



# LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

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This end-of-year report provides a summary of the partnership work between the Quaglia Institute and the Los Angeles Unified School District for the 2022-23 school year. Each of the 13 Schools of Action received one full day of on-site professional learning, as well as a series of virtual sessions with their Aspirations Team. Student Voice surveys, iKnow My Class surveys, the My Voice My Future student video series, and a wide variety of resources were utilized to support the continued implementation of Student Voice & Aspirations. Over the course of the year, a total of 6,260 Student Voice surveys and 6,242 iKnow My Class surveys were administered. A significant focus on effectively utilizing student voice survey data led to a 48% increase in iKnow My Class survey usage compared to the prior school year. This increase was leveraged to drive improvement actions across Quaglia partnership schools. Customized reports were analyzed by each individual school to learn from the voices of their students and work in partnership to grow and sustain practices that increase student engagement and achievement. At each school, areas of growth were celebrated and opportunities for further improvement were identified and utilized to drive action. Data from aggregate reports for both Student Voice surveys and iKnow My Class surveys will be referenced throughout this report.

Over the course of the academic year, Schools of Action developed case studies that reflect their Student Voice & Aspirations work. This report will highlight a sampling of these case studies which include examples of the work done across LAUSD Schools of Action during the 2022-23 school year. It has been a true privilege to work with each School of Action and to observe such incredible growth in these schools. Students have, without question, benefitted from the hard work and steadfast commitment of educators in these schools to amplify student voice and support all students in reaching their aspirations.

## Partnership Overview & Goals

The Quaglia Institute Team has an active partnership with the following Title I Schools of Action in LAUSD. This work is aimed at schoolwide efforts that have a positive impact on ALL students within each school:

**Chatsworth Charter High School** (2,000 students)

**Ernest Lawrence Middle School** (1,428 students)

**Henry T. Gage Middle School** (1,470 students)

**Huntington Park High School** (1,600 students)

**John A. Sutter Middle School** (850 students)

**Mount Gleason Middle School** (900 students)

**Northridge Academy High School** (1,000 students)

**Reseda Charter High School** (1,500 students)

**Rosa Parks Learning Center** (275 students)

**Samuel Gompers Middle School** (400 students)

**Sal Castro Middle School** (390 students)

**Stanley Mosk Elementary School** (265 students)

**Thomas A. Edison Middle School** (1,045 students)

The primary focus of our work during this academic year was leveraging Student Voice & Aspirations to support schools in meeting the social-emotional needs of students and increasing student engagement in the classroom. The Guiding Principles of Self-Worth, Engagement, and Purpose serve as a powerful framework for schools as they work to support growing mental health needs while also addressing the continued impact of learning loss and gaps in social development from remote learning during the COVID pandemic. Full-day professional learning sessions were delivered on-site at all Schools of Action, and 42 sessions were delivered

via Zoom. All sessions were customized for each School of Action and involved planning with Aspirations Teams to support implementation across their schools.

Our work continues to be focused on the following expectations: raise student and staff aspirations in order to enhance social and emotional development for all; improve academic motivation and engagement; advance the importance of school voice and aspirations; support collaborative efforts between LAUSD schools; and improve attendance and completion/graduation rates.

## Quaglia Student Voice Survey

Between August 1, 2022 and June 14, 2023, a total of 6,260 Student Voice surveys were administered by the Quaglia Schools of Action in LAUSD. The following schools led the way with completed Student Voice surveys during the course of this school year:

- **Mount Gleason Middle School:** 1,271 completed surveys
- **Gage Middle School:** 1,182 completed surveys
- **Lawrence Middle School:** 856 completed surveys

The Student Voice survey is administered to all students in a school and provides school leadership teams with a systems-level look at Student Voice data. Student Voice survey results are available in real time, custom questions unique to each individual school can be added, and Next Practices specific to each survey statement are available. Data can be analyzed by gender, grade level, and other available demographic filters. After each survey administration, Aspirations Teams gather to analyze data and prepare for student focus groups that facilitate conversations with students to better understand the meaning behind survey results. The Quaglia Team supports schools with data analysis, as well as utilizing data to inform decision-making and guide future actions.

We looked at our student voice data with students during a Student Voice World Cafe and during a series of focus groups which have been important steps forward for our school in our commitment to making Sutter an environment where Student Voice and Aspirations are at the forefront of our educational mission. This isn't something we do to check a box and say we got student input once during the school year. We now look at data with students and involve them in making decisions about how we can improve the school because we really believe we have a lot to learn from students and that they are our most important partners in improving our school.

***Teacher, Sutter Middle School***

While overall LAUSD Student Voice survey results reflect that many students are struggling and needing additional support to meet their fullest potential at school, there are some areas in which students are feeling more positive. The following numbers reflect the percentage of students who agreed with the following statements in the Student Voice survey aggregate report for the 2022-23 school year:

- My parents care about my education. 93.6%
- It is my responsibility to make sure I am learning. 82.9%
- I believe I can be successful. 79.1%
- I know what I need to do to be successful in my classes. 77.9%
- I think it is important to set high goals. 73.2%
- I put forth my best effort at school. 71.2%
- Teachers believe in me and expect me to be successful. 70.1%

Student Voice survey aggregate results for 2022-23 also point out some very clear areas to focus on for future improvement. There is important work to be done to reestablish a sense of belonging for all students, reengage students in learning environments where they can thrive, and reacclimate students to clear behavior and learning expectations. This Student Voice data has been instrumental in guiding focus groups and conversations to better understand students' current school experiences. Working with students to analyze and understand the data helps create school experiences in which staff and students take shared responsibility for the health of the school community and work together on continual improvement. The following are some of the lowest areas on the survey:

- I am a valued member of my school community. 35.7%
- Teachers have fun at school. 34.0%
- Students respect each other. 34.9%
- I find homework helpful to my overall learning. 34.8%
- I like challenging assignments. 33.2%
- Other students see me as a leader. 20.1%

