

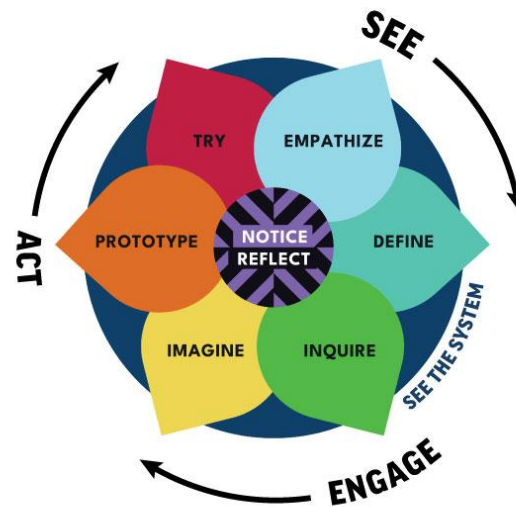
Excellence and Equity

RSVP Meeting
April 23, 2026
3:45 – 5:15 pm



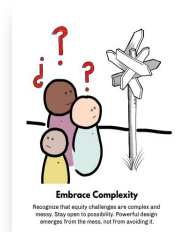
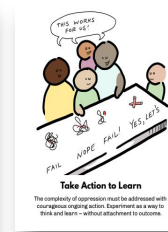
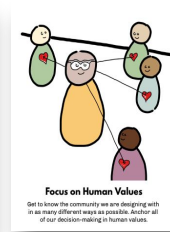
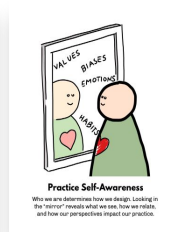
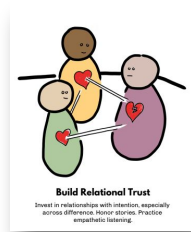
Overview

- Welcome & Inclusion
- Cross-School Collaborations
- May Showcase Preparations
- 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

Most Meaningful (n=6)

The Climer Cards Activity: The introspective sessions focused on personal identity were a highlight. Students appreciated the opportunity to be vulnerable, step into each other's shoes, and build deeper connections and relational trust with the group.

LCAP Budgeting Discussions: The LCAP section was highly engaging. Students appreciated having a platform to voice their own opinions on budgeting while also seeing anonymous feedback from their peers.

Networking and Cross-School Connections: Simply having the chance to meet and talk with students from other schools (e.g., McBride and Lakewood) helped individuals feel more confident and less isolated in their roles.

Format and Environment: The in-person format was explicitly praised, along with fun, lighthearted elements (like the squeaking chickens) that kept the energy positive.

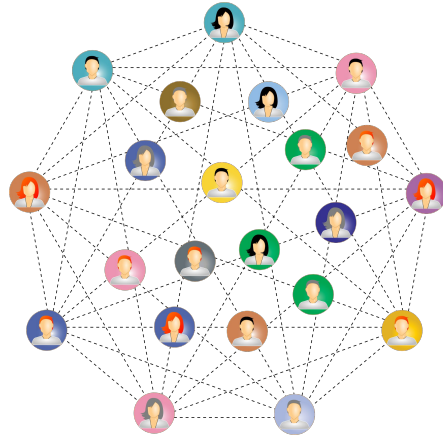
Improvement Feedback (n=6)

Dedicated Time for School-Specific Planning: Students requested more time within their own school groups during the meeting. Because they have independent responsibilities during regular school hours, they rely on this meeting time to discuss logistics and review slides for their upcoming site visits.

Meeting Start Time/Commute Stress: The current 4:00 PM start time is stressful for students who finish school at 3:35 PM. Pushing the start time back slightly would make the commute much easier.

Concrete Examples and Mentorship: Students expressed a desire to see concrete examples of past projects used to solve equity dilemmas, including data on their overall efficacy. Additionally, some students requested more direct instruction, such as school-alike breakout rooms led by a mentor offering direct advice.

