



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

May 2020

The 2019-20 school year has indeed been an academic year unlike any other. We are proud to report that despite the interruption COVID-19 brought to the typical flow of a school year, the LAUSD Quaglia Schools of Action have risen to the occasion! Efforts to amplify students' voices and aspirations are not only surviving, but thriving. Aspirations Teams were able to quickly mobilize and leverage previous work in the area of student voice to drive support for students and families as they collectively transitioned to emergency remote learning. While this has not been an ideal way to conclude the final round of professional development sessions, we are incredibly impressed with the commitment of administrators and teachers. Professional development sessions continued with nearly 100% participation and without missing a beat, Dr. Quaglia participated in every webinar for all Schools of Action, Quaglia Student Voice surveys were utilized to glean critical student feedback during this time, and the Student Voice & Aspirations Facilitator group gathered to complete their training and certification aimed at building internal capacity and sustainability. The following report is intended to build upon the midyear report provided in January, offer an update on Quaglia Survey data usage, and feature a number of bright spots that reflect the amazing work completed this year by the staff and students in the Quaglia Schools of Action.



"Thank you for hosting today's Zoom meeting. Connecting with our team members allows us to realize we're not alone and can make a difference in our students' worlds — even remotely. We're all doing the best we can out here and it's encouraging to hear other professionals acknowledge where we are all at. It is also a good reminder to me as a teacher to meet my students right where they are today, in this moment."

Ms. Janice Lyons, Mathematics Teacher, Sutter Middle School

iKNOW MY CLASS SURVEY

Between August 1, 2019 and May 13, 2020, a total of 20,743 iKnow My Class (iKMC) surveys were completed by students in LAUSD schools. Prior to the shift to remote learning, schools were on track to surpass survey usage from the 2018-19 school year. We are impressed with the number of teachers who, despite the COVID interruption and shift to instruction in virtual classrooms, continue to use iKnow My Class to gain feedback from their students. For these teachers and students, it was only natural to continue the practice of working together to analyze how everything is going in the class, even when the "classroom" moved to an online platform.

"From my perspective, it was very important to implement the iKnow My Class survey during the school closure. The change to distance learning was abrupt and completely transformed the teaching and learning experience. I wanted a measure of how my students felt about the quality of instruction since the school closure went into effect, and I wanted to provide a means by which students could assess their level of learning and engagement. The iKMC survey has served as a valuable and informative tool, especially during this time of distance learning."

Ms. Laura Warner, English Teacher & Department Chair, Thomas A. Edison Middle School

The following schools deserve special acknowledgment as leaders in survey administration and meaningful usage of data to increase engagement in partnership with students:

- Ernest Lawrence Middle School
- Oliver Wendell Holmes Middle School
- Thomas A. Edison Middle School
- Northridge Academy High School

Schools made great progress this year not only in utilizing iKnow My Class surveys as a regular part of classroom practices, but in frequently analyzing data **with students**. iKMC data is not designed to be looked at by teachers in isolation, but is intended to be co-owned by the teacher and students as a reflection of the specific learning environment they are collectively responsible for. At various points throughout the entire year, teachers administered this 5-7 minute instrument and were able to view survey results in real time with their students. Coaching was provided regarding how to debrief data with students, celebrate what is working well, and identify areas for continued growth. The following reflections from teachers highlight the impact iKnow My Class has had on the classroom experiences this year.



“The experience of using iKnow My Class was phenomenal in the sense that we actually got the opportunity to HEAR what students think about aspects of our school and classrooms. To hear what was actually going on in their minds, in the raw, was a truly unique and valuable experience.”

Ms. Sepi Elahian, Fourth Grade Teacher, Chatsworth Park Elementary School

“Student responses to certain questions would astonish me, like “The teacher knows my name.” Some students thought that I didn’t know their name, but when we discussed the question more deeply, their responses were really about not feeling like they were really known as an individual person. After discussing this question, we all have worked more intentionally to really get to know one another and who we are as individuals.”

Ms. Socorro Vasquez, English/History/Yearbook Teacher, Mt. Gleason Middle School

“I loved iKnow My Class. It provided such rich conversations and opportunities for community building in the classroom. After each time our class took the survey, we would debrief a section at a time to help me better understand their feelings and to brainstorm solutions for problems that arose.”