Aspirations Teams have discussed these and other areas specific to their individual school survey results to help drive actions for next year that will support growth. For those schools continuing independent contracts with the Quaglia Institute, we will continue to monitor student perceptions and utilize Next Practices resources within the survey system to support schools with their improvement efforts. Many schools are continuing to work on their systems that support the social-emotional needs of students and have been heavily utilizing Quaglia resources as part of these efforts. The goal is to ensure a sense of belonging for all students and create learning environments in which students thrive. The following is one of the Next Practices related to this goal:

#### **Students respect each other.**

- Hold discussions around issues of respect in partnership with students and establish clear expectations for mutual respect in your classroom.
- Develop opportunities for students to work together, share ideas, and support one another.
- Create assignments that involve students sharing their life stories in a safe and respectful environment.
- Incorporate traditions, novels, and examples representative of the different cultures and ethnic backgrounds of the students in your classes.
- Utilize secondary resources and lessons provided by [Learning for Justice](#).
- Provide students with age-appropriate literature dealing with issues of respect such as the work of [Walter Dean Myers](#).

Data has been analyzed by each School of Action and specific priorities have been established for the 2023-24 school year. Many Schools of Action achieved impressive gains in their Student Voice data between their fall 2022 and spring 2023 results. These improvements are a direct result of the commitment and hard work of leaders, teachers, and students to co-own their data and work in partnership with one another to take meaningful action and create incredible results. **Rosa Parks Learning Center** improved upon 48 of the 50 items measured in the survey. Celebration was in order for these amazing across-the-board accomplishments! Not surprisingly, the Aspirations Team then got to work considering what actions can be taken to address the two statements that did not show growth and determine how they can improve in other areas as well. **Chatsworth Charter High School** also saw impressive growth with improvement on 30 survey statements as a direct result of their efforts, including adding several student representatives as full-time members of their Aspirations Team. The consistent presence of students as key members of the Aspirations

Team raised the work to a whole new level at Chatsworth Charter. **Lawrence Middle School** not only experienced gains, but on several indicators, they saw greater than 10% improvement in just one school year!

The following are a few examples of the gains experienced by Lawrence Middle:

- I enjoy being at school. (improved 11.4%)
- Teachers are willing to learn from students. (improved 10.0%)
- School is boring. (improved 10.7%)
- I think it is important to set high goals. (improved 6.2%)
- I use my voice to express my thoughts and ideas. (improved 6.1%)
- At school I am encouraged to be creative. (improved 5.6%)

These results reinforce that with intentional effort, improvements can be made. While we are always working toward 100% of students being able to answer affirmatively to all survey statements, it is important to celebrate growth and continually identify areas for targeted improvement efforts.

Schools continuing to work individually with the Quaglia Team next year will strive toward growth on all indicators with the ultimate goal of ALL students knowing they belong as important members of the school community, being highly engaged in their learning, and becoming confident about their purpose in learning and life. We are also confident that the Schools of Action that were not financially able to engage in individual contracts with the Quaglia Team will continue on their own journeys to the best of their ability, moving forward with their efforts to amplify student voice and support all students in reaching their fullest potential.

The Student Voice survey and the iKnow My Class survey have both been instrumental to the progress we have made the last few years at Lawrence Middle School. I cannot imagine not having this data to use in conversations with students about how they really feel about their experiences at school and then work together with them to make improvements that really matter.

*Teacher, Lawrence Middle School*

## iKnow My Class Survey

Between August 1, 2022 and June 14, 2023, a total of 6,242 iKnow My Class surveys were completed by students in LAUSD schools. We continue to encourage all teachers in Schools of Action to utilize iKnow My Class surveys to gather class-specific data on student perceptions in three key areas:

- Student Perceptions of Oneself in the Learning Process
- Student Perceptions of the Course Overall
- Student Perceptions of the Teacher and Instruction

Teachers are provided with strategies for analyzing data **with students** so that the data and future actions are co-owned by the teacher and a class of students in partnership with one another. Survey results are provided in real time, allowing a teacher and students to immediately celebrate what is working well and collectively discuss actions for continual improvement. The following schools are commended for the number of iKnow My Class surveys completed during the 2022-23 school year:

- **Lawrence Middle School:** 3,320 completed surveys
- **Edison Middle School:** 1,324 completed surveys
- **Sutter Middle School:** 1,183 completed surveys

It's important for our school to use iKnow My Class surveys because it gives the teachers an insight as to how the students are feeling about the content they are being taught, about themselves as learners, and about their teacher. Teachers use this information to improve on low-scoring areas by using Next Practices suggestions. They are also encouraged to talk to their students about how they can improve on any of the low-scoring areas. Before iKnow My Class surveys, the teachers were left wondering what students were thinking and feeling. The iKnow My Class surveys give teachers real-time data they can use to inform their teaching practices and student learning progress. It also serves as a tool to open discussions with the students so they can become partners with their teacher and feel valued by knowing that their voices matter. The iKnow My Class survey data is also uplifting to teachers when they see their students respond positively to statements related to teachers demonstrating care and concern for students because it is validating to know their efforts are recognized by the students. Students sometimes shy away from telling the teacher how they feel in person, but through the anonymous survey they will respond in a manner that truly reflects what they think. Sometimes the results aren't what the teachers want to see and then that becomes an opportunity for teachers to reflect on what they can improve.

