

**Pleasanton Unified School District
 LCAP Listening Campaign
 Faculty Communication Council
 February 19, 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	<ol style="list-style-type: none"> 1. Decline in African-American population 2. Decline in White population 	<ol style="list-style-type: none"> 1. Are students being clustered based on primary language at the high school level? (Asian vs Hispanic, parent influence, tutoring \$\$) 2. Are students being encouraged to take AP courses based on skill and ability (teacher recommended) or based on their ethnicity? 3. How many of these students are in “Project Lead the Way”? 	<ol style="list-style-type: none"> 1. Equity in resources for all students. 2. Equity in resources/technology based on the sites. 	<ol style="list-style-type: none"> 1. Equity in resources for all students. 2. How do we get more family buy-in from each target group?
2	<p>If this is the mode of measurement it appears we are not serving these populations.</p>	<ol style="list-style-type: none"> 1. What percentage of AP seats are reclassified EL? 2. Why were these criteria chosen? Why not fitness results, healthy kids survey? What makes a 	<ol style="list-style-type: none"> 1. Counselors to help consider the whole child, not just getting into AP, advanced classes? 2. Make our students’ physical health and 	<ol style="list-style-type: none"> 1. Consider other data (how many EL, SED are taking “regular math”) 2. Provide vocational/ROP classes. Should AP be the goal??

		<p>successful, well rounded student?</p> <p>3. What defines advanced math?</p> <p>4. What percentage of SED have been in our district since K?</p>	<p>emotional health a priority</p> <p>3.</p>	
<p>3</p>	<p>slide 9 high percentage of hispanic</p>	<p>what is % by high school, middle, elementary. Is it the same across all grade levels?</p> <p>Can we get same data broken down by school?</p> <p>slide 10 -- what percent of students qualify for AP but choose not to participate?</p> <p>is there data on Families Together program? is it working?</p>	<p>support for at risk students who don't fall into SED category</p> <p>smaller class size!!!</p> <p>Research the data to see if any if our programs in the past have worked</p> <p>can there be flexibility to work with students who don't 'qualify' for special services?</p>	<p>how could we support AP qualified students to take AP?</p> <p>more reading specialists, reading support (vs. a volunteer)</p> <p>better use of interpretive services, especially for common core info.</p> <p>English classes for parents, other resources for families, so students can get more support at home, more time for studies etc</p> <p>smaller classes!</p> <p>As a teacher, I'm not sure of how to provide support</p>