



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

January 2022

This midyear report highlights the Quaglia Institute's partnership work with LAUSD from August-December 2021. A full day of on-site professional learning was delivered to all 13 Schools of Action. The Quaglia Institute also provided virtual sessions, Student Voice and iKnow My Class surveys, and a wide variety of resources to support continued implementation of Student Voice & Aspirations. This has been a challenging year for schools as they continue to navigate through the pandemic, support students in transitioning back to in-person learning, support vaccination efforts, and continually adapt to new requirements. In the midst of these challenges, we continue to be impressed with the dedication to Student Voice & Aspirations demonstrated by the amazing educators we have the privilege of working with in the LAUSD Schools of Action. 1,830 iKnow My Class surveys and 3,676 Student Voice surveys have been administered. Customized reports are utilized 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. Data from aggregate reports will be referenced throughout this report. While all 13 Schools of Action are doing incredible work, this report highlights a sampling of the Student Voice & Aspirations work happening across LAUSD.

Reflections from Dr. Russ Quaglia

Too often in our personal and professional lives we get so engrossed in the here, now, and what's next that we sometimes forget to pause and consider the journey that brought us to this point. At the start of 2022, I committed to reflecting on the professional accomplishments of the Quaglia Institute. At the top of that list is our collaborative work with LAUSD.

We work with numerous schools and organizations around the world, and among those LAUSD holds a very special place in my heart. Our work on Voice & Aspirations began over five years ago in Local District East, working with a handful of educators and their schools. We were subsequently invited to present at district-level meetings for elementary, middle, and secondary school leaders. Our hope was to plant a few seeds and expand the interest in fostering Voice & Aspirations within the district. I was humbled by the enthusiasm at each session.

We entered the expanding work with a clear understanding of the district's mission, "Embracing our diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders." A lofty mission indeed, but I knew it was reachable given the passion and commitment of the students and staff. Two things I didn't anticipate were COVID and the degree to which the work in LAUSD would influence me personally as an educator.

One of the most impactful impressions that struck me is the grit and resilience of LAUSD educators. This was inspirational from the start, and even more impactful with the onset of COVID. One of my greatest takeaways during the past two years is that while tough times come and go, tough teachers do not! They learn to bob, weave, and adapt to situations as needed. Regardless of the challenges they face, LAUSD educators always remain hopeful and determined to make the learning environment better for students.

The work has grown far beyond our initial seedling hopes—the collaborative commitment between LAUSD and the Quaglia Institute has impacted tens of thousands of students and hundreds of staff. The Voice & Aspirations work now has a presence in every local district in LAUSD. 13 schools are recognized as Schools of Action, representing the utmost commitment to learning about and infusing Student

Voice & Aspirations into the fabric of their schools. These Schools of Action continually implement classroom and building-wide strategies to ensure student voices are listened to, learned from, and valued as a critical component of everyday life in schools.

My start-of-2022 reflection revealed what an inspiring journey this has been. There are countless success stories and innumerable individuals who are responsible for the success of this work in L.A., many of which are illustrated in this midterm update by Dr. Lande. I commend all who are committed to living the vision of L.A. Unified by being a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success. You truly inspire me. I look forward to continuing to learn and grow together in our quest to make a positive difference in the lives of your students and colleagues. Thank you for making me a better educator throughout the process.

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 of the following Schools of Action:

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 readily provides support, as requested, to other schools within LAUSD that we have previously worked with or that express an emerging interest in Student Voice & Aspirations. We have connected with a number of new schools this year and provided support for their initial use of the Student Voice surveys. For example, we have recently connected with the School Climate Advocate at Early College Academy who will be using Student Voice surveys during the second semester. We also supported the Cleveland Community of Schools within Local District Northwest in their submission of a grant proposal that includes surveys and professional learning sessions as part of Title III support for EL teachers and students across a number of different schools.

The primary focus of our work so far this academic year has been 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 provide a powerful framework to support schools as they tackle learning loss and gaps in social development that occurred during remote learning. To date, 13 full days of professional learning have been delivered on-site at Schools of Action, and 15 sessions have been delivered via Zoom. These sessions are customized for the Aspirations Team at each School of Action that is tasked with supporting implementation of this work.

Our work is focused on the following expectations: continue to 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 student aspirations; support collaborative efforts between LAUSD schools; and improve attendance and completion/graduation rates.

Quaglia Student Voice Survey

Between August 1, 2021 and December 31, 2021, a total of 3,676 Student Voice surveys were administered by the Quaglia Schools of Action in LAUSD.

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.