***Teacher, Edison Middle School***

Analysis of iKnow My Class aggregate data from across LAUSD led to the identification of a number of areas for celebration. While continually searching for areas to improve upon, it is also important to foster the Condition of Sense of Accomplishment and help educators develop habits of recognizing and celebrating growth. The following are highlights from the 2022-23 iKnow My Class data:

- The teacher knows my name. 90.5%
- I respect the teacher. 88.5%
- It is important to me to do well in this class. 87.5%
- I am responsible for my success in this class. 86.0%
- I have opportunities to ask questions in this class. 85.8%
- I respect other students in this class. 83.2%
- I put forth my best effort in class. 82.0%

These highlights are a credit to the hard work of teachers who are actively engaged in continually improving their instructional practices to increase clarity around learning expectations and outcomes, facilitate a growth mindset, and support students in taking greater responsibility for their choices and success in learning. As we celebrate these highlights, we also keep in mind a number of areas identified for targeted improvement during the 2023-24 school year:

- The teacher relates our learning to current events. 58.1%
- I have opportunities to influence my classmates' thinking. 56.0%
- Other students in this class respect me. 55.7%
- In this class, we discuss issues that are interesting to me. 54.0%
- The homework in this class helps me understand the subject better. 51.6%
- I see how this class relates to my other classes. 44.6%
- The teacher knows my hopes and dreams. 29.5%
- The teacher communicates with my parents on a regular basis. 27.2%

There is always work to be done to improve students' learning experiences. We continually work to support teachers in establishing clear behavior and learning expectations, connecting learning to students' interests, and building skills for respectful dialogue in which students are open to the perspectives of others. Schools of Action are also engaged in further exploration to better understand students' perspectives in a number of areas including what makes homework helpful and how to make content more relevant and connected for students. As we continue to address areas identified for growth, Next Practices provide specific strategies for

schools to consider. The following is an example of the Next Practices related to “I see how this class relates to my other classes.”

### **I see how this class relates to my other classes.**

- Frequently ask students to reflect and make connections between their classes.
- Use examples from different disciplines when teaching.
- Routinely develop cross-curricular lessons.
- [Explore resources and strategies](#) related to interdisciplinary teaching and learning.
- [Team teach](#) a unit with a teacher from another subject.
- Once a week, create a discussion thread asking students to post a Friday Connect in which they share the connections between things they have learned in different courses that week.

Schools continuing with individual contracts with the Quaglia Institute will continue to utilize both Student Voice and iKnow My Class surveys as an important part of their work to continually improve students’ experiences. Other schools are also welcome to obtain the surveys independently through our [website](#).

## **Quaglia Professional Learning Sessions**

A full day of on-site professional learning was conducted at each of the 13 Schools of Action throughout the fall of 2022, followed by a series of virtual sessions designed to provide continued implementation support. Aspirations Teams engaged in deep reflection, meaningful dialogue, and a wide variety of learning activities designed to support each school. Important emphasis was placed on reestablishing school culture, ensuring that every student has a sense of belonging and knows they are an important part of the school community. The ultimate goal is to ensure that ALL students know their voices are valued and heard, and that they are supported in reaching their fullest potential.

Analysis of various measures of growth such as achievement and survey data are critical to the work of the Quaglia Institute. There are also countless indicators of progress that are not reflected in numbers. It can be challenging in a report such as this to reflect the full picture of progress and adequately capture all the vital factors that impact growth as a result of Student Voice & Aspirations professional learning. One of the ways this learning and progress can be demonstrated is through the development of case studies that show the journey of a school over time.

## **Case Studies**

Schools of Action worked throughout this academic year to create case studies that reflect their work and progress amplifying Student Voice & Aspirations. The purpose of the case studies is to share implementation efforts with other schools across LAUSD and around the world, serving as a source of inspiration and promoting cross-school collaboration.

The 2022-23 case studies written by **Edison Middle School**, **Reseda Charter High School**, and **Sutter Middle School** are excellent examples of schools working hard to implement Student Voice & Aspirations as a “way of being” that permeates all aspects of campus life.

# EDISON

# STUDENT VOICE

## CASE STUDY 2023



### STUDENT VOICE & ASPIRATIONS AT EDISON

At Edison, we focused on Student Voice and Engagement as our focus at our RFEP/IFEP/EO Specialized Team meetings. Many of our meeting activities involved getting to know the 8 Conditions and an exploration of the available lessons for Middle School. We did World Cafe discussions over the Student Voice Surveys (both students and teachers) and reflected on school and classroom improvement through self-reflections.

Our Student Ambassador, AVID, Music, and Leadership students helped us promote WASC initiatives and school-led events by giving tours, educating their fellow peers on the school mission and vision, entertaining guests with music, and promoting recycling and 8 conditions awareness.

We continued our successful Student-Led Conferences and continued to ask students for their input and feedback even on small things such as music selections and event ideas. One of our students even e-mailed her counselor regarding why Google Chat Should Be Unblocked because she was upset that our District blocked the app. Our students know that they have a voice and is now willing to use it more than ever, and we encourage that voice as it is useful in improving our school culture.

We have done many events, projects, and activities that involve fun and excitement to keep our students engaged. We continue our SEL and Engagement Professional Development and continue to talk about increasing student-teacher relational capacity as building trust is a key component to activating the student voice.

#### STUDENT OPINION

Why Google Chat

Should Be Unblocked

[Read Here](#)



#### STUDENT SPEECH

WASC Reception

Speech Sunday,

October 23, 2022

Student Body Vice President Speech

Good afternoon, Edison family and

WASC Visiting Committee...

[Read more on next page](#)



# EMS CASE STUDY 2023

## STUDENT & STAFF REFLECTIONS

Students and staff did many reflections regarding student voice and aspirations. We used the reflections as a starting point for discussions during staff meetings and/or classroom time.

- [Sense of Accomplishment - Taking Action \(Teachers\)](#)
- [SV Student Reflections](#)
- [Staff SVA Reflection](#)

## ASPIRATIONS

To keep students thinking about their future, we continue our annual teacher college corners, college projects, and career speakers. Our Draft Teacher even continues to bring home gold, silver, and bronze during Skills USA Championships. And this year, there's more to celebrate as one of our students passed the PSAT!

