



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

January 2021

This midyear report highlights the Quaglia Institute's partnership work with LAUSD from August-December 2020. As a result of COVID-19, all services have been delivered virtually, including professional learning sessions with Aspirations Teams at 14 Schools of Action, Student Voice and iKnow My Class surveys, and the My Voice, My Future student video series. We continue to be impressed with the commitment of educators across the district to amplifying Student Voice & Aspirations, even amid the challenges presented by prolonged emergency remote learning. 1,771 iKnow My Class surveys and 2,636 Student Voice surveys have been administered. Data from aggregate reports is included in this summary. However, customized reports are utilized by each individual school to learn from the voices of students and work in partnership to grow and sustain practices that increase student engagement and achievement. Individual videos in the My Voice, My Future student series have been played for classes 1,452 times, leading to meaningful learning and interactions between students and teachers at participating schools. In addition to the data updates provided in this report, we will highlight the voices of administrators, teachers, and students as evidence of progress in the LAUSD journey to amplify Student Voice & Aspirations.

Partnership Overview & Goals

The Quaglia Institute Team has been working closely with the following Title I Schools of Action in LAUSD, with the impact 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)

In addition to the Schools of Action, the Quaglia Institute Team readily provides support, as requested, to schools we have previously worked with in LAUSD. We also support any school that contacts us with an interest in utilizing Student Voice surveys or learning more about resources related to Student Voice & Aspirations.

Our focus this academic year is continued growth and sustainability in order to deepen the understanding and application of the Student Voice & Aspirations process across the curriculum. To date, 30 professional learning sessions have been delivered via Zoom. These customized sessions are designed for teams of up to 20 educators from the school to deepen their understanding and application of the Student Voice & Aspirations work. Each webinar session is approximately two hours in length, is interactive, and provides opportunities for staff to share their experiences with online teaching and leading. Various strategies and techniques in the areas of voice and aspirations are introduced during each session. Our work with these schools is focused on the following expectations: continue to raise student and staff aspirations across the various disciplines and initiatives in the school, leading to greater social and emotional development for all students and staff; improve academic motivation and engagement during online learning; advance the importance of school voice and student aspirations during online teaching and learning; promote and lead collaborative efforts between LAUSD schools; and improve attendance and completion/graduation rates.

Quaglia Student Voice Survey

There have been countless urgent requirements competing for the time and attention of schools working hard to meet the needs of students and families under the conditions of online learning, including many surveys to garner feedback on new models of delivering instruction and support. Many schools determined they would wait until spring 2021 to administer Student Voice surveys, while others decided to proceed with a fall administration. Between August 1, 2020 and December 31, 2020, a total of 2,636 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, 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.

“Looking at Student Voice survey data has taught me how critical student voice, outreach, and feedback are. 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.”

Ms. Brait, Teacher, Reseda Charter High School

Within the aggregate Student Voice data set from the first half of this academic year, there were a few statements that produced encouraging results. Ninety-two percent (92%) of students surveyed believe it is their responsibility to make sure they are learning, and 89% believe they can be successful. There were also a number of areas identified for improvement. Only 63% of students are confident using their voices to express thoughts and ideas, and only 62% believe teachers are willing to learn from students.

In the second half of this academic year, we will continue to listen to and learn from the voices of students and employ strategies to increase opportunities for teachers and students to partner with one another to create online learning environments where students can thrive. The following represents the Next Practices resource related to the survey statement “Teachers are willing to learn from students.”

Teachers are willing to learn from students.

- As a school, use the iKnow My Class Survey. Organize implementation by teams, grade levels, and departments.
- Turn your classroom into a “virtual wax museum.” When studying historical or other types of personalities, students can dress the part and recite facts about their characters.
- Learn how these resources on [“flipped teaching”](#) can engage your students.
- Organize an online forum where students can share their expertise. Invite colleagues, other students, and community members.
- Share [Beyond the Genius Bar: Cultivating Leadership With a Student-Led Tech Team](#) on student-led technology with colleagues. As a team, think about how some of the ideas can be implemented at your school, in the classroom and beyond.
- Read [10 Things I Learned From My Students](#). What have you learned from your students?

iKnow My Class Survey

Between August 1, 2020 and December 31, 2020, a total of 1,771 iKnow My Class surveys were completed by students in LAUSD schools. We continue to work toward schoolwide administration in all Schools of Action, and most importantly to support teachers in analyzing data **with students**. iKnow My Class data is intended to be co-owned by a 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.

“I am a teacher who I thought always valued student voice. Administering the iKnow My Class survey was a very humbling and eye-opening experience. There were many positive things that I discovered about my teaching and my rapport with the students. What I found to be most beneficial was the not so positive feedback that I received about my classroom environment. After reviewing the survey results, and having open conversations with my students, I can say beyond a doubt that the new environment in my classroom is inviting and safe for all my students. Student voice has helped me improve my interactions and communication with my students, which in turn has allowed my class to become more student centered, resulting in more student success.”

