



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 2021-22 school year. Over the course of the academic year, one full day of on-site professional learning was delivered, as well as a series of virtual sessions with the Aspirations Team, at each of the 13 Schools of Action. 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 continued implementation of Student Voice & Aspirations. A total of 9,890 Student Voice surveys and 4,207 iKnow My Class surveys were administered. 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. Schools of Action worked on case studies over the course of the year reflecting their Student Voice & Aspirations work. This report will highlight a sampling of these case studies and information for accessing additional examples of the work done across LAUSD Schools of Action during the 2021-22 school year. We continue to be impressed with the dedication of the Schools of Action, particularly amidst this challenging year of transitioning back to campus after remote learning, navigating continual change, and supporting staff and students in reestablishing school cultures where Voice & Aspirations can thrive.

Partnership Overview & Goals

The Quaglia Institute Team has an active, working 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 Quaglia Institute Team also provides support to other schools within LAUSD in a variety of capacities at the request of the Division of Instruction. Some of these requests are from schools we have worked with in the past that are sustaining their Student Voice & Aspirations work, and others are new connections with schools with an emerging interest in Student Voice & Aspirations. For example, this year we supported a number of new schools with their initial use of the Student Voice and/or iKnow My Class surveys, including Early College Academy and the Cleveland Community of Schools within Local District Northwest.

The primary focus of our work during this academic year was leveraging Student Voice & Aspirations to support students during the transition back to campus and in-person learning. The Guiding Principles of Self-Worth, Engagement, and Purpose served as a powerful framework to support schools as they tackled learning loss and gaps in social development that occurred during remote learning. Thirteen full days of professional learning were delivered on-site at Schools of Action, and 46 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, 2021 and June 13, 2022, a total of 9,890 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:

- **Chatsworth Charter High School:** 1,636 completed surveys
- **Reseda Charter High School:** 1,325 completed surveys
- **Sutter Middle School:** 1,245 completed surveys
- **Mount Gleason Middle School:** 1,203 completed surveys
- **Gage Middle School:** 1,090 completed surveys
- **Edison Middle School:** 1,077 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 with utilizing data to inform decision-making and guide future actions.

During the Student Voice advisory session, we discussed the data from the Heroes section of the survey. We analyzed data collected during pandemic remote learning, in person school this fall, and then the most current spring data. The most concerning data point was a 10% drop in the survey statement “Teachers care if I am absent from school.” Students pointed out that during the pandemic, there were students regularly missing for a variety of reasons like COVID, device difficulties, or students not caring as much because school was online. But once we got back to school, numbers continued to drop. Students brainstormed the many factors that are related to this and shared their ideas on how teachers can demonstrate they care when students are gone. One area to highlight is the fact that kids really feel their parents care about their academic success. That number was in the 95% range. The last concerning thing was that students really don’t feel that teachers listen to their suggestions. This is something we are working to address through Town Halls and other opportunities for teachers to meaningfully listen to and learn from students.

Teacher, Chatsworth Charter High School

Prior to this academic year, analysis of the aggregate Student Voice survey data across all LAUSD schools using the survey showed a growth trajectory. From the fall of 2019 through the spring of 2021, gains were seen on 47 of the 50 survey statements, a direct result of the hard work and intentional focus of schools working to improve in these areas. The following reflect some of the growth to be celebrated:

- Students respect teachers. (Increased 16.4%)
- Students respect each other. (Increased 11.4%)
- Adults at this school listen to students’ suggestions. (Increased 10%)

- Teachers care if I am absent from school. (Increased 10%)
- Teachers respect students. (Increased 9.1%)
- Teachers enjoy working with students. (Increased 7.9%)
- Teachers make an effort to get to know me. (Increased 7.8%)
- Learning can be fun. (Increased 7.1%)

During the 2021-22 school year, analysis showed an overall decline in student perceptions about school. This was not surprising considering the very challenging year for staff and students during the transition back to in-person learning. There is important work to be done to reestablish a sense of Belonging for all students, address lost learning, and reacclimate students to behavior and learning expectations. This Student Voice data has been instrumental in guiding focus groups and conversations aimed at better understanding students' current experiences in schools. Working with students to analyze and understand the data helps create a school experience 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 that have been identified as priorities for improvement during the upcoming school year:

- Other students see me as a leader. (21.7%)
- I like challenging assignments. (35.8%)
- I find homework helpful to my overall learning. (36.5%)
- I am a valued member of my school community. (38.8%)
- Teachers have fun at school. (39.7%)
- Students respect each other. (42.5%)
- My classes help me understand what is happening in my everyday life. (46.2%)

All of these areas will be worked on during the 2022-23 school year and the Next Practices resources within the survey system will be used to support schools with their improvement efforts. Many schools specifically identified a need to focus on reestablishing school culture that suffered during prolonged remote learning and the transition back to in-person learning this year. The goal is to ensure a sense of Belonging for all students and create learning environments in which students can thrive. The following is one of the Next Practices resources related to this goal:

I am a valued member of my school community.

