



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

June 2021

This end-of-year report is a summary of the partnership work between LAUSD and the Quaglia Institute throughout the 2020-21 school year. In response to the COVID-19 pandemic, the Quaglia Institute delivered all services virtually, including 51 professional learning sessions with Aspirations Teams at 14 Schools of Action. LAUSD students completed 5,371 Student Voice surveys and 2,402 iKnow My Class surveys, and they participated in 5,742 class viewings of videos within the My Voice, My Future student series. Ultimately, the professional development sessions, data analysis, and associated school-wide activities led to meaningful learning and interactions between students and teachers at participating schools. In addition to the data updates provided in this report, we will feature the voices of administrators, teachers, and students, all of which demonstrate progress in LAUSD's journey to amplify Student Voice & Aspirations.

Partnership Overview & Goals

The Quaglia Team has been working closely with the following Title I Schools of Action in LAUSD, with the impact of the Student Voice & Aspirations work reaching all students in each of these schools.

Chatsworth Charter High School (1,500 students)

Chatsworth Park Elementary School (394 students)

Ernest Lawrence Middle School (1,340 students)

Samuel Gompers Middle School (470 students)

Henry T. Gage Middle School (1,593 students)

Huntington Park High School (1,435 students)

John A. Sutter Middle School (803 students)

Mount Gleason Middle School (900 students)

Northridge Academy High School (980 students)

Reseda Charter High School (1,364 students)

Rosa Parks Learning Center (285 students)

Sal Castro Middle School (330 students)

Stanley Mosk Elementary School (270 students)

Thomas A. Edison Middle School (1,029 students)

The Quaglia Team is committed not only to the Schools of Action, but to seeing student voice amplified throughout LAUSD. We readily provide support, as requested, to schools we have previously worked with, as well as any school in LAUSD that contacts us with an interest in utilizing Student Voice surveys or learning more about Student Voice & Aspirations and related resources.

Our aim during this unprecedented year of virtual teaching was to stay focused on the partnership goals of growth and sustainability in order to deepen the understanding and application of the Student Voice & Aspirations process across the curriculum. To accomplish this, we employed maximum flexibility to meet the unique needs of schools during this year of prolonged virtual learning, throughout which schools committed herculean efforts to determine how to best meet the needs of students and families under incredibly challenging circumstances. Fifty-one customized professional learning sessions were delivered via the LAUSD Zoom platform, each designed for teams of up to 20 educators from a School of Action. Each session was approximately two hours in length, interactive, and provided opportunities for staff to share their experiences in online teaching and learning. Our work with these schools focused on the following shared expectations: enhance school voice and student aspirations in the virtual setting; improve academic motivation and engagement during online learning; continue to raise student and staff aspirations across the various disciplines and school initiatives, with the goal of strengthening the social and emotional development of all students and staff; promote and lead collaborative efforts between LAUSD schools; and improve attendance and completion/graduation rates.

Quaglia Student Voice Survey

In response to the pandemic, schools were challenged to balance multiple new initiatives and requirements related to online learning, including several surveys focused on garnering feedback about new models for virtual instruction and support. While each component competed for time and attention during this unique year, many schools continued to utilize Student Voice and iKnow My Class surveys as a critical part of their feedback loop in order to continually monitor and improve teaching and learning. Between August 1, 2020 and June 10, 2021, a total of 5,371 Student Voice surveys were administered by the Quaglia Schools of Action.

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, along with suggested Next Practices specific to each survey statement. Data can be analyzed by gender, grade level, and other available demographic filters. After each survey administration, the school's Aspirations Team gathers to analyze data and prepare for student focus groups to better understand the meaning behind survey results. The Quaglia Team supports schools with data analysis, as well as with utilizing data to inform decision-making and guide future actions.

“The social emotional unrest that came with the pandemic experience made engaging student voices even more important than ever. We found that asking students to complete the student voice survey helped them to open up in a way that felt very safe. We were also able to have great conversations with students after looking at the data, and then as a staff use that critical information to help guide our efforts to best serve students in the online environment.”

Mr. Vahan Minassian, Magnet Coordinator & Dean, Chatsworth Charter High School

Within the aggregate Student Voice data from this academic year, there are a few statements in particular that reveal encouraging results. Ninety-seven percent of students report that their parents care about their education. This result is not surprising given the amount of distance learning that occurred within students' homes. We are committed to fostering the growth of school-family partnerships that occurred during this past year; the new systems that schools established for connecting with families should be nurtured as students transition back to campus next year.

Given how hard teachers worked to increase the clarity of expectations for online learning, it is encouraging to see 89% of students report that they know what they need to do to be successful in their classes. This is also something we will continue to strengthen during the upcoming school year.