It is no surprise that the aggregate Student Voice data from the first half of this academic year reflects an overall decline in student perceptions about school. Staff and students have struggled during this time of transition back to in-person learning and 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 all students can thrive, even in the continued uncertainty of the pandemic. The following is an example of how Chatsworth Charter High School utilized their survey data to drive conversations and improvement efforts in partnership with students. Click [here](#) to learn more.

Student Voice Town Hall

Written by Gretchen Wiesner, Teacher, Chatsworth Charter High School

This school year (2021-22) Chatsworth Charter High School returned to in-person instruction. A small group of teachers met at the beginning of the year to focus on student voice with the direction of Quaglia Institute. This group continued to meet as the first semester continued. We brainstormed ideas on how to make student voice a part of student life and school culture. One idea we decided to plan and execute was a virtual Town Hall. This Town Hall would be open to all students and have the administration as the guests. Students would be able to ask the administration any question via a Google Form. Leadership students and the Aspirations Team held this event on December 1, 2021.

Overall, I believe it was a positive experience for those who participated. We received 76 responses from the Google Form questionnaire where the questions were culled a day before the event. A debrief session was held with 48 Leadership students after the event for further discussion and participants came away with some good insights:

1. Students appreciated the chance to be heard.
2. Students would like to do it in person next time to allow for dialogue and/or follow-up questions.
3. Themes were identified related to student concerns and ideas for improving campus.

The reception to the event was encouraging and received some good buzz from the students on campus. I believe this is a start in the right direction to change the school culture and make our school more inclusive and welcoming to student voices. The Aspirations Team will continue to work in partnership with Leadership students to listen and learn from student perspectives and lead together as we seek continual improvement. We are planning to host another Town Hall second semester to further encourage and promote student voice on Chatsworth Charter's campus.

One of the areas identified for specific focus in the January 2021 report was improving student perceptions around working with peers in the learning environment. It was encouraging to see that this intensive focus and work with teachers to improve structures and strategies for effective group work led to one of the few areas of improvement in survey data. There were significant improvements made on all survey statements related to working with peers (comparing aggregate data from August-December 2020 with aggregate data from August-December 2021):

- 64% report helping other students in class when they struggle with learning. (11% increase)
- 75% report it is helpful to work with other students. (10% increase)
- 64% report enjoying working on projects with other students. (3% increase)

These data 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 following survey statements reflect a significant decline and have been identified for particular focus in the second half of this academic year:

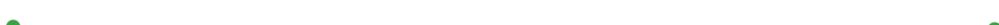
- 53% report teachers care if they are absent from school. (14% decrease)
- 62% report learning can be fun. (10% decrease)
- 62% report adults at school listen to students' suggestions. (9% decrease)
- 48% report students respect each other. (8% decrease)
- 62% report students respect teachers. (8% decrease)

This data about respect is in alignment with across-the-board discussions with Aspirations Teams regarding the immense need for increased Social Emotional Learning opportunities and support for students' appropriate social and learning behaviors as they reacclimate to in-person learning. We are intentionally looking for natural connections between Student Voice & Aspirations work and other district areas of support (Social Emotional Learning, Restorative Justice, School Climate Advocates, etc.) in order to seamlessly coordinate various efforts within Schools of Action. Students have returned to campus with unprecedented needs in many areas: academically, socially, emotionally, and physically. LAUSD has mobilized to support these growing needs, and we look for every opportunity to support well-coordinated services within each school to maximize the benefits to students and families.

In response to the identified need for restoring a culture of trust and respect in schools, we have worked in partnership with Schools of Action to observe and more deeply understand students' perspectives on what it has been like to transition back to campus after an extended time in remote learning during pandemic conditions. Based upon what was learned, the following resource was developed to help students reflect on what it takes for school culture to include trust and respect, which is essential for student voice to thrive. Schools are utilizing this resource to facilitate reflection, meaningful conversations, and commitment to action. When adults and students truly partner with one another and share in the responsibility for school culture, trust and respect can flourish.

Student Voice begins with the ability to share one’s thoughts and opinions in an environment underpinned by trust and respect, which can have an incredible impact on the overall culture of a school. Trust and respect flourish when the voices of students are listened to, learned from, and valued. Assess your school as a whole and yourself as an individual on the indicators below that are important things to consider when working to build trust and respect at your school. **On the green line, mark where you think your school as a whole is for each set of indicators. Then on the blue line, mark where you think you are as an individual for each set of indicators.** Feel free to discuss the meaning of any terms you want to know more about with your teacher and peers.