- Read "[The Science of School Belonging](#)" published by Psychology Today.
- Share this [TED Talk](#) by a 6th grader who is also an iPhone app developer. Have conversations with students about how school does/does not embrace and nurture their individuality.
- Have faculty write brief biographies about themselves. Share these bios with students and discuss what new things they learned and appreciate about various individuals.
- Use sites like [Kiva](#) to teach the value of individuals and their gifts in a community.
- Read [How to Make Your Students Feel Valued as Individuals](#).
- Use the [Aspirations Story Squares lesson plan](#) to learn each student's hopes and dreams and connect those with lesson topics.
- Read [How to Humanize Your Classroom or School When You're Teaching from a Distance: Principles and Practices](#).

In contrast to the concerning low numbers on some survey statements, the following are some of the highlights from the 2021-22 data worth celebrating:

- My parents care about my education. (95.1%)
- It is my responsibility to make sure I am learning. (86.4%)
- I know what I need to do to be successful in my classes. (83.1%)
- I believe I can be successful. (82.1%)
- I think it is important to set high goals. (76.3%)
- I put forth my best effort at school. (75.2%)
- Teachers believe in me and expect me to be successful. (74.3%)
- Teachers help me learn from my mistakes. (71.7%)

Data has been analyzed by each School of Action and specific priorities have been established for the 2022-23 school year. With intentional focus and hard work by staff and students in partnership with one another, we are confident that this Student Voice data will return to a growth trajectory in the upcoming school year. Teams will continue to strive toward growth on all indicators with the ultimate goal of ALL students knowing they belong as an important member of the school community, being highly engaged in their learning, and becoming confident about their purpose in life and learning.

While there was an overall decline in the aggregate data across the district, there were some schools that experienced impressive growth. For example, **Reseda Charter High School** (including the Middle Grades and Magnet Programs) saw an increase on 36 of the 50 survey statements, including an 8% or more increase on the following statements:

- Students have a voice in decision making at school. (+11.5%)
- I know the goals my school is working on this year. (+11.4%)
- Teachers are willing to learn from students. (+10.9%)
- Teachers let my parents know what I do well. (+10.5%)
- Teachers make an effort to get to know me. (+10.3%)
- I am a valued member of my school community. (+10%)
- Students respect each other. (+8.8%)
- Students work with adults to find solutions to school problems. (+8.4%)

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. The Quaglia Institute joined Reseda's end of year staff potluck to celebrate the hard work of staff and students that led to these significant accomplishments. Go Regents!

Looking at Student Voice survey data has taught me how critical student voice, outreach, and feedback is. The Student Voice survey data really sheds light on the student experience and the disparity between adult perception and student reality. It forces you to take a hard look and tackle critical areas that can drastically improve students' experiences and successes.

Teacher, Reseda Charter High School

iKnow My Class Survey

Between August 1, 2021 and June 13, 2022, a total of 4,207 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 2021-22 school year:

- **Lawrence Middle School:** 1,686 completed surveys
- **Sutter Middle School:** 1,160 completed surveys
- **Edison Middle School:** 825 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 scored 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 scored 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 voice matters. 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 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 2021-22 iKnow My Class data:

- I respect the teacher. (94.1%)
- I am responsible for my success in this class. (91.1%)
- I respect other students in this class. (90.3%)
- I have opportunities to ask questions in class. (87.8%)
- The teacher allows students time to think and solve problems. (84.8%)
- The expected learning goals are clearly explained by the teacher. (82.9%)
- The teacher encourages students to work together. (82.8%)
- I put forth my best effort in class. (82.1%)

These highlights are credited 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, a number of areas were also identified for targeted improvement during the 2022-23 school year:

- The homework in this class helps me understand the subject better. (58.7%)
- In this class, we discuss issues that are interesting to me. (57.4%)

- I see how this class relates to my other classes. (48.7%)
- The teacher knows my hopes and dreams. (28.6%)
- The teacher communicates with my parents on a regular basis. (26.8%)

There is always work to be done to improve the student learning experience. 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 resource related to "The teacher communicates with my parents on a regular basis."

The teacher communicates with my parents on a regular basis.

