

**Critical Areas of Need
Cause Analysis**

Connectedness - 16% of kids not connected

<p>Connectedness</p>	
<ul style="list-style-type: none"> ● Need to publicize more ● Identify disconnected kids ● Club promotion training - help kids get connected. 	<p>Beliefs and Values</p> <ul style="list-style-type: none"> ● Kids can hear/listen to bulletins ● Students initiated for club, sports ● Academics come first & it's student responsibility ● They will see a poster (or not) ● Students will advocate for themselves
<ul style="list-style-type: none"> ● Updated website ● Train students on promoting club ● club/sport video PSA ● Timing of bulletins (push it back) ● Dead week for homecoming - no homework 	<p>Structures</p> <ul style="list-style-type: none"> ● Club rush ● Student - run clubs ● Athletic clearance packet ● Bulletin, website ● Advocacy
<ul style="list-style-type: none"> ● Teachers model connectedness ● Improving social media 	<p>Behaviors</p> <ul style="list-style-type: none"> ● Bulletin updates ● Lack of club advisors ● Academic workload ● Transportation ● Can't hear bulletin ● Cost ● 8th/9th grades (poor transitioning) ● Communication (lack of)
<ul style="list-style-type: none"> ● 75% engaged in a club or sport ● 90% students connected to an adult 	<p>Current</p> <ul style="list-style-type: none"> ● 84% connected to an adult ● 40% in athletics ● 50% in a club ● 60% academy/academic program

% D's and F's too high

<p>25% D/F's</p>	
<ul style="list-style-type: none"> • Real cross curricular lessons • Lots of homework does not equal rigor • Meet kids where they are (learning/instruction, materials, emotional) • Every kids can succeed system of not Ds. 	<p>Beliefs and Values</p> <ul style="list-style-type: none"> • Incorrect practice strengthens incorrect thinking • Lots of homeworks equals rigor • Bell curve is "old school" • Need to give zeros to teach responsibility (not what they know) • Assume students know how to study • Do we differentiate? • Computer, paper, pens
<ul style="list-style-type: none"> • Knock & talk for attendance & consequences • Tutoring (mandatory w/Ds & Fs) • Study hall in day • Curriculum drives assessment • Student centered classroom • Teacher/student pairing with target kids D/F • F= 50% no 0 • Character teaching 	<p>Structures</p> <ul style="list-style-type: none"> • Math small number of large tests make curriculum and assessment grade • Absentee parents • No attendance/tardy enforcement • Late work policy • No consequences for D/Fs • No time to remediate • Reduced tutoring this year - last year stats better • Schedule?
<ul style="list-style-type: none"> • Classroom interest (SLANT) • Better attendance; fewer tardies • Engaged students in class (homework part) • Risk takers, resilient (students know/feel they can be successful) 	<p>Behaviors</p> <ul style="list-style-type: none"> • Lack of student engagement • Poor attendance • Poor performance character • Rigid grading policy • Not doing homework • Not participating • Lack of resiliency
<ul style="list-style-type: none"> • The dream: continual reduction of D/Fs. 	<p>Current</p> <ul style="list-style-type: none"> • 25% D/F math & English (3 year trend) • No tardy penalty for truancy • Zeros for assignments • Weak support (+ extra) for math once failing

Suspension Rates still too high

Suspension Rates	
<ul style="list-style-type: none"> • Value differences • open-minded/flexible approach to teaching • Staff & teaches demographics rep school demographics 	<p>Beliefs and Values</p> <ul style="list-style-type: none"> • Unaware of cultural differences • There is “a” way to “do” school • Teach to a set demographics
<ul style="list-style-type: none"> • Cultural training • Smaller classes • Shorter passing period • Incorporate brain breaks 	<p>Structures</p> <ul style="list-style-type: none"> • Lack of cultural awareness training • Too content driven • Giant classes • Long classes
<ul style="list-style-type: none"> • Value cultural differences • Build more relationships with students • Have more consistent expectations 	<p>Behaviors</p> <ul style="list-style-type: none"> • Cultural misunderstanding • Inconsistent expectations • Lack of personal relationships with teachers and students
<ul style="list-style-type: none"> • Lower African American suspension rates in general • Other options that are restorative 	<p>Current</p> <ul style="list-style-type: none"> • Too many African American students being suspended

Drop in A-G Percent

Drop in A-G	
<ul style="list-style-type: none"> • C's for college • CSU/US is a affordable and attainable • Value of knowledge • Skilled learning • It's all our jobs 	<p>Beliefs and Values</p> <ul style="list-style-type: none"> • D's get degrees • Community college bound • Students should be self-motivated & proactive • It's not my job
<ul style="list-style-type: none"> • Synergy Transcripts • Freshman seminar support class (master schedule) • Career exploration & education class • Offer makeup opportunities • Careers in career center 	<p>Structures</p> <ul style="list-style-type: none"> • Synergy Transcripts • Students not retaking A-G courses • Make-up opportunities • Senior math alternatives block out Alg 2/Math 3
<ul style="list-style-type: none"> • Courageous conversations • Teacher participation in advocacy • Relationships in all classrooms • Increased communication between teacher and home 	<p>Behaviors</p> <ul style="list-style-type: none"> • CTE over CSU/UC (MPTA) • Parent/teacher contact • Cultural awareness
<ul style="list-style-type: none"> • 65% A-G completion • Greater than 50% for all sub groups 	<p>Current</p> <ul style="list-style-type: none"> • 54.7% A-G completion rate 2016-17 - down for 61% • Biggest drop Hispanic 15.9% • MPTA dropped by 20%