My School as a Whole
Me as an Individual

Cynical		Trusting
		
Disrespectful		Respectful
		
Inconsiderate		Good of the Whole
		
Apathetic		Empathetic
		
Mean-spirited		Kind Hearted
		
Entitled		Grateful
		
Unreliable		Responsible
		
Judgemental		Open-minded
		
		
		

We will continue to listen to and learn from the voices of students and employ strategies that support students in experiencing Self-Worth, Engagement, and Purpose in learning and life. Within the survey system, Next Practices are utilized as a key resource as we work on areas identified for targeted improvement. The following is a sample of the Next Practices related to the survey statement “Teachers care if I am absent from school.”

Teachers care if I am absent from school.

- Create an "absence folder." Fill it with information on topics covered in class, as well as missed assignments and homework. Leave a personal note letting students know they are missed in class!
- Call students who are absent for long period of time. Consider a home visit with an administrator.
- Make a point to acknowledge absent students when they return—greet them in person! Work with each student to set a realistic timeline for missed assignments to be completed. Follow up on each student's progress.
- Let students know when you are available to help them with make-up work or other needs. Post this information in your room and electronically. [Educator Pages](#) is one resource for building a teacher website.
- If a student asks for individual help at a time when it cannot be given, let them know when they can get individual help and be sure to follow up.
- Assign a peer to go over in-class assignments, homework, and other pertinent information with the student who was absent. Rotate this responsibility among the students in your class.
- Demonstrating caring is one of the most powerful ways to build [positive relationships](#) with your students.

iKnow My Class Survey

Between August 1, 2021 and December 31, 2021, a total of 1,830 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.

I feel that the Student Voice surveys provide us as a learning community with a valuable perspective regarding student engagement and school climate. The adults that surround our students—school staff, administrators, parents, community members—we all have views and opinions that are influenced by our own educational and life experiences. The Quaglia surveys are uniquely crafted so that the students can express the way they feel in a safe and meaningful way. If we understand our strengths and weaknesses as a school, we can try to ensure that students are empowered to achieve!

The most important factor in looking at the Student Voice survey data is to include the students in that conversation. I noticed that when just the staff had discussions around the data we tended to "over interpret" or put our own twist on the data. Overall, we are doing better than we think we are but it is important to be intentional about how we address our areas we need to work on.

Ms. Pena, Teacher, Ernest Lawrence Middle School

In addition to the improvement in students' perceptions about working with peers in the learning environment found in the Student Voice survey, there were several findings in the iKnow My Class aggregate report that are worthy of celebration. It is easy when analyzing data to immediately focus on areas of concern that we wish to improve upon, and we indeed spend a significant amount of time discussing areas identified for growth. However, it is also important to foster the Condition of Sense of Accomplishment and help educators develop habits that recognize and celebrate growth. The following are areas of improvement (comparing aggregate data from August-December 2020 with aggregate data from August-December 2021):

- 76% report the use of technology makes this class more interesting. (12% increase)
- 17% report giving up when they do not understand something. (5% decrease)
- 74% report their grades on assignments, tests, and/or quizzes represent what they know. (3% increase)
- 92% report they are responsible for their success in class. (2% increase)

These improvements are credited to the hard work of teachers this past year as they mastered new technologies, supported students in embracing a growth mindset, increased clarity around learning expectations and outcomes, and supported students in taking greater responsibility for their choices and success in learning. This further reinforces that improvements can be made within student perception data when intentional focus and efforts are devoted to utilizing strategies that impact students' Self-Worth, Engagement, and Purpose.

The following are areas with significant decreases in the past year that we will focus on addressing during the second semester of this school year (comparing aggregate data from August-December 2020 with aggregate data from August-December 2021):

- 46% report seeing how a class relates to their other classes. (16% decrease)
- 59% report homework in class helps them understand the subject better. (15% decrease)
- 57% report exploring issues, events, and problems from different perspectives. (14% decrease)
- 57% report discussing issues that are interesting to them in class. (11% decrease)

There is indeed work to be done to improve the student learning experience. We are currently working to support teachers in reestablishing 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 "I explore issues, events, and problems from different perspectives."

I explore issues, events, and problems from different perspectives.

- Use the [PBS News website](#) to explore current topics, issues, and political debates.
- Visit the website [Facing History & Ourselves](#) for tips, ideas, and lessons designed to provide students with different perspectives.
- Assign your students various roles when examining and solving a problem. For example, if there is a community issue, ask students to explain the perspectives of the business owners, parents, students, government, etc.
- Read [5 Teacher-Recommended Tips for Exploring Current Events with Your Students](#) and involve your students in current, relevant debates.
- Explore local, state, and national political issues with your students from a variety of perspectives.
- Set up different learning pathways. Is it helpful to watch a video to give students background knowledge before they start reading? Or do they want to read first and then watch the video?

