



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

January 2023

The information presented in this midyear report highlights the Quaglia Institute's partnership work with LAUSD from August-December 2022. A full day of on-site professional learning was delivered to all 13 Schools of Action during the first semester. 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. 1,926 iKnow My Class surveys and 2,472 Student Voice surveys have been administered and customized reports reflecting the voices of their students were provided to teachers and schools. Survey results were utilized to celebrate areas of strength and identify areas for growth. Based on that analysis, action steps were developed in partnership with students to grow and sustain practices that increase engagement and achievement. Data from aggregate reports are referenced throughout this report, and bright spots from within the 13 Schools of Action are presented as a sampling of the amazing Student Voice & Aspirations work happening across LAUSD.

These reports often begin with a note of reflection from Dr. Quaglia. For this report, Dr. Quaglia requested that we listen to the voice of one of the many shining lights championing this work within LAUSD. Ms. Fraulein Manligas is the College & Career Coach and the WASC Coordinator at Edison Middle School. She is a passionate educator who has a powerful vision for developing Student Voice & Aspirations as a true “way of being” at Edison. The following are her reflections on how the Student Voice & Aspirations work has impacted her as a professional, as well as the staff and students she serves at Edison.

Reflections from Ms. Fraulein Manligas, Edison Middle School

Student Voice & Aspirations has impacted me as a professional by enhancing my ability to build capacity in my school in regard to student voice. Edison Middle School began our Student Voice & Aspirations journey in 2016 and in the years since, I have presented the Quaglia Framework and iKnow My Class surveys to the staff. I involve excellent Aspirations Team members who incorporate Student Voice & Aspirations and iKnow My Class surveys in their classrooms. I ensure that Student Voice & Aspirations is a topic in full staff meetings, specialized team meetings and new teacher meetings. I make sure that the staff reflect and share how they incorporate student voice in their classrooms, provide them with Student Voice & Aspirations resources, and work on monthly Aspirations challenges so that the entire school community has a continual focus on this important work. During some of our meetings, we look at Student Voice and/or iKnow My Class survey data to help us choose an area of focus and plan activities and lessons to help us improve in that area. As a result, many of our teachers are aware of student voice and how to incorporate strategies that have been modeled or provided for them during professional learning. Also, our students feel like they can express their opinions and have influence in the types of activities they see in the classroom because of the increase in survey use and discussions with their teachers.

Another important part of our Student Voice & Aspirations work has been involving non-classroom teachers such as the PSA counselor and the leadership teacher to ensure that they incorporate student voice in their activities as well. Our PSA counselor began surveying students in regard to what type of music they want to listen to, food they would like to have for attendance incentives, what type of rewards they would like, etc. Likewise, the leadership teacher sought opportunities to train students to become leaders with the 8 Conditions in mind, and students now lead schoolwide weekly news updates for others, participate in surveying and gathering feedback from the voices of all students, and use that feedback to make decisions about activities and ways to serve our school community. Students regularly engage in an exercise in which they link the 8 Conditions to various activities they are working on as student leaders.

Leadership Students

Developing a Sense of Purpose

Emma

Parent Center Pd:6 1:52

Leadership Activity	Which 8 Condition is it promoting? Why?
Talent Show	Confidence to take action because you are brave enough to show off a special thing about you.
Harvest Grams	Belonging, because your friends send you a message to make you feel special
Club Rush	Belonging, because it makes you feel like you belong in a group (your club)
Costume Day	Fun & Excitement, dressing up for Halloween is a fun, annual thing
Elections	Leadership & Responsibility, because the students running have the responsibility to manage their campaign.
Door Decorating Contest	Curiosity & Creativity, decorating a special door makes you think creatively.

We are also working to expand leadership opportunities at Edison beyond the traditional leadership class and elected leaders. In collaboration with an administrator, we formed a Student Ambassadors group that includes student representatives from all homeroom classes. We train them to become leaders by giving them assignments where they lead class activities and discussions, gather information about what students are thinking on particular issues, and support the school community in a variety of ways. We ask them to participate in focus groups, analyze data, and share their opinions on important matters that can improve the school. They not only share opinions, but are also part of action planning solutions so that we are always working in partnership to make Edison the best school it can be.

Our Student Voice & Aspirations work was recognized by the WASC committee during our October visit. They recognized that student voice was one of Edison's strengths and commended our efforts. This was really encouraging to our staff and made our students proud.