- [College Corner; College Projects](#)
- [Skills USA Championships](#)
- [Career Speakers through Homeroom \(April\)](#)

## FUN & EXCITEMENT

School is no fun without fun and excitement. Our school focuses on lunchtime events to keep things exciting!

### Lunchtime Sports and Events

- [Soccer Intramurals](#)
  - [Basketball Intramurals](#)
  - [April events](#)
- School Events:**
- [Door Decoration Contest](#)

### *Student Speech Continued...*

I would like to welcome the WASC Visiting Committee to Edison Middle School. My name is Olga Uzarraga, the Student Body Vice President. I am an eighth grader and I have been at Edison for three years. When I first came to Edison, I was feeling nervous since I was going from one teacher to multiple teachers and I didn't know what to expect. Luckily for me, I had my first Middle School year during Covid so I got to meet many of my teachers and classmates through Zoom and that made me feel better prepared and relaxed when I had to come back on-site.

For the past two years, going into my third year, I have learned that things are always going to change, such as protocols and not having the same teachers or friends and also by becoming an 8th grader. The Principal also changed. One retired and a new one stepped in to bring forth her own amazing ideas to make Edison better and the image that she would like to create. Growing your friend group can be a challenge also but possible. One thing that never changes is the message that Edison sends: You can always be yourself here and they won't judge. If somebody judges you, there will always be someone to help...

[Read More Here](#)



# EMS CASE STUDY 2023

## 8 CONDITIONS PROJECT

Check out our 8 Conditions Project videos completed by our AVID students to spread information about the 8 conditions that can make a difference in their lives. We will start these series of videos to launch our Student Voice series in the upcoming fall.

- [-8 Conditions Videos](#)
- [-8 Conditions Project](#)
- [-8 Conditions Planning Sheet](#)

## DOOR CONTESTS

This year's door decorating contest features 2 tales: a Social Emotional Learning (SEL) Door and the other, a Holiday Themed Door. Our Leadership students even promoted and judged them. Check it out in the link below:

- [-Door Decorating Contest](#)
- [-Door Judging](#)



[ARTICULATION DAY TOUR](#)

## ARTICULATION DAY TOUR

*\*THIS LINK SHOWS OUR STUDENT RECORDING A DAY IN THE LIFE AT EDISON*

## STUDENTS AS PARTNERS AT EDISON

At Edison Middle School, we actively seek student involvement in many aspects of our school, from decision-making to coordinating events, to sending messages to other students. Our student ambassadors helped us during our WASC visit by assisting with spreading and educating their peers regarding the school's mission and vision. Selected students from music performed for our visitors, and Leadership students provided school tours. During the school year, our Leadership students continue to provide tours for incoming students during articulation day, our music students performed for our incoming students, and students from all programs demonstrated their work. We continued to seek student input through classroom reflections, Student Voice surveys, and Focus Group discussions. Our AVID students began the 8 Conditions Project as a Springboard for our Student Voice Series we would like to start next year. Our AVID students also did a Recycling Project to educate their peers about the importance of recycling. They collected recyclables every Friday in all of the classrooms and offices. Last but not least, our GATE/SAS team will resume their annual Eco-Fair for the school community and surrounding community, complete with student projects from all content areas, complete with our first ever Eco-Fair Trading Post where people can donate unwanted, but gently used items.

# RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2022-2023

## Background:

Reseda Charter High School, Middle School, and Magnets serves students in 6th-12th grades and is part of the Los Angeles Unified School District. Sparked by the interest of school leaders to shift the culture of the school, Reseda has been intentionally embedding and implementing the work of the Quaglia Institute since Summer 2017. An Aspirations Team composed of teachers, coordinators, and administrators receives training from the Quaglia Institute and then leads this work at Reseda; facilitating professional development for the full faculty and implements various systems of change to amplify Student Voice across the campus. In 2018, Reseda Charter was recognized as a Quaglia School of Action. We continue this work as a entire staff and are committed to continuing this work as a Reseda Charter *way of being*.

## Analysis:

Please click [HERE](#) to view the [2021-2022 Case Study](#) for previous work..

This year, our work expanded in the following ways:

1. 5<sup>th</sup> Year of SAAP ([Student Aspirations Advocates Program](#))
2. 5<sup>th</sup> Year of SAAP [Mentorship Program](#)
3. Student Voice Lessons embedded in all 6th-8<sup>th</sup> grade classes
  - a. 6<sup>th</sup> Grade
    - Topic: What is Student Voice?
      - 30 lessons to be delivered throughout the course of the year around the definition of Student Voice.
        - Definition of Voice
        - Voice vs. Noise
        - Voice Process (Listen, Learn, Lead)
        - Putting Our Voice Into Action
      - Click [HERE](#) to access the Slide Deck
    - b. 7<sup>th</sup> Grade
      - Topic: The 8 Conditions
        - 45 lessons to be delivered throughout the course of the year around the 8 conditions of Student Voice.
          - Belonging
          - Heroes
          - Sense of Accomplishment
          - Fun & Excitement
          - Curiosity & Creativity
          - Spirit of Adventure
          - Leadership & Responsibility
          - Confidence to Take Action
        - Click [HERE](#) to access the Lesson Plans.
        - Click [HERE](#) to access the pairing Slide Deck.

# RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2022-2023

## c. 8<sup>th</sup> Grade

- Topic: Preparing to Partner

- 20 lessons to be delivered throughout the course of the year.