Ms. Haleigh Ike, Third Grade Teacher, Stanley Mosk Elementary School

“I have observed teachers using the results of iKnow My Class to positively change classroom practices over the course of this year. I have also used this data to lead student focus groups, highlighting various data points to activate student conversation and collectively brainstorming possible solutions that we can all own as members of the NAHS community.”

Ms. Nidia Castro, Principal, Northridge Academy High School

“The greatest impact on my thinking and practice as an educator is using student voice to drive instruction—allowing students the confidence to be outspoken. I think the iKnow My Class survey is very impactful. It allowed me to adjust my teaching based on the students’ responses.”

Ms. Maralyn Girard, Special Education/History & Science Teacher, Sutter Middle School

“What the iKnow My Class survey did was provide a venue for adults and students to work together. The changes we began to see were a result of incorporating more student-adult collaboration. We will continue to develop this moving forward.”

Frank Carcamo, Magnet Coordinator/Title I/WASC Coordinator, Huntington Park High School

As teachers and students work as partners to identify areas for improvement based on survey results, they are able to immediately access a series of Next Practices within the survey system to support forward progress. For example, on the iKnow My Class survey, only 33% of students in grades 6-12 who took the survey this year in LAUSD report their teachers know their hopes and dreams. Teachers interested in improving this number may utilize the following Next Practices suggestions:

The teacher knows my hopes and dreams.

- ASK students what their hopes and dreams are! Teach them about the [Aspirations Profile](#) so you can support them to dream about the future, but be inspired to take action in the present.
- Read and discuss this article on [six students' hopes and dreams](#). Follow this up with an activity where students write about their own hopes and dreams.
- Discuss with students the importance of [setting long-term and short-term goals](#). Provide [templates](#) to guide the goal-setting process. Revisit established goals on a regular basis, have students reflect on them, and set new goals.
- Share your current and future professional goals with your students.
- Explore the hopes and dreams of the current local, state, and national governments. Ask your students if they share these hopes and dreams and discuss why they do or do not.
- Let students interview each other about their hopes and dreams. Have interviewers write about what they learned in a news article format.
- Watch [“These videos for kids can help teach them about careers in just 5 minutes a day”](#).

It is important to note that the survey is not solely focused on students’ perceptions about the relationship with the teacher. A significant number of survey questions are about students’ perceptions of themselves as learners. For example, only 25% of students in grades 3-5 who took the survey this year in LAUSD believe their peers listen to them. This is not something a teacher can improve independently. Students must be invested in listening more effectively to each other. The following Next Practices provide guidance in helping a classroom of learners become better listeners:

Students in this class listen to me.

- Plan time for students to get to know each other. Try these [rapport-building activities](#).
- Students of all ages love show and tell. Allow students to share their talents and hobbies during show and tell.
- Together with your students, create a word wall of respectful words and behavior traits. Acknowledge students who use these words and show appropriate behavior towards others.
- Download and read [Pay Attention! \(That’s What Friends Do\)](#). Try one of the activities suggested in the guide.
- This [TED Ed](#) video describes the four steps to becoming a good listener. Distill the information into easy-to-understand steps for your students.
- Share this [Kid President](#) video with your students and then discuss the sentence “We can make every day better for each other.”
- The article [Fostering Student-Led Discussions](#) shares skills your students can use when listening to and learning from each other, preparing for discussions, and taking responsibility for discussions.

QUAGLIA STUDENT VOICE SURVEY



To complement the continuing use of the classroom-level iKnow My Class survey, Quaglia Schools of Action utilized the Student Voice survey for the first time during the 2019-20 school year. While iKMC provides a teacher with classroom-level data, the Student Voice survey provides a school's Aspirations Team with student voice data regarding the school's culture as a whole. Results are available in real time, along with resources provided within Next Practices (as described above).



A total of 8,423 Student Voice surveys were administered by the Quaglia Schools of Action during the fall, and we are in the middle of a spring survey window (more information provided below). The fall data was analyzed by Aspirations Teams in partnership with students and was used to drive actions aimed at improving school culture and engagement in learning.