A few areas have also been identified as needing improvement. Only 63% of students are confident using their voices to express their thoughts and ideas, and only 67% of respondents report that students have a voice in decision-making at school. While there is still room for considerable improvement, we are seeing significant growth. For example, over the course of this past year, there was a 7% increase in students feeling they have a voice in decision-making at school (60% in 2019-20 and 67% in 2020-21).

We will continue to work with Schools of Action next year to listen to and learn from the voices of students, employing strategies that increase opportunities for teachers and students to partner with one another to create learning environments where students feel their voices are impactful. The following portion of the Next Practices resource is for the survey statement “I use my voice to express my thoughts and ideas.”

I use my voice to express my thoughts and ideas.

- Provide a platform for student voice. ([Socratic seminars](#), [think, write, pair-share](#))
- Share all perspectives and ideas. ([Gallery walks](#), [Fishbowls](#))
- Use student surveys, focus groups, and exit slips.
- Allow students to self-evaluate their work.
- What does it mean to find your voice? Having the courage to speak up? Expressing your opinions more often? Having opinions in the first place? [Or is it more than that?](#)
- If your school has Schoology you can use it for online discussions. Or you can use [Google Classroom](#). This article provides suggestions on how to facilitate [online discussions](#).

iKnow My Class Survey

Between August 1, 2020 and June 10, 2021, a total of 2,402 iKnow My Class surveys were completed by students in LAUSD schools. iKnow My Class data is intended to be co-owned by the teacher and students and used to identify strengths and areas for growth in each unique class of learners. 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 Quaglia Team provides schools with support for analyzing iKnow My Class data **with students**.

“I have observed my students using their voices to ask questions, to share how they are currently feeling, to share their new hobbies, and to express when they do not like something. Looking at iKnow My Class student voice survey data has taught me that my students are not a big fan of breakout groups. They expressed how it's hard to share thoughts and feelings with other peers in this online setting. I was also surprised to learn that my students do not think we read enough informational pieces on current issues, something I will work to address. To me, student voice is hearing the students out and supporting their passions, interests, and opinions in my class. As I shared the data with my students, it was nice to learn that they actually love being in my class. Also, the percentage of students that believe I know their hopes and dreams has gone up over the course of the year!!!”

Ms. Vilatorro, Teacher, Edison Middle School

When analyzing iKnow My Class data, teachers and students can immediately access a series of Next Practices specific to areas that are identified as a focus for improvement. Next Practices have been updated to include suggested actions and resources specific to the online learning environment.

The 2020-21 iKnow My Class aggregate report includes several findings worthy of celebration:

- 87% report their teachers provide useful and timely feedback on their learning.
- 88% report coming to class ready and willing to learn.
- 88% report their teacher develops positive relationships with students.
- 89% report their teacher expects them to be successful.

We continually work toward a goal of 100% of students answering questions such as these affirmatively. We applaud the heroic efforts of teachers to meaningfully engage their students in learning, demonstrate care and concern, and offer meaningful and personalized support through the confines of a computer screen.

Points of concern have also been identified in the 2020-21 iKnow My Class aggregate data. These will be addressed with our collective goals for growth next year:

- 71% report exploring issues, events, and problems from different perspectives.
- 64% report finding it helpful to work with other students.
- 67% report discussing issues that are interesting to them.
- 36% report their teacher knows their hopes and dreams.

We will continue to work closely with Schools of Action to improve opportunities for students to positively engage with one another in the learning environment, increase student interest and relevance in instruction, and support teachers to more meaningfully connect with their students. The following portion of the Next Practices resource is for the survey statement “The teacher knows my hopes and dreams.”

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 and 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.](#)”

Quaglia Schools of Action will continue to utilize the iKnow My Class survey as a tool for gathering student feedback on their experiences in their classes. A number of schools that the Quaglia Institute previously worked with, but are not current Schools of Action, also continue to utilize the iKnow My Class survey. This survey drives conversations about how teachers and students can work in partnership with one another to reach high levels of engagement and achievement.

Quaglia Zoom Sessions

The Quaglia Team delivered, via Zoom, 51 virtual professional learning sessions with Aspirations Teams from the Schools of Action. A wide variety of tools were utilized to support the teams’ commitments to growing and sustaining Student Voice & Aspirations. While each team is at a different place in their journey toward establishing student voice as a “way of being” in their schools, all teams are moving forward and made great progress during this school year.

The voice and aspirations work is approached through a systems-thinking lens in which we continually challenge Aspirations Teams to consider how effective practices can be embraced by ALL adults within their school. The goal is to ensure that ALL students know their voices are heard and valued and that they are supported in reaching their fullest potential. Aspirations Teams engage in meaningful dialogue, deep reflection, and a wide variety of learning activities designed to support each school’s continued forward progress.