Ms. Jordan, Teacher, Ernest Lawrence Middle School

“Looking at student voice data has taught me that teaching requires several different vantage points. I learned the simple truth that everything related to teaching and learning does not spring from me alone. Learning is a collective effort to open new and at times obstinate doors. Voice is the key to unlocking these doors. The ideas that we all have in our minds, in our hearts, and in our souls remain in the dark until some mechanism gives them the chance to come to light. Student voice is the machine towards that end.”

Mr. Black, Teacher, Northridge Academy High School

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

The aggregate data report included a number of findings worthy of celebration. Among the students surveyed between August-December 2020:

- 90% report coming to class ready and willing to learn.
- 88% report their teacher cares if they attend class.
- 89% report their teacher develops positive relationships with students.
- 90% report their teacher expects them to be successful.

We continually work toward a goal that 100% of students can answer questions such as these affirmatively. We applaud the heroic efforts of teachers to meaningfully engage their students in learning, to demonstrate care and concern, and to offer meaningful support through the confines of a computer screen. Points of concern were also identified, leading to focused efforts to improve these areas of the student online learning experience.

Among the students surveyed between August-December 2020:

- 63% report finding it helpful to work with other students.
- 69% report discussing issues that are interesting to them.
- 33% report their teacher knows their hopes and dreams.

We are working closely with Schools of Action to improve upon opportunities for students to work virtually with one another, increase student interest in instruction, and support teachers in more deeply connecting with their students. The following is an example of the Next Practices resource related to “It is helpful for me to work with other students.”

It is helpful for me to work with other students.

- Make sure all students know each other's names before beginning group work.
- Utilize [these 5 strategies](#) for deepening student collaboration, including ensuring that all members of the group meaningfully contribute.
- Provide group and individual assessments/feedback for group projects.
- Teach students [effective listening skills](#).
- Use a wide variety of [collaborative strategies](#) in your virtual classroom. Don't let group work get stuck in a rut!
- Have students complete a [learning style inventory](#), then pair students with different learning styles together to complete a project. Provide time for students to reflect on their experience.
- With your students, brainstorm different ways they can virtually collaborate with one another.

Quaglia Schools of Action will continue to utilize the iKnow My Class survey throughout the spring as a tool for gathering student feedback on their experiences in the current online learning context. This survey will also be used to drive conversations about how teachers and students can work in partnership with one another to achieve high levels of engagement and achievement.

A number of schools that the Quaglia Institute previously worked with, but are not currently Quaglia Schools of Action, continue to utilize the iKnow My Class survey.

Quaglia Zoom Sessions

In lieu of in-person onsite visits, the Quaglia Institute Team has been delivering virtual professional learning sessions via Zoom with Aspirations Teams from Schools of Action. Our goal is to maximize every moment of our online meeting time to model effective online teaching practices and provide customized support to each school we have the privilege of working with.

Continual growth and sustainability of processes and practices that support Student Voice & Aspirations is at the core of our work this school year. We approach this through a systems-thinking lens in which we continually challenge Aspirations Teams at Schools of Action to consider what it will take for effective practices to be embraced by ALL adults within a school. The goal is to ensure that ALL students know their voice is valued and heard, and that they are supported in reaching their fullest potential. Aspirations Teams engage in deep reflection, meaningful dialogue, and a wide variety of learning activities designed to support each school in continually moving forward.

While many resources are used to support this work and learning, two tools are of particular importance in this year of work:

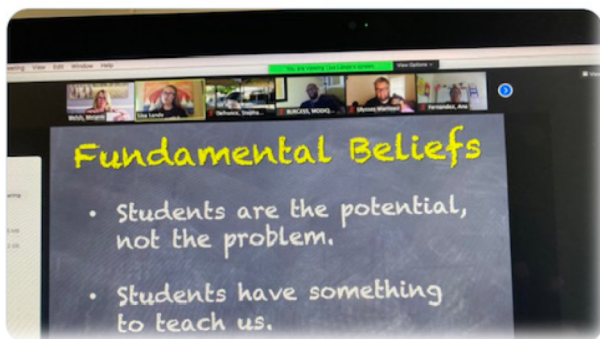
Voice Systems Self-Assessment (Appendix A)
Evidence of Voice Systems (Appendix B)

Each team is at a different place in working through these documents, focusing on areas specifically identified for growth and continually considering and collecting evidence that demonstrates desired outcomes and impact.



Melanie Welsh @melanieawelsh · 2h ...

