



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

January 2020

This midyear report highlights the Quaglia Institute's partnership with LAUSD which includes onsite sessions with 15 Schools of Action, Student Voice survey use and application, and training a group of educators to become certified as Student Voice & Aspirations Facilitators in order to build internal capacity and sustainability. We are incredibly proud of the commitment these schools have made to amplify student voice and the actions they are taking to truly create sustainable change. Over 12,000 iKnow My Class surveys and more than 8,000 Student Voice surveys have been administered. Data from the aggregate report is included in this summary; however, it is important to note that customized reports are being used at each individual school to drive conversations and action to improve students' learning experiences. In addition to the data update, we feature a few bright spots that reflect the amazing work happening in Quaglia Schools of Action this year.

STUDENT VOICE & ASPIRATIONS VIDEO

We believe the best way to kick off this report is with the voices of the students, teachers and leaders from some of the incredible schools we work with. The following video provides a glimpse into the work occurring in six of the Quaglia Schools of Action:

Full Length Video: <http://bit.ly/Quaglia8min>

Short Version: <http://bit.ly/Quaglia3min>

We would like to extend a special thank you to the Division of Instruction and the following schools for opening their doors to the KLCS crew and for putting their practices on display for others to learn from:

- Chatsworth Charter High School
- Chatsworth Park Elementary School
- Gompers Middle School
- Reseda Charter High School
- Sal Castro Middle School
- Thomas A Edison Middle School

iKNOW MY CLASS SURVEY

The work highlighted in the Student Voice & Aspirations video was driven by the use of student voice data. The meaningful change shared in the video is made possible by listening to the voices of students and then *partnering with students* to take action.

Between August 1, 2019 and December 31, 2019, a total of 12,666 iKnow My Class surveys were completed by students in LAUSD schools. The following schools are leading the pack with survey administration:

- Chatsworth Charter High School
- Northridge Academy High School
- Thomas A Edison Middle School

The key to effectively utilizing the iKnow My Class survey is to analyze the data **with students**. The data set should be co-owned by a teacher and students as a reflection of the specific learning environment they are collectively responsible for. Survey results are provided in real time, allowing a teacher and students to immediately process, celebrate what is working well, and identify areas for growth. The learning experience naturally improves when data is analyzed together and action steps are taken as a community of learners. The following reflections from teachers demonstrate the impact that the iKnow My Class survey is having classrooms—for students and teachers.

iKMC Surveys
Completed by Students
2019-20 Academic Year
As of December 31, 2019



“This survey was different because it was an insight into the thought process in which the students think and feel. Often times we don’t get a chance to tap into students’ thinking at this level. The questions allowed for me to understand how my students adapt to their feelings, hopes, and the overall peer relationships they experience at home and at school.”

Ms. Sepi Elahian, Fourth Grade Teacher, Chatsworth Park Elementary School

“The iKnow My Class survey is simple to set up and surprisingly fast to administer. During one particular class, I noticed that after I debriefed with the students, they immediately changed their attitudes towards me and each other. Their survey revealed that they didn’t respect each other, so this is something we really talked about. Since then, that particular class period has been my best-behaved class and has shown the most academic improvement.”

Ms. Anne Marie Goldsmith, Mathematics and Robotics Teacher, Mt. Gleason Middle School

"Being more cognizant of student voice in my classroom has made our community feel more inclusive. My students have become more comfortable with sharing their opinions with me as well as their classmates. We use student voice throughout the day in group decision making, small group and whole group discussions, and conflict resolution to name a few examples. This work has given me a better understanding of who my students are, as well as what their interests and needs are. I use student voice as a point of discussion with colleagues and to guide the planning of my instruction."

