



**Board Meeting 8/1: TEACH Tech Principal’s Report - Steven Menduke**

The Report Below Includes the Following:

1. Highlights and lessons learned from last year.
2. Update on 2-3 goals you will accomplish for the upcoming school year and how they will be tracked.
3. Report on the implementation of key strategies:
  - a. HS- AP Certification and Training,
  - b. HS- EEG goals and implementation, &
  - c. HS- A-G goals and implementation.



2022-2023 School Year Reflection	
Highlights	Lessons Learned
<u>Schoolwide</u> - 100% of graduating seniors were accepted into a college or university.	<u>Schoolwide</u> - 84% graduation rate by cohort. An increase from 82% in 21-22. This number is lower than our 100%

<ul style="list-style-type: none"> <li>- 83% retention of credentialed teachers going into the 23-24 school year.</li> <li>- 100% completion rate for all CAASPP assessments (state target is 95%+).</li> <li>- 56% of 11th grade students met or exceeded the standard on the CAASPP assessment in ELA. This is on track to beat the state average.</li> <li>- Suspension rate of 1%, with no trends supporting targeting of Black students (.49%) or students with disabilities (0%).</li> <li>- New leadership team began and consistently implemented campus wide instruction and culture walkthroughs on a bi-weekly basis.</li> <li>- Drastic increase in family involvement in the last 5 months of the school year. Average attendance at coffee with the principal increased to 7-10 families per meeting. Over 200 families attended parent conferences. In our summer orientations over the last couple of weeks, we have had around 85% of each grade level attend, with other families setting up 1:1 times to gather information and complete paperwork. Families contact me daily via call, text, and email to chat, ask questions, and offer support.</li> <li>- Built and implemented a robust staff interview and selection process that includes a screening round with the principal, and an on campus day that includes a student interview panel, staff interview panel, performance task, and sample lesson (as needed). <b>Fully staffed moving into the 23-24 school year.</b></li> </ul>	<p>rate of seniors enrolled with us due to the loss of students via transfer, moving, etc. <b>Lesson Learned: There are some circumstances such as families moving that are out of our hands. However, we can do a better job of providing a product that students and families do not want to leave, thus keeping students for four years and ensuring a closer to 100% cohort graduation rate.</b></p> <ul style="list-style-type: none"> <li>- 13% of 11th grade students met or exceeded the standard on the CAASPP assessment in Math. This is not on track to beat the state average. <b>Lesson Learned: We need a more succinct and intentional plan for mathematics instruction on our campus. As a result, we have rebuilt our math department, are launching our “workshop” program (whole school MTSS) which includes weekly supplemental co-taught math lessons, and are receiving ample training from CPM, our mathematics curriculum vendor to kick off the year. I am taking on coaching the math department.</b></li> <li>- Schoolwide Average Daily Attendance rate of 87.87%, with our highest grade being 10th at 88.20%, and our lowest being 11th grade at 86.87%. <b>Lesson Learned: These numbers increased as the year closed out due to our team's consistent implementation of our absence response plan (personal phone calls, logging absences, home visits as needed, attendance contracts, authentic partnership with families). As we kick off the</b></li> </ul>
--	--

### Personal Leadership Development

- On the end of year leadership feedback survey given to students, the average score for the indicator, ***“Principal Menduke believes in my ability to succeed as a student at TEACH Tech”*** was a 3.55/4, and the average score for the indicator, ***“Principal Menduke makes time to listen to the needs, ideas, and concerns of students”*** was a 3.52/4.
- On the end of the year leadership feedback survey given to staff, the average score for the indicator, ***“Principal Menduke believes in my ability to succeed in my role at TEACH Tech”*** was a 3.89/4, and the average score for the indicator, ***“Principal Menduke cultivates a positive relationship among faculty and staff members at this school”*** was a 3.81/4.

***23-24 school year, we will shift to a more proactive approach rather than reactive, through implementing these same systems starting August 14, as well as more consistent messaging to families about the importance of attendance. We have upgraded our bus program and vendor thus allowing more access for students to attend school who might otherwise have transportation issues. Lastly, we believe that when the product put in front of students is strong, they will come to school more often and we have revamped our instructional and culture teams to do just that.***

- Our instructional team has a fragmented understanding of what authentic rigor looks like, sounds like, and feels like in the classroom. ***Lesson Learned: Our leadership team is tasked with making no assumptions about our team’s understanding and execution of grade level and above rigor in the classroom, and instead creating clear systems and a community understanding of what this looks like at TEACH Tech moving forward. Instructional Leadership Team (ILT), and Culture Leadership Team (CLT) are hard at work in crafting thoughtful and robust learning experiences for our staff for summer PD in August, as well as throughout the school year to solidify our team’s ability to build rigorous, student centered lessons across all content areas.***

### Personal Leadership Development

- On the end of year leadership feedback survey given to students, the average score for the indicator, “*We have a positive school culture at TEACH Tech*” was a 2.89/4, and the average score for the indicator, “*I enjoy coming to school most days*” was a 2.59/4. **Lesson Learned: We still have work to do to help all students feel seen, valued, and welcome on our campus. With this in mind, we have reinstated our activities director position to focus on student life here at Tech. We have also continued to build our sports program and are in a CIF league this year. We have sent our Culture Leadership Team (CLT) to attend a week-long conference at Loyola Marymount University focused on effective and impactful implementation of Restorative Practices and Discipline on our campus. We are implementing circle protocol on campus this year, as pictured above. Finally, over the summer our staff was tasked with completing our summer read, “‘These Kids are Out of Control’ Why we Must Reimagine ‘Classroom Management’ for Equity” which focuses on teachers building safe, effective, and academically rigorous classrooms.**
- On the end of the year leadership feedback survey given to staff, the average score for the indicator, “*Principal Menduke regularly seeks my input when making decisions that impact the work I do*” was a 3.44/4. **Lesson Learned: While this indicator**

