

# RESEDA CHARTER HIGH SCHOOL, MIDDLE GRADES, & MAGNETS SCHOOL CASE STUDY 2022-2023

## 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. We continue this work as a entire staff and are committed to continuing this work as a Reseda Charter *way of being*.

## Analysis:

Please click [HERE](#) to view the [2021-2022 Case Study](#) for previous work..

This year, our work expanded in the following ways:

1. 5<sup>th</sup> Year of SAAP ([Student Aspirations Advocates Program](#))
2. 5<sup>th</sup> Year of SAAP [Mentorship Program](#)
3. Student Voice Lessons embedded in all 6th-8<sup>th</sup> grade classes
  - a. 6<sup>th</sup> Grade
    - Topic: What is Student Voice?
      - 30 lessons to be delivered throughout the course of the year around the definition of Student Voice.
        - Definition of Voice
        - Voice vs. Noise
        - Voice Process (Listen, Learn, Lead)
        - Putting Our Voice Into Action
      - Click [HERE](#) to access the Slide Deck
    - b. 7<sup>th</sup> Grade
      - Topic: The 8 Conditions
        - 45 lessons to be delivered throughout the course of the year around the 8 conditions of Student Voice.
          - Belonging
          - Heroes
          - Sense of Accomplishment
          - Fun & Excitement
          - Curiosity & Creativity
          - Spirit of Adventure
          - Leadership & Responsibility
          - Confidence to Take Action
        - Click [HERE](#) to access the Lesson Plans.
        - Click [HERE](#) to access the pairing Slide Deck.

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- c. 8<sup>th</sup> Grade
  - Topic: Preparing to Partner
    - 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. School Voice Survey taken after Mester 1 and analyzed for school-wide feedback
- 5. Middle School [School-Wide Norms and Expectations](#) Co-Created with Students and Staff (see below)
- 6. Freshmen Welcome Lunch in August to foster the 8 conditions (see below)
- 7. "[Student Voice at Reseda Charter](#)" posters shared with all staff to ensure common language and understanding of framework on campus (see attachment)
- 8. Student Voice [Fall](#) and [Spring](#) Aspirations Day Schoolwide
- 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 \(Day 2\)](#)
- 11. Middle School [Community Building / College & Career Day](#)
- 12. Middle School [Morning Mindfulness](#)

### **Purpose:**

Our specific goals in the 2022-2023 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/community school-wide. This year, we focused on students and staff building mutual respect. Additionally, our goals was to align the SVA work to a growth mindset, self-efficacy, self-management, and self-awareness.

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## Interviews/Reflections (Adults):

“Something that I am proud of from my student voice & aspirations work this year is watching the students take ownership of their campus and providing a space where they can advocate for themselves—providing a space where students are taking the initiative to seek out what is important to them and take action.”

“By helping our students find or strengthen their Student Voices, we are preparing them for today and tomorrow.”

“I believe that every student deserves to be a part of something great. When Reseda students are given the tools at an early stage, they embrace it and practice it on campus. My students reflect on their student voice and hold it dearly as they prepare to exit high school. Seniors are thankful for the student voice strategies that have been strengthening their voice and shared their experiences in their college essays.”

## Interviews/Reflections (Students):

“Because of student voice, I have been able to discover my passions that drive me to succeed. My teacher would often lead group discussions focused on identity and how to find it within ourselves. These discussions early on in my high school career encouraged me to find a passion and form goals around it to accomplish and succeed”

- College Essay, Senior Class of 2023



## 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 fostering a deeper sense of belonging in all students on campus. 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.

Additionally, we will put more intentional effort towards the condition of Fun & Excitement. We will work to enhance the pride, spirit, and culture on campus as a gateway to enhancing belonging on campus. We will intentionally onboard new teachers to ensure that they are equipped with the resources to align and amplify this work. We will work on staff culture recognizing that positive staff culture directly correlates to the student experience.

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## DEVELOPING SENSE OF BELONGING AND SCHOOLWIDE OWNERSHIP



MIDDLE SCHOOL CO CREATED NORMS



FALL FRESHMEN WELCOME