While myriad resources were utilized this year, two tools were of particular significance for Aspirations Teams as they self-assessed the current state of student voice in their schools, identified areas for continued growth, established specific action plans, and gathered evidence of progress:

- Voice Systems Self-Assessment (Appendix A)
- Student Voice Evidence (Appendix B)



My Voice, My Future Student Video Series

Each of the six 20-minute sessions in the My Voice, My Future video series is presented by the Quaglia Team and includes a variety of components designed to engage students in learning how to use their voices to positively impact their own lives and learning, as well as how to make a difference in the world around them. Students are presented with a series of Myth Busters as a way to explore what a powerful voice is and what it is not. Focus concepts are then presented, including words of wisdom from the voices of a wide variety of educators and students. Each session also includes a personal challenge in which students individualize their learning and determine how they will apply what has been learned to their lives moving forward. Each session wraps up with key takeaways and suggested resources for continued learning.

The six sessions are:

- Understanding the Power of My Voice
- Using My Voice for the Good of the Whole
- Putting My Voice into Action
- Building Positive Relationships with My Voice
- Goal Setting Driven by My Voice
- Amplifying My Voice During Transitions

The sessions can be viewed in any order, and each one includes a reflective guide designed to support student learning during and after each session. Individual videos in the My Voice, My Future student series have been played 5,742 times for classes in LAUSD during this school year.

The following is a brief overview of the My Voice, My Future series: <https://vimeo.com/447359078>.

Chatsworth Charter High School is one of many Schools of Action that utilized the My Voice, My Future series with all students across campus during Advisory. This is an integral part of their efforts to create a common language for all staff and students related to Student Voice & Aspirations.

Advisory Thursdays: Voice Seminars

Chatsworth Charter High School

Student Voice Grades 6-12 Survey

First Thursday Conduct Voice Survey

Date: 01/14/2021

Provide Link to kids:

<http://surveys.quagliainstitute.org/survey>

All Students use Access Code: 474154

LOOKING FORWARD

Each Thursday provide [Video Links here](#) then hold brief conversation using the PDF as a guide to gather notes and submit in schoology.

January 21 - [Understanding the Power of My Voice](#)

January 28 - [Using My Voice for the Good of the Whole](#)

February 4 - [Putting My Voice into Action](#)

February 11 - [Building Positive Relationships with My Voice](#)

February 18 - [Goal Setting Driven by My Voice](#)

February 25 - [Amplifying My Voice During Transitions](#)

“Having all students in the school experience the My Voice, My Future video series was really great. It was particularly positive for 9th graders who enter high school shy to speak up, and Zoom didn’t help with that. Watching the videos helped build their confidence to speak up and participate in class.”

Ms. Ramos, Chatsworth Charter High School

The following student reflective guide was completed by a high school student while engaged in the Amplifying My Voice During Transitions session. This example demonstrates the type of engagement and personal reflection the videos generate for students:



Amplifying My Voice During Transitions

Student Voice is...

- Sharing thoughts and ideas
- Thinking for the good of the whole
- Accepting responsibility for what needs to be done

RESOURCES

[How to be Amazingly Good at Asking Questions](#)

[The Importance of Perseverance](#)

MYTHBUSTERS

FACT

1. Transition does not have to only include when changing school it can happen when you change classes, teachers, and so much more.
2. Never for a second doubt the qualities you can bring to the table. It is important to advocate yourself.
3. Transitions is not only a physical process but mental and emotional transition that occur as well.

FICTION

1. Transitions only happens when you change schools.
2. In a new setting, I should stay quite and listen to those with experience.
3. Transition is only a physical process.

PERSONAL CHALLENGE

What baggage do I want to leave behind?



1. Not having enough sleep
2. Overworking myself
3. Procrastinating
4. Stress and anxiety

What do I want to take with me moving forward?



1. Positive attitude and mindset
2. Getting out of my comfort zone
3. Exercising daily
4. Productivity

TAKEAWAY

New beginnings give you a chance to reinvent yourself.

If you have questions, please contact us at MyVoiceMyFuture@QuagliaInstitute.org

Your Voice is Your Choice

Version 2.1

Over the course of the school year, the Quaglia Team was able to join a number of Advisory classes as they worked through the My Voice, My Future series and witnessed firsthand the high levels of student engagement, meaningful learning and conversations among teachers and students, and positive impact on classroom culture.



The following are samples of reflections from students about their learning from participating in the My Voice, My Future video series.

“The My Voice, My Future video series taught me that after expressing my ideas, it is also my responsibility to put those ideas into action. As a student, I have used my voice to make a difference this year by joining the Diversity Discourse Club and expressing my opinions on certain world topics. My teachers show me that my voice is valued when they help me put my ideas into action when I have trouble doing so.”

High School Student

“The most important thing to me about student voice is that people need to understand that not everybody has the same opinion about stuff. So when someone is trying to say something, I recommend you listen to what they have to say and try to understand things from their point of view.”