School Culture and Support for Student Personal and Academic Growth



Areas to Celebrate

- **The social and emotional wellbeing of students is prioritized**
- **Various socio-emotional support positions are available**
- **Various academic interventions are available to support student learning**
- **Diverse co-curricular offerings are provided to students**
- **Strong use of student voice**

A Significant Shift

Before learning about the Quaglia Institute and Student Voice & Aspirations, our school did not have a guide to tackle incorporating students' voices into the school experience and we were not giving students meaningful decision-making opportunities. Our caring teachers provided time in their classrooms for discussions, choices, and collaboration, but those items discussed were kept in the classroom and not having a schoolwide impact. Individually, some teachers incorporated some ways to engage their students, give them purpose, and develop self-worth; but again, those were contained in individual classrooms. There was no data to reference how students felt about the classroom, the content, or the learning experiences. There were some opportunities for students to engage in decision-making, but only for a few students with traditionally established roles such as the School Site Council (SSC), Shared Decision-Making Council (SDMC), and Leadership classes. That is where it stopped.

After learning about the Quaglia Institute and Student Voice & Aspirations, our school's mindset has shifted and we deliberately incorporate student voice in all aspects of our school. We did not reinvent the wheel. Instead, we looked at what we have and how we can enhance it to include the Pathways to Strengthen Voice (a resource provided by the Quaglia Institute). Click [here](#) to view our 2022 case study which provides some samples of how we integrate the Pathways and provide opportunities for students to strengthen their voices as contributors, collaborators, advocates, partners, and benefactors.

In summary, our partnership with the Quaglia Institute has been transformative in regard to how we support staff and students at Edison. Each year we are provided with resources and guidance to deepen our implementation and ensure that valuing the voices of all students and supporting them in reaching their aspirations is a part of our way of being at Edison Middle. We are proud to be a School of Action and grateful that LAUSD supports this important work.

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 Schools of Action:

Chatsworth Charter High School (1,700 students)
Ernest Lawrence Middle School (1,150 students)
Henry T. Gage Middle School (1,200 students)

Huntington Park High School (1,400 students)
John A. Sutter Middle School (860 students)
Mount Gleason Middle School (850 students)

Northridge Academy High School (1,000 students)
Reseda Charter High School (1,400 students)
Rosa Parks Learning Center (270 students)
Samuel Gompers Middle School (450 students)

Sal Castro Middle School (340 students)
Stanley Mosk Elementary School (210 students)
Thomas A. Edison Middle School (850 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. So far this academic year, the primary focus of our work has been leveraging Student Voice & Aspirations to support students' well-being and engagement in learning that can lead to academic success. The Guiding Principles of Self-Worth, Engagement, and Purpose provide a powerful framework to support schools as they continue to tackle learning loss and gaps in social development that occurred during remote learning, as well as increased student needs related to mental health and other challenges. To date, all 13 Schools of Action had a day of on-site professional learning and 12 sessions have been delivered via Zoom. With each School of Action, these sessions are customized for the Aspirations Team that is tasked with supporting the 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, 2022 and December 31, 2022, a total of 2,472 Student Voice surveys were completed by students in 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.

The aggregate Student Voice data from the first half of this academic year matches what we have been observing firsthand in schools. Staff and students are struggling to address learning loss, gaps in social development, and meeting the significant increase of mental health and other challenges students and families are experiencing. An overall decline in student perceptions about school makes it clear that 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 school. Working with students to analyze and understand the data helps create a school experience in which all students can thrive, even amidst the many challenges they are navigating.

To provide a new layer of support for schools, a resource website was created specifically for LAUSD Quaglia Schools of Action that can be accessed at <https://quagliainstitute.org/lausd-schools-of-action>. We will continue working throughout the second semester to take actions that result in improved student perceptions about school, engagement in learning, and increased achievement.

As schools become increasingly savvy when analyzing their Student Voice survey data, they are not only looking at the entire school results, but utilizing the filter feature to look at how specific populations of

students are experiencing school. The following is one example of a school working in partnership with students to analyze their survey data specific to their African American population.

When Students Believe

Ernestine Potts, College & Career Coach, Lawrence Middle School

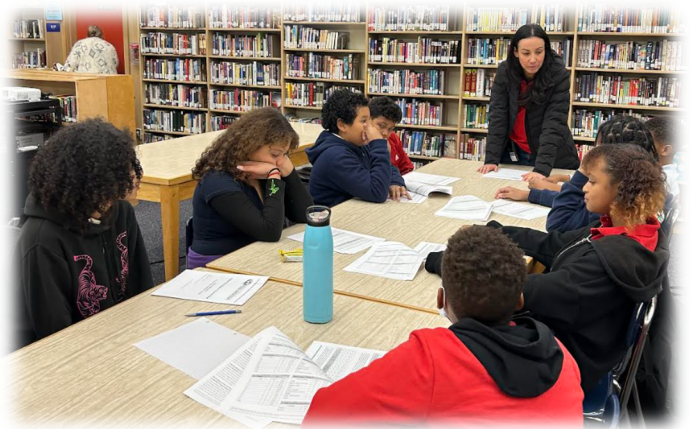
On Friday, December 16th, BSAP (Black Students Achievement Program) students met in groups with their respective grade-level counselors to discuss recent school data from the Quaglia Student Voice survey. Results were filtered to provide only responses from African American students.

