

Sit in mixed school groups to  
meet new people!

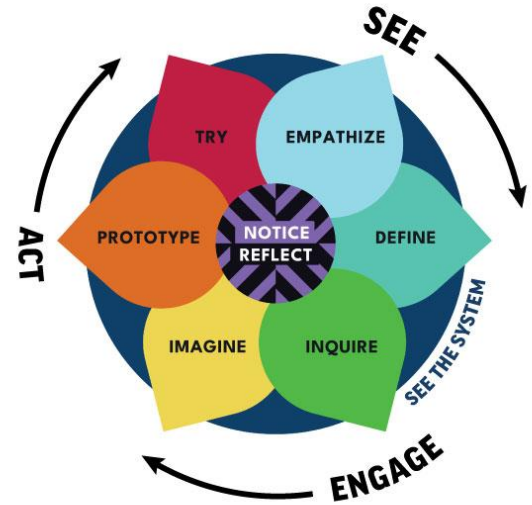
*Excellence and Equity*

RSVP In-Person Meeting  
March 20, 2026  
4:00 – 5:30 pm  
Browning High School



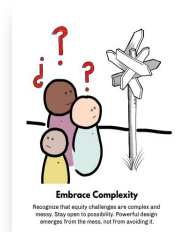
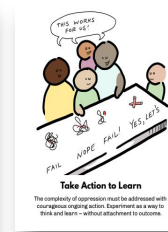
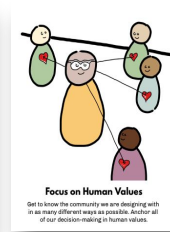
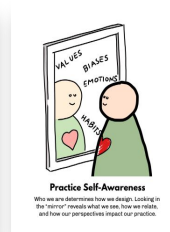
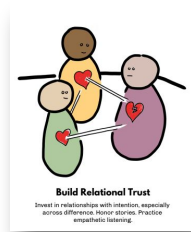
# Overview

- Local Control Accountability Plan (Student Voice)
- Welcome & Inclusion: Climer Cards
- Prototype & Try Revisited
- 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=11)

| Prompt                                                                                 | N  | Mean Rating |
|----------------------------------------------------------------------------------------|----|-------------|
| Today increased my relational trust with other members of the group.                   | 11 | <b>4.55</b> |
| Today adequately covered content relevant to my role as an RSVP student leader.        | 11 | <b>4.55</b> |
| Today contributed to my clarity and sense of common purpose with members of the group. | 11 | <b>4.36</b> |
| Today provided me with immediately useful materials or ideas.                          | 11 | <b>4.45</b> |

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

# Most Meaningful (n=11)

## **Theme 1: Impact of Guest Speaker & District Leadership (School Safety / Restorative Justice)**

### **Summary:**

The guest speaker, particularly Director Smith and the school safety discussion, was the most consistently cited meaningful component. Students valued direct access to district leadership, reassurance about school safety initiatives, and tangible examples of restorative justice in action.

## **Theme 2: Collaboration & Cross-School Learning**

### **Summary:**

Students strongly valued hearing from peers at other schools and discussing site visits. Cross-site dialogue was seen as informative, encouraging, and idea-generating.

## **Theme 3: Increased Clarity, Purpose & Inspiration**

### **Summary:**

Students expressed feeling hopeful, connected, and motivated. The meeting strengthened their understanding of the program's purpose and their role in systemic change.

# Improvement Feedback (n=11)

## **Desire for Additional Concrete Action Steps & Application**

### **Summary:**

While students appreciated the content, some wanted clearer next steps, actionable strategies, and more specific guidance (e.g., budget information, daily application of frameworks).

# Local Control Accountability Plan

# LBUSD Budget Engagement Season Begins!



## A CALL TO ACTION RE: **LCAP 2026-27**

- **ThoughtExchange:** Available February 6–March 31, 2026
- **Question:** In alignment with our current LCAP goals and action, what programs and services are essential to support student success with existing resources?
- **ThoughtExchange and engagement calendar** can be found:



[lbschools.net/LCAP](https://lbschools.net/LCAP)

Ideas shared will inform the creation of the **2026-27 LCAP**

# LBUSD Budget Engagement Season Begins!

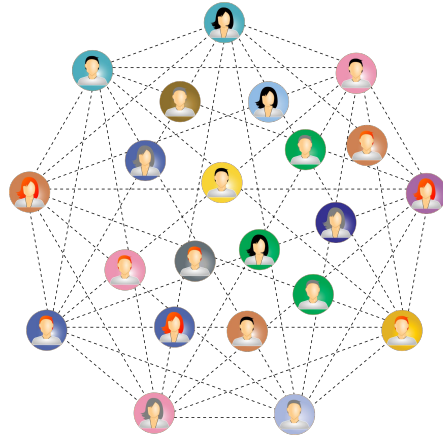
Put on Instagram Story  
Popularize through clubs  
Global Announcements on Campus  
In-class presentations and announcements  
Recruit ASB assistance

Share with friends!  
Morning announcements  
Flyers (work with school)  
Ask teachers to provide time for it  
Teachers providing incentives for participation



[lbschools.net/LCAP](https://lbschools.net/LCAP)

Ideas shared will inform the creation of the **2026-27 LCAP**



# Welcome & Inclusion

# Winston Churchill

"Success is not final.  
Failure is not fatal. It's  
the courage to  
continue that counts."



