

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tennyson High School	01611920138339	04/25/2022	June 14th, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Comprehensive Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

CSI Grad Rate:

There are four schools in the district which are under the Comprehensive Support and Improvement (CSI). There are two types of CSI: Low Graduation Rate, and Low Performing. Per the CA Dashboard Technical Guide, “For 2022, any school with a school level combined four-and five-year graduation rate less than 68 percent over three years will be eligible for CSI–Low

Graduation Rate.” Our school is one of the sites identified for our low graduation rate. Sites which are identified as CSI receive additional funding to ensure they exit CSI.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

[School Name] developed this plan in conjunction with HUSD’s LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students’ deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State’s LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

Throughout the year, the School Site Council (SSC) at Tennyson High School received input from the following stakeholders:

- Certificated/Classified Personnel
- Site Base Decision Making (SBDM)
- Local Curriculum Council (LCC)
- School Site Council (SCC)
- English Language Advisory Committee (ELAC)
- Instructional Leadership Team (ILT)
- English Language Development (ELD) Team
- Parents (Parent Ambassadors, Coffee with the Principal)
- Students

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- Limited options for students who are too far behind to catch up in time for graduation
- Not enough resources for students who have experienced trauma
- 10 percent of our students are Unaccompanied Minors (UM)
- Aging facilities in process of being modernized
- Technological infrastructure
- Limited service providers for students who need social-emotional support and mental health services (i.e more COST providers needed)
- Limited access to home internet

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.14%	0.26%	3	2	4
African American	5.5%	5.51%	4.9%	83	81	76
Asian	8.0%	7.76%	6.9%	120	114	107
Filipino	6.1%	5.45%	4.64%	91	80	72
Hispanic/Latino	73.0%	74.81%	76.98%	1,095	1099	1194
Pacific Islander	3.7%	3.20%	3.29%	56	47	51
White	2.3%	1.77%	1.68%	35	26	26
Multiple/No Response	1.1%	1.36%	1.23%	17	20	19
	<b>Total Enrollment</b>			1,501	1469	1551

### Conclusions based on this data:

The percentage of Hispanic/Latinx students continue to grow.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	561	512	613	37.40%	34.9%	39.5%
Fluent English Proficient (FEP)	661	685	674	44.00%	46.6%	43.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

The number of English Learners at THS has increased drastically over the last three years. In 21-22, we had 10 ELs who reclassified. In 22-23, we had 78 ELs who reclassified, a substantial increase.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	441		0	316		0	313		0.0	71.7	
All Grades	356	441		0	316		0	313		0.0	71.7	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2489.			6.07			18.53			22.68			52.72	
All Grades	N/A	N/A	N/A		6.07			18.53			22.68			52.72	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.71			47.57			42.72	
All Grades		9.71			47.57			42.72	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.13			38.71			55.16	
All Grades		6.13			38.71			55.16	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.24			66.02			30.74	
All Grades		3.24			66.02			30.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.72			58.84			33.44	
All Grades		7.72			58.84			33.44	

**Conclusions based on this data:**

Only 24.86 % of our 21/22 junior cohort met or exceed standards in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	441		0	368		0	363		0.0	83.4	
All Grades	356	441		0	368		0	363		0.0	83.4	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2454.			1.38			5.79			15.15			77.69	
All Grades	N/A	N/A	N/A		1.38			5.79			15.15			77.69	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.49			23.55			73.96	
All Grades		2.49			23.55			73.96	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.94			48.20			49.86	
All Grades		1.94			48.20			49.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.93			58.40			39.67	
All Grades		1.93			58.40			39.67	

Conclusions based on this data:

Only 7.17% of our 21/22 cohort met or exceeded standards in Mathematics.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,469	69.3	34.9	0.2
Total Number of Students enrolled in Tennyson High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	512	34.9
Foster Youth	3	0.2
Homeless	47	3.2
Socioeconomically Disadvantaged	1,018	69.3
Students with Disabilities	172	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	5.5
American Indian	2	0.1
Asian	114	7.8
Filipino	80	5.4
Hispanic	1,099	74.8
Two or More Races	20	1.4
Pacific Islander	47	3.2
White	26	1.8