Great meeting today with our Aspirations Team renewing our belief in our students' potential, ability to teach us and to move us forward! @ResedaCharter @LASchools @LAUSDNorthwest @Lisa_Lande @QISATweets

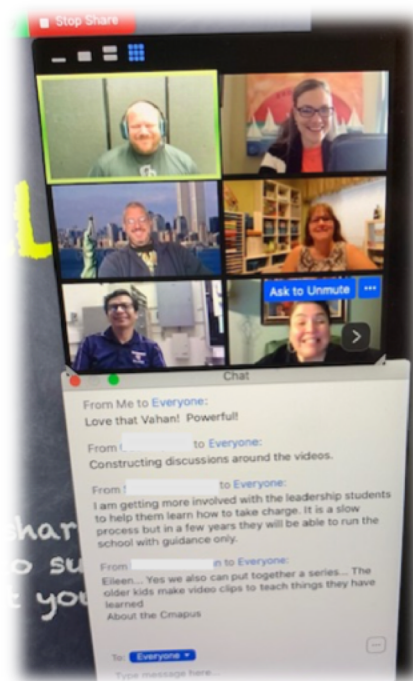


From [redacted] to Everyone:
Can I share something that was fun today ..

From [redacted] to Everyone:
I love the increase in collaboration that has resulted from online teaching. We are working together to create online content, we are teaching other technology, and we are being innovative about how we deliver information. For example, Ulysses and I worked together to transform an IEP teacher report into a Google form to send out General Ed teachers to make everyone's life easier.

From [redacted] to Everyone:
YESSSSS

From [redacted] to Everyone:



My Voice, My Future Student Video Series

The My Voice, My Future series includes six 20-minute sessions that can be viewed by students in any order. Individual videos in the My Voice, My Future student series have been played for classes in LAUSD this school year 1,452 times. Each session includes a reflective guide designed to support student learning during and after each session.

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 following is a sample of a student reflective guide completed by a high school student while engaged in the Goal Setting Driven by My Voice session:



Goal Setting Driven By My Voice

Student Voice is...

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

RESOURCES

[John's Crazy Socks](#)

[Change Your Life](#)

MYTHBUSTERS

FACT

1. Goal setting has to do with the past, present, and future.
2. In order to achieve your dreams, aspirations, and goals you have to use your voice to advocate for yourself since you have to work with others and build relationships.
3. You have to be willing to work hard and shoot for the stars in order to achieve those dreams.

FICTION

1. When setting goals, the past and present don't matter.
2. You don't need to use your voice to achieve your goals.
3. Safe goals are the best goals.

PERSONAL CHALLENGE

My Goal Potential

Using the "traffic light" scale, where am I for each statement?



- This doesn't sound like me.
- This somewhat sounds like me.
- This sounds like me.

I'm not sure what my goals are. I'll figure them out someday.



I have specific goals, I am working hard now, and I am using my voice to achieve them.



I have endless goals! I can't wait for them to become my reality.



I just need to work hard now. I'll figure out my goals later.



What *concrete* goal will I set for myself this year?

What will it take to reach my goal?

Who can help me along the way?

A concrete goal I will set this year is to commit to a college.

I will apply to all the colleges that I seem interesting to me.

My counselor, teachers, and family members can help me along the way to help achieve this goal.

TAKEAWAY

Dream BIG. Work HARD.

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

Your Voice is Your Choice

Version 2.1

Each session is presented by the Quaglia Institute 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 following is a brief overview of the My Voice, My Future series: <https://vimeo.com/447359078>

To view all six sessions and access the student reflective guides, visit: <https://lausd.quagliainstitute.org/>

The following are reflections from administrators, teachers, and students regarding their learning from the My Voice, My Future series.

“I think student voice is important because it changes our future.”

Middle School Student

“I wish someone had taught me that my voice can make an impact for the good of the whole at such a young age. As a teacher, I am glad to be able to discuss creating a plan for change and partnering with peers and adults to take action. As a class, we enjoyed watching the My Voice, My Future videos. Some of the students had been struggling to participate during this distance learning time and the videos challenged them to use their voice and be an active participant in their Zoom classes. This requires them to stretch their comfort levels a bit, but they can take responsibility and help make their classes better by participating.”

Mrs. Willey, Mount Gleason Middle School

“The My Voice, My Future video series taught me the true significance of utilizing my voice and how it can profit not just me, but also those around my current circumstance.”

High School Student

“One very specific concept that I took away from watching the My Voice, My Future video series was the notion of Noise vs. Voice! Once I heard that, it made me stop and think about how important it is to have students use their voices during daily instruction, and more importantly, to extend that voice beyond the classroom to be heard by other students, staff, and even our principal.”

Ms. Seyedin, Teacher, Chatsworth Park Elementary School

“The My Voice, My Future video series taught me that actions are louder than words and your voice is more powerful when you listen and learn from others around you.”