# Climer Cards: WIN, CHALLENGE, HOPE

What image represents a:

- **Win** from this month?
- **Challenge** from this month?
- **Hope** for the remainder of the year?

Be prepared to share your response with a partner.



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

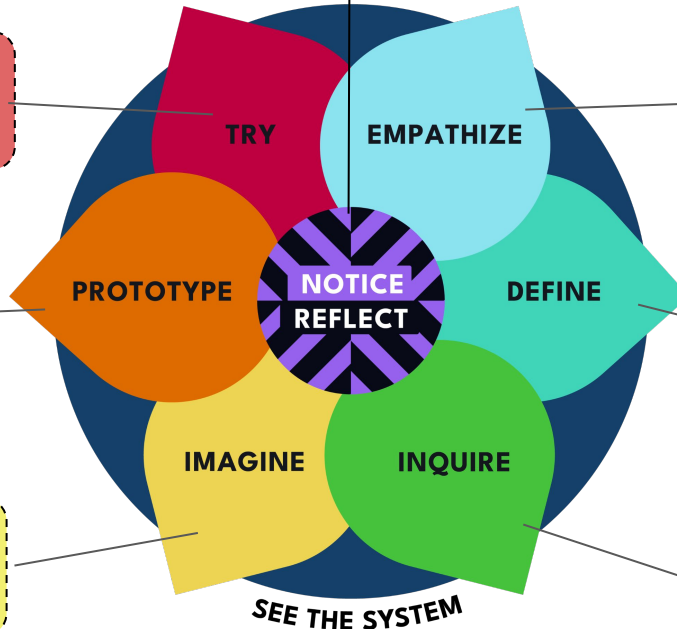
Build rough versions of  
potential approaches - to  
help you think and learn

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

Oct - Nov

Sept

## 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

## Prototype & Try

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

Mar-Apr

May 15

## 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?

## 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

## Celebrate Learning & Share Solutions

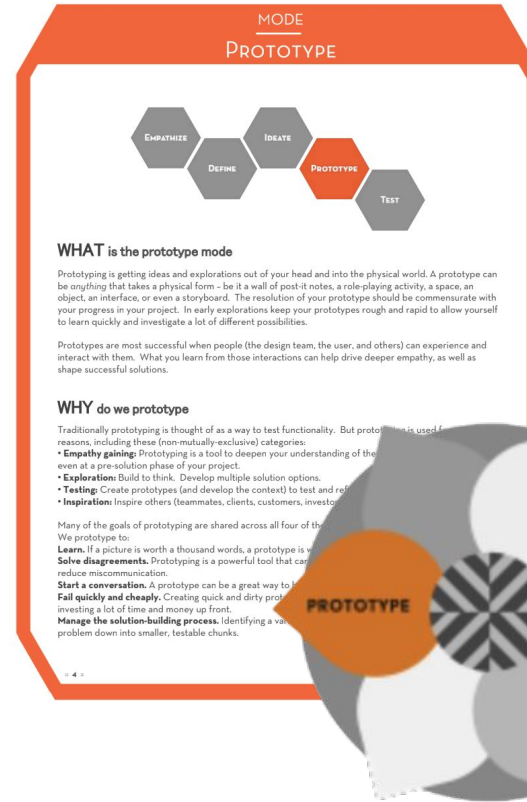
Share solutions and learning across schools.

# Prototype and Try

# Prototype

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

"Low resolution" v.  
"High resolution"



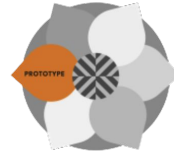
# Prototype



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

What will help you to Notice & Reflect?

