

**Pleasanton Unified School District  
CCSS District Implementation Team Meeting  
Wednesday, December 17, 2014**

**LCAP Disaggregated Data Results  
Reflection Questions**

In groups of three, please include responses below to the questions on the data charts.

<b>Group #</b>	<b>Speaks the “Loudest”</b>	<b>Questions/Additional Data Needs</b>	<b>Possible Next Steps</b>
<b>1</b>	If you are a double or a triple dipper you are likely Hispanic. For example, in Slide 10 Hispanic children are over-represented (5 times more) in Special Ed than the overall population.	What preventative measures are currently in place with these students prior to placing them in to SpecEd? (It is clearly failing.)	Spanish Resource specialists for those schools
<b>2</b>	We are deeply pondering the pink pie graphs- they create a disturbing picture- It’s about time we take note	<ul style="list-style-type: none"> <li>● Why? What is a viable solution? What are other districts do to remedy this? How has this data changed/not changed over time</li> <li>● Is AP the end all be all where we are shooting to get kids into? Is this our highest goal/best practices? Why wouldnt all classes be of the quality of an AP class.</li> </ul>	<ul style="list-style-type: none"> <li>● Research! What are other districts doing to address this. It’s time to engage in difficult conversations around this.</li> <li>● Action Plan- solutions</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- # of ELs who are also SED and highest in SpEd</li> <li>- Low #s of EL, SED &amp; SpEd in GATE</li> <li>- Underrepresentation of African America, Latino, and SED students in AP</li> </ul>	<ul style="list-style-type: none"> <li>- What are the areas of identification and subject areas in SpEd for overrepresented subgroups? When did these students qualify?</li> <li>- How can we support staff in distinguishing whether a language</li> </ul>	<ul style="list-style-type: none"> <li>- Review further data</li> <li>- Analyze systems that perpetuate these results</li> <li>- Open conversations</li> <li>- Training - Instructional Strategies/Pedagogy</li> </ul>

	- Correlation between SED and SpEd identification	<p>concern is related to EL proficiency or a learning disability?</p> <p>- What is the criteria for being admitted into AP course? What support systems are in place?</p> <p>- LTELs: How are their needs being addressed? Have they been identified</p>	<p>- Identify Core Competencies that make the greatest difference and focus on these with PD</p> <p>- Where is it working? Observe. Share. Learn. Put in practice.</p> <p>- Focus on school culture where all students belong to all staff.</p>
<b>4</b>	The hispanic population is only 10% of PUSD student population but has the largest percentage of English Learner, Socio economic disadvantaged & Special Education populations.	<p>Wonder why one population of students has more disadvantages than? - what is the root cause?</p> <p>Are EL students mis-labeled as Special Needs because of language barriers?</p> <p>Are the AP prerequisites and assessments language biased? (Are the tests in English only?)</p> <p>What is the rate of advancement in CELDT testing for ELs - Is there a difference between student populations? for example are more Hispanic students at CELDT level 1 than other populations?</p> <p>How many of the EL students are fluent/grade level in their home language?</p> <p>Are EL students given the same opportunities to take laptop courses at the middle schools that other students have? If not why not?</p>	<p>-Analyze assessments for AP courses (English only?)</p> <p>-Analyze laptop course descriptions and requirements (are these equitable?)</p> <p>-Analyze EL course outlines descriptions and program goals</p> <p>-Further develop family outreach programs</p>

<p><b>5</b></p>	<p>Students who are English Learners or SED, or both, have less of a chance of experiencing an advanced classes or GATE. The VV to PMS data on slide 12 for the DI program is substantial.</p>	<p>Are GATE assessments evaluated for cultural bias?          What are EL student self reported reasons for not enrolling in AP classes?          Are redesignated students included in EL numbers for 2 years? If so, what does RFEP data look like when separated out?          Are native speakers signing up for AP classes in their native languages?          Given the high number of Hispanic and SED students in SPED, what does data show us about the number of students who end up in alternative education/high school.</p>	<p>Determine if alternate assessments are available for English Learners. Implement strategies for EL and SED students to specifically improve their access to these programs. Programs, outreach to students and parents regarding AP classes and AVID. What does participation in this look like? What does college application data, and 1 year and 2 year follow up information show for these subpoulations?</p>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>- low numbers of SED and African American students taking Advanced Math classes</li> <li>- 72% of Hispanic students also EL, special ed and SED</li> </ul>	<ul style="list-style-type: none"> <li>- Do these students participate in any of the after school tutoring programs offered at the sites with the LCAP money?</li> <li>- What are the qualifiers for GATE assessments?</li> </ul>	<ul style="list-style-type: none"> <li>- Evening tutoring sessions offered and partnership with PMS                  or any other schools</li> <li>- Re-evaluate the GATE programs at the middle school especially since it is open access for all students at the high school levels for Honors and AP classes</li> </ul>
<p><b>7</b></p>	<p>The high percentage of SED,EL and Special Ed students who are Hispanic. The lack of Hispanic student and SED students who are not taking higher level classes.</p>	<p>How long SED and EL students have been attending PUSD schools. Program in place that are serving EL students. Service provided or needed to better serve the EL/SED/SE population. Revisit GATE requirements and process.</p>	<p>Interview students on their educational experience. Identify students with early intervention on servicing needs of the underserved.</p>
<p><b>8</b></p>	<p>Overwhelmingly disproportionate numbers of Hispanic SED/EL/Special Ed,</p>	<p>How many students do the AP seats represent?</p>	<p>Identify/develop assessments which distinguish language learner issues from special education.</p>

	<p>as well as disproportionality of AP and/or advanced math/GATE</p>	<p>Which AP courses are more likely to be taken by EL and SED?</p> <p>How do the AP courses we offer support the needs of second language learners? Are there others we should consider?</p> <p>What assessments are given to EL students to determine special education placement?</p>	<p>Develop pathways of support when students exit from the EL program which will enable them to take part in higher level courses.</p>
<p><b>9 &amp; 10</b></p>	<ul style="list-style-type: none"> <li>• 23% of Hispanic students are EL compared to 12-16% of other groups</li> <li>• 24% Af Am and 31% Hisp are SED compared to 3-4% in other groups</li> <li>• 82% of Hisp are EL &amp; SED compared to 3-5% of other groups</li> <li>• 27% of Hisp EL are SpEd compared to 10% of other groups</li> <li>• ~½ of Af Am and Hisp SED are in SpEd</li> <li>• 88% of SED, SpEd, EL are Hisp</li> <li>• EL and SED students are being excluded from GATE, AP and advanced Math opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• What are we doing with our Hispanic and African American students from an early age through high school that results in these outcomes?</li> <li>• What structures are in place that create these outcomes?</li> <li>• Are we overidentifying students of certain backgrounds for SpEd?</li> <li>• Is a system of tracking in place In the very early grades that results in these outcomes?</li> <li>• Do we need additional equity training for our staff at all levels?</li> <li>• Are there additional opportunities for alternative education modes of instruction (CC and WICOR strategies)?</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive EL programs with fidelity from elementary onwards</li> <li>• Parent Advocates and Liaisons to do outreach to our Hispanic and African American communities</li> <li>• Intervention programs during the school day to address the needs of all struggling students (RTI model)</li> <li>• Identify academic opportunities or pathways to success for Hispanic and African American students (particularly males)</li> <li>• Implement equity awareness and training at all levels</li> <li>• Change the structures we have in place that create these outcomes</li> </ul>