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 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 all 13 Schools of Action throughout the fall of 2021, followed by a series of virtual sessions designed to provide continued implementation support. Aspirations Teams have engaged in deep reflection, meaningful dialogue, and a wide variety of learning activities designed to support each school in continually moving forward. Important emphasis has been 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.

In addition to tangible measures of growth such as achievement and survey data, there are 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 excerpts from a conversation with members of the Aspirations Team at Northridge Academy High School as they reflected upon what changes have occurred as a result of their Student Voice & Aspirations work.

“At the beginning I was skeptical, but over time my thinking has really changed. It has been an uphill journey and I am still growing. I keep thinking about student voice and Quaglia and fighting my urge to control everything and forcing myself to let students choose. This way is so much better for the students.”

“You know how when we started Quaglia, you said more student voice would improve behavior and academics? I am truly seeing that now. I think the increased choice and showing we care has made a huge difference.”

“We are finding the voice within the noise.”

“In the past I was not the most progressive person, but now I am the best version of myself. Getting to know individual kids and building relationships with them has changed me.”

“This isn’t about us rewiring the students, but about figuring out what they think and incorporating that into what we are doing.”

“Part of my journey was that I gave too much choice too fast. They needed practice and scaffolding. As we have worked on this over time, students that normally didn’t do anything are now working together and they are so proud of their accomplishments.”

“This work has really changed how I assess student learning. Students are now so much more involved in determining how they will demonstrate what they learn. They are owning their progress, rather than me owning it.”

“It has been amazing to see all this talk actually be put into action and make a difference for students.”

Bright Spots

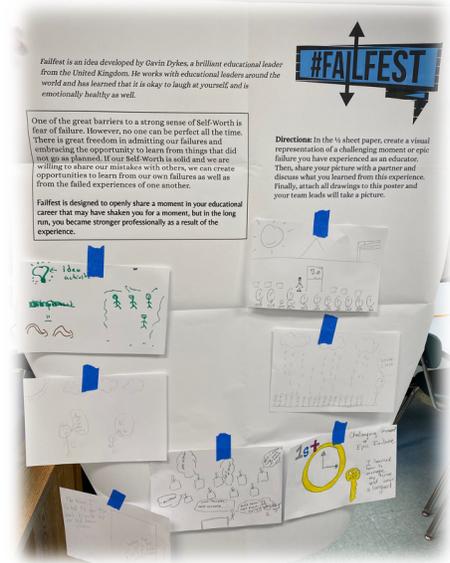
Incredible work is happening at every single School of Action and we continue to be impressed with the positive spirit, perseverance, and hard work of the educators who work hard every day to serve students in these schools. One of our goals is to facilitate the sharing of effective practices across schools within LAUSD and beyond. It is our hope that the examples shared in this report will serve as a source of inspiration to other schools as the education community collectively works to learn from one another and support students to the best of our human ability. The following highlights are just of a few of the many bright spots to be celebrated as schools work to amplify student voice and support all students in reaching their aspirations.

Castro Middle School

Cultivating Self-Worth

Castro Middle school has focused on cultivating teachers’ Self-Worth in order to model and support teachers in cultivating their students’ Self-Worth. There is a conscious effort to promote Belonging and Sense of Accomplishment for all staff and students. The following are a few examples from Castro’s action plan to cultivate Self-Worth:

- **Monthly Breakfast.** Administration has been hosting a monthly breakfast for all staff.
- **Instructional Leadership Team Retreat.** The retreat, held on a Saturday, provided time to explore how leadership can best support the school's vision/mission which includes their Quaglia work. This retreat led to a number of professional development sessions designed to encourage teamwork.
- **Escape Room Professional Development.** This meeting focused on teamwork and included the Quaglia Failfest activity that facilitates staff sharing various challenges they have faced and what was learned from those experiences (click [here](#) for Failfest resource). Teachers were encouraged to use the activities modeled during this professional learning with their Advisory students to help create a sense of Belonging (see pictures below).
- **Self-Care Professional Development.** This meeting included an appreciation lunch during which staff participated in a guided painting activity with gift cards awarded to the artists with the top paintings (see pictures below).
- **Self-Care Challenge.** All staff members were invited to participate in a Castro Self-Care Challenge during Thanksgiving break and prizes were provided for those who participated (click [here](#) to view the Self-Care Challenge).