Ms. Haleigh Ike, Third Grade Teacher, Stanley Mosk Elementary School

“The iKnow My Class survey has drastically improved my classroom culture and student learning. During the post-survey discussions, I am able to have such powerful discussions with my students regarding how to make our classroom and their learning more effective and meaningful. The survey serves as a tool to facilitate authentic student-teacher conversations and truly partner with one another as we work together to find solutions to things that can improve our classroom. The survey challenges me to make small changes in my classroom and pedagogy that has ultimately led to dramatic improvements in student engagement, content mastery, and personal responsibility/accountability. The survey amplifies my students' voices and allows them to reflect on their role in the classroom in a way that I have never been able to achieve before.”

Ms. Michelle Brait, Special Education Teacher, Reseda Charter High School

While teachers and students are identifying areas for improvement based on survey results, they are able to immediately access a series of Next Practices within the survey system to support them in making forward progress. For example, on the iKnow My Class survey, only 72% of students in grades 6-12 and 29% of students in grades 3-5 reported feeling comfortable asking questions in class. When looking at that data in isolation, teachers tend to throw their hands up in the air in frustration, noting that they work hard to be approachable and regularly encourage students to ask questions. When debriefing this data point with students, teachers discover that the cause of students’ discomfort asking questions rarely has to do with the teacher. Frequently, students’ discomfort is related to the fear of peer judgement and ridicule. This is a perfect example of a classroom challenge that a teacher cannot solve alone. The comfort level within a classroom must be a shared responsibility between the teacher and *all* students. Next Practices provide guidance and resources for working with students to bring about change. For example, the Next Practices for the survey statement regarding asking questions in class are as follows.

2. I feel comfortable asking questions in class.

- > Discuss the idea that "there are no bad questions" and clearly establish an expectation that students support one another in asking questions as a critical part of the learning process.
- > Use the "Give Me Five" strategy and ask students to pose five questions they have about a topic. Help students refine questions to reflect higher-order thinking.
- > **Model effective questioning techniques.**
- > Teach students about **Bloom's Taxonomy** and how important it is to ask questions at all levels of the learning process.
- > Explore **these apps** organized by the categories within Bloom's Taxonomy.
- > Consider **these 10 tips** for helping students to ask better questions.
- > Have students create their own questions and research answers with their peers.
- > Create a class website or utilize a platform that allows students to pose questions to the teacher and peers electronically. **Blogger**, **NoteApp**, and **Edmodo** are examples of resources that support this type of engagement.

Significant effort will be made during the spring to support all teachers within the Quaglia Schools of Action to utilize the iKnow My Class survey and to meaningfully connect individual classroom data with the schoolwide Student Voice survey results.

It is also worth noting that a number of schools that the Quaglia Institute worked with previously, but are not currently Quaglia Schools of Action, continue to utilize the iKnow My Class survey.

QUAGLIA STUDENT VOICE SURVEY

In addition to continued use of the classroom level iKnow My Class survey, Quaglia Schools of Action administered the Student Voice survey for the first time. Between August 1, 2019 and December 31, 2019, a total of 8,423 Student Voice surveys were administered by the Quaglia Schools of Action, representing 60% participation from the students in these schools.

While iKnow My Class provides a teacher with classroom-level data, the Student Voice survey provides a school's Aspirations Team with student voice data regarding the school's culture as a whole. Results are available real time, along with resources provided in Next Practices. Teams also have the opportunity to analyze data by gender, grade level, and other demographic filters. For example, data can be filtered to view the perceptions of students who are involved in cocurricular activities compared to students who are not. Data discussions with Aspirations Teams regarding this demographic have led many schools to increase their efforts to get more students involved in activities. We know from analyzing ten years of survey results that when students are involved in at least one activity at school, they are more likely to develop self-worth, be more engaged in learning, and find purpose in their school experiences. The importance of cocurricular activities is evident within LAUSD. For example, Edison Middle School conducted a survey during Advisory to determine what new clubs students would participate in if they existed. This list was then shared with the faculty, along with an invitation to sponsor a lunch club once a week. As a result, 27 new clubs were created this year, including a Coding Club, Anime Club, STEM Club and Dual Language Club, to name a few.