- During the first two weeks of school, reach out and introduce yourself to each student's parents and families. Share various ways for parents to stay informed such as a class website, weekly or monthly newsletters, and use of apps such as [Remind](#) and [Class Dojo](#). Provide clear contact information and an open invitation for communication throughout the year.
- Invite parents to a mini-lesson so they can experience you as a teacher and better relate to what their children experience every day. Provide options for parents to attend the mini-lesson in person, join virtually, or watch a recording at a time that works best for their schedule.
- Develop a "social hour" once a month where parents and students can stop by to chat about current topics in class.
- Download and read this PDF: [Communicating with Parents: Strategies for Teachers](#).
- Offer a wide variety of ways for parents to be involved in class activities. Begin by asking parents how they might like to contribute and share their expertise and talents.
- Establish student-led conferences (SLC). Explore [information](#) and [resources](#) on SLC, including various planning templates on the Quaglia Institute's [Teacher Resources](#) Pinterest board.
- Utilize the downloadable PDF [8 Tips](#) for Better Communication with Parents.

Quaglia Schools of Action will continue to utilize the iKnow My Class survey in the upcoming school year as a tool for gathering student feedback that can drive conversations about how teachers and students can work in partnership to achieve high levels of engagement and achievement. In addition to the Schools of Action, we will continue to support all schools utilizing Quaglia Student Voice and iKnow My Class surveys across LAUSD.

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 2021, 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 in continually moving forward. 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. The following are a variety of quotes from staff and students at **Mount Gleason Middle School** related to their work with Student Voice & Aspirations.

Interviews/Reflections (Teachers):

"Student voice helps the teachers and staff to reflect on what students need and improve on those things. The student voice survey is a reflection of the progress we have made as a school but most importantly the improvements we need to make."

- Mrs. Vazquez

"It's vital to hear the voices of our students from diverse backgrounds and cultures. Students need to make their own choices and take responsibility for their learning. This will empower students to become successful independents and will help prepare them for the future, in education and their careers."

- Mrs. Lee

"Student voice gives us a unique perspective from the students themselves. It allows us to reflect upon our methods and the effectiveness of what we are doing at school. It provides us with information that gives us specific opportunities to grow."

- Mrs. Arguelles-Mendieta

"Student voice has really and truly changed the way I think about my students, my school, and myself. This process has empowered me to be my truest self and to encourage my students to be their truest selves as well. My favorite shift has been to ask students WHO they want to be, rather than WHAT they want to be. So powerful!"

- Mrs. Goldsmith

Interviews/Reflections (Students):

"I think the most important thing about a student's voice is that one person's voice can make a difference. For example, if one student says that something was a problem and everyone agrees with the student, if that student didn't say anything maybe the problem would not be fixed."

- Ariana B.

"As a student I know teachers like it when I use my student voice because when you participate in class, your teacher knows you're there. I feel like my student voice matters because if you're asking a question, your teacher responds to you. If you need help then your teacher would be able to help you."

- Valerie S.

"I think the most important thing 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 it from their point of view."

- Sose S.

"Student voice is important because it is one of our first opportunities in life to share our opinions and form policy that affects our lives."

- Troy W.



Case Studies

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

The case studies for 2021-22 for **Edison Middle School** and **Sutter Middle School** are below. Both 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 Middle School

Case Study

THOMAS A. EDISON MIDDLE SCHOOL QUAGLIA CASE STUDY 2022

Edison Middle School Profile:



Edison Middle School is located in South Central Los Angeles, on the corner of Hooper and 64th Street. The population in this area includes 0% White, 18% Black, 0% Native, 1% Asian, 0% Pacific Islander, and 80% Hispanic (Census Data, <http://bit.ly/EMS-Census>). According to the Census data, Edison Middle School students come from families of lower middle to lower socioeconomic backgrounds. The median household income is \$46,276 and 26.7% of the community is unemployed and/or live below the poverty line. The educational attainment of the community reflects the socioeconomic level of the area with 48% without a high school diploma, 20% with some type of college enrollment, and about 5% with a Bachelor's Degree (Census Data, 2019).

Established in 1926, Thomas A. Edison Middle School opened its doors at 6500 Hooper Avenue, Los Angeles to enrich and support the academic achievement of the students in the community. This vision is reflected in the goal to inspire students to be lifelong learners and leaders who aspire to be information literate, respectful, global citizens of the 21st century.

How our Student Voice Journey Began:

Edison MS selected a team of administrators, coaches, and teachers to attend the Quaglia Institute in the Summer of 2017. Those staff members learned about the Quaglia Framework, received data on Student Voice and Aspirations as well as strategies and resources to take back to our school site. The dedicated ‘Edison Aspirations Team’ (as they were called) provided professional development to the whole staff during faculty meetings to expose them to the Quaglia Guiding Principles and Student Voice and Aspirations. Dr. Quaglia, himself, presented at our first Quaglia PD (professional development) to kick things off to a great start. Dr. Lande supported us with resources, additional information regarding the Quaglia Framework, and continues to give us inspiring ideas regarding Student Voice work.