Castro is also dedicating a great deal of energy into utilizing Advisory as a meaningful time to connect and cultivate students' Self-Worth:

- **Community Building Fridays.** Time is dedicated every Friday for teachers and students to build relationships and promote a sense of Belonging for all.
- **Common Reading.** A common reading book has been selected for each grade level with the goal of using selected texts to guide discussions related to Purpose—specifically increasing a sense of Leadership & Responsibility and fostering Confidence to Take Action on social justice issues.

Lawrence Middle School Students as Critical Partners

In October 2021 Lawrence Middle School conducted their fourth World Café Data Activity. Side by side, adult leaders and students analyzed Student Voice survey data with the goal of learning from students' perspectives about the transition back to in-person learning on campus. Students then brainstormed solutions for identified issues and actions that can be taken to further enhance the student experience at Lawrence. The World Café is not a one-time event. Lawrence hosts these regularly in order to obtain feedback from students on an ongoing basis. The insights students provide are critical to the continual improvement planning process. Students as critical partners has become part of the “way of being” at Lawrence. This spring the Student Voice survey will be administered again, and a new group of students will be invited to share their perspectives. Supporting Lawrence's new goal of involving students in conversations with staff about future professional development, the World Café participants will also engage in this collaborative planning. We strongly believe that we have a lot to learn from students if we are willing to listen—Lawrence knows how to listen! Click [here](#) to view a one-minute video highlighting Lawrence's most recent World Café Data Activity.



Gage Middle School

A Sense of Belonging for All

At Gage Middle School, the focus of their student voice work throughout the fall of 2021 was to help all students develop a sense of Belonging and a connection with the school, staff, and peers. Students participated in *Start With Hello*, a Sandy Hook Promise violence prevention program. This program teaches students how to recognize when another student is alone, suggests ways to reach out and help lonely or socially isolated students, and provides strategies for connecting with other students to build a socially inclusive school community where everyone knows they belong. *Start With Hello* kicked off a Spirit Week which included student volunteers greeting their peers in the morning at entrance gates and lunchtime activities inviting students to contribute to a community banner displaying ideas on how to show kindness. Classes also met outside in the morning for get-to-know-you activities to help students and staff build relationships and further establish a sense of Belonging for all.

Students and staff continued to collaborate throughout the semester to provide the entire school community with opportunities to work together for the good of the whole. Students planned a Character Counts assembly highlighting the six pillars of character to raise awareness and build connections. Leadership students followed up by creating a video demonstrating various ways the six pillars of character can be acted upon in school (click [here](#) to view the video). The school community also rallied together to participate in a canned food drive, Thanksgiving Trot, and a Christmas Toy Drive. This spring, a student club will promote empowering students to continue to take a proactive role in shaping their school's culture and further cultivate a sense of Belonging for *all* students at Gage Middle.



Edison Middle School

Student Voice as a Way of Being

Student Voice & Aspirations is truly becoming a “way of being” at Edison Middle. The Aspirations Team continues to brilliantly expand this work schoolwide and has effectively connected their Quaglia work with their WASC Schoolwide Learner Outcomes, Social Emotional Learning goals, and other schoolwide initiatives. Click [here](#) to request permission to see the shared calendar and guiding document for how all these efforts are seamlessly connected and coordinated for the benefit of Edison staff and students. A few new members have joined the Aspirations Team, including two School Climate Advocates who have joined the staff this year. This team has done an excellent job of providing a significant number of new teachers with an orientation to Student Voice & Aspirations as an important part of the Edison school culture. Students truly serve as critical partners with staff and are very intentional about taking actions that support Student Voice & Aspirations. (See pictures below reflecting student leadership connecting actions to the 8 Conditions.)

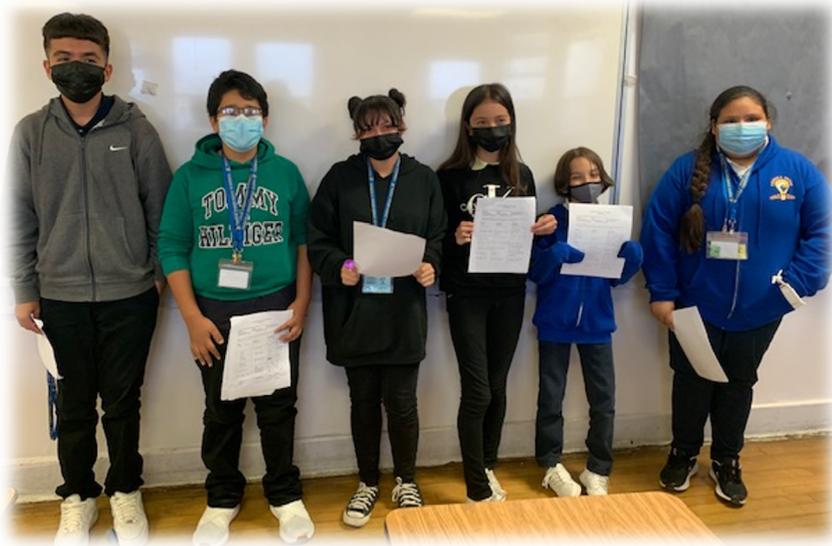
Leadership Student Voice Presentation
8 Conditions

