Theme 2: Requests for More Concrete Instruction and Mentorship

Summary:

While overall satisfaction was high, some students expressed interest in more structured guidance, examples, and mentor-led discussion.

Theme 3: Interest in Expanded Peer Sharing and Project Examples

Summary:

Students were eager to hear more about equity dilemmas, past projects, and outcomes to better inform their own work.

Welcome & Inclusion

Did You Know...?

History is not the past, it is the present. We carry our history with us. We are our history.

~ James Baldwin, "Unnameable Objects, Unspeakable Crimes" (1966).



Did You Know...? Matching Game

Did you know that...

- ☐ Browning
- ☐ Cabrillo
- ☐ CAMS
- ☐ Jordan
- ☐ Lakewood
- ☐ McBride
- ☐ Millikan
- ☐ Poly
- ☐ Renaissance
- ☐ Sato
- ☐ Wilson

Historical Fact

- ☐ Launched the first PTA in the state of CA
- ☐ Was built on a former Navy base
- ☐ Is named after the co-founder of the NAACP in Long Beach
- ☐ Was built in the first suburb in the U.S.
- ☐ Was the brainchild of Assistant Superintendent Maggie Webster, who also served as the first Black principal of Poly HS
- ☐ Is named after the first Asian American mayor of Long Beach
- ☐ Has had an Olympian in every summer Olympics since 1952
- ☐ Was renamed in October 2020 because it's namesake was the "eugenic" founder of Stanford University
- ☐ Built to address racial, gender, and socioeconomic disparities in those who chose to go into STEM fields after high school
- ☐ Built to address the post-WWII population boom in Long Beach, especially as CSULB began to grow
- ☐ Named after a Poly alum, who built a successful car dealership, and was an avid supporter of local youth and schools in LB

Where are we in the
process?

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

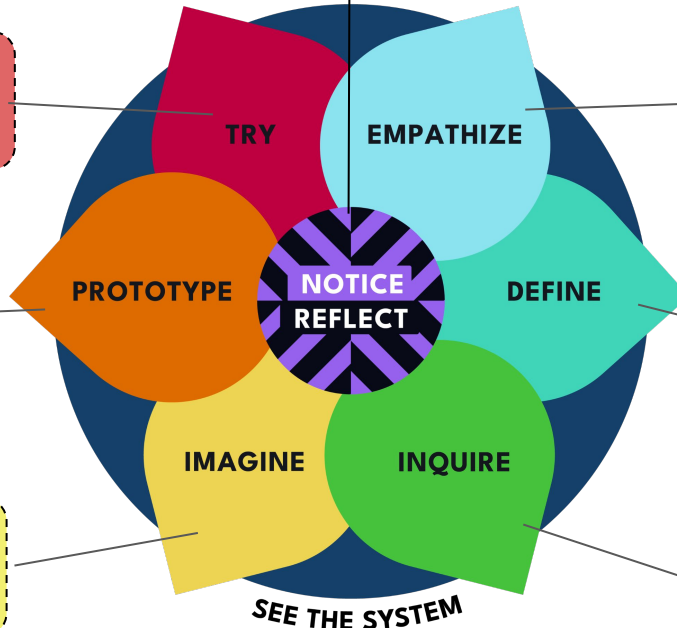
Build rough versions of
potential approaches - to
help you think and learn