Middle School Student

“I think the most important thing about student voice is to remember that one person’s voice can make a difference.”

Elementary School Student

“As a student, I have used my voice to make a difference this year by empowering those in my Zoom breakout rooms to take a stand and have a say about the things we are learning. I have used my voice more this year and am trying to be a part of the solution and use my voice for change.”

High School Student

“I have learned that my voice plays a pivotal role when I speak out on what I think is right, and also when I take time to listen to and learn from other students. My voice can help make the future a better place.”

Middle School Student

“I know my voice is important when my teachers ask me questions and really listen to what I have to say.”

Elementary School Student

Bright Spots

The following are samples of bright spots that highlight Student Voice & Aspirations efforts during the 2020-21 school year. While this report does not feature every School of Action, it is important to note that significant progress has been made by ALL Schools of Action. We applaud and celebrate the amazing work done by all Aspirations Teams, teachers, and students that led to the tremendous growth of Student Voice & Aspirations in their schools this year.

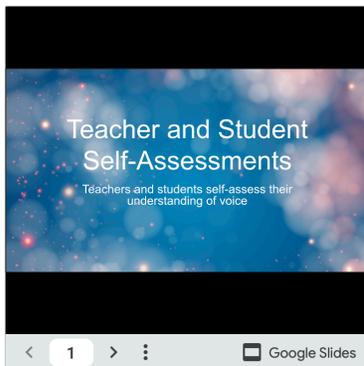
Student Voice School-Wide Portfolio

Visit the link below to view an incredible digital portfolio of evidence submitted by the Aspirations Team at **Edison Middle School**. This compilation of artifacts, samples, and reflections paints an amazing picture of Edison's journey to student voice as a way of being: <http://bit.ly/EdisonMSStudentVoice>.

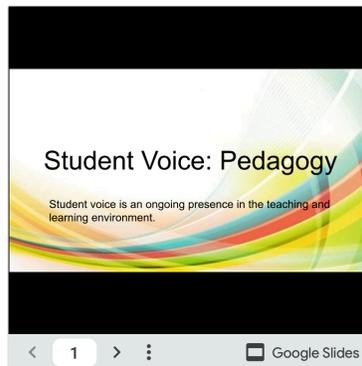
Edison Middle School Student Voice Evidence



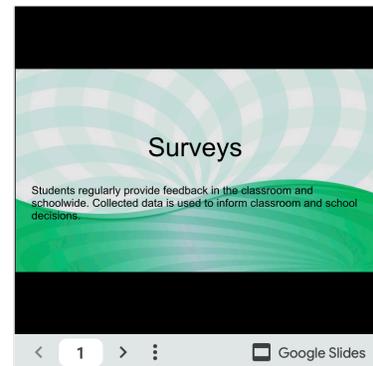
Selected work



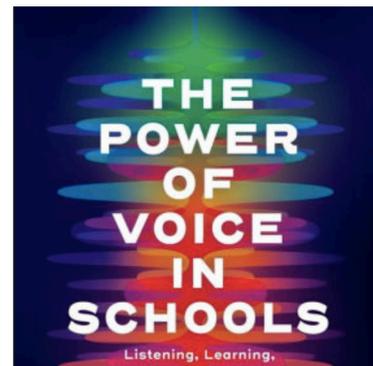
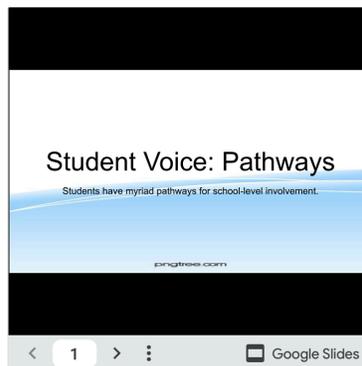
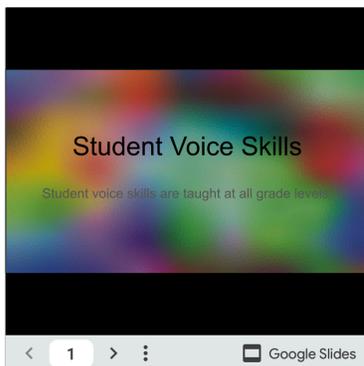
Teacher and Student Self-Assessments



Pedagogy



Surveys



Student Voice in Action Online

As part of their efforts to meaningfully connect with students during this year of distance learning, **Reseda Charter High School** started an Instagram page dedicated to student voice. A recent post highlights awesome work by 6th graders who brainstormed realistic ways to improve their school, created detailed action plans, and presented their ideas during Advisory. Suggestions include: hosting a middle school club rush to diversify the clubs on campus and increase participation, establishing weekly participation buddies that can serve as go-to support on a regular basis, ending every day with positive affirmations/shout outs, including "coffee shop" time during Friday Advisory for students needing a little help or more time to complete assignments, volunteering to participate in peer tutoring, identifying a student each day to serve as a co-host with their teacher, and creating an electronic space for students and parents to get to know one another at the start of next school year. Students then began to take responsibility and put their voices into action! To see a full list of suggestions made by students visit <http://bit.ly/RCMSvoiceinaction>.