**Conclusions based on this data:**

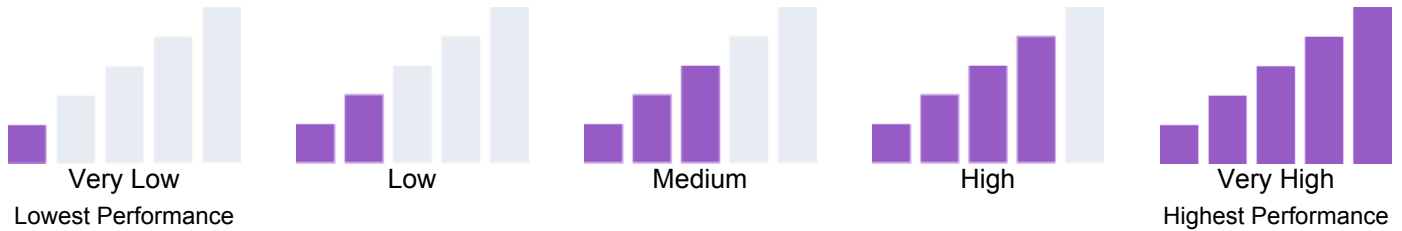
Previously, 80.7% of Tennyson High student population are Socioeconomically Disadvantaged. the current number is 69% which we do not feel is accurate given how many families have not filled out the free/reduced lunch application after CA law was passed guaranteeing all students free lunch.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

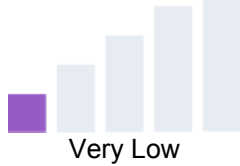
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



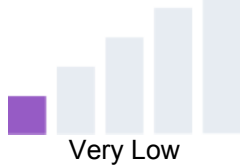
### 2022 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



##### Mathematics



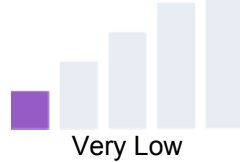
##### English Learner Progress



**College/Career**  
Not Reported in 2022

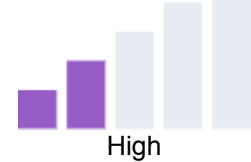
#### Academic Engagement

##### Graduation Rate



#### Conditions & Climate

##### Suspension Rate



**Conclusions based on this data:**

Tennyson High Students need support in both English Language Arts and Mathematics.

# School and Student Performance Data

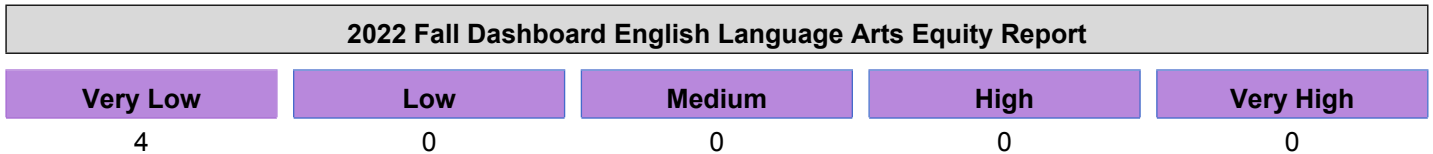
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

