Local Control Accountability Plan – Student Listening Circles

San Juan Unified School District conducted three listening circles with high school students on March 18 (for students at east end high schools, March 19 (west end high schools) and March 20 for Foster Youth.

Listening Circles are designed to create effective dialogue forums for youth to share their experiences, thoughts and ideas around the topic of school climate. Listening circle activities optimize the listening of key stakeholders as they pay close attention to the experiences, feelings and perspectives of a targeted group of students.

Common Themes Identified:

- Importance of building relationships (students to adults) with respect
- Recognition that students learn in multiple ways
- Teachers care when they push their students to do better (high standards and coaching)
- Students having a teacher who advocates for them
- Acceptance of students for who they are not who you think they should be
- Personalization of learning to create relevance and meaningful opportunities
- Passionate, engaging teachers

Possible actions:

Increase access to higher level courses, provide high quality instruction in all courses, create personalized education plans, provide more opportunities for group work, provide opportunities for students to learn from each other, integrate technology to support learning, align courses to students interests, implement project based learning, provide opportunities to explore and go above and beyond, let students passions and interests drive instruction, really listen to what students have to say, ask students their opinions, provide classes for teachers to better understand foster youth, use foster youth as peer mentors for other foster youth, have listening circles regularly to get feedback from students on how we are doing, more effort by teachers for personal connections to put students first, get to know your students and acknowledge them, welcome students to your class every day, smile and say hi to students in the hallways.