*There are 8 Conditions that foster Student Voice. They are:

Belonging	Heroes	Sense of Accomplishment
Fun & Excitement	Curiosity & Creativity	Spirit of Adventure
Leadership & Responsibility	Confidence to take Action	

With the activities that you have worked on and the activities that you are working on now and in the future, which Condition of Student Voice does it relate to and why?

Activity	Condition	Explanation
CANDY GRAMS	FUN AND EXCITEMENT	WE MAKE THE CANDY GRAMS AND SELL THEM FOR A DOLLAR THEN YOU CAN GET ONE THEM TO YOUR FRIEND.
RED RIBBON	CONFIDENCE TO TAKE ACTION	YOU SIGN A CONTRACT PROMISING TO STAY AWAY FROM DRUGS.
ANTI BULYING WEEK	HEROES	SHOWING YOU ARE HERE FOR PEOPLE AND YOU ARE NOT ALONE.
Spirit week	Spirit of Adventure	WE CREATE FUN DAYS FOR KIDS TO DRESS UP AND HAVE FUN.
The Globe	Curiosity & Creativity	WE MADE A GLOBE WHERE WE COME UP WITH INSPIRATIONAL QUOTES.
LGBTQ+	belonging	WE DID MULTIPLE ACTIVITIES SHOW SUPPORT FOR LGBTQ+.
Pizza 'party'	Sense of accomplishment	WE GOT PIZZA FOR STAYING AND HELPING OTHER STUDENTS.
deadlines/events	Leadership & responsibility	WE HAVE MULTIPLE DEADLINES WE MAKE OUR OWN MEETS.



In partnership with students and based on analysis of their Student Voice survey data, Edison has been specifically focused on reestablishing a sense of Belonging for all students as they transitioned back to campus. They are also leveraging Fun & Excitement to reengage students in the in-person learning environment. The following are a few of the actions taken at Edison this year:

Belonging Actions:

- **Eagle Aspirations Advocate Program (EAAP).** This is an intensive support opportunity for students who have been identified as at-risk and could benefit from an additional support system to adjust to, succeed in, and graduate from middle school. Click [here](#) to see an overview of EAAP.
- **Scholar Dollars.** Students receive Scholar Dollars for doing a great job on class work, campus clean up, demonstrating respect, etc. Students use their Scholar Dollars to buy snacks and supplies from a school store on Fridays.
- **SOAR Awards.** These certificates are given on a monthly basis to students who show improvement or excellence related to Schoolwide Learner Outcomes.
- **Attendance Awards.** To help make sure all students know their teachers care that they come to school, gift cards are awarded to students who show improvement or excellence with their attendance.
- **Anti-Bullying Campaign.** Various activities occur on a regular basis at Edison to encourage kindness and cultivate a sense of Belonging for all students.

Fun & Excitement Actions:

- **Edison Student News.** This is a fun way to keep students informed about what's happening around the school and to encourage participation. Click [here](#) to view a sample of Edison Student News.
- **Student Clubs.** Effort is underway to review student clubs that were thriving pre-pandemic. Seven clubs are currently meeting with a goal of increasing participation and options in the spring.
- **Friyays.** Monthly Fun Fridays are held during lunchtime and include music, raffles, and games.
- **Spirit Weeks.** These weeks provide additional opportunities for students to show their school spirit with door decorating, various dress up days, and other fun activities to celebrate the Edison school community.

At Edison we see students as critical partners and are looking to increase opportunities for students to collaborate with staff and involve students as much as possible in meaningful decision-making. Here are a few examples of ways that students are serving as critical partners and collaborators:

Student Voice surveys: We regularly administer Student Voice surveys and then debrief results with students in focus groups and in the classroom. We want to show them that their input is valuable and that they see we actually do look at the data, discuss it, and use it to make important decisions with their input.

Student Ambassadors: Students are selected from every homeroom and are given various tasks to work on, such as providing information to their peers in homeroom, participating in WASC focus group meetings, analyzing student survey data, helping with schoolwide activities, etc. This has expanded leadership opportunities beyond traditional student council and allows a wide variety of students to serve in leadership roles, provide important feedback, and take action to make the school the best it can be.