Several Aspirations Teams noted that the use of the Student Voice survey brought to light the need to improve students' own perceptions about the importance of their voices, as well as create opportunities for students to be genuinely involved in school decisions. Recent conversations have focused on the power of including students in establishing rules at both the classroom and school level. When students share in the responsibility for developing school policies, discipline issues decrease and the overall sense of pride in the school community increases. Chatsworth Charter High School is remodeling school structures as part of their effort to amplify student voice. Students have always been members of their school site council, but starting this year the adults are in support roles while the students assume leadership positions such as co-chair, secretary and parliamentarian. Chatsworth also now includes students and parents in their professional development work. This provides regular opportunities for teachers to interact with students outside of the typical classroom setting and listen to their ideas about how they can improve the school together.

“Having students participate in professional development alongside teachers has really changed our perspectives about what is truly relevant to students in and out of the classroom. This has also created a greater level of acceptance across campus for the need to have students more engaged in all aspects of school. We are moving forward with students participating in department meetings and Academy meetings, and we continue to implement focus groups as a regular part of our school structure.”

Mr. Vahan Minassian, Coordinator/Computer Science Teacher, Chatsworth Charter High School

The following Next Practices for the Student Voice survey provide additional strategies for fostering students' voice in decision making at school.

36. Students have a voice in decision making at school.

- > Work with students to analyze, understand, and take action in response to their **School Voice survey results**.
- > As a staff, review this **PowerPoint** from WhiteBear Area Lake Schools in MN – what can you incorporate in your school?
- > Use formative assessment to gather student feedback on individual classes with the **iKnow My Class Survey**.
- > Learn more about the **importance of listening to student voice**.
- > Read about the **value** of including students at school board or staff meetings.
- > Read "**Students speak up: How schools are listening to pupils**". What ideas can you bring to your school board?

In the same way that it is critical for teachers to analyze iKnow My Class data with their individual classrooms, it is imperative that Aspirations Teams view Student Voice survey data with members of the student body. Many schools share survey results with leadership classes and elected student body officers. In addition to sharing data with established student groups, we encourage schools to discuss data with randomly selected groups of students to ensure collaboration with a more representative sample of the school population. Huntington Park High School successfully approached this through their recent World Café experience, where they invited 60 randomly selected students and 15 faculty members to analyze data. Small groups discussed Student Voice survey data broken down into the following Guiding Principles and Conditions that drive the work of the Quaglia Institute.

Self-Worth: Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, and believe they have the ability to achieve academically, personally, and socially.

Belonging: Feeling like you are a part of a group, while knowing you are special for who you are.

Heroes: Having someone in your life to consistently support and encourage you during good times and bad.

Sense of Accomplishment: Being recognized for different types of success.

Engagement: Engagement takes root when schools ensure staff and students are deeply involved in the learning process, showing enthusiasm and desire to learn new things, and willingness to take positive, healthy steps toward the future.

Fun & Excitement: Losing track of time and space whether at work, school, or play.

Curiosity & Creativity: Asking "Why?" and "Why not?" about the world around you.

Spirit of Adventure: Being excited to try new things, even if you don't know that you will excel.

Purpose: Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both by looking forward to professional careers as well as acting in the present as confident, responsible members of their communities.