Broader Dilemma Discussions: There is a desire to discuss equity dilemmas and potential solutions with students from other schools, even if the schools are currently at different phases of the program.



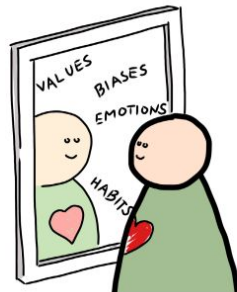
Welcome & Inclusion

What I Want You To Know

Think about how you want to respond to each prompt:

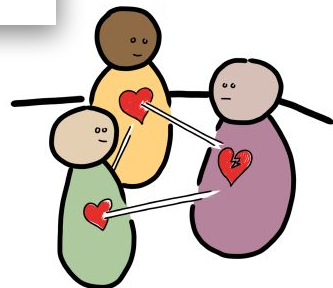
- *What I think about me...*
- *What others think about me...*
- *What might be misunderstood about me...*
- *What I need from you...*

Be prepared to share with your group.



Practice Self-Awareness

Who we are determines how we design. Looking in the 'mirror' reveals what we see, how we relate, and how our perspectives impact our practice.



Build Relational Trust

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

Debrief



- What are 1–2 words to describe how this activity was for you?
- What was it like introduce yourself in this manner?
- Did you feel affirmed? Why or why not?
- What are some things you can do to make others in the group feel more heard and included in today's learning and collaboration based on what you heard?

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

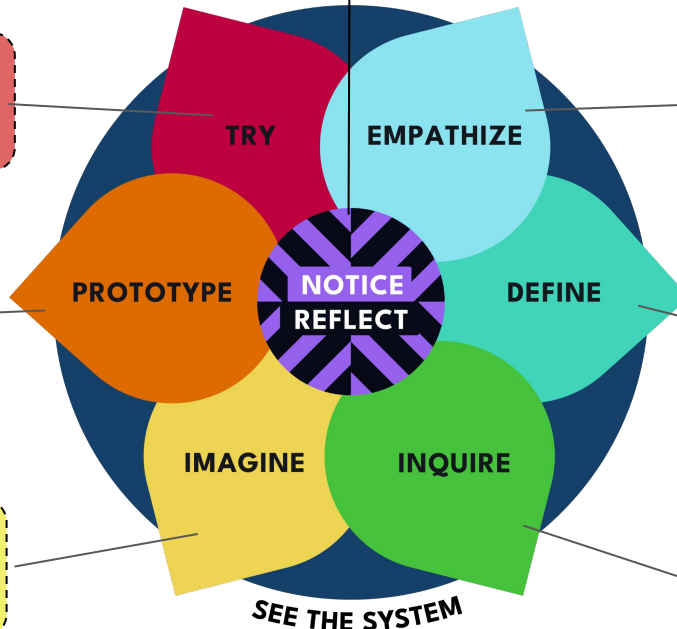
Build rough versions of
potential approaches - to
help you think and learn

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

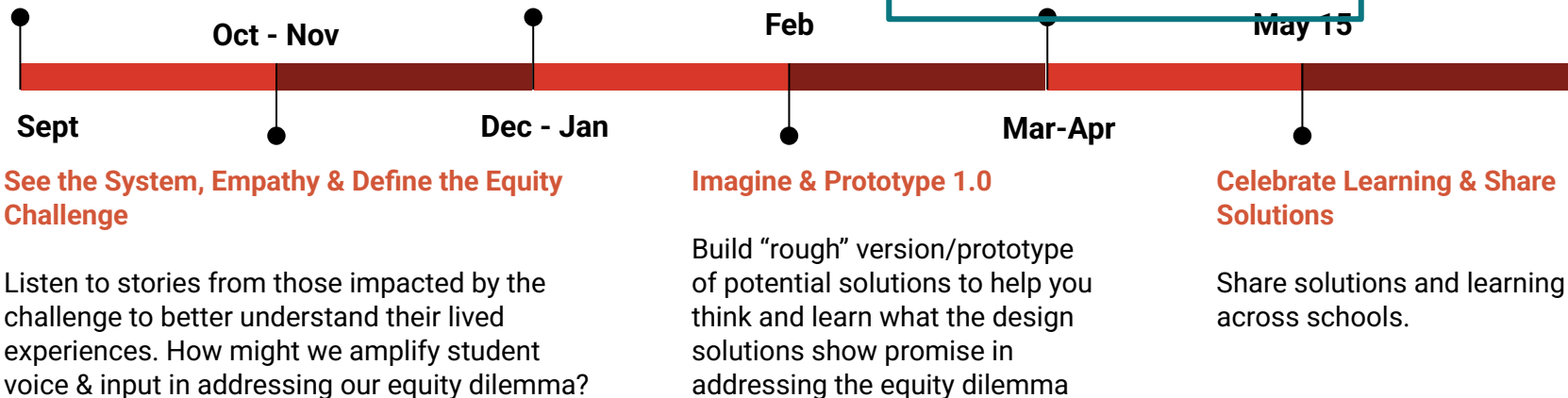
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