Representatives on School Committees: Students now have positions on SDMC, SSC, and SWPBIS committees. Students attend meetings as critical partners with staff, provide input and feedback, and are part of decision making.

Edison "Techies": This is a group of computer literate students who are being trained to help teachers troubleshoot technology challenges and share strategies for maximizing technology to enhance learning.

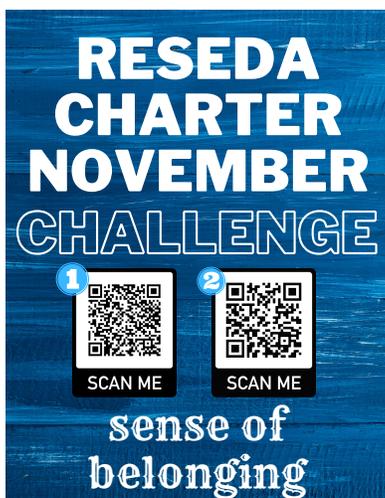
These are just a few examples of the many ways we are engaging students as critical partners at Edison.

Ms. Manligas, College & Career Coach/WASC Coordinator, Edison Middle School

Reseda Charter High School

Leveraging Advisory to Explore Student Voice

QR codes have been utilized by the Aspirations Team at Reseda Charter High School to engage students in monthly Advisory Class Challenges related to the 8 Conditions. The goal is to create some Fun & Excitement on campus while providing experiences for students to embrace and act upon the 8 Conditions. Scan QR code #1 in the picture below to see a video explaining the November Belonging Challenge (or click [here](#) to view the video). QR code #2 is only for student access and was used to record their sense of Belonging actions by Advisory Class in a shared Google form. Some highlights from the Google form are listed below.



Describe your "Sense of Belonging" Act! What did you do?

I sat next to someone eating alone.

I made a new friend today in one of my classes.

I met someone new and complimented their shoes, then we walked to McDonald's and got her a Happy Meal.

I volunteered to help kids scan the QR code for this activity!

I did a random act of kindness. I brought cookies to school and was giving them out to random students around the campus.

I invited someone to do an activity.

I helped my friend with homework.

Participating in school related activities helps my sense of Belonging within the school community.

Reseda has started an Advisory Ambassadors program to give more students opportunities to engage in leadership and to have their voices heard on a regular basis throughout the school year. (See flyer below for more information.) They have also used Advisory time to teach key Student Voice & Aspirations concepts to all 6th graders, reflecting Reseda's commitment to building a schoolwide understanding of the definition of voice and fostering everyone's aspirations. This is also an opportunity for students entering Reseda to explore what voice looks like in the life of Regent students. (See examples of student work produced during these lessons below.)

Reseda Charter PAC presents...

ADVISORY AMBASSADORS

GROUP DISCUSSION

We need to hear the voices of all students. We need to know what is going well at school and what suggestions students have to improve Reseda Charter.



CREATE A LIST

During advisory, create a list of what is going well and school issues students believe need to be addressed. Have your advisory class create realistic suggestions/solutions to the issues that they are ready to bring to the table.



DESCRIBE THE PAC

The PAC stands for the Principal's Advisory and Aspirations Council. The PAC meets twice a month to discuss current school issues and devise solutions to those issues.



SELECT 2 ADVISORY AMBASSADORS

The 2 Advisory Ambassadors will attend the bi-monthly meetings to represent their advisory class and bring their ideas, suggestions, and solutions to the table. Ambassadors will report back to their advisory the following week.

2 New Ambassadors will be selected each month.

AMBASSADORS ATTEND THE PAC MEETINGS

The PAC meets every other week during Advisory. Ambassadors, and anyone else interested, will attend to speak on behalf of their advisory class and partner with the PAC, Ms. Welsh, and Ms. Brait to find solutions. Zoom information will be shared.