"Data collected gave faculty and staff evidence of what students are really saying, not just what teachers believe they think. Some data points gave stakeholders a baseline to enact efforts to increase engagement and participation of students in the classroom. Other data points brought insights around campus wide issues and highlighted a common desire from students to really connect with their teachers."

Mr. Vahan Minassian, Coordinator/Computer Science Teacher, Chatsworth Charter High School



A number of schools held World Café activities in which adults and students worked collaboratively to deeply analyze Student Voice survey results. Small groups with a combination of adults and students looked at Student Voice survey results broken down into the following Guiding Principles and Conditions that drive the work of the Quaglia Institute.

Self-Worth: Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, and believe they have the ability to achieve academically, personally, and socially.

Belonging: Feeling like you are a part of a group, while knowing you are special for who you are.

Heroes: Having someone in your life to consistently support and encourage you during good times and bad.

Sense of Accomplishment: Being recognized for different types of success, including effort.

Engagement: Engagement takes root when schools ensure staff and students are deeply involved in the learning process, showing enthusiasm and desire to learn new things, and willingness to take positive, healthy steps toward the future.

Fun & Excitement: Losing track of time and space whether at work, school, or play.

Curiosity & Creativity: Asking "Why?" and "Why not?" about the world around you.

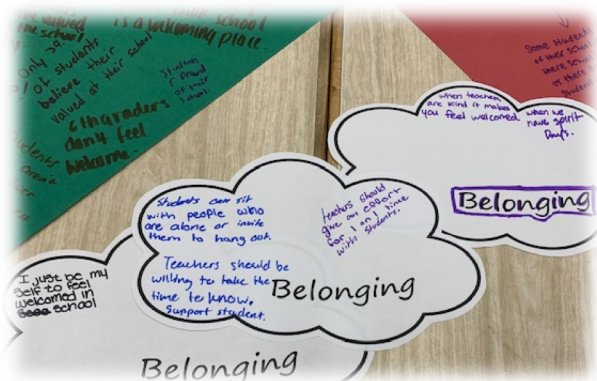
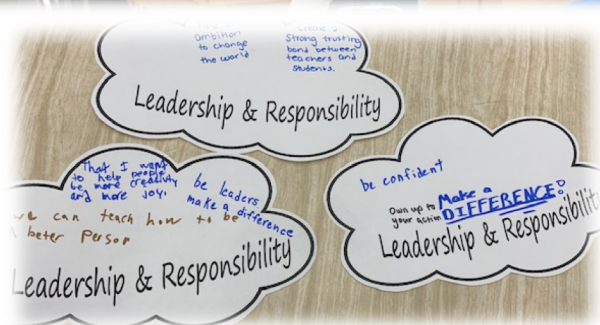
Spirit of Adventure: Being excited to try new things, even if you don't know that you will excel.

Purpose: Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both by looking forward to professional careers as well as acting in the present as confident, responsible members of their communities.

Leadership & Responsibility: Making decisions and taking responsibility for your choices.

Confidence to Take Action: Setting goals and taking the steps you need to reach them.

The pictures below show students at Lawrence Middle School engaged in a World Café data activity. Side by side, students and adults discussed survey results, celebrated what was working well at Lawrence, and brainstormed solutions for improving the learning experiences and school culture. This will not be a one-time event at Lawrence, but something they will replicate several times each year as student voice becomes a part of their way of being. Lucas Solares, a student at Lawrence, produced a short video reflecting their [World Café](#) experience.



"The most effective and rewarding feedback came through our participation in the World Café facilitated by Dr. Lande. It was amazing to observe students as they rotated to the different tables representing the 8 Conditions. Students, as well as Aspirations Team members, were actively engaged in the process of analyzing and discussing data for each specific Condition. Students documented their thoughts through comments written on poster paper on each table. As students rotated to each table, they were able to read the comments made by previous students, react to the comments, and add their own. What an amazing experience!"

Ms. Ernestine Potts, College & Career Coach, Lawrence Middle School

Schools of Action will be administering the Student Voice survey again before the end of the school year. While the results during emergency remote learning cannot be compared to fall results (this would be like comparing apples to shoes!), we do believe this data will provide an important snapshot of students' perceptions of school and learning during this unprecedented time. Once this data is collected and analyzed by the Quaglia Team, an addendum to this end-of-year report will provide results and lessons learned from the spring 2020 Student Voice survey.