Support the Regents and follow them on Instagram at [rchs_studentvoice](https://www.instagram.com/rchs_studentvoice).



rchs_studentvoice Our @resedacharters 6th graders have done it again! Over the last few weeks, the 6th grade brainstormed realistic ways to improve our school, worked in groups to create detailed action plans for implementation, presented their plans during advisory, and are now ready to take responsibility and put their voices into action! Check out the next post to see these incredible suggestions!

Next Step: Know Your Purpose / Know Your WHY

| | | |
|-----------------------------------|--|--|
| <p><u>WHAT IS YOUR TOPIC?</u></p> | <p><u>WHY IS IT IMPORTANT TO ADDRESS YOUR TOPIC?</u></p> <ol style="list-style-type: none"> 1. REASON 1 2. REASON 2 3. REASON 3 | <p><u>WHAT ARE SOME OF YOUR GROUP'S ORIGINAL REALISTIC SUGGESTIONS TO SOLVING THIS? YOU MUST COME UP WITH AT LEAST 3 SUGGESTIONS THAT ARE REALISTIC AND ARE FOR THE GOOD OF THE WHOLE!</u></p> <ol style="list-style-type: none"> 1. IDEA 1 2. IDEA 2 3. IDEA 3 |
|-----------------------------------|--|--|

Developing an Action Plan - Suggestion #1

| | |
|---|--|
| <p><u>Describe your suggestion (Slide 2):</u></p> | <p><u>Who needs to be involved? What role will they play? Consider teachers, students, and outside personnel (parents, administration, ASB?)</u></p> |
| <p><u>Describe how your suggestion can be accomplished virtually:</u></p> | |
| <p><u>Describe how your suggestion benefits everyone!</u></p> | |



Suggestion #28: Student Co-Teacher

Every day, a new student will be the teacher's co-host. They are the teacher's helper to run all activities. The co-teacher will be selected from the wheel of names.

Virtual Student Voice Data World Cafe

At **Lawrence Middle School**, 70 students recently participated in a virtual World Café, an exercise designed to analyze Student Voice survey data in partnership with school leaders. Student participants continue to share how excited they were to be heard and how valued they felt! This impressive group of students were mature and constructive in their data analysis conversations. It was clear that they love their school and are ready to use their voices to take actions that will support Lawrence in being the best it can be! After the data activity, postcards were sent home thanking students for using their voices for the benefit of their school community. Check out this short video that was created by Aiden Lopez, acting Student Historian at Lawrence: <http://bit.ly/LawrenceMSWorldCafe>.

Welcome to the Student Voice World Cafe!

WHAT WILL I BE DOING TODAY?
In December students took a survey about many topics related to learning/Lawrence. We need your help and opinion so we can work together to make things better.

There are 8 different basic categories of questions that you will look at and give suggestions about during this activity.

You will be randomly placed on a team and spend a brief amount of time sharing "Observations" and "Wonderings" about each topic.

YOU ARE A V.I.P.!!!

Chat

Me to Everyone 11:42 AM
no worries!

HABER, SPENCER to Everyone 11:47 AM
why do males feel they can be successful more than females and how can we make females believe to be more successful

Haley Spearman to Everyone 11:49 AM
in general it seems 6th graders answered the most positive. It is most likely because that there was a change from in person learning to distance. Since 6th graders dont know what its like so they dont know but it may be a big change that maybe startled them.

Mr. Jasssem Confidence to Take

| Question | Total in Agreement | Gender | | | | |
|--|--------------------|--------|--------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th |
| 44. I believe I can be successful. | 88.8% | 90.9% | 87.9% | 90.5% | 87.3% | 88.4% |
| 45. I have a responsibility to make the world better for others. | 72.2% | 71.5% | 73.4% | 79.4% | 69.6% | 68.0% |
| 46. Teachers believe in me and expect me to be successful. | 81.1% | 81.2% | 81.3% | 84.9% | 80.7% | 78.2% |
| 47. I am excited about my future. | 71.8% | 70.2% | 74.3% | 77.8% | 71.0% | 67.8% |
| 48. I think it is important to set high goals. | 83.4% | 83.8% | 83.6% | 85.0% | 86.1% | 80.5% |
| 49. School is preparing me well for my future. | 71.2% | 71.3% | 72.3% | 82.7% | 69.1% | 63.0% |
| 50. Students develop programs that improve the whole school. | 55.0% | 55.7% | 54.4% | 67.1% | 55.5% | 44.8% |

Your Voice Matters!