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.



Cross-Site Collaboration

Site Visits Purpose

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

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

Date	Time	High School
1/8/26	8:45-10:15	Browning
1/15/26	8:45-10:15	Wilson
1/28/26	12:30-2:30	Millikan
1/30/26	8:45-10:15	CAMS
2/3/26	8:45-10:15	Sato
2/10/26	8:45-10:15	Lakewood
2/25/26	12:30-2:30	Cabrillo
3/25/26	8:45-10:15	Poly
3/26/26	8:45-10:15	McBride
3/31/26	8:45-10:15	Jordan
5/13/26	12:30-2:30	Renaissance

Reflection Questions

As you reflect on your Imagine sessions with peers:

1. What went especially well? Why?
2. What could have gone better? What will you do differently moving forward?
3. What prototypes are you advancing?
4. How are you engaging those most impacted by your design in the process of providing feedback?



May Showcase

May 21 Showcase

As we wind down the year with the Superintendent's Student Advisory Committee (RSVP – Raising Student Voice and Participation), we want to showcase your learning to adult leaders in our system. *No matter where you are in the Liberatory Design process, what you have learned is valuable and should be shared.*

To prompt your creativity, below are fifteen ideas for how you (as a team) can showcase your work and learning through the Liberatory Design process as a culminating activity on May 21.

These ideas align with principles of co-design, student agency, and participatory engagement. If you come up with a different way to share your learning, then that is completely supported! *What is included below is to spark your thinking and creativity, NOT to limit it.*



RSVP Ambassador Showcase
May 21, 2026, 4:30 – 6:00 pm
Teacher Resource Center E/F



As we wind down the year with the Superintendent's Student Advisory Committee (RSVP – Raising Student Voice and Participation), we want to showcase your learning to adult leaders in our system. *No matter where you are in the Liberatory Design process, what you have learned is valuable and should be shared.*

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1. Interactive Gallery Walk

- Set up stations where student teams present their equity dilemmas, insights from student feedback, and prototypes they tested.
- Each station includes visuals, infographics, and a short video of the students reflecting on their learning.
- Attendees (students, educators, administrators) rotate through stations, engaging in discussions and providing feedback.

2. Liberatory Design "Shark Tank"

- Student teams pitch their most promising prototypes to a panel of educators, administrators, and community members.
- Judges provide constructive feedback and explore ways to implement student-driven solutions at the school or district level.
- This setup encourages persuasive communication and real-world problem-solving.

3. Student-Led Workshop Series

- Small student groups facilitate 10–15-minute workshops demonstrating the design methods they used (e.g., empathy interviews, prototyping, iterating).
- Each workshop allows attendees to engage in hands-on activities, such as mapping power dynamics in schools or brainstorming equity-focused interventions.
- A reflection session at the end encourages cross-school collaboration.