Provided with school data, the discussions that followed focused on identifying the “Why?” behind responses of African American students to Voice survey questions. Group discussions were guided by one essential question, “How do we help African American students feel welcomed and valued at Lawrence Middle School?”

Discussions with students on the three Guiding Principles (and corresponding 8 Conditions) of **Self-Worth** (Belonging, Heroes, Sense of Accomplishment), **Engagement** (Fun & Excitement, Curiosity & Creativity, Spirit of Adventure), and **Purpose** (Leadership & Responsibility, Confidence to Take Action) provided insight into the frame of reference that African American students apply to their daily experiences at Lawrence Middle School.

The Voice survey has provided a starting point for encouraging ongoing dialogue between students whose voices may often go unheard and those who advocate for those students. Schools benefit when students believe their voices matter and that they are being heard.

Facilitators for this activity were the grade-level counselors, magnet coordinator, librarian, assistant principal, and the Equity Director for Local District Northwest.



One of the areas identified for specific focus in Schools of Action this school year, based on the aggregate data from the 2021-22 school year, was expanding leadership opportunities for students. The following are some of the data points related to Leadership & Responsibility that we are working to improve during the 2022-23 school year:

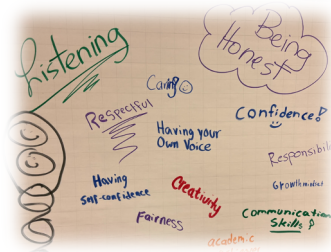
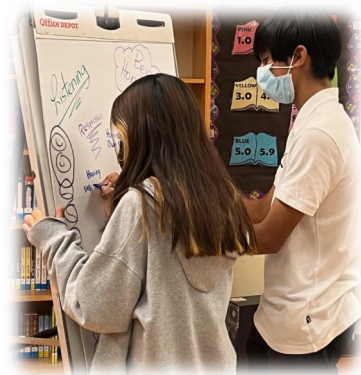
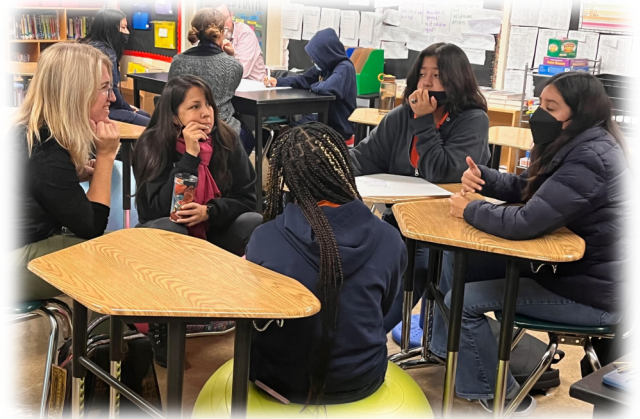
- Other students see me as a leader. (21%)
- I use my voice to express my thoughts and ideas. (53%)
- I take action on causes I believe in. (59%)

In response to this data, during onsite visits throughout the first semester we engaged in an activity with staff and students to consider *together* the opportunities for expanding leadership at their school. Click the respective link to view the activity guide utilized with [elementary schools](#) and [secondary schools](#).

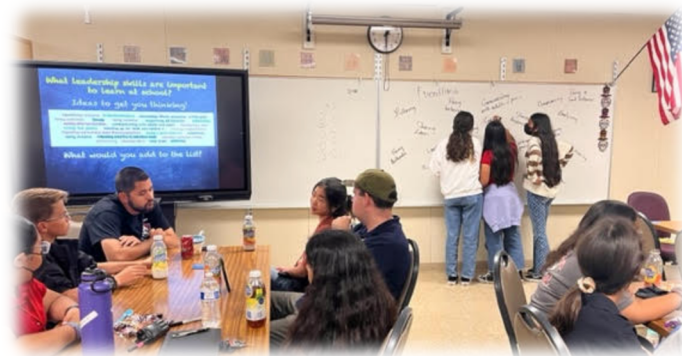
Henry T. Gage Middle School



Sal Castro Middle School



Ernest Lawrence Middle School



Several Schools of Action elected to administer the Student Voice survey during first semester and saw some encouraging growth in their data. For example, Mount Gleason Middle School saw improvement on many survey statements including the following:

- I use my voice to express my thoughts and ideas. (7% increase)
- I have a responsibility to make the world a better place. (6% increase)
- I put forth my best effort at school. (4% increase)
- Students develop programs that improve the whole school. (4% increase)
- I feel comfortable asking questions in class. (3% increase)

Similarly, Sutter Middle School results showed some growth to be celebrated, including the following:

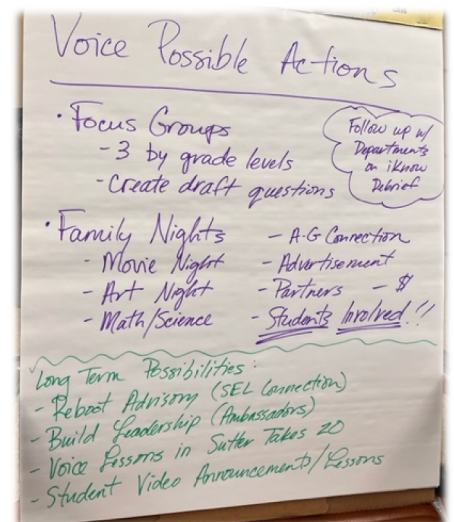
- I have a responsibility to make the world a better place. (6% increase)
- If I have a problem, I have a teacher that I can talk to. (4% increase)
- I am excited about my future. (4% increase)
- Students are supportive of each other. (2% increase)
- Students work with adults to find solutions to school problems. (2% increase)

The following is an example of how Sutter celebrated their progress and also identified areas for continued growth.

Cultivating a Sense of Belonging

Maralyn Girard, Teacher, Sutter Middle School

The Quaglia Student Voice survey was administered at Sutter Middle in November and we then used the responses to guide discussions with a randomly selected student focus group. According to the Student Voice survey, 58.4% of the students were in agreement that “School is a welcoming and friendly place,” and 49.8% were in agreement with the statement “I am proud of my school.” Belonging is an important Condition for a student’s feeling of well-being, social engagement, and competence. Using this data, we plan to let our students know that they belong at Sutter Middle School. In the Spring of 2023, we will have a Family Art Night, where students and their families can interact with each other and teachers in a positive manner. Contingent on the success of the Family Art Night, we will create more family and student-centered activities, which foster a sense of Belonging. Beginning of Spring 2023, we plan to present our findings from the school survey and focus group to the full staff via a “World Cafe” Professional Development as we continue to listen to, learn from, and lead with the voices of students at Sutter.



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. We have high expectations that all Schools of Action will experience similar growth as they administer surveys during the second semester.

Some of the highlights in the aggregate data from first semester are:

- My parents care about my education. (94%)
- It is my responsibility to make sure I am learning. (85%)
- I believe I can be successful. (79%)
- I know what I need to do to be successful in my classes. (79%)

In addition to celebrating growth, we are continually identifying specific areas for improvement. The following are a few of the areas identified in LAUSD's aggregate data from the first semester that will help guide our work during the remainder of this school year:

- I am a valued member of my school community. (36%)
- Students respect each other. (36%)
- I find homework helpful to my overall learning. (37%)
- I like challenging assignments. (34%)

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 in 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 “I am a valued member of my school community.”

I am a valued member of my school community.

- Read [“The Science of School Belonging”](#) published by Psychology Today.
- 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 have learned and appreciate about their various teachers.
- This [article](#) from Edutopia includes a five-step exercise on identity and belonging that helps middle school students appreciate differences—in themselves and in their peers.
- Use the [Aspirations Story Squares lesson plan](#) to learn each student's hopes and dreams and connect those with lesson topics.
- Read [“How to Make Your Students Feel Valued as Individuals.”](#) Be sure to read the blog post by Principal Couros!

iKnow My Class Survey

Between August 1, 2022 and December 31, 2022, a total of 1,926 iKnow My Class surveys were completed by students in the Quaglia Schools of Action in LAUSD. 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 aggregate data from first semester identified the following as areas to celebrate:

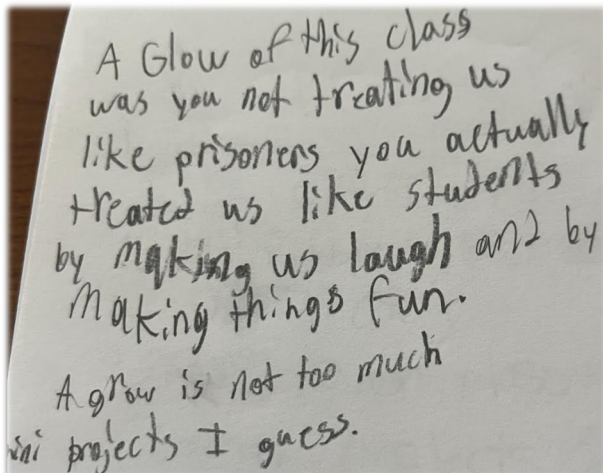
- I have opportunities to ask questions in this class. (87%)
- I put forth my best effort in class. (82%)
- The teacher expects me to be successful. (79%)
- I come to class ready and willing to learn. (76%)