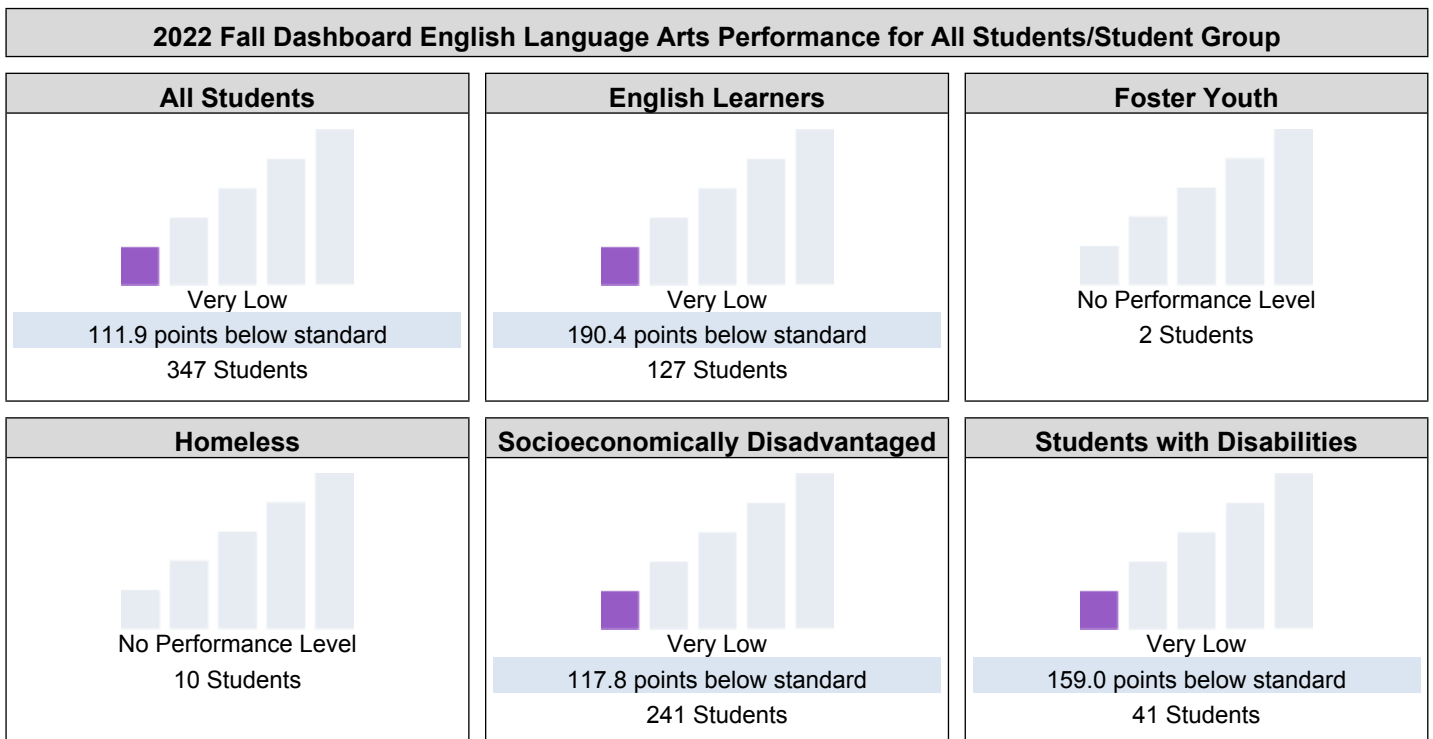
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This section provides number of student groups in each level.