- There are 6 "activating knowledge" lessons paired with bimonthly check-ins
- September (Lessons 1-3)
- October (Lessons 4-6)
- November - June (Lessons 7-20)

- Click [HERE](#) to access the Lesson Plans/Slide Deck

4. School Voice Survey taken after Mester 1 and analyzed for school-wide feedback
5. Middle School [School-Wide Norms and Expectations](#) Co-Created with Students and Staff (see below)
6. Freshmen Welcome Lunch in August to foster the 8 conditions (see below)
7. "[Student Voice at Reseda Charter](#)" posters shared with all staff to ensure common language and understanding of framework on campus (see attachment)
8. Student Voice [Fall](#) and [Spring](#) Aspirations Day Schoolwide
9. [Fall Field Day](#) in Middle School to foster Fun & Excitement
10. Staff Professional Development Aligned to District Pillars and SEL Competencies
  - a. [Building Students' Growth Mindset and Self Efficacy through Student Voice \(Day 1\)](#)
  - b. [Supporting Self-Management and Self-Awareness through Student Voice \(Day 2\)](#)
11. Middle School [Community Building / College & Career Day](#)
12. Middle School [Morning Mindfulness](#)

### Purpose:

Our specific goals in the 2022-2023 school year were to continue our work school-wide, build new and returning staff capacity in the SVA work, and focus on fostering a sense of belonging/community school-wide. This year, we focused on students and staff building mutual respect. Additionally, our goals was to align the SVA work to a growth mindset, self-efficacy, self-management, and self-awareness.

# RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2022-2023

## Interviews/Reflections (Adults):

“Something that I am proud of from my student voice & aspirations work this year is watching the students take ownership of their campus and providing a space where they can advocate for themselves—providing a space where students are taking the initiative to seek out what is important to them and take action.”

“By helping our students find or strengthen their Student Voices, we are preparing them for today and tomorrow.”

“I believe that every student deserves to be a part of something great. When Reseda students are given the tools at an early stage, they embrace it and practice it on campus. My students reflect on their student voice and hold it dearly as they prepare to exit high school. Seniors are thankful for the student voice strategies that have been strengthening their voice and shared their experiences in their college essays.”

## Interviews/Reflections (Students):

“Because of student voice, I have been able to discover my passions that drive me to succeed. My teacher would often lead group discussions focused on identity and how to find it within ourselves. These discussions early on in my high school career encouraged me to find a passion and form goals around it to accomplish and succeed”

- College Essay, Senior Class of 2023



## Key Areas of Focus Moving Forward:

We will continue to embed “voice” as part of our operational processes moving forward. We will strive to continue our work to make Student Voice a way of being at Reseda. We will continue to build our language, practices, and policies around fostering a deeper sense of belonging in all students on campus. We will continue to really take time to teach the power of voice to all students and support them in developing skills and confidence to use their voice. We will strive to establish school onboarding for incoming students to introduce Student Voice as it’s embedded in our culture. Reseda will strive to value the perspectives and opinions of students, teachers and parents, and to act on them in a way that genuinely shapes decision-making and learning at the school.

Additionally, we will put more intentional effort towards the condition of Fun & Excitement. We will work to enhance the pride, spirit, and culture on campus as a gateway to enhancing belonging on campus. We will intentionally onboard new teachers to ensure that they are equipped with the resources to align and amplify this work. We will work on staff culture recognizing that positive staff culture directly correlates to the student experience.

# RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2022-2023

## DEVELOPING SENSE OF BELONGING AND SCHOOLWIDE OWNERSHIP



**MIDDLE SCHOOL CO CREATED NORMS**



**FALL FRESHMEN WELCOME**



## **John A. Sutter Middle School - 2022-2023 Case Study**

### **Who We Are**

This case study explores the 2022-2023 school year at John A. Sutter Middle School. Our campus, spanning 17 acres in northwest Los Angeles, provides a dedicated learning environment for middle school students in grades 6-8. Grounded in a commitment to historical consciousness, John A. Sutter Middle School acknowledges its location on the traditional territories of the Fernandeño Tataviam Band of Mission Indians and the Tongva people. As a public educational institution in the North Region of the Los Angeles Unified School District (LAUSD), we honor our roots and equip our students for their academic and professional journeys, instilling them with a strong sense of responsible and active citizenship. Nestled in the heart of Winnetka, California, a community with a population of 48,481 residents, our school is a vibrant learning hub.

Our school community at John A. Sutter Middle School is enriched by students hailing from reputable elementary schools, including Winnetka E.S., Sunny Brae E.S., Melvin E.S., Mosk E.S., Shirley E.S., and Fullbright E.S. After developing their potential with us, these students continue their educational journey at highly-regarded high schools such as Cleveland H.S., Taft H.S., Reseda H.S., Canoga Park H.S., El Camino H.S., Chatsworth H.S., and Birmingham H.S.

### **A Closer Look at Our Student Population: Embracing Cultural Wealth**

The focus of this section is to discuss the unique composition of our student body. Our school is home to 862 students enrolled across various programs, including the STEAM and Leadership Magnet. The grade breakdown is as follows: 294 sixth graders, 288 seventh graders, and 288 eighth graders. Of these, 229 students are part of our Magnet program, while 164 receive Special Education services. Approximately 27.5% of our students are emergent bilingual language learners, and 2% are foster youth. We are acknowledged as a Title I School of Action within the LAUSD, and 93.9% of our student population falls under the "socioeconomically disadvantaged" category. But we see beyond these labels, recognizing the richness of our students' varied experiences and cultural wealth, as highlighted in Dr. Yosso's Cultural Wealth Model.

The Cultural Wealth Model identifies six forms of cultural capital that students bring to their learning environments: aspirational, linguistic, familial, social, navigational, and resistance

capital. Our students possess aspirational capital, holding onto dreams and hopes despite persistent structural barriers in education, employment, healthcare, and housing. They demonstrate linguistic capital through their multilingual skills and vivid storytelling abilities. Familial capital is evident in the love, wisdom, and life lessons they draw from their families, reinforcing that familial wisdom, traditions, and stories can be invaluable resources. Social capital comes to life through their community connections and networks, while navigational capital enables them to maneuver through social institutions. Lastly, their resistance capital is a testament to their resilience and courage to challenge inequality.

