

Pleasanton Unified School District
LCAP Listening Campaign
Outreach Group: SEED Meeting @ Village
Date: 4:00-7:30 p.m.

In groups of three, please provide your responses to the questions posed in the presentation.

Group	What speaks the “loudest” as you review and reflect upon the data?	What further questions do you have?	What could our District do to better support all our students?	What could our District do to better support students in these targeted groups (English Learners, Socioeconomically Disadvantaged, Foster Youth)?
1	<ul style="list-style-type: none"> ● Large number of Hispanic students in the district are not being served in AP and Honors courses and advanced math ● SED students are not taking advanced math classes ● EL students are less likely to take AP courses, even less so than SED students. 	<ul style="list-style-type: none"> ● Do Hispanic students make up a larger proportion of SED students? ● Why are so many EL students classified as SpecEd? ● How can the difference between a language difference and a language disorder be determined? ● What factors prevent SED students from taking advanced math courses? ● What is the district doing to encourage all students to take advanced math? ● What is the district doing to ensure EL and SED students enroll in AP courses? 	<ul style="list-style-type: none"> ● Smaller classes in English and Math courses. ● Have teachers who connect well with students teach high level courses. ● More personalized, differentiated instruction. ● Specified office hours for teachers so students know when they can get support. ● SEED work at all sites and among parent groups. 	<ul style="list-style-type: none"> ● Focus on the strengths of the EL and SED students to determine what would support them in advanced classes. ● Research the qualities that support our targeted groups. ● Hire more teachers and staff that reflect the student demographics. ● Ensure support systems are in place to support struggling students, such as tutoring. ● Address implicit biases among staff and students. ● Hold SEED seminars at all sites. ● Include parent organizations in SEED work.
2	Connection between SED and lack of students taking AP and advanced classes.	What community resources can the school district work with to	Recruit and encourage students to explore demanding classes and have teachers	Focus on individual student strengths and interests; nurture those students in ALL classes;

	Disproportionate number of Hispanic students also SED and SPED and not represented in higher level classes.	address SED issues that may be roadblocks to achievement.	support that exploration; teachers in HS should not be "weeding out" kids who take honors and AP students.	more and better communication with families. Help teachers have a fully stocked classroom so that supplies, accessible to all students.
3	-Large number of Latino students represented in SPED	-What types of training do our EL and mainstreamed instructors receive to effectively work with our EL population?	-Hire more diverse teachers/support staff -Teachers trained in differentiation (willing to differentiate)	-Encourage SEED workshops across the district
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