These positive results reflect a concerted effort in these areas in response to previous iKnow My Class results, analysis with students, and the creation of action plans in which students take shared responsibility for improvement. iKnow My Class can spark additional methods of gathering meaningful feedback. The following is one example of a teacher engaging in reflective conversations with her students in order to let them know their voices are valued and to engage them in continually improving the classroom experience.

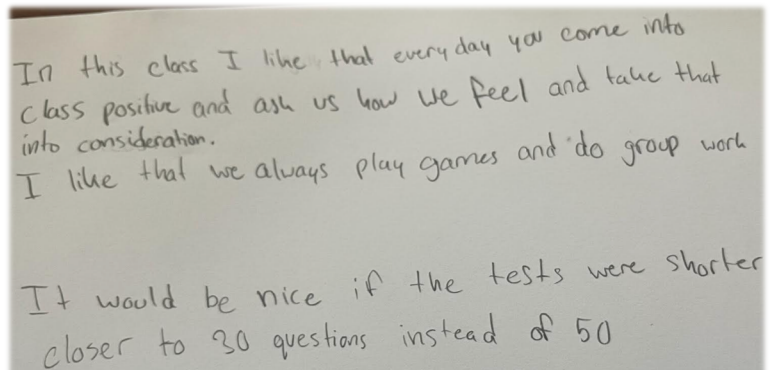
Reflecting with Students

Maria Campoy-Ludwig, Teacher, Northridge Academy High School

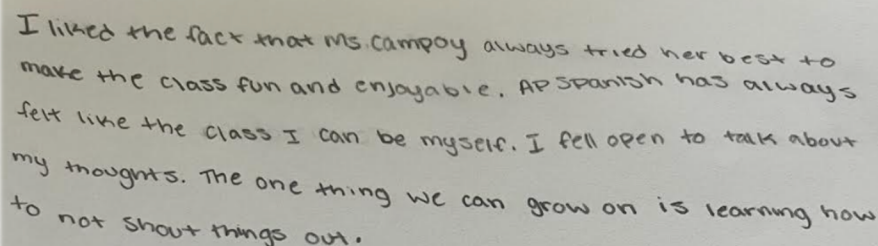
I do this “end of the semester reflection” once the students are done with the final exam. I allow them to submit anonymous feedback because my goal is for them to fully express their true opinions. I read the feedback out loud so we can further discuss as a class, and I explain to my students that I will use their feedback to make the spring semester better. This type of reflection is beneficial to the students because it allows them to pause and see what glowed in our classroom and what needs some improvement. By having an end of the semester reflection, my students and I both recognize what is working in our class and what we can together improve on to make their aspirations a present reality.



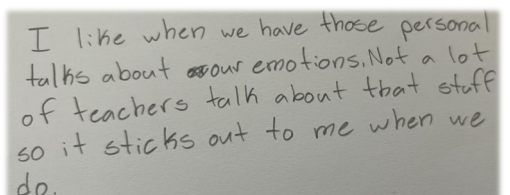
A Glow of this class was you not treating us like prisoners you actually treated us like students by making us laugh and by making things fun. A glow is not too much in projects I guess.



In this class I like that everyday you come into class positive and ask us how we feel and take that into consideration. I like that we always play games and do group work. It would be nice if the tests were shorter closer to 30 questions instead of 50.



I liked the fact that Ms. Campoy always tried her best to make the class fun and enjoyable. AP Spanish has always felt like the class I can be myself. I fell open to talk about my thoughts. The one thing we can grow on is learning how to not shout things out.



I like when we have those personal talks about our emotions. Not a lot of teachers talk about that stuff so it sticks out to me when we do.

The iKnow My Class data 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. In addition to highlighting and celebrating growth, analysis of the iKnow My Class data led to identifying areas for improvement:

- The teacher knows my hopes and dreams. (27%)
- The homework in this class helps me understand the subject better. (51%)
- In this class, we discuss issues that are interesting to me. (55%)
- I explore issues, events, and problems from different perspectives. (60%)

Analyzing iKnow My Class data is incredibly helpful as it provides insight for forward direction and next steps as we work to improve students' learning experiences. We will continue supporting teachers' commitments to building positive relationships with students, establishing clear behavior and learning expectations, connecting learning to students' interests, and building skills for respectful dialogue where students are open to others' perspectives. 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 knows my hopes and dreams."

