

**Pleasanton Unified School District  
 LCAP Listening Campaign  
 Parent Communication Council (PCC)  
 March 5, 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>	<p>AP classes should be accessible to all students, do they know that it is accessible financially</p> <p>% of ELL that are Asian Indian</p>	<p>what % of sed students are taking advanced math?          are AP exams given in other languages for Sciences, Math, etc?</p>	<p>all students and teachers need to be more sensitive and culturally aware</p> <p>more cultural/racial diversity of staff</p> <p>language translators at meetings typing on Chrome books as the meetings take place, so the parents can keep up with what is happening at a meeting: speakers need to pause to let translations take place</p>	<p>more language translations of materials</p> <p>individual language meetings for parents/students</p>
<b>2</b>	<p>Those students who are English Language Learners are also Socio-Economically Disadvantaged</p>		<p>At elementary level, provide a full time aide in every classroom to support the teacher and work individually or in small groups to improve student performance based on student needs. Provide full time vice principals at each</p>	<p>Provide after school “homework club” for students with a bilingual tutor. This would need to be a paid educator or perhaps bilingual high school student who could earn service hours.</p> <p>Provide social workers or similar</p>

			<p>school site.</p> <p>Provide more translation service on a district basis. Diversity training for staff/volunteers</p> <p>Provide more technology support across the district so there is parity at all sites</p>	<p>support staff to help families get the community resources they need but may not be aware of.</p>
3	<p>The students who are part of two targeted groups (EL and SED) are primarily Hispanic.</p>	<p>How are multiracial students categorized? Why is there a focus on advanced math, rather than other AP subjects? How is “advanced math” defined in this data (AP calculus? other classes)? Are there AP students who used to be classified as EL students earlier in their school career? What is the breakdown of EL students by ethnicity at the various grade levels (elementary, junior high, high school)? Are EL learners progressing in their acquisition of English and graduating out of EL? Do the EL students in a certain ethnic group share the same language or are there different dialects (e.g., Asian Indians, Chinese, etc.)? Are there any Asian SED students taking advanced math? (Should count all ethnicities)</p>	<p>Smaller class sizes for all grades, more teacher training/support (Common Core and technology use), more access to technology and computer labs, more classroom aides, afterschool tutoring, cleaner classrooms/school environment, more/better communication from schools to parents</p>	<p>More translation services to reach out to EL parents. Bilingual aides. More outreach regarding computer technology assistance/funding for SED students.</p>
4	<p>Economics and language are</p>	<p>How many EL students are in</p>	<p>Schools need to be supported</p>	<p>Do these students have</p>

	the biggest barriers to success.	advanced math? What's being done now to support SED and EL groups? Is it helping? Have there been positive changes in the data thus far?	for all learners, regardless of ability and socio-economic status. Advanced programs need to be supported in addition to those for special needs, EL, and SED students.	opportunities for extracurricular involvement? Do they have supervision and support outside of school hours?
5	Our SED and EL students are not participating in advanced level courses.	Does the district offer financial assistance for SED students to take AP tests?	More opportunities to take more classes at the secondary level so the students can have exposure to a wider variety subjects.	Reaching the EL and SED social networks to provide more opportunities to get information and guidance from their peers; like School Smarts.
6	Hispanic population have a high % of both EL & SED	Would like to see more data on the RFEP population. Would also like to see historical data regarding EL & SED in Pleasanton to identify trends.	Translation!  More outreach opportunities to EL/SED populations.	early assessments- regardless of whether they start as kindergarteners in the district or join in an older grade- to ensure appropriate support and services are set up for integration. Easier process for assessment is key as well as support for parents who are SED to encourage assessments and educate on the importance of assessments. Don't know what the current level of early intervention/support is for EL/SED students, so hard to assess what more needs to be done.
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