

**Pleasanton Unified School District**  
**LCAP Listening Campaign**  
**Title of Meeting: Amador Valley High School**  
**Date of Meeting: February 23, 2015**

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

<b>Group</b>	<b>What speaks the “loudest” as you review and reflect upon the data?</b>	<b>What further questions do you have?</b>	<b>What could our District do to better support all our students?</b>	<b>What could our District do to better support students in these targeted groups (English Learners, Socioeconomically Disadvantaged, Foster Youth)?</b>
<b>1</b>	The thing that spoke the loudest was the fact that PUSD schools’ ethnic composition was only 49% white. Our group thought it was much more than that.	What is the ethnic/ELL/SED breakdown amongst middle schools and high schools?	Have a more transparent connection between what goes on during meetings and what the community knows/working with high school leadership classes allowing students to have direct contact/influence over district decisions since very often we are just told what is happening with no opportunity to give our input awareness of which decisions are district wide vs individualized by admin to each school clear guidelines to rules/liabilities leadership must follow when wanting to have various events and	More classes for ELL students/incorporate them into all classes & funding for all the groups (SED tutoring/AP Test waivers)

			fundraisers to avoid repeated rejection from district after working to hold an event	
<b>2</b>	The number of SED students was shocking because it's so hard to tell in class what is going on at home and who is at a disadvantage. Also, it was shocking and concerning how few SED and EL students were taking AP courses.	How is the district currently working on supporting and encouraging disadvantaged students in taking AP classes? What has worked in the past and what hasn't?	Teachers should see the data we saw on an ongoing basis so they know how to encourage students and how not to make assumptions based on what they see. Teachers and staff should be more welcoming and encouraging so students don't feel afraid to ask questions or express concerns. Don't single students out and provide equal opportunity or express concerns privately as to not single out specific students.	Consult with the students that are actually in need and see what could help them and what works best. Students shouldn't dread going into a class daily. Teachers should see the data and be trained and given SEED training specifically (this should be mandatory).
<b>3</b>	the fact that, it seems like the students who are SED had a hard time learning and taking certain classes	what is the one percent other?	understand different students have different needs and understand their environment and support our EL students more.	they could have more programs to help get them involved more socially and academically and look at their skill and put them in classes that best fit whether it be AP or not, and not look at the money aspect.
<b>4</b>	Most students who are learning english are not in AP classes, they are also SED.	How is the district working towards helping minorities and SED/ ELL?  Why are teachers being paid	Teacher should be more aware that students learn different in ways and diversify teaching methods.	Offer more opportunities that are free of cost. ex tutoring  More counselors and counseling programs for foster youth. Support

		extra to tutor students in need?	Teachers should understand that students are SED and should accomodate that.	Groups for ELL.
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