Legacy Projects

Over the course of the school year, Schools of Action engaged in a series of four professional development sessions with the Quaglia Team, utilized Quaglia Surveys, and designed Legacy Projects to reflect their work to amplify student voice and aspirations. We wish we could include all Legacy Projects in this report, as each one represents the creative thinking, hard work, and incredible commitment of each School of Action. However, in order to keep this report a reasonable length, we have selected four Legacy Projects to highlight. To review the projects submitted by other Schools of Action, please contact Dr. Lisa Lande at lande@quagliainstitute.org.

Sal Castro Middle School

Castro Middle School has transformed a traditional Career Day into an Aspirations Day. During this experience, students focus not only on WHAT they might want to be in the future, but WHO they want to be. This has transformed conversations to not only investigate various career paths, but to consider the characteristics that professionals embody. The following was submitted by the Castro Aspirations Team as a reflection on their Aspirations Day Legacy Project:

Description of Project: Aspirations Day is Castro's annual career exploration event. It is an all-school event that takes place toward the end of the school year and is intended to be a culmination of activities presented throughout the school year that help students develop a sense of who they are and who they might become. Our hope is that our students will be moving toward the Aspirations quadrant and developing the ability to dream and set goals for the future while being inspired in the present to reach those dreams. We know that students who are inspired in the present will be more engaged and successful students, and the goal of Aspirations Day is to help students begin to envision a future of possibility for themselves. We would like our students to be thinking not only about *what* they will do, but also *what kind of people* they would like to become.



Aspirations Day is organized as a career fair with many booths representing different career fields. We incorporate student voice into the event by conducting a survey during the planning phase to gather student input about their interests, strengths and abilities. We also engage a group of 3-4 students to be part of the planning team that meets for several months to plan and coordinate the event. This year, our intention is to involve families by including professionals from our school community, and outreach has been conducted to share about the event with parents and seek volunteers from within our families. We involve the community by inviting community partners to represent career fields and seek donations from organizations and businesses in our local community. We incorporate the concepts of student voice by encouraging the professionals who participate to not only share about the activities and preparation for their careers, but also to include related values, skills, and personality traits that have led them to and have helped them be successful in their careers.

Outcomes: We would hope to see students develop a deeper sense of self and an increase in their aspirations for the future as measured by the Student Voice survey. We would also like to see increased involvement from students in the planning and implementation of the event. As we incorporate more student voice elements into the event, we hope the outcome will be a more engaging and transformative event for students and the professionals who participate.

Evidence: Evidence includes the pre-event student interest survey, event flyer and printed activity that students completed during the event last school year.

Next Steps:

- Use Advisory class to engage students in self-exploration activities that encourage reflection on their values, interests, personality traits and goals. These activities would occur periodically throughout the school year. Aspirations Day would then be the culminating activity for this year of exploration.
- Open the Aspirations Day planning team to all students, rather than just Leadership or AVID students, and adjust the ratio of students to adults on the planning team (i.e., include more students) in order to amplify student voice in the event planning.
- Provide a pre-event survey to the professionals that solicits some personal information (for example, three words that describe you, a defining moment that led you to choose your profession) that could be highlighted during the event (for example, each booth could have the person's responses in a visual format so that students could be reading information as well as interacting with the professionals).
- Make a more explicit attempt to Incorporate the 8 Conditions of student voice into all of the Aspirations Day activities.



A short PowerPoint presentation providing more details on the Castro Legacy Project can be downloaded [here](#).

Gompers Middle School

Despite many obstacles, Gompers Middle School continues to persevere and make amazing forward progress. The Gompers Aspirations Team offers the following regarding their Legacy Project:

“Against all odds.” This is more than just a phrase at Samuel Gompers Middle School; this motto is a way of life. This year we have experienced many challenges. We have undergone multiple principals and administrative teams before the placement of our courageous leader, Mrs. Vega. Uncertainty of leadership caused division, doubt, weak morale and culture, frustration, lack of trust, and most importantly, compromised relationships amongst students and staff.