The teacher knows my hopes and dreams.

- ASK students what their hopes and dreams are! Teach them about the [Aspirations Profile](#) so you can support them to dream about the future and be inspired to take action in the present.
- Read and discuss this article on [six students' hopes and dreams](#). Follow this up with an activity where students write about their own hopes and dreams.
- Help your students explore their hopes, dreams, and goals, and discuss with them the importance of [setting long-term and short-term goals](#). Provide [templates](#) to guide the goal-setting process. Revisit established goals on a regular basis, have students reflect on them, and set new goals.
- Share your current and future professional goals with your students.
- Explore the hopes and dreams of the current local, state, and national governments. Ask your students if they share these hopes and dreams and discuss why they do or do not.
- Let students interview each other about their hopes and dreams. Have interviewers write about what they learned in a news article format.
- Watch "[These videos for kids can help teach them about careers in just 5 minutes a day.](#)"

Quaglia Schools of Action will continue to utilize the iKnow My Class survey 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 any and all schools across LAUSD that are utilizing Quaglia Student Voice and iKnow My Class surveys.

Quaglia Professional Learning Sessions

All 13 Schools of Action experienced a day of onsite professional learning during the first semester of 2022 and will be engaged in a series of virtual sessions designed to provide continued implementation support throughout the remainder of the school year. Aspirations Teams continue to engage in deep reflection, meaningful dialogue, and a wide variety of learning activities created 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. Every Quaglia professional learning session is aimed at taking action to improve the students' school experience, well-being, and achievement. The following is an example of actions taken at Reseda Charter High School during this school year to embed student voice as a way of being throughout all aspects of school life.

Taking Action to Embed Student Voice as a Way of Being

Michelle Brait, Intervention & Middle School Coordinator, Reseda Charter High School

The following are some of the highlights from the work of the Aspirations Team at Reseda Charter High School through this point in the 2022-23 school year.

1. Year 5 of SAAP (Student Aspirations Advocates Program).
2. Year 5 of SAAP Mentorship Program.
3. Grades 6-8: Student voice lessons embedded in all classes.

6th Grade

Topic: What is Student Voice?

There are 30 lessons to be delivered throughout the course of the year around the definition of Student Voice: Definition of Voice, Putting Our Voices into Action, Voice Process (Listen, Learn, Lead), and Voice vs. Noise.

Click [HERE](#) to access the slide deck.

7th Grade

Topic: The 8 Conditions

There are 45 (pick 40) lessons to be delivered throughout the course of the year around the 8 Conditions: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.

Click [HERE](#) to access the lesson plans.

Click [HERE](#) to access the pairing slide deck.

8th Grade

Topic: Preparing to Partner






There are 20 lessons to be delivered throughout the course of the year. There are 6 "activating knowledge" lessons paired with bimonthly check-ins:


- September (Lessons 1-3)
- October (Lessons 4-6)
- November - June (Lessons 7-20)

Click [HERE](#) to access the lesson plans/slide deck.

4. Student Voice survey taken after semester 1 and analyzed for schoolwide feedback.
5. Middle school schoolwide norms and expectations cocreated with students and staff.
6. Freshmen welcome lunch in August to foster the 8 Conditions.
7. [Student voice at Reseda Charter posters](#) shared with all staff to ensure common language and understanding of framework on campus.
8. Student voice schoolwide [Aspirations Day](#).
9. [Fall Field Day](#) in middle school to foster Fun & Excitement.
10. [Staff professional development aligned to district pillars and SEL competencies](#):
 - a. Building Students' Growth Mindset and Self-Efficacy through Student Voice (Day 1)
 - b. Supporting Self-Management and Self-Awareness through Student Voice (Day 2)



 Liked by [englishteacherlady](#) and 29 others

[mrsbravermanofficial](#) We chose class norms as a middle school community at the beginning of the school year. Now, they hang proudly in our classroom!

Schools are also working hard to intentionally connect their actions to the 8 Conditions that we know make a difference in schools. The following is a sample of some of the actions taken so far this year at Northridge Academy High School and how they connected those actions to the 8 Conditions.