We are now in our fifth year incorporating the Quaglia Framework at our school site. We became a Quaglia School of Action in 2018, and we are proud of the progress we have made so far.

A Significant Shift:

Before learning about the Quaglia Institute and Student Voice and Aspirations, our school did not have a guide to tackle incorporating students' voices in decision-making at school. Our caring teachers provided time in their classroom for discussions, choices, and collaboration, but those items discussed were kept in the classroom and not shared among each other. Individually, through classroom observations, some teachers included some ways to engage their students, give them purpose, and develop self-worth, but again, those were contained to individual classrooms and not yet schoolwide practices. There was no data to reference how the students felt about the class, the content, or how they learned. There were some opportunities to engage students in decision-making, but only in a few places already established such as the School Site Council (SSC), Shared Decision-Making Council (SDMC), and Leadership classes. But that was where it stopped.

After learning about Quaglia and Student Voice and Aspirations, our school's mindset has shifted to deliberately incorporate Student Voice in **all** aspects of our school. We did not reinvent the wheel; instead, we looked at what we already had in place and identified how we could enhance it to include the Pathways to Strengthen Voice (Students as Advocators, Collaborators, Benefactors, Partners, and Contributors). Below are some samples of how we integrated the Pathways to Strengthen Voice in our work:

Students as Advocators:



Our students were the ones who initiated starting school clubs again after two years of distance learning. They sought out teacher sponsors, pitched their club ideas, and helped recruit members for their club. This year, we have opened up six clubs:

- **Sports Club**
 - Wednesdays in the Gym
- **Art Club**
 - Wednesdays in room 300
- **Dance Club**
 - Thursdays in room 211
- **Anime Club**
 - Tuesdays in room 218
- **MESA Club**
 - Wednesdays in room 505
- **Library Squad:** Meets in the Library during lunch

It was also due to students' persistence about having some type of sports that our Lunchtime Intramural Sports began.

Students as Collaborators:



One of the proudest collaborations this year at Edison MS was the Recycling Campaign that AVID and science teachers worked on in the spring of 2022. This project featured students learning about recycling and creating Public Service Announcement videos to create awareness about the importance of recycling. Students decorated cardboard boxes and put them in all the classrooms and offices to encourage recycling. They collected the recycling boxes at the end of each week. This process continued for a whole month.

Edison Middle School Case Study

The Leadership class and the PSA Counselors collaborate on a consistent basis on events creating attendance awareness. Student Ambassadors and Support Staff collaborate on schoolwide information dissemination and activities regarding WASC and Student Voice.

Students as Benefactors:



Our students have regular opportunities to develop school and classroom practices. Our [Student Ambassadors](#) (formed in 2021) regularly meet to discuss school-related topics such as WASC and Student Voice and lead activities during their homeroom class. Our student ambassadors were selected by their homeroom peers to represent them in decision making and also to lead homeroom activities. This has significantly expanded leadership opportunities at Edison from just traditional student council to giving many more students leadership roles as homeroom representatives. This year, they were the main communicators of all of the WASC student-led activities as well as some Quaglia Aspirations activities. Some of our ambassadors participated in two Instructional Rounds and debriefed with the school staff about their classroom observations. They participated in Focus Groups analyzing [Student Voice Survey Data](#) and led the discussion with their homeroom class.

Aside from the Student Ambassadors, we also have included students in our Schoolwide Positive Behavior Intervention Support (SWPBIS) meetings to get a student perspective on anything behavior related, including rewards and consequences.

We continue to seek a wide variety of different students' voices in relation to school related events to engage the school and the rest of the student population.

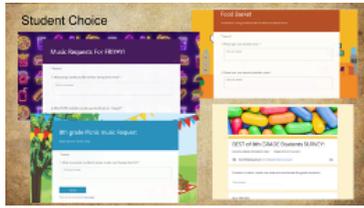
Students as Partners:



More than ever, our teachers are partnering with their students by allowing more student choice in culminating tasks/projects (such as choice boards and digital portfolios) as well as allowing students to reflect on their work. Students are truly becoming partners in the learning experience. Rather than a teacher being the only one responsible for instruction, students are taking shared responsibility for what happens during class time.

Students have participated in focus groups to analyze Student Voice survey data and have been part of Instructional Rounds in partnership with adults. These activities are so much more meaningful for staff and students when done in partnership with one another. Student representatives also continue to serve on SDMC and SSC, and Student Ambassadors serve as critical partners.