Our legacy project was an opportunity to repair relationships amongst students and staff. This project provided us with the space to amplify students' voices, reflect on their insights, and implement their suggestions so that our classrooms are collaborative, student-centered, engaging, and restorative. Through this project, staff and teachers are learning to value the ideas and perspectives of our students newly and to create partnerships within their educational journeys.

Our legacy project includes a summary of our accomplishments thus far and an outline of the next steps once schools reopen. The progress of our project was delayed due to COVID-19. However, despite our challenges, our staff gained invaluable information from our incredible students on how our communication, and at times lack of communication, impacts their ability to learn, trust, and engage in their education.

The actions taken during the year have empowered staff to recognize the power and impact of student voice. Although students had initial opinions that differed drastically from their teachers, adults on campus were able to listen beyond their upset

and embrace their message and feedback. This will be our starting point for the next school year—to use student voice as the foundation for creating a school and learning environment where all stakeholders are heard, seen, and thrive.

“A culture shift is occurring where students are being viewed as partners, and adults are really seeing the value of collaborating with students to create and execute academic and personal excellence. Our impact is so much greater when we collaborate and partner with students, families, and the communities we serve.”

Dr. Malikah Nu'man, Restorative Justice Teacher, Gompers Middle School

A short slideshow presentation providing more details on the Gompers Legacy Project can be found [here](#).

Northridge Academy High School

Creating a true sense of Belonging for all students was the primary focus for the Northridge Academy Legacy Project, with the goal of creating a culture of family campus wide. The following was submitted by the Northridge Aspirations Team regarding their Legacy Project:

It is often said that the best gifts come in small packages. The sentiment expressed in that old adage is one of the best ways to describe Northridge Academy High School. Our school may be small, but what we exemplify in terms of our habits of collaboration, interaction, and instruction—as an extended family unit—are truly gifts.

The work of making our school, as this family unit, even stronger began in 2017 when our school elected to create a Social Emotional Learning (or SEL) team based on the school district's recommendation to all schools. The goal of each school's SEL team is to identify social and emotional areas within a school community that require the most focus and attention. Through a number of district-wide, school-wide, and classroom-based surveys—as well as other data gathering activities—the SEL team at Northridge Academy High School was able to pinpoint a couple of key areas on which to focus our restorative efforts: self-efficacy and social awareness.



Self-efficacy "refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments" (Bandura, 1977, 1986, 1997). Social awareness gives one the ability to understand and respond to the needs of others. In other words, our students were in need of support to help them realize their innate potential to succeed and to also be empathetic and understanding of others. We created a number of opportunities designed to strengthen our students' resolve and to help them know, beyond any doubt, that they are capable of achieving greatness in whatever they set their minds on. Our school developed lessons based on Dr. Carol Dweck's teachings on Growth Mindset. We established a "Heart Club" that travels to each homeroom on a monthly, rotating basis to conduct "Restorative circles" within which topics such as bullying, prejudice, and peer pressure can be explored and alleviated. Our school also developed classroom lessons and strategies to allow all students, regardless of any prior difficulties in achievement, to experience some level of academic success. Furthermore, administrators reward large percentages of students for demonstrating success not only in their academics but also on work habit indicators such as improving and maintaining good attendance.

Undoubtedly, the most pivotal point in our efforts to improve the self-efficacy and social awareness of our students came when we joined hands with the Quaglia Institute in 2018. The Institute's call to action on developing student voice married perfectly with our efforts to strengthen these areas of need at NAHS. We began paving the groundwork for these goals by establishing permanent traditions at our school such as grade-level "Breakfast Clubs" in which the class members of each grade congregate for a morning filled with food, fun and friendship all served up by their smiling teachers. Additionally, our school asked each homeroom class to select two student ambassadors to attend a World Café event in which we sat within teams and jovially addressed and tackled the daily issues that students feel are important. This particular event afforded our school an opportunity to more precisely pinpoint areas of concern for students and we shed even more light on these by inviting those same student ambassadors to speak at a NAHS faculty professional development. The students freely spoke and their voices will continue to echo and inform teacher planning. As a new tradition, their thoughts and feelings will continue to inspire institutional efforts toward building a better, stronger and more reflective community.