Thank you for participating in the Student Voice World Café. We learned a lot from you and appreciate your willingness to share your thoughts and ideas for making Lawrence Middle School the most amazing school on the planet!

- The Aspirations Team

Voice & Aspirations with Parents

Mt. Gleason Middle School knows that for student voice to truly become a way of being, all members of the school community, including parents and community members, must be included. During the regularly scheduled Coffee with the Principal, the Aspirations Team delivered a presentation to parents about student voice. This serves as a great example of the work many schools are doing to include families in their Student Voice & Aspirations work. The parent presentation can be downloaded using the following link: <http://bit.ly/MtGleasonParentPresentationPPT>.

The 3 Components of Student Voice



Sharing thoughts & ideas in an environment underpinned by trust and respect.



Offering realistic suggestions for the good of the whole.



Accepting responsibility for not only what you say but what needs to be done.

Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

| Question | Total in Agreement | Gender | | | | Grade |
|---|--------------------|--------|--------|-------|-------|-------|
| | | Male | Female | 6th | 7th | |
| 1. School is a welcoming and friendly place. | 82.7% | 85.3% | 81.7% | 86.5% | 81.1% | 80.2% |
| 2. Teachers make an effort to get to know me. | 82.7% | 81.7% | 83.7% | 88.2% | 82.4% | 77.4% |
| 3. I have difficulty fitting in at school. | 15.5% | 14.7% | 14.1% | 14.7% | 14.0% | 16.9% |
| 4. I am proud of my school. | 75.7% | 78.2% | 73.9% | 81.0% | 73.6% | 72.6% |

Welcome to Rosa Parks Learning Center!
 Today is Monday
 February 22, 2021!

Did you do some Random Act of Kindness?



Nicolas Barahona, First Grade
 Mrs. Foides



Student Voice Through Monday Morning Assemblies

During the 2019-20 school year, **Rosa Parks Learning Center** began holding Monday Morning Assemblies to increase and amplify student voice. Each week, a class takes responsibility for leading the whole school in the assembly and uses the opportunity to teach student voice skills, celebrate learning and student accomplishments, and cultivate a sense of belonging between all students and staff. Thanks to the hard work of Principal King and the Aspirations Team, the school continued the Monday morning tradition virtually during the 2020-21 school year. Throughout the week, teachers and students compiled pictures and videos to showcase and submitted write-ups to recognize individual students during what morphed into Monday Morning Video. This provided a structured time each week to regularly hear from the voices of students on the school-wide stage, allowing students to shine and be acknowledged for their talents, accomplishments, and hard work. Enjoy the following samples of Monday Morning Videos from Rosa Parks, including a student leading the pledge of allegiance from home, highlights of student artwork, and a beautiful recognition of individual students at the end of each video:

<https://www.loom.com/share/74915f24dc004207bdc98f9bc5ec2af7>

Kindness Jamboard!

by Ms. Foides' class

Pledge of Allegiance

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

David Pineda Menjivar
 Kindergarten
 Mrs. Dhanoa

Reimagining Student Leadership

One of the things we love to see happen in our Schools of Action is for leadership opportunities to grow and extend beyond the traditional student council. We advocate for ALL students to have meaningful opportunities to contribute to the school community. **Huntington Park High School** is doing just that! The House of Representatives was established as a critical part of student leadership at their school. Students from each Advisory class are appointed to participate in regular House of Representatives meetings where they learn about school updates and report them back to their peers. Not only do students learn how to present information to the student body, but they also listen to questions and feedback from their peers and report back to the House of Representatives. This year, many representatives brought concerns from the student body to the House of Representatives, including topics such as COVID-related illnesses, remote learning, overall decline in student grades, returning to campus, opening in-person sports, and much more. Students' opinions and ideas were subsequently taken to the administration and solutions were worked on in partnership with student leaders. The proposed solutions and action plans were then shared during school-wide assemblies. A presentation of the running agenda showing the work of the House of Representatives during the 2020-21 school year can be downloaded using the following link:

<http://bit.ly/HPHSHouseofRepsPPT>.

HPHS HOUSE OF REPRESENTATIVES of HUNTINGTON PARK HIGH SCHOOL

How can we build student voice?

Powered by the School Wide Project

HPHS HOUSE OF REPRESENTATIVES of HUNTINGTON PARK HIGH SCHOOL

AGENDA: 10/26/2020

- Counselor Newsletter #6
- Student Voice
- Any questions or announcements?

True or False - Speak or type it in the chat

SAMPLE IKNOW MY CLASS STATEMENTS

I come to class ready and willing to learn.
 I see how this class relates to my other classes.
 This class challenges my thinking.
 The teacher knows my hopes and dreams.
 The teacher presents lessons in ways I understand.
 I am encouraged to use my imagination.