Students as Contributors:



We no longer just give a Student Voice survey once a year. Now, our school has developed a systematic way to solicit students' ideas and opinions through surveys on a regular basis. Here are some examples:

- Music for Friday
- Best of 8th grade (Yearbook survey)
- Music for Picnic
- Movie Night
- Book Survey
- Student Voice survey (Quaglia-school level)
- iKnow My Class survey (Quaglia-classroom level)

Most importantly, we continue to provide our students opportunities to take the Student Voice survey per semester so we can get a glimpse of how they perceive their personal voice and experience in the school. This information gives us a way to adjust our instruction, activities around the school, and student involvement in various aspects of campus. This is the year that we have had the most Student Voice surveys administered, and we are proud of that accomplishment. The more we hear from our students, the better we can learn from them.

Student Voice surveys as well as the other surveys we conduct throughout the year (iKnow My Class surveys, School Experience surveys, Tech surveys, as well as the aforementioned surveys) allows us to see what we can improve as a school in terms of student perception. We align this work with one of our WASC Goals of improving our School Culture and Climate.

Where We Are Now:

Our Quaglia professional learning sessions on Student Voice strategies and data analysis take place regularly through our monthly [New Teacher Meetings](#) and [Specialized Team meetings](#).

Since most of our staff are now trained on the Quaglia Framework in conjunction with Social Emotional Learning (SEL) strategies and Kagan strategies, there has been an increase with teachers using check-ins and team-building as a way to build rapport with their students on a regular basis. Our [Daily Homeroom Assemblies](#) focusing on SEL strategies (i.e. Mindful Mondays, Grati-Tuesdays, Wellness Wednesdays, and Thoughtful Thursdays) have been a great springboard for a schoolwide focus on building healthy minds and healthy habits...a tool that we can connect with the Quaglia Guiding Principle of Purpose and the Conditions of Leadership & Responsibility and Confidence to take Action.

Our staff now naturally shares their Student Voice practices regularly in meetings and through reflections. Student Voice really has become a “way of being” at Edison Middle.

Student Voice Evidence:

[Edison MS Aspirations Planning 2021-2022](#)

[Edison MS Student Voice Evidence 2020-2021](#)

[Edison MS Student Voice Snapshots 2021-2022](#)

[Quaglia On-Site Visit Schedule Fall 2021](#)



Student Voice Data:

[Edison SV Longitudinal Data Analysis 2021](#)

[Student Voice Survey 2019 vs. 2021](#)

Most of the data from the Quaglia Student Voice survey has improved since 2019. Our school is encouraged to see the improvements and will continue utilizing Quaglia Student Voice and Aspirations activities to foster Student Voice and choice in school. We will also continue analyzing data to see which items we can work on and continue to include students in our conversation on how to make our school a better place for student learning. The following shows a sample of our Student Voice survey data for the Conditions of Belonging and Heroes.

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. School is a welcoming and friendly place.	69.1%	18.4%	50.8%	23.1%	4.9%	2.8%	0.2%
Belonging	2. Teachers make an effort to get to know me.	69.5%	22.3%	47.2%	23.3%	5.1%	2.1%	0.2%
Belonging	3. I have difficulty fitting in at school.	21.8%	7.0%	14.8%	31.9%	31.5%	14.8%	0.4%
Belonging	4. I am proud of my school.	63.8%	21.5%	42.2%	29.1%	4.3%	2.9%	2.5%
Belonging	5. I am a valued member of my school community.	41.3%	13.2%	28.1%	44.5%	10.2%	3.9%	4.0%
Heroes	6. Students respect teachers.	59.4%	15.6%	43.8%	29.7%	8.6%	2.3%	0.8%
Heroes	7. Adults at this school listen to students' suggestions.	62.4%	19.4%	43.0%	29.5%	3.4%	4.8%	0.6%
Heroes	8. My parents care about my education.	93.5%	66.6%	26.9%	4.9%	0.4%	1.1%	0.4%
Heroes	9. If I have a problem, I have a teacher that I can talk to.	63.2%	23.6%	39.5%	23.3%	8.5%	5.0%	2.5%
Heroes	10. Teachers respect students.	75.1%	29.4%	45.8%	20.9%	2.2%	1.8%	4.2%
Heroes	11. Students respect each other.	44.9%	15.7%	29.2%	39.4%	8.7%	7.0%	4.9%
Heroes	12. Teachers care if I am absent from school.	60.0%	25.2%	34.8%	30.6%	6.4%	3.0%	6.0%

Survey statements showing improvement in the data from 2019 to 2021:

- I am proud of my school increased by 5%
- Students respect teachers increased by 15%
- Adults at this school listen to students' suggestions increased by 5%
- If I have a problem, I have a teacher that I can talk to increased by 6%

Survey statement showing a decline and will need continued work:

I have difficulty fitting in at school declined by 4%

What does this mean for our work?

Continue activities that promote Self-Worth, Engagement, and Purpose

Create monthly challenges related to the 8 Conditions in the Quaglia Framework

SEL activities, restorative circles, fun lunch time activities, award recognition, incentives, etc.