# Ways to Prototype



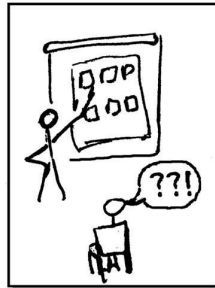
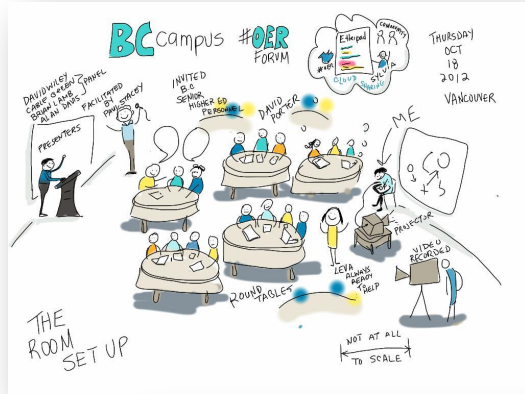
Low-resolution (rough representations)

- 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)

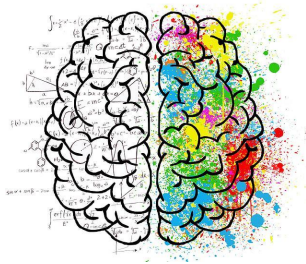
# Low-Resolution Prototype Sample



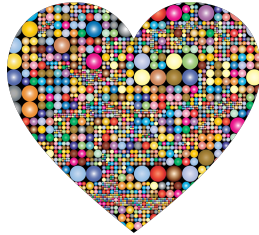
# Prototype



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).



# 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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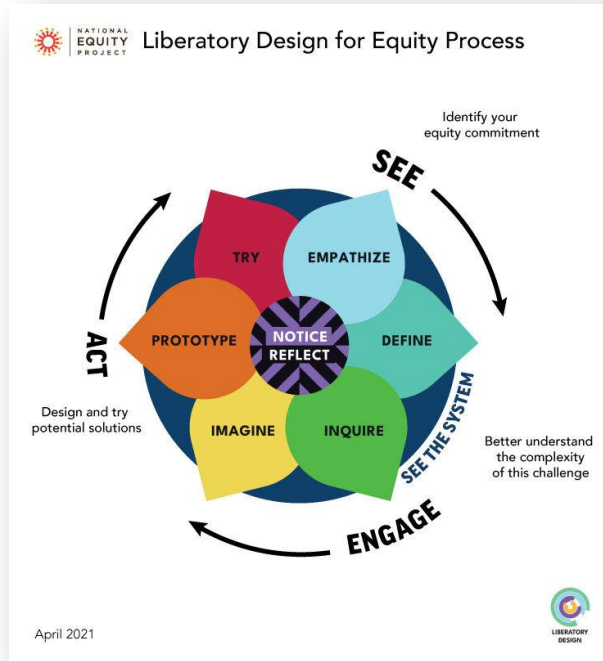


# School Site Check In

Take a moment to coordinate schedules and plan next steps for your specific school site.

# Next Steps & Feedback

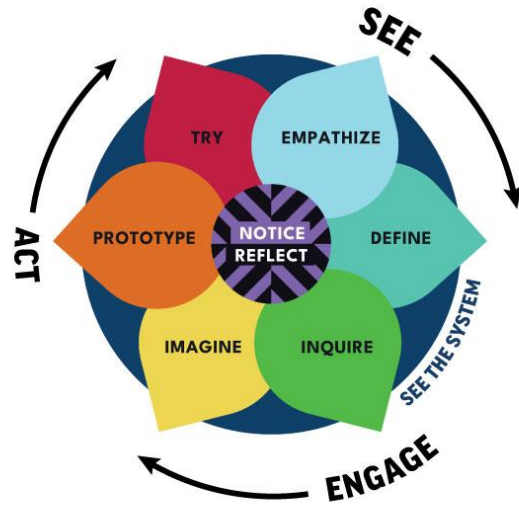
# What now?



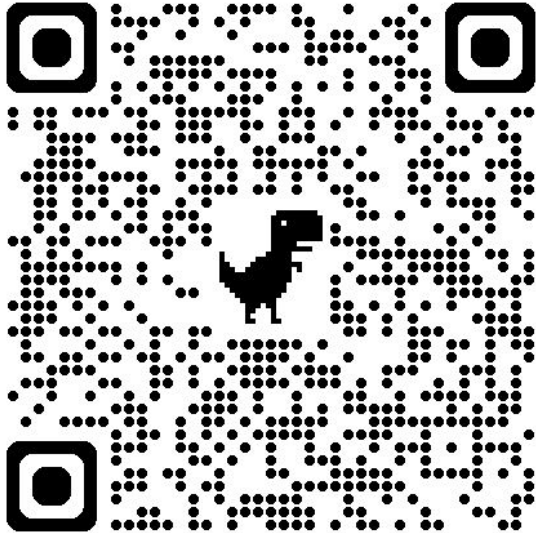
- ❑ Work with your RSVP School Site Liaison to plan the Imagine sessions using the slide deck as your guide
- ❑ Build your plan to prototype if you have already hosted an Imagine session
- ❑ Spread the word about [Student Board Member and RSVP Applications](#)

"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:** April 23, 2026

3:45 – 5:15 pm

Zoom Meeting