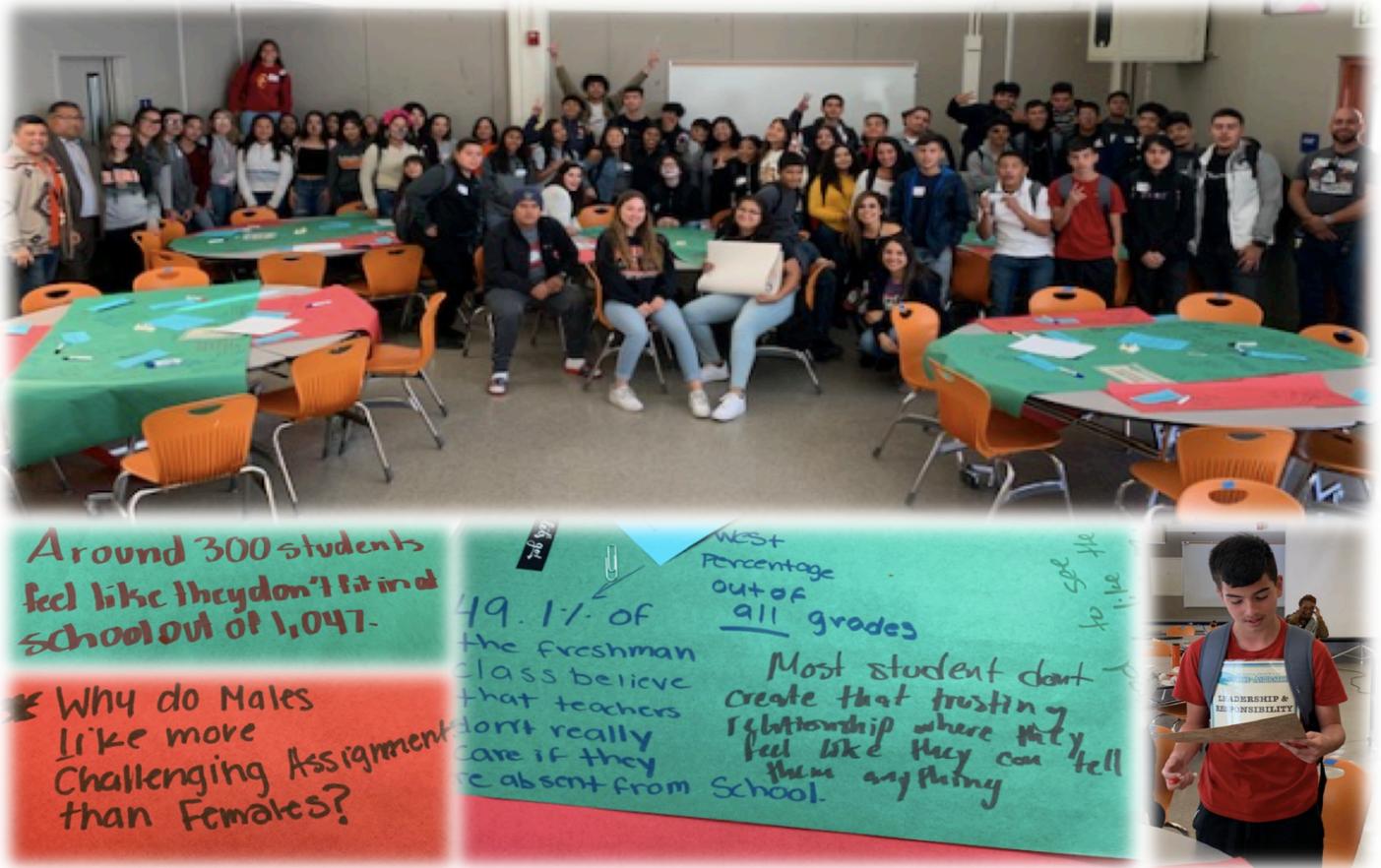
Leadership & Responsibility: Making decisions and taking responsibility for your choices.

Confidence to Take Action: Setting goals and taking the steps you need to reach them.

Side by side, students and adults discussed survey results, celebrated what was working well at Huntington Park High, and brainstormed solutions for improving the learning experiences and school culture. Plans are being developed to conduct additional focus groups and follow up on suggested actions throughout the second semester.

"The World Cafe protocol was a powerful experience for all those involved. It made the data come to life. Having the students share their stories and perspectives really had a big impact on the team. We are now looking to do something similar with the rest of the staff."