Self-Assessments & Reflections:

Student Voice Self-Assessment

Many of our students reported a high rate (8-10) on student voice recognition overall. According to the data, most students feel like their voice is heard in school. They report that they have a voice during class discussions, projects, group work, and through surveys. Our students know that teachers care when they are listened to, when they show them respect, and when they get compliments from them.

Teacher Voice Advocate Self-Assessment

Our teacher self-assessment this year reflected a positive outlook overall. The majority of the teachers who took the assessment scored highly (8-10) on each category and felt proud and accomplished for their work. Many reported that they treat their students with respect and provide them opportunities to share their opinions on multiple occasions with student work. Many teachers have learned to listen to their students' different opinions and voices/perspectives on issues, discuss ideas openly in their classrooms, and accept student suggestions.

ELA End-of-Year Reflections

During our ELA End-of-Year reflection, our ELA teachers reflected on what they accomplished this year as well as how they incorporated Student Voice in their classrooms.

Where We Want To Go Next:

Our school is proud of all of the accomplishments and hard work we have put into amplifying Student Voice and Aspirations at our school. We definitely see improvements in the trust and respect being established at our school site between students, teachers, and staff. We are seeing a great deal of confidence in the Student Voice Self-Assessments in that students feel that their voice matters, and teachers believe they are advocating for Student Voice in the classrooms.

Moving forward, we would like to continue to increase our iKnow My Class survey administration so that individual teachers can see how they can improve their students' experiences in the classroom. We have not administered as many iKnow My Class surveys this year as compared to previous years. There are a number of contributing factors including teachers struggling with time as they worked to address learning loss during distance learning. We also began administering Common Formative Assessments and Interim Assessment Blocks which was a significant undertaking. We also need to provide additional support for new teachers in using the iKnow My Class Survey. Another item we would like to focus on is to create monthly School Wide Activities and/or Challenges led by Student Ambassadors related to the 8 Conditions. Finally, we would also like to incorporate Student Voice Strategies during our Parent Workshops. We have much to celebrate, and many plans for continued growth in the future as we continue our partnership with the Quaglia Institute and work to amplify Student Voice for all.



John A. Sutter Middle School Case Study (2021-2022)

Who We Are

An overview of our school community.

John A. Sutter Middle School is located on 17 acres on the Northwest side of the San Fernando Valley. We are part of Local District Northwest of LAUSD. Our school is located in the city of Winnetka, California, which has a population of 48,481 inhabitants with a population density of 11,092 people per square mile. Our student population consists of 275 Sixth Graders, 289 Seventh Graders, 295 Eighth Graders, 169 are Magnet students, and 192 students receiving Special Education services. The current combined enrollment of our General and Magnet School is 859 students. We are a Title I School of Action in LAUSD. Students who attend Sutter graduate from elementary schools such as: Winnetka E.S., Sunny Brae E.S., Melvin E.S., Mosk E.S., Shirley E.S., and Fullbright E.S. Students matriculate to Cleveland H.S., Taft H.S., Reseda H.S., Canoga Park H.S., El Camino H.S., Chatsworth H.S., and Birmingham H.S. The language, racial and ethnic make-up of the student body is predominantly Hispanic with 69% of students who have Spanish as their first language. English speakers compose 49%, Spanish 26%, Farsi 9%, Russian 4%, Hebrew 2.5%, Filipino 2%, Armenian 1%, and the remaining 6% include a diversity of languages such as Arabic, Vietnamese, Bengali, Cantonese, Hindu, Mandarin, Thai, Punjabi, and Hindi. Approximately 28% of the student body is identified as second language learners and 20% are students with disabilities. Our school-wide mission at Sutter is to afford students the opportunity to master essential communication skills, have the ability to problem solve, reflect on how they learn, understand their role in a democracy, be creative, be willing to be risk takers, and to create an environment that cultivates lifelong learners. In order to accomplish this, we institute school-wide programming and professional development that comprehensively supports the needs of all our stakeholders (students, parents, staff, and community).

Purpose

What is the Quaglia Institute for School Voice and Aspirations?

We continued our partnership with the Quaglia Institute for School Voice and Aspirations (QISVA) in the 2021-2022 school year. This approach is centered around the idea that students who have a voice and believe in themselves will be actively engaged in their learning leading to increased academic motivation, achievement, and post-secondary success. When students feel a sense of purpose and belonging, they are more likely to develop high aspirations, uplift community pride, and cultivate a campus of trust and respect.

When students have a voice they are...

- 3X more likely to experience Self-Worth in school.
- 5X more likely to experience Engagement in school.
- 5X more likely to experience Purpose in school.