Powered by the School Wide Project

CERTIFICATE OF COMPLETION

THIS CERTIFICATE IS AWARDED TO

REPRESENTATIVE

for successfully participating and completing the duties of HPHS House of Representative for the 2020-2021 school year

MS. ALCARAZ Club Advisor

MR. CARCAMO Club Advisor

MS. SAUCEDO Club Advisor

Cultivating a Sense of Belonging

We are so proud of the efforts made by all Schools of Action to intentionally re-establish a sense of Belonging for students as they began to transition back to campus. School leaders and teachers worked tirelessly to ensure campus was safe for students and that all students—those who returned to campus and those who continued to learn virtually—felt like valued members of the school community. The following pictures represent the ways schools welcomed students back to campus:



Gage Middle School



Lawrence Middle School



Reseda Charter High School



Gompers Middle School

Student Voice as a Way of Being

The following reflection by Jason Black, Teacher and Aspirations Team member at **Northridge Academy High School**, provides a powerful window into a school's journey to truly make Student Voice & Aspirations a way of being.

Before this school year escapes us, I wanted to share with you some of the outcomes and reflections as a result of our Quaglia professional development sessions with you this past school year. The over-arching take-away from this challenging year has been the fact that the tools that Quaglia Institute provides have never been more needed than they are right now. The school closures—as a result of this once-in-a-lifetime pandemic—have managed to grind most of our forward strides in teaching student voice to something more resembling an on-the-knees crawl. But, thanks to our work together, marching orders have been etched out and we are ready to continue the work.

First, our work with Quaglia has helped us realize that we need to reteach the meaning and importance of student voice to our incoming freshmen when the Fall 2021 school year begins. Our current students have the benefit of learning about student voice from the iKnow My Class and Quaglia Student Voice surveys that we give periodically. Furthermore, the discussions that take place in class after each survey help them reflect even more.

But, for new students, the teaching that we need to do has to begin from day one and it needs to continue until the last day before each student's senior class summer vacation begins. We came to this conclusion because this pandemic not only created a vast physical distance between us and our beloved students, but it also created barriers toward students being able to use their voices and to effectuate school-wide and even worldwide change through those voices.

Our Freshmen Class Academy will take on the task of threading Quaglia student voice lessons into the Freshman Advisory curriculum in order to make student voice a consistent area of focus for our new students. Furthermore, our school will make the iKnow My Class surveys and follow-up debriefings a staple of our class-building activities. The thinking behind this continues to be the great setback that the pandemic has dealt all of us. Students have been away from school-based adults and peers for over a year. The practice that is needed in developing one's voice has been nonexistent for the most part. Distance learning has allowed students to learn how to be quiet and to hide from the cameras. But, we need to make a proactive effort to help them unlearn this behavior. We believe that Quaglia lessons are going to be our 12th person on the field. We certainly need a strong team to tackle this challenge.

Beyond front-loading Quaglia Student Voice lessons for our incoming students, we also provided and will continue to provide each teacher with a copy of the My Voice, My Future Teacher Guide. This student voice playbook has a number of lessons that put the topic of student voice on regular display. For you cannot improve something without putting in hard work. This hard work can be evidenced by the "[Daily Check-ins](#)" that many teachers at our school performed throughout the year. These check-ins allowed us to take a daily snapshot of our students' feelings and we invited them to speak about anything that they wanted to address as a class. Oftentimes, certain feelings needed to be discussed before students would feel open to learning. This activity was a direct result of the work that we did within the Quaglia institute trainings.

Throughout our professional development sessions, we learned the importance of not only student voice, but we continued to learn and appreciate the absolute necessity of teachers listening to those voices. Student voice means very little if those voices are not heard and concrete action is not taken to put those words into action. The work must continue.

Thank you for all you do for us and with us.

Jason Black

Northridge Academy High School

Student Voice & Aspirations Facilitators

The cadre of educators trained as Student Voice & Aspirations Facilitators during the 2019-20 school year served as critical partners and advocates in their schools throughout this academic year.

Schools of Action with a trained facilitator on their campus are at a significant advantage as these individuals provide an additional layer of leadership and support to teachers and students working to amplify voice. We are extremely grateful for the partnership work that continues with the facilitators within the Schools of Action, across LAUSD, in other states, and in other countries. Several Student Voice & Aspirations Facilitators joined the Quaglia Team for presentations with various learning communities we work with around the world, including in Australia and Maui. We will continue to tap into this impressive group of educators as we work in partnership to support schools within LAUSD and across the world to fully realize Student Voice & Aspirations as a way of being.

