

**Pleasanton Unified School District
LCAP Listening Campaign
Foothill High School
February 18, 2015**

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	We didn't know there were so many SED and EL (7%) students enrolled in school and that they weren't represented as much in advanced placement courses.	Are EL classes completely separate or can they be integrated to regular classes? How long does it take for an EL student to be able to take regular classes?	-Have more of these type of meetings with more representation from students -Hold more school events that all groups can go to	Integrate the EL students more with regular classes. If a student is around native speakers it's far more effective to learn the language than being around with people who are at the same level as them. It would also be better to pair the EL student with a student similar background who know the language.
2	What is most alarming to us is that the students with socioeconomic disadvantages are minority groups in our community. They are also the ones that are EL students, and tend to not take advanced classes.	Why do students with a socioeconomic disadvantage shy away from taking AP classes? (Are they having to make money after school? Can they not afford additional help that demanded by the AP courses?).	Our district could advertise the free tutoring that our school offers. Even though tutoring is offered right after school, many students cant attend due to sports practices, and work. Other hours for free tutoring would be better. Students should also be able to have free SAT tutoring. Programs outside of school are expensive, and not everyone can participate in them.	English Learners- have a seperate class specifically designed for english learning students... or teachers who are bilingual? Socioeconomically/Foster Youth- provide accessible tutoring for AP or SAT courses

3	The most alarming piece of information from the presentation was the lack of diversity within the advanced programs at Foothill.	Do the EL students prefer being in a class integrated with other non EL students or would a more specific to EL class be more beneficial? What can we do to get more diversity in the AP classes?	Offer various learning opportunities during class, people will not come if it takes their free time.	Do the same as number three, but add more specific classes for their needs, or teachers more fitted for that subject.
4	The amount of hispanics who are both SED and learning english and the disadvantages that that gives them speaks to us the loudest	Why does being SED affect the math classes that students take?	They could try to explain the curriculum of advanced classes opposed to regular classes and how they affect, grades, transcripts, and college admissions	They could offer Dual Immersion math teachers for English Learning students.