

RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2021-2022

Background:

Reseda Charter High School, Middle School, and Magnets serves students in 6th-12th grades and is part of the Los Angeles Unified School District. Sparked by the interest of school leaders to shift the culture of the school, Reseda has been intentionally embedding and implementing the work of the Quaglia Institute since Summer 2017. An Aspirations Team composed of teachers, coordinators, and administrators receives training from the Quaglia Institute and then leads this work at Reseda; facilitating professional development for the full faculty and implements various systems of change to amplify Student Voice across the campus. In 2018, Reseda Charter was recognized as a Quaglia School of Action.

Analysis:

Our work blossomed in the following ways:

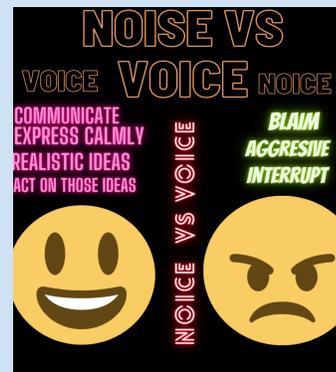
1. [Monthly Advisory Challenges](#) aligned with the 8 Conditions
 - a. November -Belonging
 - b. December - Heroes
 - c. January - Sense of Accomplishment
 - d. February - Curiosity & Creativity
 - e. March - Fun & Excitement
 - f. April - Spirit of Adventure
 - g. May - Leadership & Responsibility
 - h. June - Confidence to Take Action
2. [Principal's Advisory and Aspirations Council \(PAC\)](#)
3. [Advisory Ambassadors](#) Extension to the PAC ([Intro Meeting](#))
4. [Student Voice and Aspirations Program \(SAAP\)](#)
5. [Staff Professional Development](#)
6. New Teacher Student Voice and Aspirations [Professional Development](#)
7. Student Voice Targeted Lessons in the Middle School



8. [School-wide Branding](#)
9. School Voice Survey in the [Fall](#) and Spring

Purpose:

Our specific goals in the 2021-2022 school year were to continue our work school-wide, build new and returning staff capacity in the SVA work, and focus on fostering a sense of belonging school-wide as students transitioned back from distance learning as a result of the COVID pandemic.



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Interviews/Reflections (Adults):

“My experience with Student Voice and Aspirations has been absolutely incredible! This work has completely transformed our school culture and community. It truly laid the groundwork for us to remain connected to our students during these trying times.”

“Looking at Student Voice survey data has taught me how critical student voice, outreach, and feedback is. The Student Voice survey data really sheds light on the student experience and the disparity between adult perception and student reality. It forces you to take a hard look and tackle critical areas that can drastically improve students' experiences and successes.”

“I think the most important thing about Student Voice is helping ***all*** students realize and believe that their voice matters. I also think it is critical that students learn that student voice is about action and partnership; it is not just stating their opinion.”

Interviews/Reflections (Students):

I think the most important thing about student voice is that it shows that students' thoughts are valued and important to adults. Sometimes students can feel like their opinions aren't important, and student voice helps that feeling fade.”

"I know my voice is valued by my teachers/coaches because they always listen to what I have to say, and they put an effort into helping me (if I need it) in any way they can."

"I think the most important thing about Student Voice is being able to reach out and get awareness for certain topics/issues. Student Voice is important because one can make suggestions and create a more inclusive space!"

"To me, Student Voice is the ability to say what's on your mind without being judged. It is about bringing students together to make an impact for the greater good."

School Voice Survey

The following reflects changes in data between 2019 and 2021 results.

Student responses improved on 36 questions.
Student responses decreased on 14 questions.

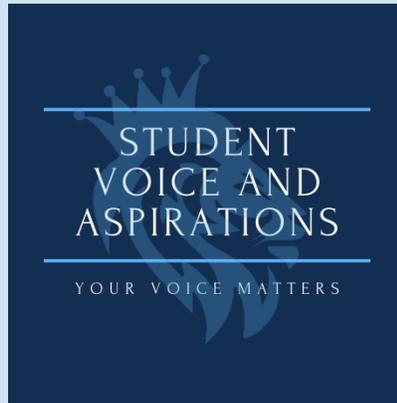
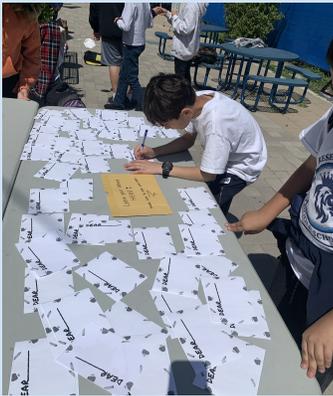
The following statements had an 8% or more increase:

- Teachers make an effort to get to know me. (+10.3%)
- I am a valued member of my school community. (+10%)
- Teachers let my parents know what I do well. (+10.5%)
 - Students respect each other. (+8.8%)
- Students work with adults to find solutions to school problems. (+8.4%)
 - Students have a voice in decision making at school. (+11.5%)
 - Teachers are willing to learn from students. (+10.9%)
 - I know the goals my school is working on this year. (+11.4%)
- Students work with adults to find solutions to school problems. (+8.4%)
 - Students have a voice in decision making at school. (+11.5%)

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Key Areas of Focus Moving Forward:

We will continue to embed “voice” as part of our operational processes moving forward. We will strive to continue our work to make Student Voice a way of being at Reseda. We will continue to build our language, practices, and policies around this work. We will continue to really take time to teach the power of voice to all students and support them in developing skills and confidence to use their voice. We will strive to establish school onboarding for incoming students to introduce Student Voice as it’s embedded in our culture. Reseda will strive to value the perspectives and opinions of students, teachers and parents, and to act on them in a way that genuinely shapes decision-making and learning at the school.



RESEDA CHARTER MIDDLE SCHOOL SHOWCASES OF LEARNING

VOICE VS NOISE
BY JUDE AND IVETT

1. share realistic ideas	1. Being mean
2. Act on the ideas	2. Not liking others idea
3. Be respectful	3. Talking back

Santa, Emily and Heidi

Voice **Noise**

- being girlboss
- NOT GETTING ALONG
- slaying eachother
- CONVERSING
- MAKING NOISE
- being not cool
- ...ETENING

STUDENT VOICE **noise**

VOICE	noise
BEING RESPECTFUL TO OTHERS	UNREALISTIC IDEAS
listening to others	SAYING THINGS THAT DON'T HELP OTHERS
SOLVING PROBLEMS	BEING DISRESPECTFUL
WORKING WITH OTHERS	NOT WORKING WITH OTHER PEOPLE
NOT MAKING THINGS A BIGGER PROBLEM	MAKING PROBLEM

Skyl, Sam, and Demario