High School Student

“The My Voice, My Future series has been a great resource for my students as the lessons have afforded them the opportunity to discuss issues that they would not have discussed otherwise. The topics have been right on point and it has guided them on having great open and honest conversations, but above all, it has given them the power to speak their mind in an organized and constructive way.”

Ms. Castro, Principal, Northridge Academy High School

“To me, student voice is having an opinion on a topic without getting ashamed. The My Voice, My Future video series taught me that your voice can have a very positive impact on the world and your peers.”

High School Student

“After showing the Understanding the Power of My Voice and Using My Voice for the Good of the Whole videos to my students, completely out of the blue, I received an email from one of my students requesting that I share two short, but powerful videos she found on the topic of gender equality, which I didn’t even know she was very passionate about and wanted to share with others. For me it was one of those lightbulb moments as a teacher when you realize that students are receiving the messages we put out there for the sole objective of improving their lives. The timing was powerful as something had triggered her to be proactive, to reach out, to chart the course of her own studies, to make her voice heard, and to act for the good of the whole. I emailed her right back saying I thought the videos were amazing, that she is amazing, and that we as a class would delve right into them.”

Ms. Coye, Teacher, Ernest Lawrence Middle School

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 high levels of student engagement, meaningful learning and conversations among teachers and students, as well as a positive impact on classroom culture. Special thanks to Ms. Ramos and her students at Chatsworth Charter High School for presenting their learning to the Quaglia Team and sharing suggested resources that can support students in using their voices to take action and make the world a better place. Their work serves as a powerful example of the student voice process coming to life with a sustaining impact on individual students, a school, and the surrounding community. The following are images from the My Voice, My Future sessions with students at Chatsworth Charter High School.



Using Your Voice for the Good of the Whole resources suggested by CCHS students:

- [World Hunger](#)
- [Ocean Preservation](#)
- [Climate Change](#)
- [Poverty](#)
- [Refugees](#)
- [Change](#)
- [Volunteerism](#)

Zoom Group Chat

From [redacted] to Everyone:
I am scared that others might judge so I don't share my ideas that much.

From [redacted] to Everyone:
The fear of sharing your idea is what other people will say.



Budget Update

The contract amount for this partnership work between the Quaglia Institute and LAUSD is \$302,400 for the 2020-21 school year. \$151,200 has been spent to date to cover all costs associated with Quaglia Institute personnel assigned to deliver agreed upon services to LAUSD, resource development, professional learning session delivery, access to Student Voice and iKnow My Class surveys, and continual support from the Quaglia Institute Team. The remaining \$151,200 is allocated to cover the aforementioned services and resources from January-June 2021.

Next Steps

The Quaglia Team will continue with scheduled professional learning sessions with Aspirations Teams via Zoom throughout the remainder of the school year. In the second half of this academic year, we are looking to increase the use of Student Voice survey data as we listen to and learn from the voices of students, and take action together to continually improve engagement and achievement. Schools of Action will continue to move forward with self-assessment, action planning, and implementation efforts to systemically embed processes and practices that will not only grow, but sustain Student Voice & Aspirations.

We continue to be impressed with the commitment of administrators, teachers, and students as we collectively move forward with efforts to amplify student voice. We continue to dream bigger, look forward to continued growth, and appreciate the great privilege of working with so many incredible educators across LAUSD. Please feel free to contact Dr. Lisa Lande at lande@quagliainstitute.org at any time with questions, concerns, or to learn more about our partnership work.

“To me, student voice is the ability to say what’s on your mind without being judged. It is about bringing students together to make an impact for the greater good.”

Middle School Student



**STUDENTS,
WE NEED
YOUR
VOICE!**

**Join the Principal's
Advisory and
Aspirations Council!**

Next Meeting:
Friday, September 11th
Time: 12:20-12:50

Zoom ID: 923 8249 8651
Passcode: PAC

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.

Student Learning

- ☐ Teachers discuss and utilize voice and aspirations instructional strategies.
- ☐ Students are involved as active participants in their own learning.
- ☐ Teacher voice and student voice work together to improve the learning process for everyone.
- ☐ Students assess their learning.
- ☐ Student surveys and focus groups are regularly used to improve teaching and learning.
- ☐ Students share their opinions and ideas during class discussions.

.....Enhancing Voice.....

1. What practices and policies exist in our school that hinder student voice? How can students and staff improve these practices?

2. How can we provide more opportunities for student voice and involvement in specific existing systems within our school?

3. What understanding do our parents and community members have regarding the role of student voice in learning? How can we expand their understanding?

4. What staff resistance is there to increasing student voice? Why? How can colleagues and administrators reduce the resistance and alleviate concerns about the change initiative?

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?