Room 1 – Browning/Renaissance
Room 2 – Sato
Room 3 – CAMS
Room 4 – Cabrillo
Room 5 – Jordan
Room 6 – Lakewood
Room 7 – Millikan
Room 8 – Wilson
Room 9 – Poly
Room 10 – McBride (or can join Room 1)



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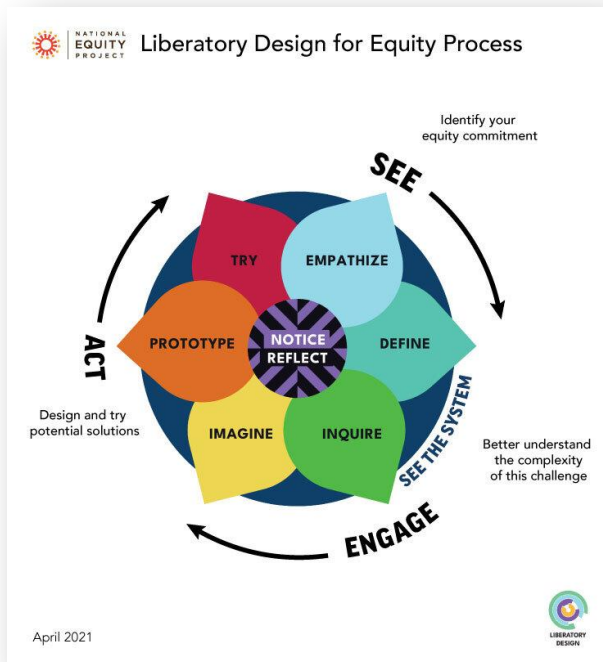
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Next Steps & Feedback

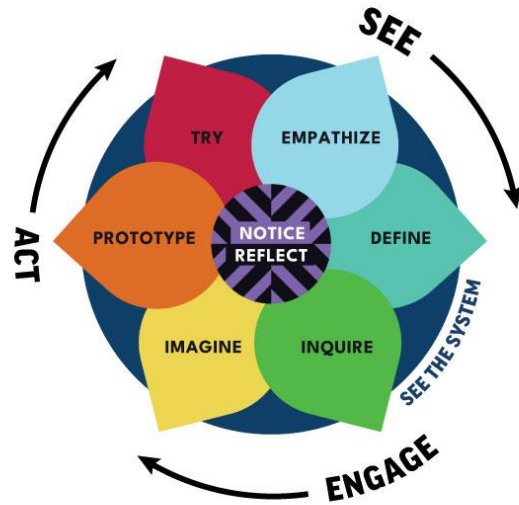
What now?



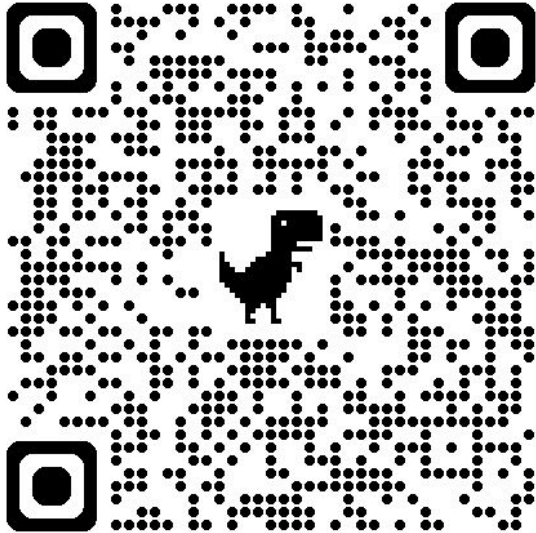
- ❑ Meet with your site liaison and prep for your showcase.
- ❑ Invite your administrators and caretakers to join us on May 21

"By centering students' [and families'] needs through the liberatory design process, we repositioned students [and families] as centers of knowledge. We listened to them in ways that shifted our practice, and we recognized that both teachers and students [and their families] have the capacity to educate each other... Our students [and families] 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: May 21, 2026

4:30 – 6:00 pm

In-Person Meeting (Browning HS)