Student voice has become the new "north" on our school's compass. Northridge Academy High School—through our partnership with Quaglia Institute—is on a chartered course toward stronger student involvement and a more complete understanding of their concerns on the part of our faculty. Through this work, we continue to see what truly matters and this goes beyond letter grades and academic achievements. While those things are certainly important, the people behind these things are what truly matter. While the bird's-eye goal of improving self-efficacy and social awareness remain, our school will continue to give voice to our students and to shed light on all of the amazing things that any visitor can easily notice in this small but precious little gift called Northridge Academy High.

A short PowerPoint presentation providing more details on the Northridge Legacy Project can be downloaded [here](#).

Thomas A. Edison Middle School

Edison Middle School is a campus where student voice is truly becoming a way of being; it is considered part of their regular way of doing business at school. The following was submitted by the Edison Aspirations Team as an overview of their expansive Legacy Project efforts:

Thomas A. Edison Middle School teachers and staff believe that with the right tools, our students can soar. By building a connected community, encouraging strong student voice, and guiding their aspirations, our students can get the motivation and support they need to tackle any obstacle, be proud of their accomplishments, and establish a great sense of purpose that will last them a lifetime. This is the reason why our Legacy Project focuses on the three categories of connected community, voice, and aspirations.

Building a Connected Community

A connected community is important to our students' personal and academic success. Community connections allow our students to witness how the fruits of hard labor and purpose can achieve almost anything. This in turn allows students to practice leadership and responsibility while experiencing fun and feeling a sense of belonging.

A connected community helps students excel, which in turn benefits our school. For example, to support students in reaching their potential, Edison teachers, parents, and staff outreach to local organizations to donate, motivate, and provide students with engaging activities; this makes positive connections to achieve a common goal: student success.

One of the ways that Edison works on establishing a culture of community building is through our annual community and/or family events. We pride ourselves in our biannual family events such as the GATE/Dual Language potluck where families celebrate culture and student achievements, as well as foster positive family-student-teacher interactions.

Additionally, the Annual Eco-Fair that takes place each spring is another way our school builds community connections. This annual event is led and generated by students to encourage a responsible, earth-friendly, eco-friendly community. In preparation for the Eco-Fair, students engage in interdisciplinary projects that are presented to the community to interact with students' global concerns. Edison invites not only the parents of our students, but also our partnering feeder schools and our local community.

Moreover, Edison always finds local communities/agencies to sponsor students, donate, or inspire students through project collaborations with teachers, motivational speeches, or participation in career day activities. We reach out to our partner feeder schools for our annual high school fair where parents, 8th grade students, and local high schools can recruit and/or inform the students of their prospective school. This year, for example, UPS donated toys to our annual holiday gift drive. Also, art student Ellie Whang collaborated with our art teacher to work on Aspirations Ceramic Tiles.

Student Voice & Aspirations

Student voice is an integral part in building our students' self-worth, engagement, and sense of purpose. By using their voices, we hope our students realize that they can make a difference in the way they learn, in how they interact with others, and how they connect with their teachers in order to create a positive outcome for themselves. Having a voice is important for them to also advocate for their educational needs in the classroom, in school, and beyond.

We established Breakfast in the Classroom Ambassadors to help disseminate information to our students regarding WASC and other school-related concerns or information, and to assist with surveys or other tasks needing student input. Breakfast in the Classroom Ambassadors were nominated and chosen by their peers to be their representatives for any school and/or classroom concerns.