Mr. Carlos Garibaldi, Principal, Huntington Park High School



Quaglia Site Visits

The Quaglia Team has conducted site visits to Quaglia Schools of Action in LAUSD. The agenda for each site visit is co-constructed with school leaders and always has a relentless focus on Student Voice & Aspirations. This year is centered on deep implementation and taking action in partnership with students to improve the school experience for all members of the school community. Our collective goal is for student voice to become a Way of Being. Surveys, focus groups, and one-time activities which are designed to let students know they have a voice are a great first step. The Quaglia Schools of Action use these as launching points as they work to create structures and systems in which student voice is a key component of every aspect of the school.

The following highlights are a sample of the amazing Student Voice & Aspirations work occurring within Quaglia Schools of Action across the district. We are proud of how these and other exemplary ideas are being shared among schools involved with the Quaglia Institute. Our belief is that schools can and must learn from one another in order to maximize internal growth and sustainability.

Sal Castro Middle School

Castro Middle School's goal setting reflects their commitment to making student voice a Way of Being at their school. They are dedicated to making changes in partnership with students at both the classroom and school level. The following plan shows their short term and long term goals and actions to strengthen student voice.

VOICE IN ACTION	CURRENT EXAMPLES	2019 - 2020 GOALS	LONG-TERM GOALS
OPINION SEEKERS = teachers solicit students' ideas and opinions to understand students' perspectives and experiences.	iKnow My Class Survey AVID - Socratic Seminars Exit Slips RJ circles Reflections Teacher-created Survey Aspirations Day Survey Pre-assessments	ALL teachers give iKnow my class survey Teachers debrief w/ class after iKnow My Class Survey Quaglia Team - lead in grade level teams; bring 1 point you debriefed w/ your classes Administer Student Voice Survey (by Oct. 30th)	Teachers & Students are collaborating to make classroom decisions Quarterly focus groups w/ students All staff members trained in RJ Rubrics - so that students can use them to self-assess and peer assess
COLLABORATORS = students actively support their peers and encourage peer voice	Kagan Structures Some collaborative projects Leadership class Conflict resolution circles w/ support staff	Collaborative Projects in each class Students lead circles Implement staff focus groups - intentional inclusion of voices who are not heard as often More community circles for students/in classrooms Team building activities in classrooms	Student-led committees All classes offer collaborative & interdisciplinary projects Peer mediation Mentorship program for new teachers to the school/profession Revamp leadership program w/ more focus on leadership development
ADVOCATORS = students advocate for their needs and future dreams	Report Card Conferences Leadership class IGP w/ Lares Students on Aspirations Day Planning Team Student involvement in IEP, SSPTs	Offer 2 spots on ILT by application (or President elected? officers) AVID component (advocacy + peer tutorials) Greater implementation of harm circles to address conflicts (support staff) Social emotional learning opportunities (conflict resolution, self exploration, self advocacy)	Have a permanent Student position on ILT to help set schoolwide goals Grade level reps. set class goals Development of student council Peer to peer skill sharing opportunities
PARTNERS IN LEARNING = through a specific focus on instructional strategies, students and teachers become collaborative partners in the learning environment	AVID Socratic Seminar RJ Circles Co-constructed Rules & Consequences Student led conferences	Co-constructed Rubrics for Projects Co-constructed Rules & Consequences (clarity on school vs. classroom rules & consequences)	Students as Teachers teach or co-teach lessons Plan projects & Rubrics; includes student choice Cultural teaching/learning Implement a service learning project
WAY OF BEING = all students have regular opportunities to meaningfully participate in school and classroom systems	Report Card Conferences Leadership Class Teacher spotlight board	Create roles for Students in classroom & in school Leadership surveys student body to gather student voice Have classroom ambassadors report to Leadership class (during BIC) Choice in electives Include students, parents, and teachers in committees (WASC) Peer mentoring (Gear UP and AVID)	Students feel confident to share opinions knowing their voice will be heard Students & parents on hiring committee Schoolwide student led conferences Service learning projects Student spotlight board in classrooms