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



Timeline Overview

Introduction & Orientation

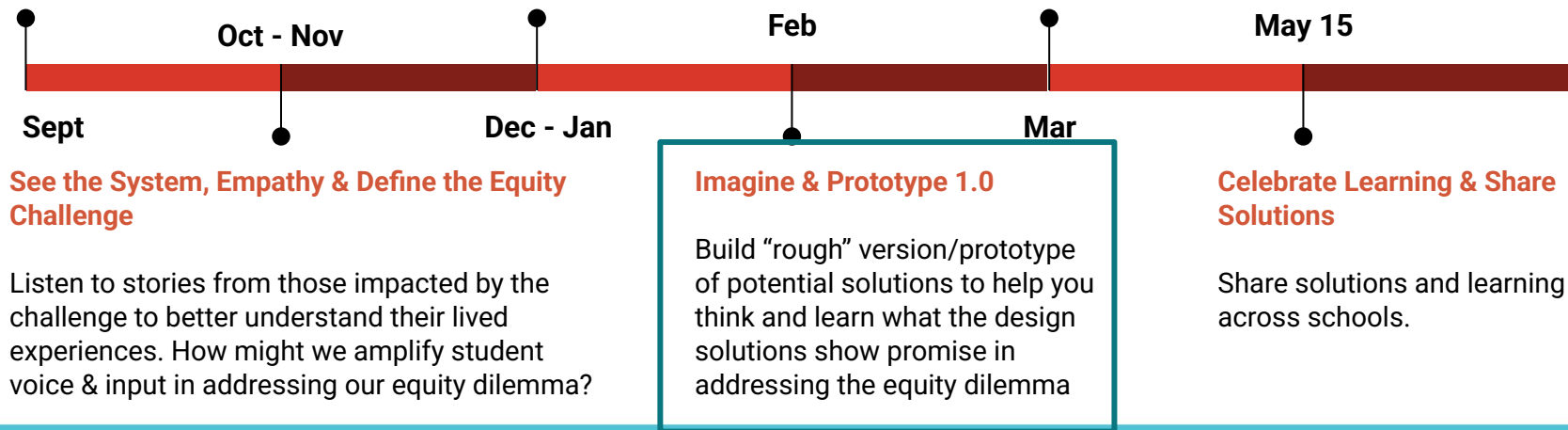
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Define the Dilemma, Inquire, & Imagine Solutions

Involve our peers and adult liaison in coming up with creative solutions to 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.



Site Visits & Imagine

Site Visits Purpose

This year, the Superintendent's Office is partnering with RSVP Ambassadors to elevate student voice in addressing an equity dilemma at your school site.

We are asking RSVP Ambassador(s), with your support, to host/facilitate a town hall-style student engagement meeting to integrate student insights into the process of solving your dilemma.



Site Visit Schedule

Date	Time	High School	RSVP Site Liaison (Admin or Designee)
1/8/26	8:45-10:15	Browning	Daniel Miyake
1/15/26	8:45-10:15	Wilson	Jacquelyn Faulcon
1/28/26	12:30-2:30	Millikan	Alex Moreland
1/30/26	8:45-10:15	CAMS	James Gallardo
2/3/26	8:45-10:15	Sato	Hajra Saeed
2/10/26	8:45-10:15	Lakewood	Cherilyn Walker
2/25/26	12:30-2:30	Cabrillo	Andrea Itson
3/25/26	8:45-10:15	Poly	Vincent Puth, Alexis Durand
3/26/26	8:45-10:15	McBride	Gina Rae Stolpestad
3/31/26	8:45-10:15	Jordan	Michelle Greene
4/28/26	8:45-10:15	Avalon	Emma Peguero
5/13/26	12:30-2:30	Renaissance	Ryan Byrne

Who should be invited to attend?