Our partnership grants school-wide access to Student Voice Surveys including a schoolwide survey and the iKnow My Class Survey administered at the individual classroom level. These surveys place an emphasis on voice and are user-friendly tools for the educators at our campus. At our site the surveys function as a pedagogical approach, a community-building activity, and a classroom management/ positive-behavior/ implementation-strategies tier-1 approach. Looking at the survey data in partnership with students lets our staff decenter themselves as educators and support classroom space rooted in trust and respect. It is a tool for relationship building, differentiation, and serves as an ongoing assessment of students' perceptions of the classroom and their role and expectations for learning and engagement in a course.

Implementation

School-wide programs influenced and guided by the Quaglia Institute for School Voice & Aspirations framework that we used this year.

Training on how to meaningfully implement the Student Voice Surveys is just one component of the comprehensive support the Quaglia Institute offers to our school. During the 2021-2022 school year there were multiple programming decisions made with the Quaglia Institute’s Aspirations Framework in mind as we work to implement the following Conditions as part of our “way of being” at Sutter.

Self-Worth	Engagement	Purpose
Belonging	Fun & Excitement	Leadership & Responsibility
Heroes	Curiosity & Creativity	Confidence to Take Action
Sense of Accomplishment	Spirit of Adventure	

Student-Led Clubs

One of our highlights this year was the development and implementation of student-led clubs. A variety of clubs were developed by and offered to all students. Throughout the year there was an explicit focus on the Condition of Belonging. Belonging, to Sutter, means placing an importance on an overall sense of well-being and social engagement; creating an environment where all students know they belong to the school community, while also being celebrated as an important individual within the larger community. The idea is that this helps to develop a strong collegial working environment for all staff and students in partnership with

one another. Throughout the year, Sutter students and staff expressed how membership in clubs fostered a sense of belonging.



Key to our program's success was our student-centered approach. Students created, facilitated, and promoted their clubs. Throughout the year, students would meet once a week in a teachers/sponsor's room. View a student created flyer for the various clubs offered at school [here](#). Look at pictures and videos of our wildly successful [club-rush day](#). This [video](#) shows "Sutter's Spring Club Rush" on the quad.

"Drama club is for people who like acting, singing, dancing, and like to express themselves in acting. The goals for our club are for us to have fun and to find and express ourselves in acting so we can learn about each other. The purpose of this club is for kids who like to dance to be able to come and feel free to be themselves because it is a way to relax and relieve stress. I also think that the kids that want to learn how to dance can learn in the club."

-Sutter Student

Connecting Cultures Mobile Museum

In May our history department and teacher-librarian collaborated to bring the Connecting Cultures Mobile Museum experience to our school. This experience fostered *Curiosity & Creativity*, which is another Condition in the Aspirations Framework. We implemented this project because it promoted questioning, problem solving, innovation, and creative exploration. This programming was a way to sustain student and teacher engagement and aligns with our school-wide vision; a vision in which we see ourselves as world citizens and lifelong learners.

The exhibit we explored was entitled "spiritual connections." [Click here](#) to view the presentation.

"Throughout the entire year in 7th grade we studied world history during the early modern era. Each civilization we analyze has some form of spirituality. Religion gives people a sense of purpose and has been one of the most powerful forces in human history. Religious tolerance is important and one way we can do that is by looking at religions of the world. Exploring the artifacts displayed in the museum exhibit allows students to comprehend how religion plays a role in the cultural identities of people all over the world, and allows them to practice not judging others based on their beliefs."

-Jordan Dominguez, History Teacher

Focus Groups

Based on the data that we received from the Student Voice surveys, we developed five questions to ask students in a series of focus groups so that we could learn more about their perspectives and engage them as partners in the improvement process. Students at Sutter Middle School were chosen at random, by each grade-level and were given the opportunity to participate in the focus groups.

Students were asked open ended questions in focus groups based on the following data points from the Student Voice Survey administered in April 2022:

1. 54% believe school is a welcoming and friendly place.
2. 87% agreed that it is my responsibility to make sure I am learning and 82% said they know what they need to do to be successful in school. (But majority of grades do not reflect this.)
3. 36% believe they are a valued member of the school community.
4. 34% agree that students respect each other.
5. 49% said they are proud of their school.

Commonalities that the students shared across all grade levels included the following: Sutter should showcase more cultural diversity; the average students do not get recognized; adults need to pay attention more to the students; and adults need to deescalate and address negative student behavior. These are all areas we will be working to improve moving forward in partnership with students as we continue to listen to, learn from, and lead with students.