Next Steps

All current Schools of Action are excited to continue their Student Voice & Aspirations journeys in the 2021-22 school year. Many have already started to schedule professional learning sessions to be delivered next year and are using this year's student voice data to drive plans for supporting students' transition as they return to campus in the fall. The Quaglia Team will continue to support Schools of Action as we listen to and learn from the voices of students and take action together to further improve engagement and achievement. Schools of Action will continue to move forward with self-assessment, action planning, and implementation efforts to systemically embed practices and processes that not only grow but sustain Student Voice & Aspirations.

Without question, it has been a challenging year in unanticipated and unprecedented ways. It is impossible to fully articulate our immense gratitude and respect for the LAUSD educators we have been privileged to work with throughout the past year. The commitment of administrators, teachers, and students to this work is nothing short of impressive. And without question, that's an understatement! The world was turned upside down, but we observed Schools of Action rise to the occasion and stand steadfast to honor and amplify student voice. We continue to dream bigger as we look to the future of education, take time to reflect on lessons learned from this past year, determine how those lessons can be applied in the future to enhance teaching and learning, and look forward to continuing this journey with LAUSD. Please feel free to contact Dr. Lisa Lande at lande@quagliainstitute.org at any time with questions or concerns, or to learn more about our partnership work.

Supporting Student Voice

Score your school on a scale of 1 (not done well or at all) to 5 (highly effective) in regard to the following components of each system. Upon completion, discuss what evidence supports your scores.

Visibility & Communication

- It is apparent on our website that our school values student voice.
- Throughout our school there is evidence of student voice.
- Students' self-assessment is included on report cards.
- All stakeholders know the school's goals related to student voice.
- Students have input into the school's student management/discipline policy.
- Students accept responsibility for not only what is said but also what needs to be done.

Student Leadership & Involvement

- Leadership roles are held by a diverse group of students.
- A variety of informal leadership opportunities exist at our school.
- We have building and classroom practices in place to listen, learn and lead with students.
- Leadership skills are intentionally taught and practiced at each grade level.
- Students have opportunities to work with adults on school-wide decisions.
- Students take action for the good of the whole.

Teacher Learning

- Teacher voice is valued in our school.
- We have procedures in place for new teachers to learn about Student Voice & Aspirations (SVA).
- Student Voice & Aspirations is incorporated into teacher observations.
- We have ongoing dialogue and professional learning opportunities related to SVA.
- Teachers understand the value of student voice for meaningful learning.
- Teachers are willing to learn from students.

After reviewing the [Voice Systems](#) document, identify specific evidence of student voice in the following areas.

1. *Teachers and students self-assess their understanding of voice. Think about it: What **evidence** does our school have that all students and staff understand the meaning of student voice?*

Provide evidence:

- How does our school inform new students and staff about the importance of voice?
- How does our school hold teachers and students responsible for the development of student voice? In other words, how is student voice an expectation for everyone at our school?
- How does our school teach parents how to support student voice skills outside of school?

2. *Student voice is an ongoing presence in the teaching and learning environment. Think about it: Does [pedagogy](#) have a purpose at our school? What **evidence** is there of teachers using Voice Instructional Strategies ([elementary](#), [middle](#), [high](#))?*

Provide evidence:

- How do students collaborate to problem-solve, devise higher-order questions, contribute to the creation of a product, or actively discuss a lesson's meaning?
- How does our school support student inquiry?
- How often are students offered opportunities to speak in front of peers, lead peers in online learning, or facilitate peer-led team learning?
- When are students writing for an audience beyond the classroom?
- When do students have choices regarding the work they are doing?
- In what ways are students prompted to connect what they are learning in the classroom to their lives outside of school?

3. *Students regularly provide feedback in the [classroom](#) and [schoolwide](#). Collected data is used to inform classroom and school decisions.*

*Think about it: What **evidence** is there of changes made based on student feedback?*

Provide evidence:

- How do students and adults partner to discuss and analyze survey results?
- How are students involved in developing solutions for classroom and school challenges?
- What steps are taken to ensure all students have opportunities to provide feedback?
- How does the school organize and execute focus groups?
- What opportunities do students and staff have to reflect on and revise their actions based on survey results?

4. *[Student voice skills](#) are taught at all grade levels.*

*Think about it: What **evidence** is there that students are intentionally and systematically taught voice skills?*

Provide evidence:

- How does our school assess student voice skills?
- How does our school teach and practice voice skills across grade levels?
- How do we know when students have mastered voice skills?
- How does our school make parents aware of the importance of voice skills?

5. *Students have myriad [pathways](#) for school-level involvement.*

*Think about it: What **evidence** is there of diverse opportunities for student involvement?*

Provide evidence:

- How do students learn about the different ways they can get involved at the school level?
- How does our school ensure students may choose from a wide range of options?
- How does the principal involve students in staff meetings?