



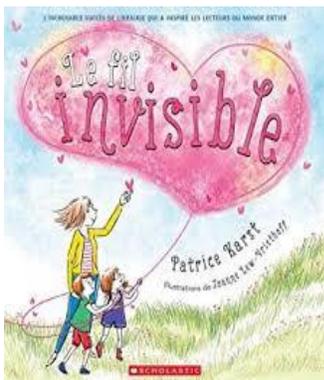
STANLEY MOSK ELEMENTARY

STEAM SCHOOL/MAGNET CENTER

Stanley Mosk STEAM School/Magnet Center, located in Winnetka, CA, is part of the Los Angeles Unified School District. The school is dedicated to educating all students to reach their highest potential. Stanley Mosk is proud to be a Quaglia School of Action, and as such makes a point to regularly provide opportunities for students to use their voice at school as they focus on building Self-Worth, Engagement and Purpose for all students.

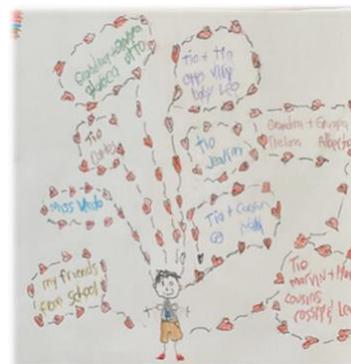
The following are a few highlights from recent student voice activities at Mosk Elementary that demonstrate the importance of listening to, learning from, and leading with students.

Cultivating a Sense of Belonging



One of the conditions that is key to building Self-Worth in students is to cultivate a sense of Belonging for all students. This was particularly challenging during remote learning and as students have transitioned back to in person learning. Teachers had noticed that some students felt disconnected, depressed, and unmotivated and collectively brainstormed how to remind all students that they are an important part of the Mosk school community. To enhance the feeling of Belonging and let students know

they are not alone, teachers read *The Invisible String* by Patrice Karst with their students. Students were then asked to create a drawing that reflected their invisible strings and all of the people they are connected to by an invisible string. Students were then asked to make a plan to contact one of these people via email, text, letter, phone call, or Zoom.



Teachers gathered to share the outcome of this project and noted the following reflections about this activity:

- Reminded students that they are still connected to the school
- Gave them a Sense of Belonging as an important member of the school community
- Families were excited that the activity was school wide, siblings worked on it together
- Opened the door to start safely connecting to others outside of their home, via phone call, letter, text, facetime, etc.

“You are braver than you believe, stronger than you seem, and smarter than you think.”

Schoolwide Engagement in the Reading Garden

After years of planning, Mosk Elementary opened their reading garden this spring (click [here](#) to view a video). The school held a ribbon cutting ceremony before introducing the garden to the students. The reading garden includes a mini amphitheater where students can learn outside, or can sit and enjoy the tranquility during lunch and recess. The garden also features raised garden beds, built by students' families, and designed specifically for students.

To go with the reading garden the students in various classrooms read the book *Scribble Stones*, by Diane Albner, a story about a stone who dreams of being something amazing instead of a dull paper weight. The story discusses how teamwork and creativity turns the plain stone into something amazing. This is a perfect connection to supporting students in balancing Dreaming and Doing in order to reach their Aspirations.

While this was a schoolwide activity, each classroom discussed how the story applied to them individually. Students then created their own Scribble stones and added them to the Reading Garden giving them a special level of ownership and connection to the reading garden.

The reading garden will continue to be a place to engage students in reading and other schoolwide activities as a place for community building where all students belong.



Amplifying Student Voice

The school has also been working on a variety of other efforts, including Legacy Projects designed to enhance, support, and amplify student voice for all students. Strategies to engage students included Kindness Week, Trees of Kindness, and Innovate Education opportunities.



The school has focused on the theme that Everyone Counts which they have addressed through a variety of school-wide read-alouds, classroom discussions (including grand conversations/literature circles/restorative justice circles), art project and other activities. This will continue to be an area of focus at Mosk as they strive to make sure every student knows their voice matters!

Quaglia Student Voice Survey

Stanley Mosk has conducted a schoolwide administration of the Quaglia Student Voice Survey for students in grades 3-5 as follows:

- 2019: 244 completed surveys
- 2020: 138 completed surveys
- 2022: 198 completed surveys

Incredible growth occurred on 46 of the 50 survey statements between 2019 and 2020 which is believed to be a direct result of the hard work of the Aspirations Team and staff to intentionally work on amplifying student voice. Much effort was put into focusing on Self-Worth, Engagement, and Purpose, and the results showed. The following data reflects a sampling of the significant gains made at Mosk.

% Improved 2019-2020	Survey Statement
10.5%	If I have a problem, I have an adult at school I can talk to.
11.5%	My teacher thinks I am a good student.
12.2%	Teachers learn from students.
12.9%	I feel important in my classroom.
13%	My teachers recognize me when I am kind and helpful.
13.2%	I have fun at school.
13.5%	I like going to school.
13.8%	I think bullying is a problem in my school.
14.5%	My teacher tells my parents when I do well in school.
15.3%	Teachers care if I am absent from school.
16.5%	I like my school.
17.3%	The principal knows my name.
21%	My teacher knows what I like to do.
21.4%	Teachers have fun at school.

Unfortunately, the data from 2022 shows that students struggled during the pandemic with remote learning and have had a difficult year transitioning back to in-person learning. There was an overall decline in student perceptions on the 2022 survey. It is important to celebrate the growth that had been made prior to the pandemic and recognize that with focused and intentional work as a school community, we can (and will!) return to a growth trajectory. The following are a few of the areas with significant decline in student perception that Mosk will be focusing on improving during the upcoming school year.

% Agree 2022	Survey Statement
20.8%	I see myself as a leader.
24.7%	Other students listen to my ideas.
26.8%	Students help make classroom rules.
26.9%	I feel important in my classroom.
30.5%	I am a good decision maker.
30.8%	Teachers learn from students.
36.7%	I feel comfortable asking questions in class.

Despite these areas of decline and great concern, there are areas of strength identified in the 2022 data. The following are a few of the highlights.

% Agree 2022	Survey Statement
81.2%	I have friends I can be with at lunch.
81.2%	My teacher cares about me.
82.8%	Teachers respect students.
83%	Getting good grades is important to me.
83.8%	My teacher helps me learn from my mistakes.
90.1%	It is important to follow rules.

We will continue to strive towards 100% of students responding positively to all survey statements as amplify student voice for all students at Mosk. We will do this by focusing on cultivating Self-Worth, increasing Engagement, and supporting all students in developing Purpose in their life and learning. We look forward to continuing our partnership with the Quaglia Institute during the 2022-23 school year and are confident that our school community will continue to positively grow.