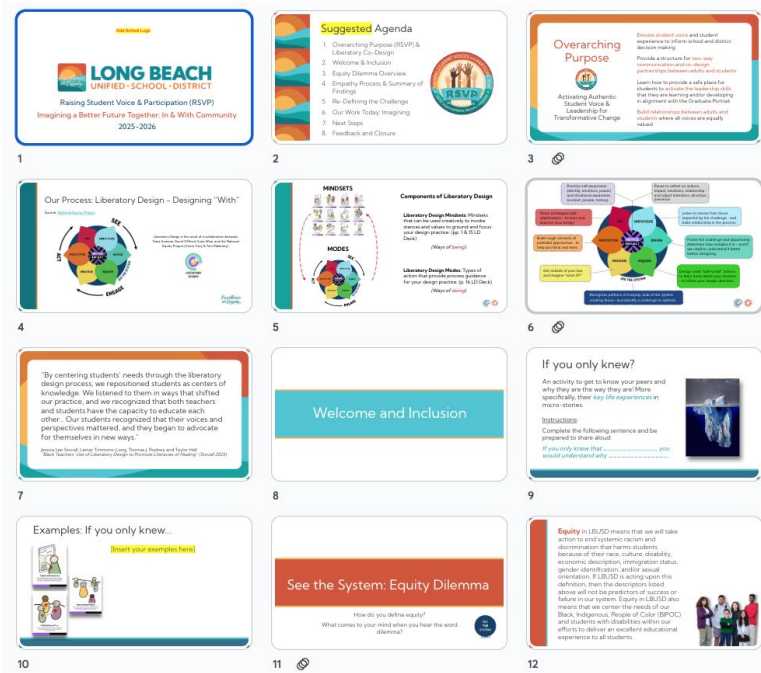
We ask that the school & RSVP Ambassador invite a total of approximately 20–25 students to this meeting, including your RSVP Ambassadors, RSVP applicants, the demographic most impacted by your equity dilemma

We recommend students from your BSA, GSA, Male/Female Leadership, SSI 10th graders, Pathway Ambassador, Link Crew, Principal's Advisory, and other students, especially those who may not have had an opportunity to be heard.



What will happen during the site visit?

For sites whose in-person visit dates are prior to February 26, RSVP Ambassadors will use the meeting time to facilitate an ideation session with their peers to imagine potential solutions to your site's Equity Dilemma based on the Empathy data that they will have gathered from peers prior to the meeting ([Slide Template](#)). If your in-person meeting happens after February 26, then the focus will be on facilitating a process for prototyping and trying different solutions that emerge from the ideation session. We can partner with you in supporting preparations for this meeting as needed. Additional guidance will be provided to Ambassadors during our RSVP Meetings.



Questions or needs for clarification?



Prototype and Try

Prototype



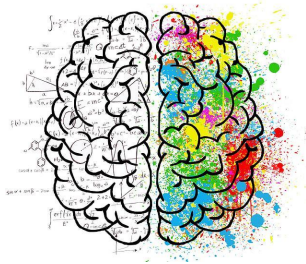
Which mindsets might be the most useful to you in this phase of design?

What will help you to Notice & Reflect?

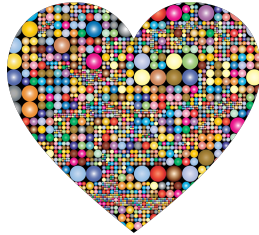
Prototype



The Rational Choice



Most Likely to Delight

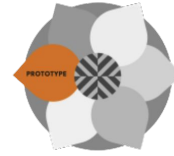


The Darling



The Long Shot

Ways to Prototype



Low-resolution (rough representations)

- Storyboarding
- Sketching or diagraming
- Paper interface (eg, app)
- Lego prototype
- Role-playing
- Wireframes

High Resolution (more detailed representations)

- Physical model (3D-Model)
- Interactive simulation of an experience
- Clickable digital prototype
- Virtual reality experience
- Immersive experience (eg, move furniture in a room to create a more welcoming environment)

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).



Try



Trying (Testing) With Users

*Adapted from Stanford d.school. (n.d.) An Introduction to Design Thinking Process Guide.
<https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>*

Why Try/Test with Users?

Trying our prototypes with diverse stakeholders is a cornerstone of Liberatory Design. We Try with a wide range of stakeholders to:

1. Refine our solutions to ensure they truly serve all learners, especially those historically marginalized.
2. Deepen our understanding of the diverse communities we serve, challenging our assumptions and biases.
3. Gain greater empathy and insight into the lived experiences of our stakeholders.
4. Ensure that our designs are culturally responsive and inclusive.

When Trying prototypes, consider both the feedback on your solution and the opportunity to gain deeper empathy. This process returns you to a learning and empathy mode, crucial for addressing systemic inequities in education.