Connecting Actions to the 8 Conditions

David Arias, Teacher, Northridge Academy High School

[AP Environmental Science - Belonging and Curiosity & Creativity](#)

The AP Environmental Science class at Northridge Academy is taught using Project Based Learning. For the most recent unit, students had a voice in creating a design to develop our community sustainably, and they chose to focus on CSUN Orange Grove and Pond. Exploring the Condition of Curiosity & Creativity, some students suggested developing a learning center where children and community members could learn about the ecology of the orange grove. Others suggested the orange grove could be a nursery annex that supports community members by providing classes and materials to encourage developing more plant life in their own homes and gardens, as well as preserving and protecting suburban plant life. Although students had to work within the confines of the assignment, they had the freedom to explore possibilities of how to grow their community sustainably (see pictures below).



Advisory Door Decorating Contest – Fun & Excitement and Curiosity & Creativity

During the months of October and December, students were challenged with creating a creative door decoration with a holiday theme. Awards could be earned for creativity, originality, presentation, and best overall door. This annual competition has developed a sense of belonging because the students are making the choices about what will be on their doors and they develop ownership and autonomy as they create their doors. It is wonderful to see the students collaborate as they come up with ideas that are related to the fall season or Halloween.

Senior Vision Boards – Curiosity & Creativity and Confidence to Take Action

In senior advisory, students used their creativity to create vision boards of what they hoped to accomplish ten years from now. Students had fun sharing their aspirations and hopes for the future. To develop a sense of community, the students presented their vision boards to their advisory groups. We are working to ensure that all students have the confidence to take action on their hopes and dreams to make them a reality in their present and future lives.

Bright Spots

The following are additional bright spots we wish to highlight as we seek to facilitate the sharing of effective practices across schools in LAUSD and beyond. We hope the examples shared in this report will inspire others to replicate practices that foster Self-Worth, Engagement, and Purpose in schools. The following are just of a few of the many bright spots Aspirations Team members shared as they celebrated their schools' commitment to amplify student voice and support all students in reaching their aspirations.

Sutter Middle School

Mr. Ryan Vasquez, Teacher



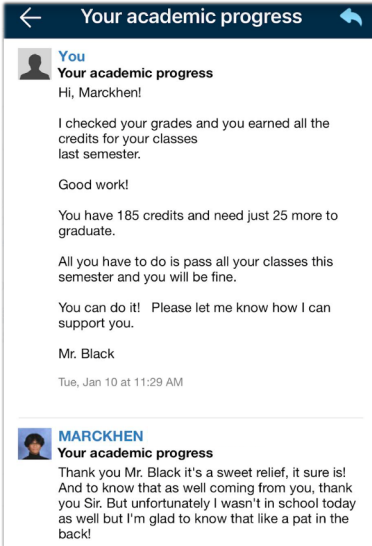
One accomplishment that I would like to highlight is that early in the school year I was approached by a former coworker who knew I taught middle school. He was participating in a community service event where students would have the opportunity to write cards of inspiration and kindness to those affected by the tragic school shooting in Uvalde, Texas. My students made wonderful cards that were delivered to Texas and displayed locally. I had only known these students for about a month and I felt that they truly used their voices when completing this classroom activity to show compassion and care for others.



Destination for the artwork completed by Students in Los Angeles, California.

Northridge Academy High School

Mr. Jason Black, Title I Coordinator

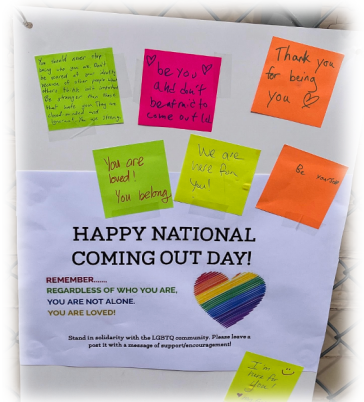


Our very own Ms. Sandoval at Northridge has started a campaign called Adopt a Senior. It involves staff members choosing a senior student that is in danger of failing, meeting with them, and being their cheerleader to help them bring their grades up. The student voice aspect of this came to life when we met with our seniors for a donut breakfast. The seniors had an opportunity to talk with us and let us know how we can assist them in meeting their goal of passing all of their classes. A list of questions was provided to help students and mentors get to know one another and to assist the mentors in understanding how to best serve each student. The image to left is one example of a later communication with my senior that lets me know the connection and support is meaningful.

Mount Gleason Middle School

Ms. Coco Vazquez, Teacher

The students at Mount Gleason started embracing the new school year as we adjusted to the school environment and all that it encompasses. During the first semester, students expressed their need for change and voiced their concerns. This growing momentum has unfolded in their values, opinions and perspectives. Teachers have made changes in the curriculum, lessons and student activities. These pictures show a few examples of group collaboration in lessons, cross-curricular activities, positive messages through chalk art, and our school honoring and accepting individuals for who they are as we celebrated National Coming Out Day.