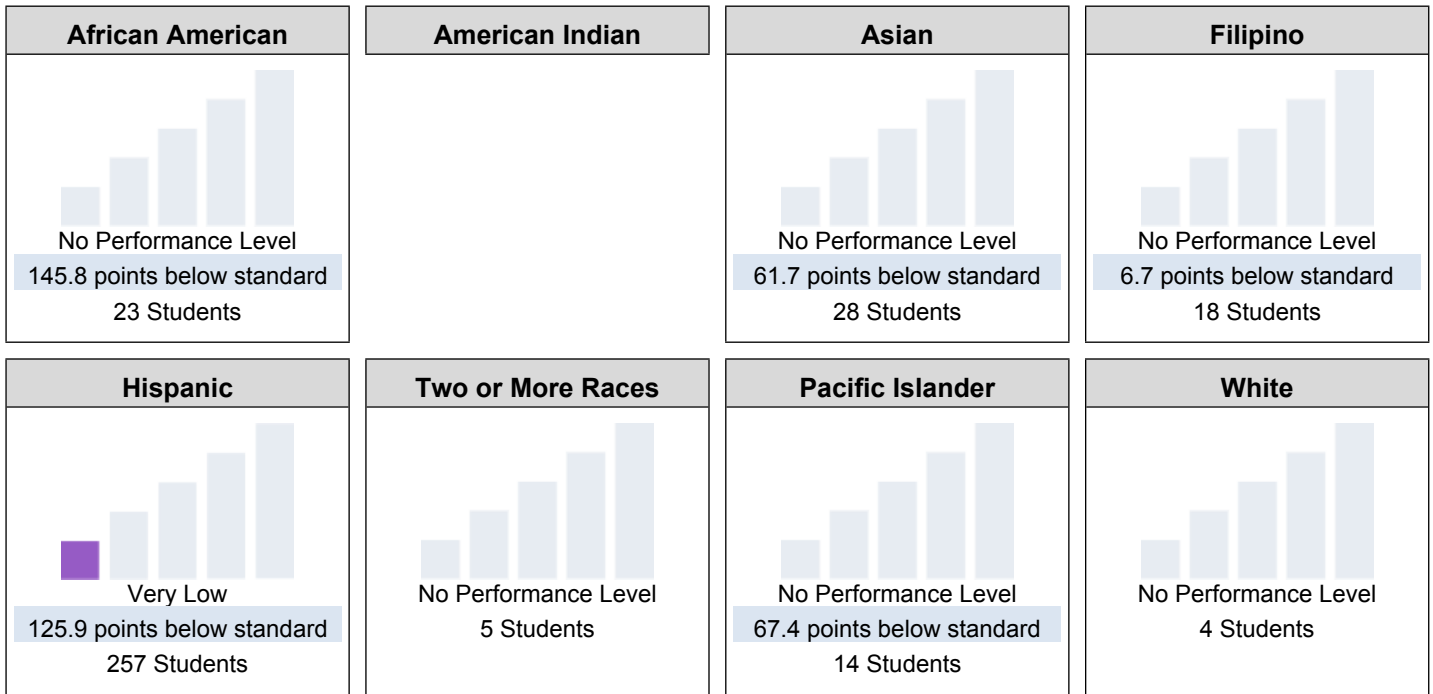


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
200.4 points below standard 110 Students	133.9 points below standard 18 Students	99.7 points below standard 60 Students

**Conclusions based on this data:**

In general, THS has a large number of socioeconomically disadvantaged students that are below standards.

# School and Student Performance Data

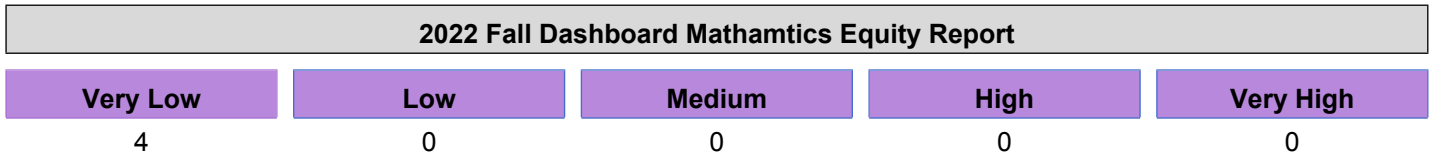
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