	<p><b><i>was still in the target range, it is important that I work to ensure that everyone feels that their voice is heard for a number of reasons: 1) When teachers are bought in, they execute more effectively in service of students, and 2) When teachers feel like their voice is heard, it helps with retention.</i></b></p>
--	--

## Goals for 23-24

Goal 1 - Fully implement a professional development plan and model that has an emphasis on intervention and Multi-Tiered System of Supports (MTSS) across all content areas, but especially in mathematics. Leverage data to monitor progress of all students, especially our Emerging Bilinguals and Students with Disabilities.

*Measured by...*

- *Monthly Progress Reports by Subgroup*
- *Workshop FIAB Results by Subgroup*
- *NWEA Data (Fall, Winter, Spring) by Subgroup*
- *Staff Feedback on Professional Learning Opportunities and Support*

Goal 2 - TEACH Tech needs to increase communication to students and parents in order to promote the mental health programs we offer and develop strategies to monitor how students select and experience mental health services and their perceptions of how these programs help their social emotional well being.

*Measured by...*

- *Average Daily Attendance Rate %*
- *Chronic Absenteeism %*
- *Panorama and Internal Student Surveys*
- *Counseling Referral Tracking*
- *Suspension Rate*

## Implementation of Key Strategies Report

### AP Certification & Training (APSI = AP Summer Institute)

- *AP Course Offerings for the 23-24 School Year*
  - *AP Spanish Language, Ms. López (has attended College Board APSI)*

- AP English Language, Mx. Miller (attending College Board APSI this summer)
- AP English Literature, Mr. Rickett (has attended College Board APSI)
- AP Statistics, Mr. Finden (attending College Board APSI this summer)
- AP US History (New Offering), Mr. Cordero (attending College Board APSI this summer)
- AP Government (New Offering), Mr. Reardon (attending College Board APSI this summer)
- *AP Course Offerings Targeted for the 24-25 School Year*
  - AP Chemistry
  - AP Calculus AB
  - AP Spanish Literature
  - AP Computer Science

EEG Goals & Implementation

EEG Goal	Implementation Update
<p><i>Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.</i></p> <p>&amp;</p> <p><i>Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.</i></p>	<p>This year we have a designated Instructional Leadership Team (ILT) who will spend time coaching teachers @ at least once a month for all teachers, and more frequently for some teachers. The focus for ILT this year is going to be centered around planning, and thus much of the time spent with teachers in coaching meetings will be spent completing <a href="#">“know/show” charts</a> for all standards to ensure that teachers have 1) internalized standards prior to teaching them, and 2) have built an exemplar to guide their formative assessments during class time. We have also arranged our master schedule to ensure that all core content areas have shared prep times, and will take part in department meetings during that shared prep twice a month. Along with this, our designated Culture Leadership Team (CLT) and Mental Health Leadership Team (MLT) will be partnering with teachers to ensure that they are building healthy classroom environments that are centered around an</p>

	unflinching belief in student success.
<i>Practices and strategies that reengage pupils and lead to accelerated learning.</i>	Rolling out our “Workshop” program this school year. Workshop will take place on all block schedule days, and will last for the last hour of the day. This block will serve as whole school MTSS, and will include (on rotation) supplemental math co-taught instruction, supplemental ELA co-taught instruction, Sustained Silent Reading (SSR), and Focused Interim Assessment Block (FIAB) testing and error analysis in preparation for CAASPP in small groups.
<i>Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.</i>	Hired Emerging Bilingual Coordinator this year who will work to: <ol style="list-style-type: none"> <li>1) Coach and support teachers 1:1 and in whole group PD sessions in implementing integrated language development strategies in core content classes.</li> <li>2) Teach a small group of level 1 and level 2 Emerging Bilinguals supplemental English during our “Workshop” block (whole school MTSS) twice a week.</li> </ol>
<i>Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</i>	Launching Ethnic Studies class this school year for our Freshman Class (Class of 2027). Teacher hired, UC Doorways complete.

A-G Goals & Implementation

A-G Goal	Implementation Update
<i>Provide access to Pre-AP courses at TEACH Tech Charter High School</i>	We have added a number of honors classes this school year that are targeted at preparing students in 10th grade for AP classes in 11th and 12th grade. While we are not leveraging the Pre-AP curriculum, we are looking to make that shift in the 24-25 school year.

	<p>Honors classes for 23-24:</p> <ul style="list-style-type: none"> <li>- English 10 Honors</li> <li>- World History Honors</li> <li>- Integrated Math 2 Honors</li> <li>- Environmental Science Honors</li> <li>- Integrated Math 3 Honors</li> <li>- Chemistry Honors</li> </ul>
<p><i>Provide 8-12 days of teacher and/or administrator professional development to obtain AP certification</i></p>	<p>All teachers that are leading an AP course on our campus have attended or are currently attending an Advanced Placement Summer Institute (APSI) through the College Board.</p>
<p><i>Provide access to AP Computer Science courses at all high schools</i></p>	<p>AP Course Offerings Targeted for the 24-25 School Year</p> <ul style="list-style-type: none"> <li>- AP Chemistry</li> <li>- AP Calculus AB</li> <li>- AP Spanish Literature</li> <li>- AP Computer Science</li> </ul>