HOW to Try/Test

Consider these key aspects when testing:

1. **Your prototype:** Ensure it's accessible and relevant to your testers.
2. **The context and scenario:** Create a safe, brave space that encourages authentic feedback.
3. **Your interaction with stakeholders:** Use culturally responsive communication techniques.
4. **How you observe, capture, and reflect on feedback** through an equity lens.

Try out your prototype in a context that provides the best opportunity for meaningful feedback. Select participants who represent the diversity of your community, including those whose voices are often marginalized.

National Equity Project

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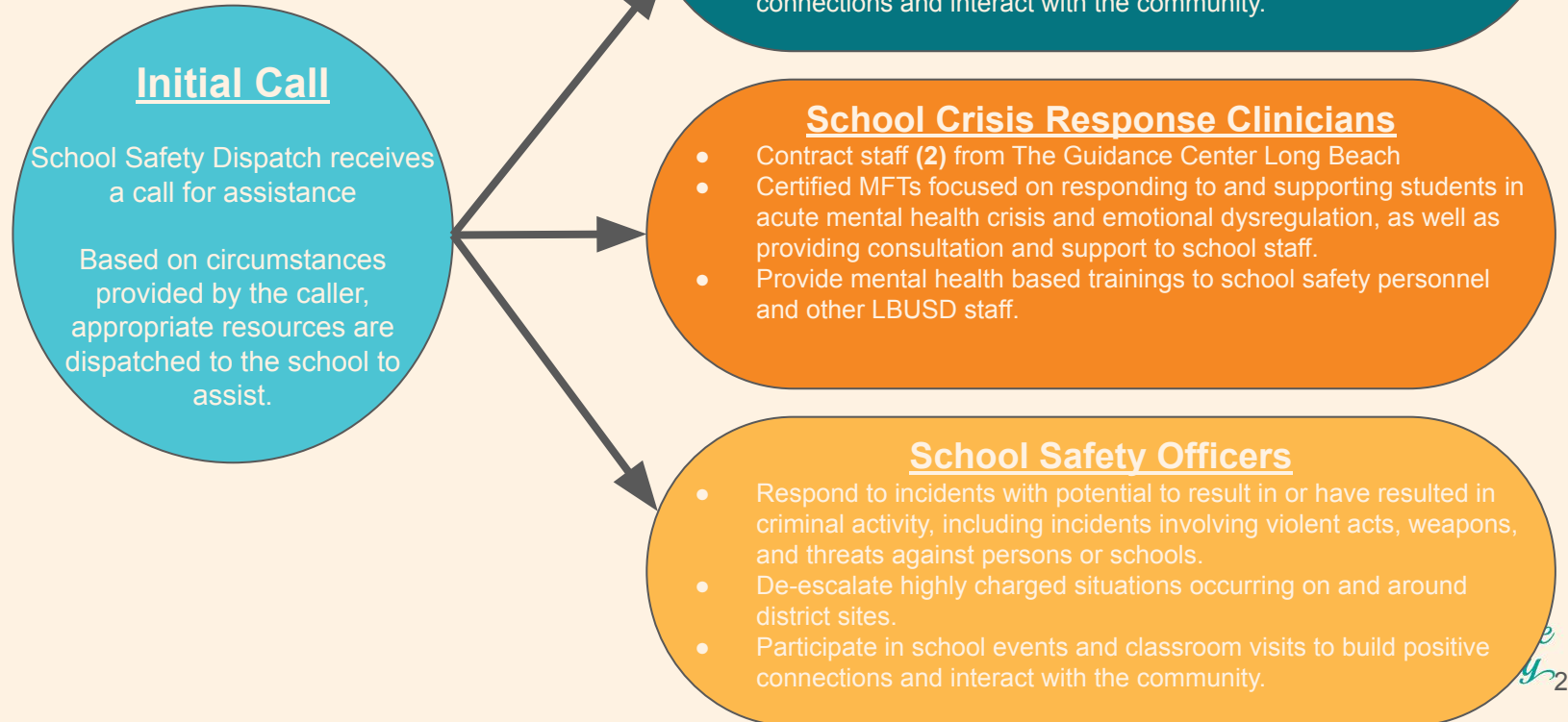


School Safety Update & Student Feedback

Goals

- Provide a brief overview of the changes in process.
- Explain the October board action.
- Open the door for continued conversations at your schools.