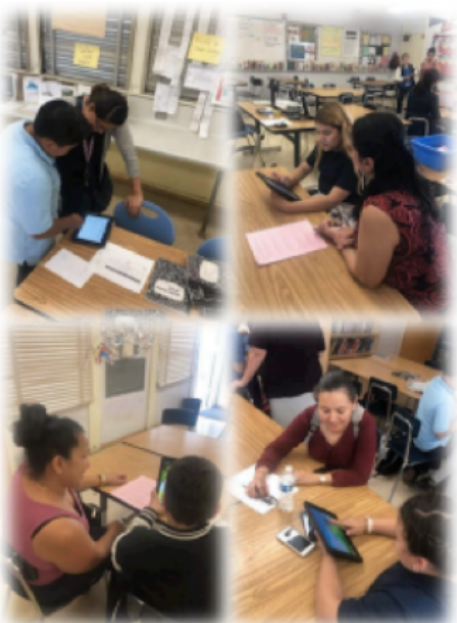
We included World Café discussions with our students in regards to analyzing data. Our Leadership class used the World Café discussion method to go over the fall School Voice report data and after looking at the data, offered some solutions that might improve some of the low-scored areas. The RFEP/EO Specialized Team also used the World Café discussion method and invited some students to participate in analyzing the School Experience Survey (SES). Teachers and students worked together to analyze the SES survey and come up with solutions to address some of the areas. One student recommended that we should have a “Good Deeds Box” in the counseling office where students can anonymously write down good deeds they observed someone doing to be read out loud during morning PA announcements. We will follow up on the student’s suggestion in the fall as COVID-19 prevented us from enacting this suggestion.

During the holiday gift drive, identified students in need were given a chance to fill out their wish list via Google Form so they can get their choice of gifts from their list.

Teachers continue to use the iKMC surveys to understand their students’ thoughts about their classes and content.

Teachers were given Fostering Student Voice bookmarks to remind them how to go about making connections with their students and encouraging students to use their voices in the classrooms. Likewise, students were given the Activating Student Voice bookmarks to give them some ideas on how to begin using more of their voice and be heard by their peers and teachers.

Students also provided input when it came to the types of school clubs they would like to see in the school. During Breakfast in the Classroom, teachers asked students to fill out an interest form on the clubs they would like to have. A list was generated based on students’ responses. Due to some of the students’ interests, some teachers were willing to host the clubs in their classrooms during lunch.



Student-led conferences also incorporate more student voice. Instead of the traditional teacher-led conferences, our school decided to do the student-led conferences to encourage more parent and student participation. Doing the conferences this way allowed the students to share a more in-depth look at their work with their parents and explain what the assignments are, as well as how they received their grade.

Edison Middle School believes that in order to achieve and accomplish a goal, one must be able to visualize that goal and do everything in one’s power to take the steps in order to achieve them. This is the message we want to instill in our students to motivate them to do their best so they can one day reach their aspirations.

A short PowerPoint presentation providing more details on the Edison Legacy Project can be downloaded [here](#).



Soaring to Success

By: Ellie Whang and Edison Art students

This mural was made by putting ceramic tiles together, and depicts a picture of a soaring eagle. The students at the bottom of the mural have clothes of different occupations to express a theme of working hard and dreaming to reach success.



Student Voice & Aspirations Facilitator (SVAF) Training

The first cohort of SVAF completed their training in the spring of 2020. Over the course of the 2019-20 school year, facilitators participated in five student voice workshop days. SVAF spent the year learning how to implement and support student voice initiatives at the classroom and building levels. Facilitators were provided training materials including access to online resources. The last session focused on student voice in online learning. Having completed all the requirements, trainees are now certified by the Quaglia Institute to lead voice workshops and school-based training in LAUSD for up to three years. The Quaglia Institute will provide ongoing support in the form of updated research and training materials. Schools of Action with a representative participating in the SVAF training had the additional benefit of the leadership these individuals brought to their school efforts to implement a myriad of student voice and aspirations initiatives (see Legacy Projects). We are confident that these individuals will continue to positively influence student voice efforts in their schools and beyond. Congratulations to the following LAUSD educators!

Carol Alexander, Division of Instruction
Richard An, Division of Instruction
David Arias, Northridge Academy High School
Melissa Berlant, George K. Porter Middle School
Michelle Brait, Reseda Charter High School
Sian Eddington, Division of Instruction
Nancy Farish, Rosa Parks Learning Center

Vahan Minassian, Chatsworth Charter High School
Marylee Pena, Ernest Lawrence Middle School
Earnestine Potts, Ernest Lawrence Middle School
Elizabeth Ramos, Chatsworth Charter High School
Salvador Robles, Verdugo Hills High School
Kelly Welsh, John A. Sutter Middle School
Adriana Zuniga, Division of Instruction

Reflections of Growth

The following are reflections from Aspirations Team members on their growth over the course of the 2019-20 academic year in regard to student voice:

“Before my experience as an Aspirations Team member, I thought this was just another program the district was wasting time and money on about student voice. Now I think that the information provided and the support from the Quaglia Team is priceless and is culture changing for the teachers and students who give it a chance.”