Recognizing and nurturing this cultural wealth is integral to our school community and the district's ethos, guiding our everyday practices. By embracing these diverse forms of cultural capital, we reaffirm our commitment to enriching our learning environment and supporting student growth. Engaging with Yosso's Community Cultural Wealth model has empowered our staff to appreciate our students' strengths, build stronger ties with our community, and recognize the strengths within ourselves.

Our vision at Sutter is to create an innovative learning environment that integrates Science, Technology, Engineering, Arts, and Mathematics through approaches promoting 21st-century skills: critical thinking, collaboration, communication, and creativity. As global citizens and lifelong learners, our students will evolve into reflective, proactive problem solvers, empowered to employ tools of inquiry and innovation to tackle present and future challenges within their local and global communities.

### **Purpose**

#### **What is the Quaglia Institute for School Voice and Aspirations partnership?**

Continuing our partnership into the 2022-2023 school year, we remain committed to the Quaglia Institute for School Voice and Aspirations (QISVA). This collaborative approach is premised on the belief that students who feel heard and self-confident become active learners, leading to heightened academic motivation, achievement, and post-secondary success. In addition, emphasizing purpose and belonging encourages students to develop high aspirations, fostering community pride and nurturing an environment of trust and respect.

Notably, when students feel their voices matter in school, they are:

3x more likely to experience self-worth in school.

5x more likely to be engaged in school.

5x more likely to find a sense of purpose in school.

Our partnership with QISVA provides school-wide access to Student Voice Surveys, including a comprehensive survey and the more targeted iKnow My Class Survey administered at the classroom level. These surveys underscore the importance of students' voices and serve as practical

tools for our educators to be better informed of their students' thoughts, feelings, and needs to enhance their success.

In our context, these surveys serve multiple roles - they are a pedagogical tool, a means for community-building, and a resource for classroom management and positive-behavior implementation strategies. Our staff can build classroom space grounded in trust and respect by analyzing survey data in collaboration with students. These surveys become a bridge for building relationships, differentiating instruction, and continually assessing students' perceptions of the classroom, roles, and expectations for learning and engagement.

### **Implementation Review**

This year, we've integrated various school-wide programs informed by the Quaglia Institute for School Voice & Aspirations (QISVA) framework. The training on effective deployment of the Student Voice Surveys is just a piece of the extensive support QISVA has provided to our school. In addition, the QISVA Aspirations Framework has guided many of our program decisions throughout the 2022-2023 school year. Our goal is to weave these conditions into our school culture at Sutter, embedding them as part of our day-to-day ethos.

These Guiding Principles and Conditions include:

Self-Worth: Belonging, Heroes, Sense of Accomplishment

Engagement: Fun & Excitement, Curiosity & Creativity, Spirit of Adventure

Purpose: Leadership & Responsibility, Confidence to Take Action

Our focus this year has been on fostering a sense of belonging, encouraging leadership and responsibility, and promoting fun and excitement.

The upcoming sections in this case study will reflect on our progress and efforts throughout this school year.

### **Fall Professional Development: "Quaglia: Student Voice and Aspirations"**

[Link to PD HERE](#)



In the fall, we launched a professional development program titled "Quaglia: Student Voice and Aspirations." This session was focused on introducing and emphasizing the importance of the Quaglia Institute's Aspirations Framework, an innovative model designed to boost student engagement and nurture their aspirations.

The critical aspect of this professional development program was exploring the framework's essence and its crucial role in teaching and student engagement. The team underscored that this framework would enable educators to be more intentional in teaching methods and approaches.

Benefits highlighted in the session included:

**Guided Teaching and Engagement:** By utilizing data from the Student Voice surveys, we can tailor our teaching strategies and engagement methods to meet our students' needs.

**Mental and Emotional Awareness:** The survey data gives us a clearer insight into our students' mental and emotional states, allowing us to respond effectively to their socio-emotional needs.

**Enhanced Learning and Engagement:** The ability to adjust lessons based on survey insights maximizes student learning and engagement, creating a more effective and dynamic classroom environment.

**Improved Teacher-Student Relationships:** The surveys offer open dialogues with students, making them feel heard and understood. This, in turn, enhances the relationships between students and teachers.

**Identification of Socioemotional Needs:** The surveys help identify students with socio-emotional needs, especially those who may not readily express their struggles, enabling us to provide the necessary support.

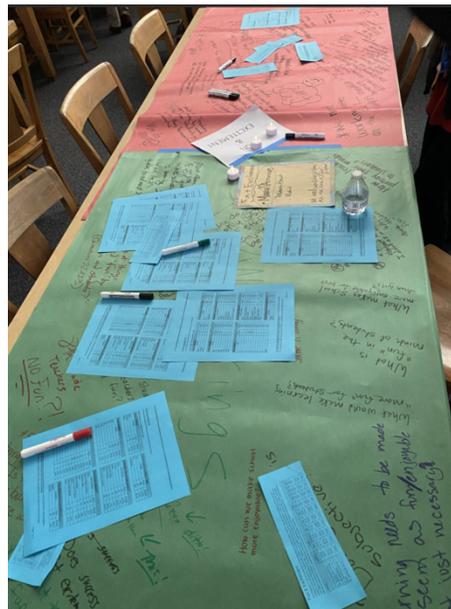
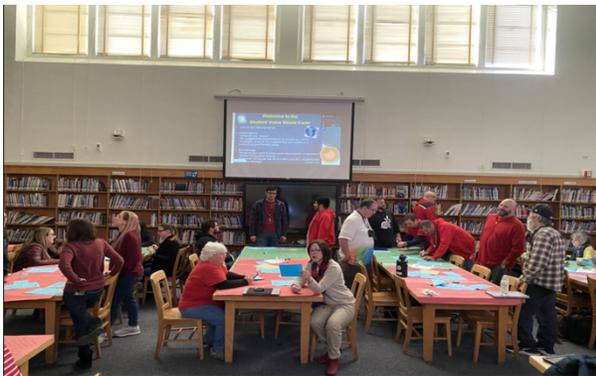
**Better Overall Outcomes:** Building stronger relationships with students leads to better outcomes, including decreased disruptive behaviors and non-engagement.