Differentiated Response from Office of School Safety



Reimagined Solutions

The Reimagined Operations Proposal aims to align School Safety operations to LBUSD's Core Values* and Vision 2035:

- Reduce the reliance on external law enforcement agencies. (LBPD, SHPD, LASO).
 - **Authentic Community Engagement and Collaboration; Environment that Fosters Connection, Respect, and Safety;*
- Enhance LBUSD's capacity to explore Alternative Disciplinary Measures.
 - **Equity and Social Justice; Culture of Innovation and Creativity;*
- Improve recruitment and retention of top talent.
 - **Fostering Joy and Commitment; Integrity and Responsible Leadership;*

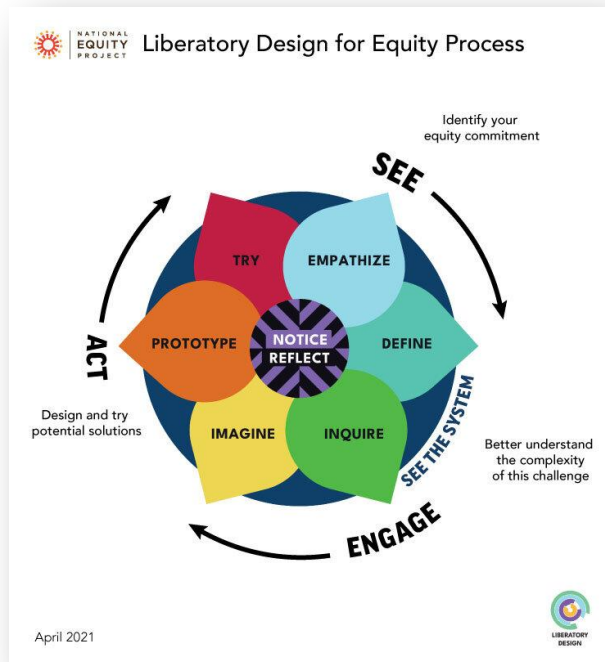
October 2025 School Board Action - Recognized School Safety classifications as state certified peace officers per Cal Ed Code 38000, and Penal Code 830.32.

What Does This Mean?

[Reimagined School Safety Operations](#) - Full Board Meeting Slidedeck

Next Steps & Feedback

What now?

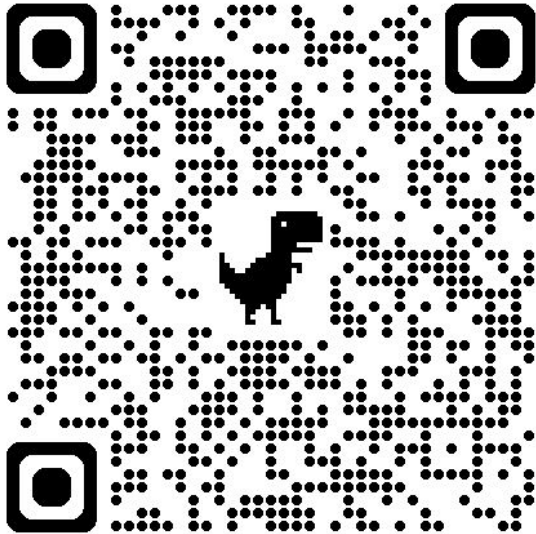


- ❏ Work with your RSVP School Site Liaison to plan the Imagine sessions using the slide deck as your guide
- ❏ Consider ways that you might begin to prototype if you have already hosted an Imagine session

“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: March 20, 2026

4:00 – 5:30 pm, In-Person

Location: Browning HS