Ms. Melinda Runnells, Leadership & Physical Education Teacher, Mt. Gleason Middle School

“In the past, I actually thought very little about student voice. I naively thought it was just asking questions in class and having students express how they feel. Now I think all the time about student voice and how to empower students to become future leaders with a voice and purpose in life. Student voice is much more than just being heard! With what we have learned, teachers are becoming more facilitators of learning and students are becoming active learners, talking charge of their learning instead of simply being passive consumers of knowledge.”

Ms. Stella Johnson, Resource Specialist Teacher, Gompers Middle School

“Before this work, I thought student voice was going to encourage the complainers to just be loud and bad mouth the school. Now I know that it is about allowing students to express themselves in a supportive environment, that students must make realistic suggestions for the good of the whole, and that the students have to accept responsibility not only for what is said, but also for what needs to be done.”

Ms. Laurie Vallejo, Magnet Coordinator, Reseda Charter High School

"I used to think that I did not have time for student voice. Now I think student voice must be part of a student's entire learning experience and needs to be incorporated into all classes."

Ms. Lupe Jimenez, Science/AVID Teacher & School2Home Coordinator, Edison Middle School

"I didn't previously think much about student voice. I had low expectations regarding learning about self-worth, engagement, and a sense of purpose. Now I think understanding student voice really helps our school to have a clear direction and attainable goals in partnership with students."

Ms. Ellie Lee, Social Studies Teacher, Mt. Gleason Middle School

STUDENT VOICE & ASPIRATIONS VIDEO

As we conclude this report and wrap up another amazing year of student voice and aspirations work in LAUSD, we hope you enjoy the following video that highlights our partnership work in six of the Quaglia Schools of Action.

- Full Length Video: <http://bit.ly/Quaglia8min>
- Short Version: <http://bit.ly/Quaglia3min>

We would like to extend a special thank you to the Division of Instruction and the following schools for opening their doors to the KLCS crew and for putting their practices on display for others to learn from:

- Chatsworth Charter High School
- Chatsworth Park Elementary School
- Samuel Gompers Middle School
- Reseda Charter High School
- Sal Castro Middle School
- Thomas A. Edison Middle School

Next Steps

The Quaglia Team would like to recognize the commitment from the Division of Instruction regarding this important work on student voice and aspirations. Each school community that we have worked with has grown over the course of this challenging academic year, as evidenced by the completion of their Legacy Projects and the dedication of the school staff to attend all the professional development sessions (including virtually during the final quarter!). At a time when the Student Voice & Aspirations Facilitators or staff members at our Schools of Action could have easily said no to the work, they instead embraced voice and aspirations and took it to the next level using it as a tool to support and enhance online learning. This type of effort and perseverance has been modeled through the leadership of Carol Alexander at the Division of Instruction. Ms. Alexander is a shining example of an LAUSD Central Office staff member that puts students and staff above all else. She is an inspiration to all of us at the Quaglia Institute.

Our hope is that during the 2020-21 academic year, we will continue to work with the LAUSD Schools of Action to build internal capacity and sustainability throughout the district. The Schools of Action mission is not complete. Using what they have learned and implemented in their schools with the Quaglia Institute, they must now share and teach other schools/staff in the district. The schools are ready and willing to meet this next phase of their growth and development.

The Quaglia Institute will continuously seek opportunities to share bright spots between Schools of Action, both within LAUSD and with other Quaglia schools throughout the world. Our greatest hope is that schools (staff and students) will work together globally to share their understanding and impact of student voice and aspirations. This is a uniquely important time to collaborate and learn together, with a shared commitment to the academic, personal and social growth of students.

We consider it a great privilege to work with so many outstanding educators across LAUSD, and we are continually impressed with their commitment to this work, the actions being taken, and the improvements observed. Please feel free to contact Dr. Lisa Lande at lande@quagliainstitute.org or Dr. Russ Quaglia quaglia@quagliainstitute.org at any time with questions, concerns, or to learn more about our partnership work.