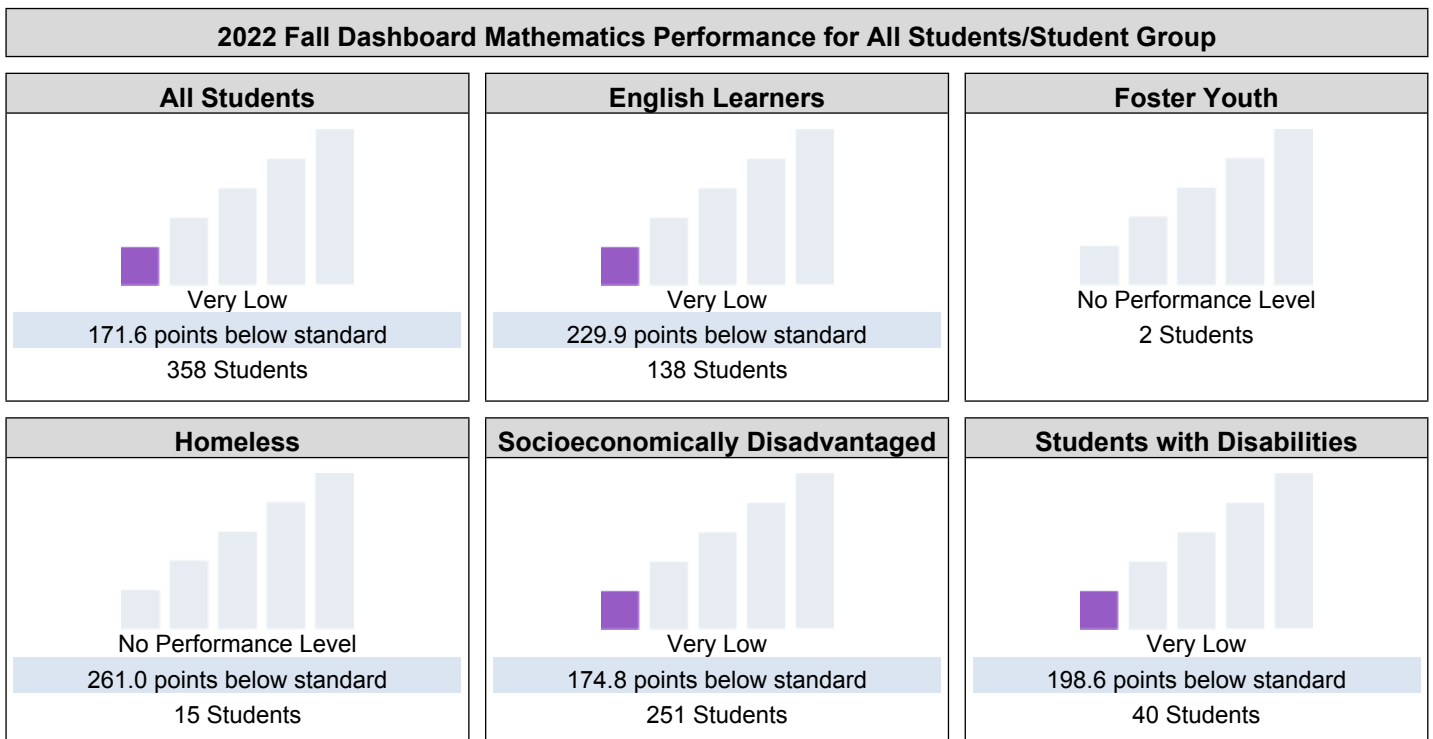
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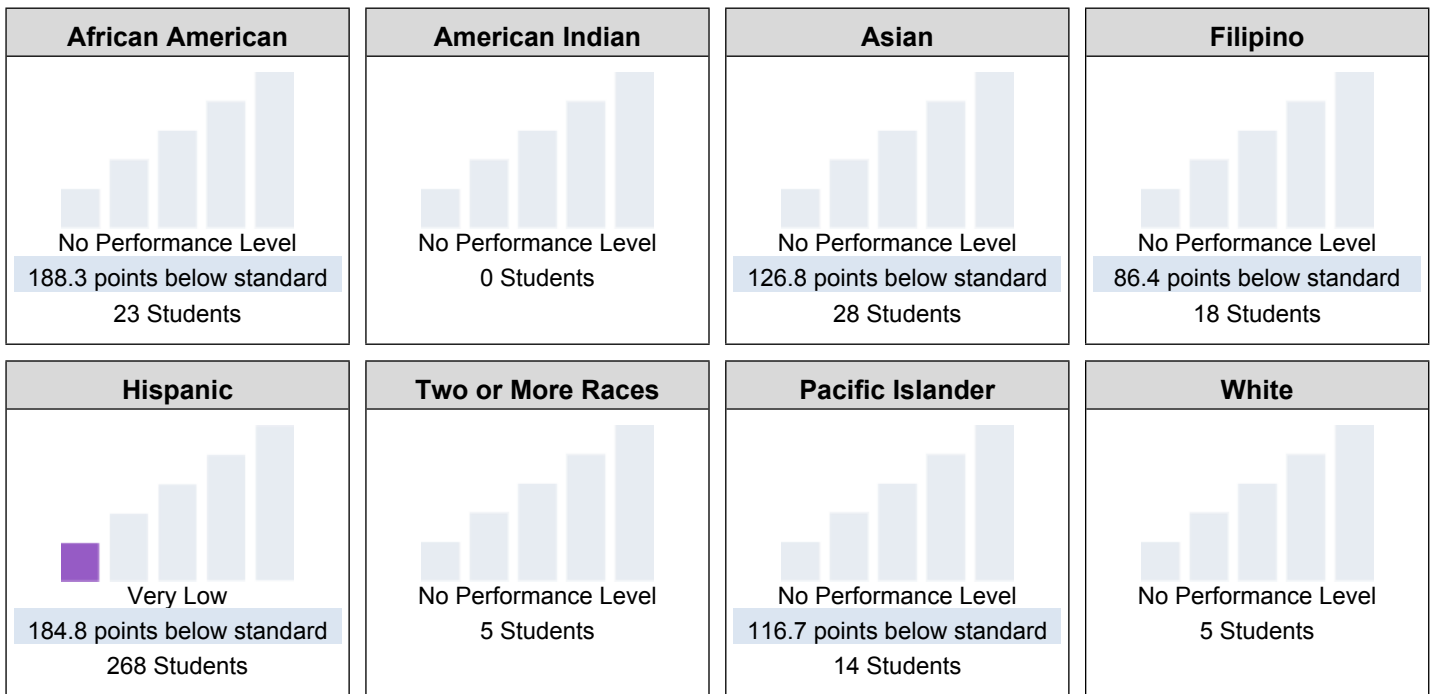
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">235.2 points below standard</p> <p>122 Students</p>	<p style="background-color: #e6f2ff;">192.6 points below standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">169.6 points below standard</p> <p>60 Students</p>