"Our Aspirations Team completed the Strengthening Voice Plan at the end of the 2018/2019 school year and reviewed it at the beginning of this school year. We determined what we would tackle during the 2019/2020 school year and also compiled a list of long-term goals. Castro is deeply committed to the Aspirations Framework and to strengthening both student and teacher voice. As we plan professional development meetings and common planning time meetings and make other school wide decisions, we are consistently using a 'Quaglia Lens' to ensure that we, as a school, are working toward achieving these goals. As we reflect midyear, we have addressed many of the goals but still have some to target in our upcoming professional development, such as co-constructing rubrics for projects with students. This document is a 'live' document and will likely be revised based on teacher feedback. Overall, our Aspirations Team is pleased with Castro's progress and looks forward to continuing this work.

The basic takeaway is that we are working toward the goals set in our Strengthening Voice Plan. We keep them front and center, and most importantly, they are our own aspirations for Castro; not set in stone, but we are definitely working in the present to get there."

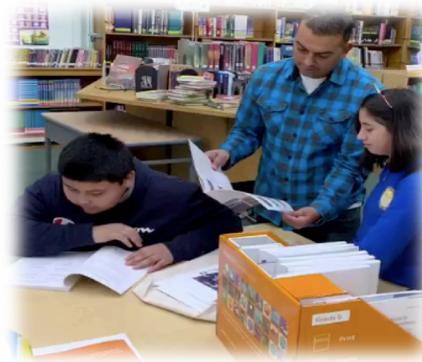
Ms. Rozie Salazar, College & Career Coach, Sal Castro Middle School

John A Sutter Middle School

One of the many actions taken this year at Sutter Middle School was including students as key members of a textbook adoption committee. Students provided essential insights about science materials which impacted the decision making process for selecting new science materials. The following one-minute video is an incredible demonstration of student voice being valued in a truly meaningful way.

<https://twitter.com/KellyRWelsh/status/1208818160457043969?s=20>

Student Science Textbook Selection



"It was my privilege to support our teacher, Ryan Vasquez, who took the initiative to give students voice and choice in the science textbook adoption process. We should all be mindful that most of our decisions directly impact students and their voices should be included!"

Ms. Kelly Welsh, Principal, John A Sutter Middle School

Stanley Mosk Elementary School

Third grade teacher Haleigh Ike was inspired to try out Curiosity Fridays with her students after hearing about cutting edge companies giving their employees the freedom to work on something of their own interest one day out of the week. It is hoped that this strategy will spread to other classrooms across the school.

"With all of the mandated curriculum we have to cram into a day, let alone a week, I also wanted to give my students a chance to put their voices and choices into action. Our first Curiosity Friday was spurred on by one of my students who especially loves science and has a rock, gem, and mineral collection. We launched it as a problem that needed a solution. This student had a few gems that he could not identify. We discussed as a class how we might go about researching what the name and origin of these gems were (looking them up by color, texture, luster, etc.). Students were then broken into teams to start sleuthing. They were so excited to help out a fellow classmate and get some freedom to discover on their own. At the end of the session, groups shared out their findings with the class. Students also authentically came up with more questions about rocks, gems, and minerals that we planned to do research for homework or the next week. Since this first experience, Curiosity Fridays has evolved and now includes group, partner, and individual research and discussions."

Ms. Haleigh Ike, Third Grade Teacher, Stanley Mosk Elementary School

Thomas A Edison Middle School

Edison Middle School continues to shine brightly as a Quaglia School of Action. They have done an excellent job of documenting their journey so that their voice efforts will be sustained, and they are always willing to share their practices with other schools in an effort to learn collaboratively and replicate what is successful. This year, Edison added Student Led Conferences (SLC) to their student voice efforts. Teachers were provided with a structure to guide their preparation for the new conference format. The conferences were a huge success! Students were proud to share their work and progress with parents, and the conferences fostered more meaningful and authentic conversations between teachers, parents, AND students.