Sutter Takes 20

Sutter Takes 20 is our weekly webinar assembly originally designed to connect students' school wide during distance learning. We continued this format as we returned to in-person instruction. In weekly installments Sutter family members make important school announcements, recognize and acknowledge student and staff achievements, and engage students in digital literacy or social-emotional learning themed lessons. View a sample webinar at [Sutter Takes 20: Tuesday, August 31, 2021 with special guest, Dr. Lisa Lande](#).

Analysis of Current Data

What our current data shows and goals for the 2022-2023 school year.

The data from 2021-2022 highlights strengths and areas for growth. 623 students took the Student Voice Survey. Sutter saw significant growth on majority of the survey statements between 2019 and 2021, but after the challenging year of transition back to in-person learning saw an overall decline in student perceptions on the survey. It is important to celebrate the growth that had been made and recognize that with focused and intentional work as a school community, we can return to a growth trajectory. The following are three areas that saw a decline between 2021 and 2022 that Sutter will be focusing on improving during the upcoming school year.

School is a welcoming and friendly place. 339 students agreed that school was a welcoming place and friendly place, 182 were undecided, and 102 students disagreed. A goal for the next survey is an overall increase in students experiencing school as a welcoming and friendly place where they know they belong. We will be working with students to create a positive and exciting experience for students when they return to campus in the fall and sustain that culture all year long.

I am a valued member of my school community. 218 students agreed that they are a valued member of the school community, thanks to the dedicated students, educators, administrators and staff members at Sutter. However, 292 students were undecided, and 98 students disagreed with the statement. This is a significant number of students that need to know they are valued, and our goal is to make sure ALL students feel a sense of community at Sutter and know how truly important they are. As a team we will continue to discuss best practices to engage students, teachers, and families to become active members of our school community and cultivate a shared sense of belonging for all.

I know what I need to do to be successful in my classes. 493 students agreed with this statement, 92 students were undecided, and 15 disagreed. This is an opportunity to celebrate our hard work to increase clarity for students on success criteria and supporting students in taking a greater level of responsibility for their learning. We will continue to strive for ALL students knowing what they need to do to be successful and translating that knowledge into action.

The following graphs show the data from both 2021 and 2022 for the three Student Voice Survey statements discussed above.



2022-2023 School Year

Next Steps at Sutter Middle School.

As a school we will continue to use stakeholder input and Student Voice Survey responses as the center in our discussions as we work to implement best practices, school wide programming and provide professional development around our partnership with the Quaglia Institute. Our team made of stakeholders and students developed the following plan for the 2022-2023 school year:

- Facilitate professional development related to:
 - Communication and classroom management.

- "Democratic Classrooms" and an environment of safety, justice, trust, and respect
- Support for new teachers, specifically strategies for building relationships and de-escalating challenging situations with students.
- Consistency across campus through shared, communicated expectations and Positive School Wide Behavior Intervention and Support (PSWBIS), meditation, and restorative justice.
- Establish clarity for students and staff about behavior expectations and consequences. In addition to highlighting what not to do, there is a need to also focus on what TO DO.
- Increase the number of clubs so students can engage at school related to their interests and passions. Ask students what clubs they want in a google doc and give staff an opportunity to flexibly connect with students through creating new clubs.
- Host a cultural fair to help students connect to each other through both shared experiences and cultural differences among students on campus.
- Moving beyond "acceptance" and "tolerance" to true "respect" and a "sense of belonging" for all.

Sutter Middle School Case Study

Additional LAUSD Case Studies

All Schools of Action case studies include a brief overview of the school, purpose of Student Voice & Aspirations work, analysis of Student Voice survey data, evidence of activities and progress, and identified next steps. The following samples reflect highlights from some of the case studies completed this year. To view full case studies from LAUSD, please visit [our website](#).

Gage Middle School

- School activities and progress organized by Self-Worth, Engagement, and Purpose
- Staff professional development focused on voice
- Staff reflections and goal setting activity

Lawrence Middle School

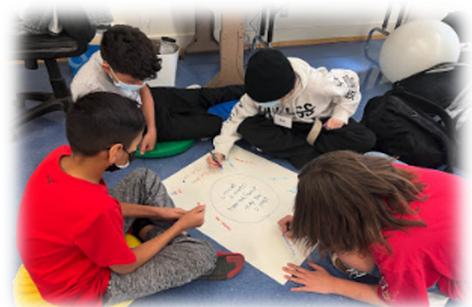
- Heart Group peer mediation
- World Café Student Voice data analysis activity
- Student voice evolving legacy project (current student body president interviewing first student body president from 1968)
- PRIDE mentorship

Mount Gleason Middle School

- Monthly homeroom challenges aligned with the 8 Conditions
- Student voice link to WASC
- Galloping Gatherings for student leaders to mentor 6th graders in the ways of Student Voice
- Staff professional development focused on voice



Lawrence Middle School



Mount Gleason Middle School