**Promotion of Conducive Learning Environments:** The insights gathered from the surveys can stimulate conversations about improving our learning environments, making them more conducive to our students' needs.

This professional development program also emphasized the influential role of the "I Know My Class Survey" as a tool to build a stronger classroom community and foster reflective pedagogy. This survey can be used to promote a more inclusive, engaging, and responsive classroom environment, leading to improved student performance and satisfaction.

Through the "Quaglia: Student Voice and Aspirations" professional development program, we stressed the importance of shared objectives between educators and students. Using Student Voice Survey reports, teams of educators and students can collaboratively inspire meaningful improvements within our school, further reinforcing our commitment to fostering an environment that values students' voices and continually aspires to enhance our educational approaches.

## Spring Professional Development: "Student Voice World Café"



As part of our continuous efforts to enhance student engagement and aspirations, we organized a professional development program titled "Student Voice World Café." This platform enabled our faculty to review, analyze, and leverage data from the Aspirations Framework to devise actionable steps for future progress.

The main objectives of this professional development program were to:

Review the insights gained from previous Student Voice and Aspirations professional development initiatives.

Analyze the School Survey Report in-depth to understand current trends and areas requiring attention.

Facilitate a student focus group to glean more granular insights directly from our learners.

Devise 'Next Steps' to actively address the issues identified and improve our students' educational experience.

During this collaborative session, our faculty members embraced their roles as educators and learners. They engaged in thought-provoking discussions and proposed solutions for improvement across different facets of our school's learning environment based on the Aspirations Framework. Here are the solutions faculty members presented:

**Belonging:** The faculty proposed conducting ongoing activities throughout the year to enhance the feeling of inclusion and acceptance among students. These activities foster connections, strengthen bonds, and create a sense of belonging among students.

**Heroes:** To inspire students and highlight role models, teachers will introduce themselves, their accomplishments, and their roles during school-wide fun assemblies. Additionally, team-building activities will be conducted to build rapport and mutual respect between students and their 'heroes.'

**Sense of Accomplishment:** To instill a sense of achievement among students, our faculty suggested introducing specific topics for recognizing student accomplishments and maintaining consistency in recognizing these achievements.

**Fun & Excitement:** To ensure learning is a joyous and exciting experience, more fun-filled and engaging activities will be incorporated into our academic calendar.

**Curiosity & Creativity:** Acknowledging the importance of student needs and desires, faculty members committed to being more responsive and acting upon student requests to foster their curiosity and creativity.

**Spirit of Adventure:** Faculty members proposed the introduction of professional development sessions with a focus on scaffolding techniques to promote a spirit of adventure in learning.

**Leadership & Responsibility:** The faculty suggested using professional development time to address SMART goals, thus instilling a sense of leadership and responsibility among students.

**Confidence to Take Action:** To empower students, faculty members proposed initiatives such as developing portfolios/resumes before they proceed to high school, discussing career options other than college, and normalizing certain qualities, thus boosting their confidence to take action towards their goals.

Through the "Student Voice World Café" professional development program, we have taken another step forward in our commitment to making John A. Sutter Middle School an environment where student voices and aspirations are at the forefront of our educational mission. We are excited to implement these proposals and see their positive impact on our students.

### **Focus Groups: Engaging Student Voice in School Improvement**

Leveraging the insightful data from the Student Voice surveys, we set up focus groups to delve deeper into our students' perspectives. This initiative aimed to engage students as active

collaborators in our school's ongoing improvement efforts, emphasizing their crucial role in shaping our educational environment.

[Focus Group Link Responses Here](#)

### **Organization and Composition**

Diana Zepeda, our dedicated Psychiatric Social Worker, played a vital role in forming these focus groups. Ms. Girard and Ms. Lyons facilitated the focus groups. She randomly selected eight students from all grades, ensuring a diverse representation of our student population. In addition, Diana took great care in explaining the purpose of these groups to each participant, establishing their comfort with expressing their opinions, and assuring them that their responses would remain anonymous.

The focus group session was held on Friday, January 20, 2023, from 8:15 a.m. to 9:15 a.m. In addition, to accommodate all students, we ensured support for a student requiring a BII and another needing translation assistance, with Ms. Ochoa graciously stepping in for this role.

### **Key Discussion Points**

The focus group discussions centered around five vital questions designed to elicit student views on various aspects of their school life at Sutter Middle School:

**Sutter Middle School Perception:** Participants were asked to describe Sutter Middle School in a single word, with responses ranging from "Good" and "Home" to "Peaceful" and "Crazy."

**Recognition at School:** Students shared mixed experiences about recognition at school for positive achievements. They agreed that distinction is essential and should occur in public and private settings, according to individual comfort levels.

**Excitement and Concerns about the Future:** Students expressed excitement about their futures, mentioning their future jobs, friendships, further education, and memorable events like grad nights. Concerns mostly related to financial stability, work-life balance, and potential loss of family members. They suggested the school could support their future preparedness more through subjects like math and history and life skills like managing taxes and bills.

**Value in School Community:** Participants provided thoughtful insights on feeling valued at school, highlighting being listened to, being recognized for achievements, and experiencing care from teachers and friends.

**School Rules:** Constructive criticism of school rules was offered, with suggestions for changes to mobile phone storage policy, dress codes, and regulations about wearing hats and beanies. The group also advocated for a more extended lunch period for more time to eat and socialize.

**Respect for Teachers:** Respect was tied to adherence to rules and guidelines, attentiveness, and the absence of distractions. Reciprocated respect from teachers was also seen as a vital factor in respecting teachers and understanding teachers who provided some flexibility in students' learning methods.