PAC SCHOOLGY GROUP: MHRZ5-PQKQ5

Realistic	Unrealistic
<ul style="list-style-type: none"> • happen in real life • possible • real • tangible 	<ul style="list-style-type: none"> • impossible • fake • can't happen • useless
Realistic Goals	Unrealistic Goals
<ul style="list-style-type: none"> • athletic activities • after-school activities • emergency snacks • art clubs/classes • cooking class • busing 	<ul style="list-style-type: none"> • unicorn riding pen • ignoring all students • pet cat • peanut butter at school

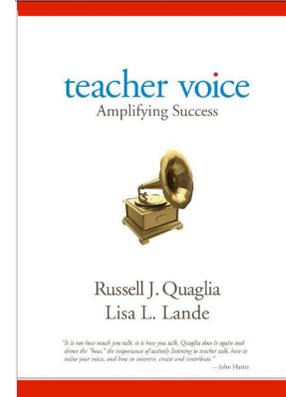
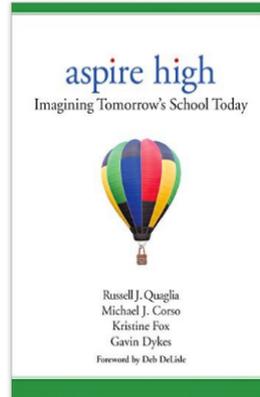
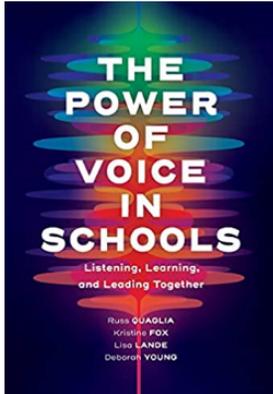
What can YOU do to use your VOICE and be a leader?

- Fight for rights / ideas
- Learn and inform yourself
- Volunteer
- Help students enjoy school
- start clubs
- surveys/feedback
- stand up for what's right/important
- help others
- being inclusive
- stop bullying

Chatsworth Charter High School

Student Voice Book Club

A Student Voice & Aspirations Book Club is being led by the Aspirations Team at Chatsworth Charter High School. All staff are invited to participate in one or more book studies through the school year. When each study concludes, participants prepare a professional learning session to deliver to the full faculty about what they have learned and how it connects to amplifying student voice at Chatsworth. Click [here](#) to view the Book Club overview and invitation shared with all staff.



Northridge Academy High School

Sit with Wisdom

The Aspirations Team at Northridge Academy High School has been laser focused on establishing a school culture where students know they belong to their school “family” and that the voice of every individual student is valued and heard. The following is one example of the many actions they have taken toward achieving this goal.

Sit with Wisdom

Written by Jason Black, Teacher, Northridge Academy High School

“Sit with Wisdom” is an event at NAHS through which students are strategically selected to enjoy a catered lunch with one of their teachers (approximately eight students per teacher). The “wisdom” component stems from the knowledge and experiences that students share with the teacher seated at their decorated, prom-style table. The general vibe of a “Sit with Wisdom” lunch involves the purposeful stripping away of traditional boundaries inherent in the student-teacher relationship in order for all parties to exist on the same plane for a brief moment in time. That brief moment becomes a priceless opportunity for students to build a lifetime of connections with their teachers by sitting with them, eye-to-eye, eating the same food, smiling as they bite into generous portions of ice cream or other frozen treats, and sharing wisdom with one another. “Sit with Wisdom” is an important time when students can actually “see” their teachers as allies in their pursuit of personal success. The wisdom that is shared between teachers and students during these “Sit with Wisdom” lunches continues to positively impact our school culture and sustain our support for one another as a community of learners—the NAHS family (see pictures below).



Gage Middle School, Lawrence Middle School, & Sutter Middle School Schools of Action Cross-Collaboration

Members from Aspirations Teams at Gage, Lawrence, and Sutter Middle Schools met online to share strategies for engaging with students as critical partners to establish and maintain a positive school culture where all students have a strong sense of Belonging. Gage Middle shared their Academies structure and how they are using their Pillars of Character to drive school culture. Lawrence Middle shared their Heart Club which provides structure for peer mediation, as well as their structure for 8th graders to mentor groups of 6th graders on a weekly basis during Advisory time as part of their PRIDE program. Sutter Middle shared about their incredible Kind Club that goes above and beyond to develop leaders who contribute not only to their own school, but to surrounding elementary schools as well. Click [here](#) to explore the amazing work of the Kind Club students.



Next Steps

While the journey to Student Voice & Aspirations is unique to each individual school, forward progress will continue at all Schools of Action as we collaborate in the Spring 2022 semester. The Quaglia Team will deliver customized professional learning sessions with Aspirations Teams, assist with the use and analysis of Student Voice and iKnow My Class surveys, and support Schools of Action in amplifying student voice to help all students reach their aspirations.

As COVID continues to insert its own set of challenges, we extend our sincere gratitude to everyone who continues to adeptly navigate this ever-changing terrain together. Thank you to the Division of Instruction for their support and to the amazing educators we have the opportunity to work with in Schools of Action across the district. The continued efforts of administrators and teachers to advance this work is nothing short of heroic, and it is having an incredible impact on the lives of students.

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.