"The SLCs were a huge success at Edison MS. The teachers were given a guide with samples and checklists for the SLC, but they were given complete autonomy as to how it would look in their own classrooms. I visited every classroom and I was very impressed while observing students take their parents through the various stations. It was breathtaking to see the students doing all the talking, utilizing technology, lab experiments, explaining what they have learned, and even going over their SMART goals and grades with their parents. The teachers all agreed that the SLCs were a positive shift that increased student and parent engagement/relationships compared to their prior conference experiences where the teachers did most of the talking. The teachers felt that the entire process was fulfilling and they saw students take such an active leadership role in their learning. As a result, the SLCs were less demanding and provided an overall enjoyable experience for all because most parents had very few challenging questions for the teachers after they visited the stations with their students."

Ms. Brandi Brookens, Assistant Principal, Thomas A Edison Middle School

Reseda Charter High School

As a new way for students to use their voices, members of the Reseda Charter High School Aspirations Team, Ms. Michelle Brait and Mr. Tom Park, helped create Student Innovators. Students are taught how to use a new technology tool, and then each student is responsible for teaching that tool to at least one teacher on campus. Students return with feedback and the process is repeated. Students and teachers are experimenting campus wide with new technology tools on a regular basis, and they are figuring out *together* how these tools can enhance classroom engagement and learning.

Student Innovators Mission: To use technology as a means to create student leaders and innovators, foster collaboration between stakeholders, leverage the knowledge and skills of students, and ensure that students have a voice in their education.

Student Innovators Vision: That teachers, staff, students, parents, and community members work together to master, teach, and implement contemporary technology as a means to support all stakeholders in the Reseda Charter High School community.

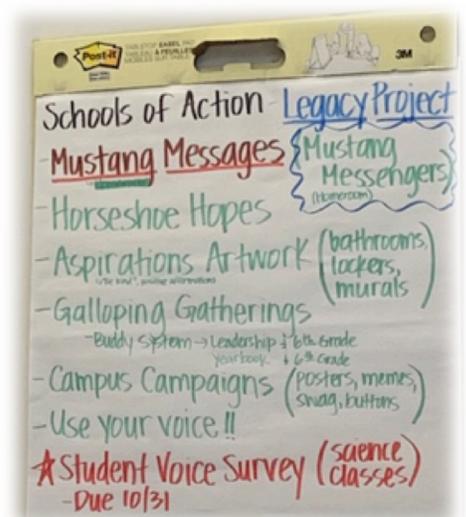


"The long-term goal is that the Student Innovators will begin to lead full faculty professional development around technology, provide implementation support for teachers, and engage in co-constructing lessons utilizing new technologies."

Ms. Michelle Brait, Special Education Teacher, Reseda Charter High School

Mt. Gleason Middle School

The Aspirations Team at Mt. Gleason Middle School has established some ambitious achievable goals for this year. They are laser focused on creating a more connected community where all students know they belong, are engaged in learning in the classroom, and are highly involved in the life of the school community. The team met with students to analyze their Student Voice survey results, and are engaging leadership, yearbook, and journalism students as partners in their efforts to better connect the school community and provide leadership opportunities to more students campus wide.



“Our school has made some real changes to increase student voice over the past couple of years and continues to make more every day. One thing that we are currently excited about is the implementation of ‘Galloping Gatherings’ (our school mascot is a mustang). In an effort to better connect our school community and the various grade levels, we have assigned 8th grade buddies to mentor and guide our new 6th graders as they get accustomed to our school and the middle school environment. Since starting this effort, we have noticed that the usually complacent 8th graders are much more emphatic and involved, and the 6th graders are becoming more outgoing and comfortable in their new school. We have more changes planned and we can't wait to see what the future holds!”