**Conclusions based on this data:**

Students continue to perform low in Mathematics, and English Language learners are performing significantly lower in math than in ELA (229.9 points below standard vs 190 points below standard in ELA).

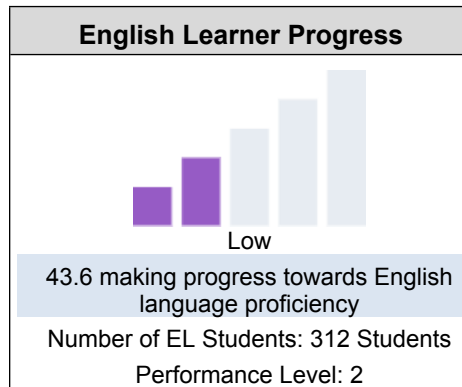
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	48.7%	0.0%	43.6%

#### Conclusions based on this data:

In 2019 38.6% of English Learners were making progress towards English language proficiency, now in 2022 43.6% of our English Learners are making progress.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

No data at this time.

# School and Student Performance Data

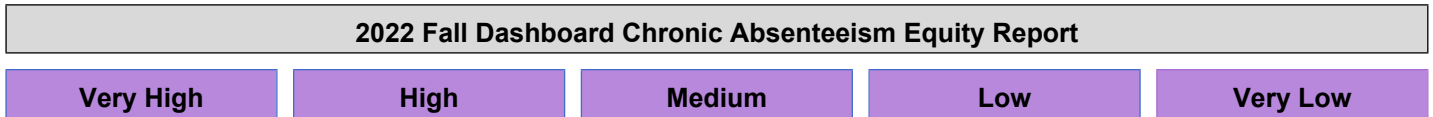
## Academic Engagement Chronic Absenteeism

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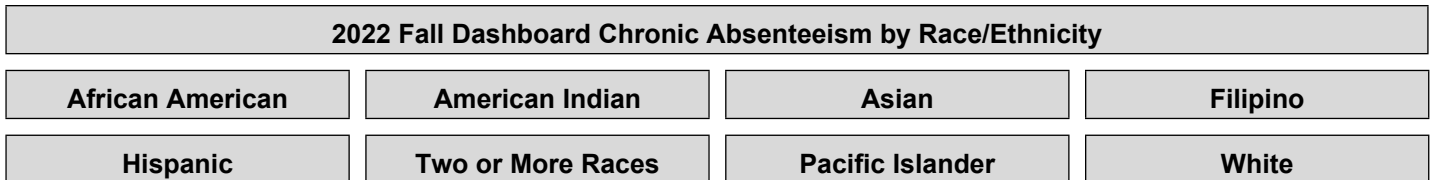
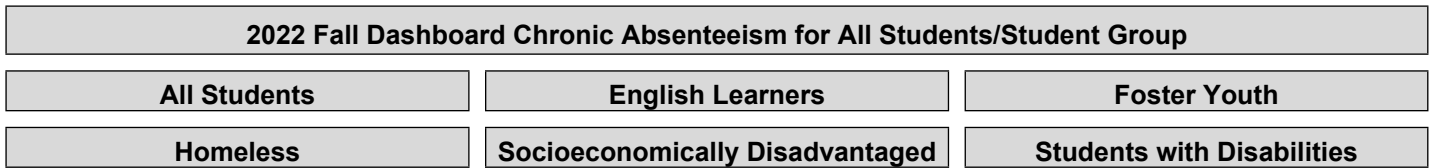
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High                      High                      Medium                      Low                      Very Low  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



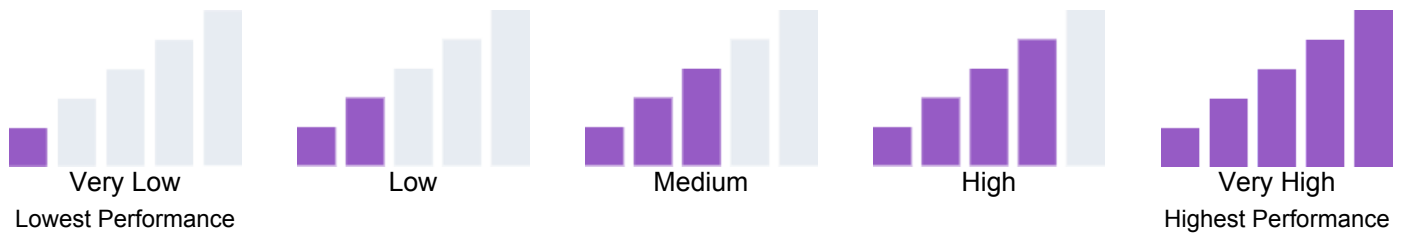
Conclusions based on this data:

No data at this time.