Rosa Parks Learning Center

Ms. Soo Jin Horio, Vice Principal

One of the things we are focused on this year is students embracing our schoolwide Positive Affirmations. Students state these affirmations chorally whenever they are in the Multi-Purpose Room as an opportunity for them to remember who they are. We spend time discussing what these affirmations mean and how embracing these beliefs helps them and the school community. Our parents even join us in repeating the affirmations during our Student of the Month assemblies. There are many connections we make between these Positive Affirmations and our work with Student Voice & Aspirations.



Huntington Park High School

Ms. Lorena Vizcarra, Psychiatric Social Worker



We hosted a Newcomers Welcome event for our newcomer students. The purpose of this event was to welcome and provide a sense of belonging for monolingual newcomer students to our school. We engaged the students in several activities including sharing an item from their home country (pictures, toys, any traditional pieces). We also had students share ideas on how they feel school staff can support them and make them feel welcome and included in our school culture. Due to privacy of students, we didn't take many pictures, but it was a

wonderful event to let these students know they are a valued part of our school community and their voices are heard.

Chatsworth High School

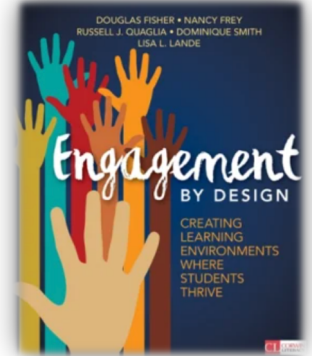
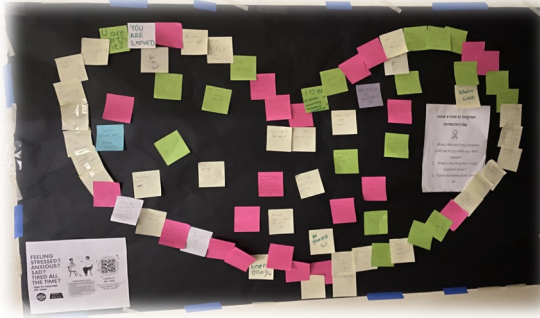
Mr. Vahan Minassian, Magnet Coordinator

There are so many things we are proud of related to our work at Chatsworth that amplify Student Voice & Aspirations, including the following:

- Implementing monthly climate committee meetings where students share their needs and hopes for improvement.
- Students are helping lead community builder activities at faculty PD meetings.
- Gathering questions and possible solutions from students in preparation for a Student Town Hall to be held on January 30th. The key is that this dialogue is not problem based, but solutions based for the good of the whole.
- Administered the LAUSD School Experience Survey and will administer the Quaglia Student Voice survey in February.



- Held a Chatsworth Chat in which students, staff, parents and community members can address the school community in a Zoom meeting to celebrate students, share things that are happening, and collaborate to support the school and learning.
- The Aspirations Book Club is reading Engagement by Design.
- Door decorating and messages of encouragement campaigns to cultivate a sense of belonging and positivity for students are pictured below, as well as a picture of students creating a Tunnel of Praise to celebrate the accomplishments of their peers.



Gage Middle School

Ms. Andrea Kawamoto, Vice Principal



After hearing from our leadership students, we made a strong effort to bring back our Pillars of Character and reward our students for demonstrating the pillars by awarding "Gage Dollars" when students are caught being "good" (e.g., trustworthy, respectful, responsible, fair, caring, good citizens). Throughout the semester, students were encouraged to submit their Gage Dollars to a weekly raffle box for prizes. At the end of the semester, we opened a "Tiendita" where we "sold" donated prizes that students could purchase with their accumulated Gage Dollars. It was a huge hit for both the students and staff so we decided to re-open the Tiendita spring semester after every 5-week progress report. This brought some Fun & Excitement to our campus and let our students know we listened to their voices and took action. Check out a short video clip at

https://www.instagram.com/reel/CmPQFvDgysb/?utm_source

Next Steps

Forward progress will continue at all Schools of Action as we work together in the Spring 2023 semester. The Quaglia Team will deliver customized professional learning sessions with Aspirations Teams, support usage and analysis of Student Voice and iKnow My Class surveys, and remain focused on amplifying student voice to help all students reach their aspirations.

Schools of Action will work to complete case studies that reflect their actions and progress during the 2022-23 school year, as well as identify opportunities to share their practices with other schools and educators across LAUSD and beyond.

Thank you to the Division of Instruction for their unwavering support for Student Voice & Aspirations. It was an honor to welcome Sian Eddington and Roseanne Hill for a day of professional learning with the Aspirations Team at Northridge High School. We greatly appreciate the amazing support LAUSD provides for this work, and it is never taken for granted. We are approaching 2023 with continued gratitude!

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.