Ms. Anne Marie Goldsmith, Mathematics and Robotics Teacher, Mt. Gleason Middle School



Ernest Lawrence Middle School

Lawrence Middle School is also focused on creating a more connected community campus wide. Their Aspirations Team conducts full faculty professional development sessions in which staff review Student Voice survey data and discuss strategies for amplifying student voice at the classroom and school levels. Recently, a student focus group was videotaped and shared with the full faculty. Students were asked questions based on survey results and given the opportunity to share their ideas for school improvement. Based on student input and insights, a number of actions have been taken. For example, several teachers have committed to informal lunch gatherings with students so that they have time to talk and better connect with them.



“Mr. Van Dam is setting an example and helping students feel they belong!”

Ms. Ernestine Potts, College & Career Coach, Ernest Lawrence Middle School

The school is also continually looking for appropriate opportunities for students to take on responsibilities for creating a more connected community. For example, for the first time, the 8th grade class has a shirt that was designed by a student and is proudly worn by students, depicting the message that they are all visionaries who are making their dreams a reality!



Henry T Gage Middle School

The Gage Middle School Aspirations Team continues to expand their efforts to share leadership responsibilities with students. They are committed to listening to student voice and partnering with students in a variety of ways across the school community. Each day begins with a schoolwide recitation of their Growth Mindset Pledge and a quote, such as “No matter how long you have traveled in the wrong direction, you always have the choice to turn around.” The quotes are also shared on social media, which has a growing following of students, parents, and community members. Students are engaged as partners in the development of schoolwide events and activities. These include an Equality Day and dance (to raise awareness and acceptance for the LGBTQ community), the donation of outgrown Halloween costumes for younger children, a Christmas toy drive, recycling efforts, and an emerging Horticulture Committee where beautification, green spaces, and sustainability projects will begin to flourish at Gage. Students are also taking greater responsibility for decisions in the classroom.

“Every month teachers nominate a student from their homeroom class who has shown improvement in either academics or behavior. Lately, I have been hearing that more and more teachers are engaging their classes in the process of recognizing their peers and letting students decide who should be nominated and celebrated for their successes.”

Ms. Erika Reyes, Teacher Librarian, Henry T Gage Middle School

Student Voice & Aspirations Facilitator Training

In addition to field work with Quaglia Schools of Action, twenty educators from LAUSD were selected to attend a series of learning sessions over the course of the year to become certified Student Voice & Aspirations Facilitators (SVAF) for LAUSD. Sessions are led by a number of experts and authors in the field of student voice, including Dr. Quaglia, Dr. Corso and Dr. Fox. SVAF are learning and practicing how to coach educators to develop school cultures where student voice is a Way of Being for all learners. Their learning includes understanding the application of student voice practices at the classroom and building levels. Participants are engaged in reading and discussing resources and articles supporting student voice. Many SVAF are currently leading the student voice initiatives in their buildings. SVAF are encouraged and supported in their efforts to share their learning and best practices with others.

One Facilitator, Ms. Michelle Brait from Reseda High School, recently published an article with Dr. Quaglia in *Educational Leadership* entitled [Not Finding Their Voice](#).



Next Steps

The Quaglia Team will continue with scheduled site visits to support schools with utilizing Student Voice survey data to bring about meaningful change that embeds student voice as a Way of Being in schools. We are also continuously seeking opportunities to share bright spots between Quaglia partnership schools, both within LAUSD and with other Quaglia schools across the country and world.

Each School of Action is currently working on a Legacy Project to foster schoolwide growth of Student Voice & Aspirations. Legacy Projects are designed to go well beyond a one-time activity; the intent is to create a lasting impact and truly embed student voice into the fabric of each individual school. We look forward to sharing these Legacy Projects and other updates at the conclusion of the 2019-20 school year.

We consider it a great privilege to work with so many incredible educators across LAUSD, and we are continually impressed with their commitment to this work, the actions being taken, and the improvements observed. 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.