### **The Magic Wand Question**

In a concluding exercise, students were asked to suggest a single change they would make to improve Sutter Middle School for all students if they possessed a magic wand. Suggestions included more field trips and breaks, fun activities, movie sessions, smaller classes, and peer-oriented activities. This focus group proved a significant step towards recognizing and embracing our students' voices in their educational journey at Sutter Middle School. The thoughtful responses and insightful suggestions provided are invaluable for our mission of continuous improvement aimed at creating a more inclusive, engaging, and productive learning environment.

### **Art Night**

The Family Art Night event, conceived and executed by our dedicated Student Voice & Aspirations Team, was inspiring and demonstrated our community's strength. We turned our school into a lively community hub, with families exploring our campus, savoring delicious food, and participating in various activities, from planting plants to face painting. The Winnetka Neighborhood Council's presence added to the sense of community, unity, and involvement. The experience energized our students, and their excitement was palpable and enduring as they continued to chat about the night for weeks after. The success of Family Art Night underscores the magic that can occur when we unite as a community. We now eagerly anticipate hosting more events like this in the future.





### **Sutter Takes 20**

"Sutter Takes 20" is our weekly webinar assembly, conceived to maintain school-wide connections during distance learning. Even as we transitioned back to in-person instruction, we've continued this impactful practice. During these weekly sessions, members of the Sutter family make important school announcements, acknowledge student and staff accomplishments, and engage students in digital literacy exercises.

### **Ongoing Reflections:**

Sutter Middle School's pursuit of centering student voices and aspirations is a continuous and evolving process informed by regular dialogue, assessment, and recalibration. Around a third of our teachers are in their initial years of teaching, and we are advocating for a focused professional development plan. In October 2022, we acquainted them with the *iKnow My Class* surveys to further drive student engagement and foster a sense of belonging and achievement in their classrooms.

In November 2022, we conducted a school-wide survey, compiling responses from 629 students. The insights from this survey facilitated the organization of a diverse student focus group, with representation across age, gender, grade, racial heritage, and English Language Learner status. As we enter Spring 2023, we plan to disseminate our findings from this survey and the focus group during our staff's "World Cafe" professional development session.

The survey showed us that 58.4% of students perceive our school as a "welcoming and friendly place," and 49.8% take pride in being a part of Sutter Middle School. We acknowledge the crucial role a sense of belonging plays in a student's well-being, social engagement, and sense of competence. With this understanding, we are laying the groundwork for more events like Family Art Night next school year to reinforce this sentiment. This event aims to foster positive interactions among students, families, and teachers and strengthen the sense of community within our school.

We continue to debrief and reflect on our school practices through weekly and monthly meetings and engage in ongoing efforts to prioritize student voice and aspirations at Sutter Middle School. We remain committed to further cultivating an empowering educational environment for our students.

### **Analysis of Current Data and Goals for the 2023-2024 School Year:**

Our data from the 2022-2023 academic year provides valuable insights into our successes and areas requiring attention. Acknowledging and celebrating our progress while understanding that we can continue our growth trajectory with deliberate and concentrated efforts as a school community is crucial.

Based on our data analysis, we propose action items for the upcoming year.

1. Form a Committee:
  - a. To facilitate better decision-making and communication, we plan to form a committee that regularly reports to the Shared Decision-Making Council. This committee will focus on amplifying student and teacher voices and enhancing parent engagement to ensure a comprehensive and inclusive approach to school improvement.
2. Community Building and strengthening student, family, and staff connections.
  - a. We suggest regular clubs and community nights; this aims to establish a routine for clubs and community nights, recognizing their potential to foster a sense of belonging, develop leadership skills, and strengthen school-community ties. A leadership club provides a platform for students to develop and exercise their leadership skills, while community nights bring together students, parents, and teachers in a relaxed, social setting.
  - b. A student mentorship program in which older students offer peer-to-peer advice and guidance would be beneficial for our community.
  - c. We also want to enhance parent engagement: Recognizing that parental involvement is vital to successful education, we aim to foster greater parent engagement in the upcoming year. This will include encouraging parental participation in school events, parent-teacher conferences, specific times for family engagement, and volunteer opportunities.

3. Continued Focus on Growth:

- a. We will focus on our students' academic and personal growth. This includes striving for improved outcomes in standardized tests and developing skills and character traits such as resilience, empathy, and curiosity. We also suggest a time to grow our Stakeholder Voice Team and time to reflect on practices and utilization of the framework.

By implementing these strategies, we hope to continue our growth trajectory and further enhance our students' learning environment and overall experience in the 2023-2024 school year.

**Quotes:**

Reflecting on his experience with the Student Voice and Aspirations framework, Mr. Dominguez, a History teacher, shared these thoughts:

“This framework has given me tools to create a supportive and restorative environment in my classroom. Discussing the 'I Know My Class Survey' has built a bridge of understanding between my students and me. We've created clear expectations and strategies that pave the way to success.

I've seen our whole school unite, transforming our campus into a true community hub. It's brought in community members to join our events, with all staff contributing to make them a hit. This framework caters to our unique needs. It's been key in building bridges, meaningfully connecting us with our students and each other.”

## Next Steps

Although LAUSD has decided to terminate this partnership, the Quaglia Institute stands ready to continue our work with a number of current Schools of Action, if they wish, through individual school contracts. Regardless, we will always support the LAUSD schools we have been honored to work with over the past few years. We care deeply about the LAUSD community and have the utmost respect for the amazing administrators, teachers, and students we have been so fortunate to call partners. There is meaningful work yet to be done, and we'll continue to support schools in their journeys to amplify Student Voice & Aspirations. Our mission will remain constant: support staff and students in cultivating self-worth, engage all students in learning, and develop individual and shared purpose for all members of the school community.

Please feel free to contact Dr. Lisa Lande at [lande@quagliainstitute.org](mailto:lande@quagliainstitute.org) at any time with any questions or to learn more about our partnership work.