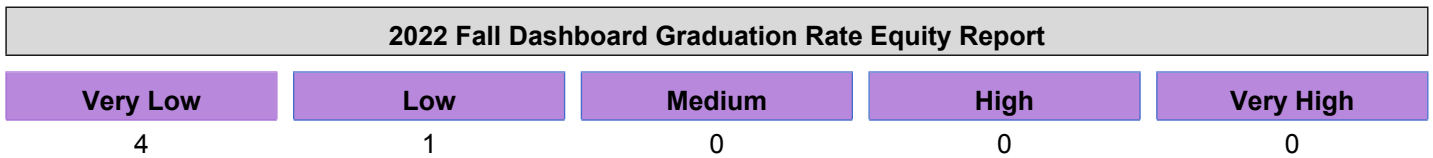
# School and Student Performance Data

## Academic Engagement Graduation Rate

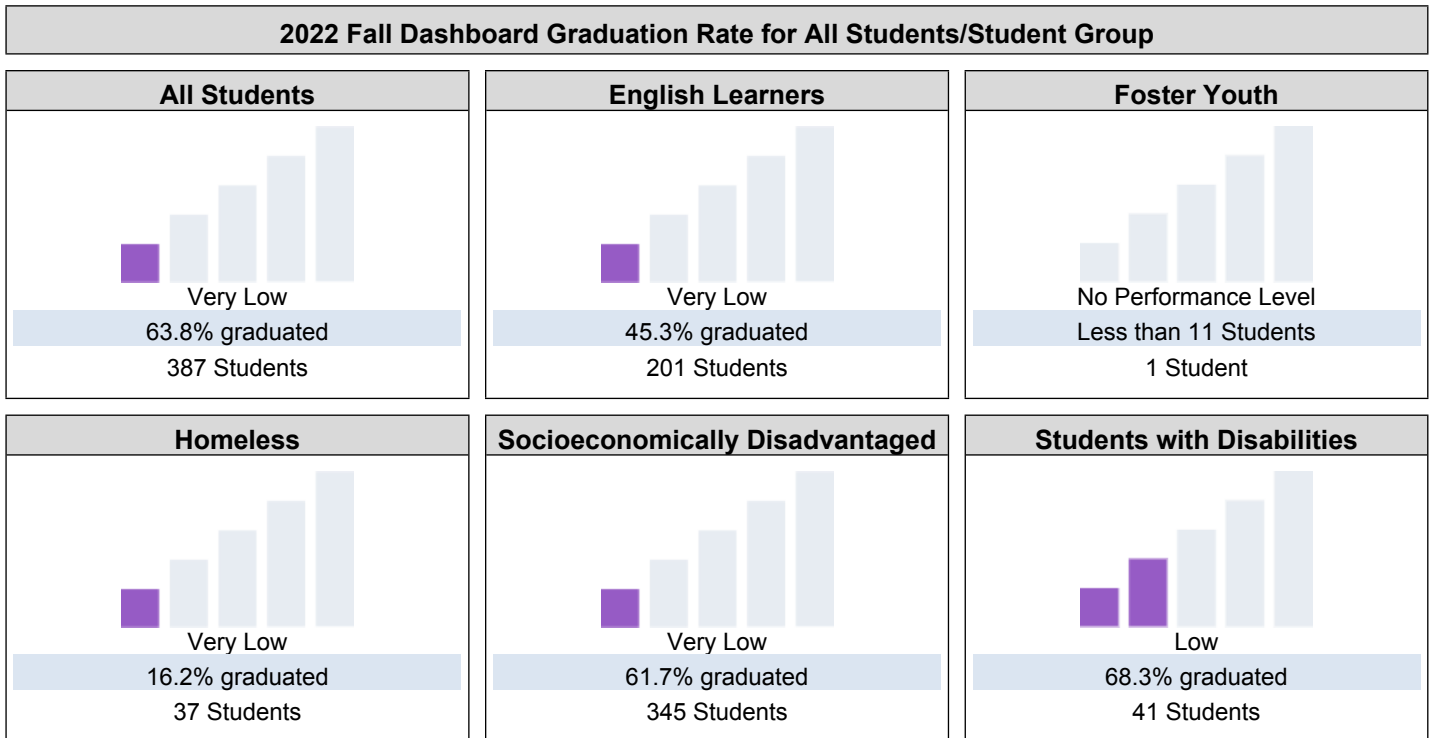
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



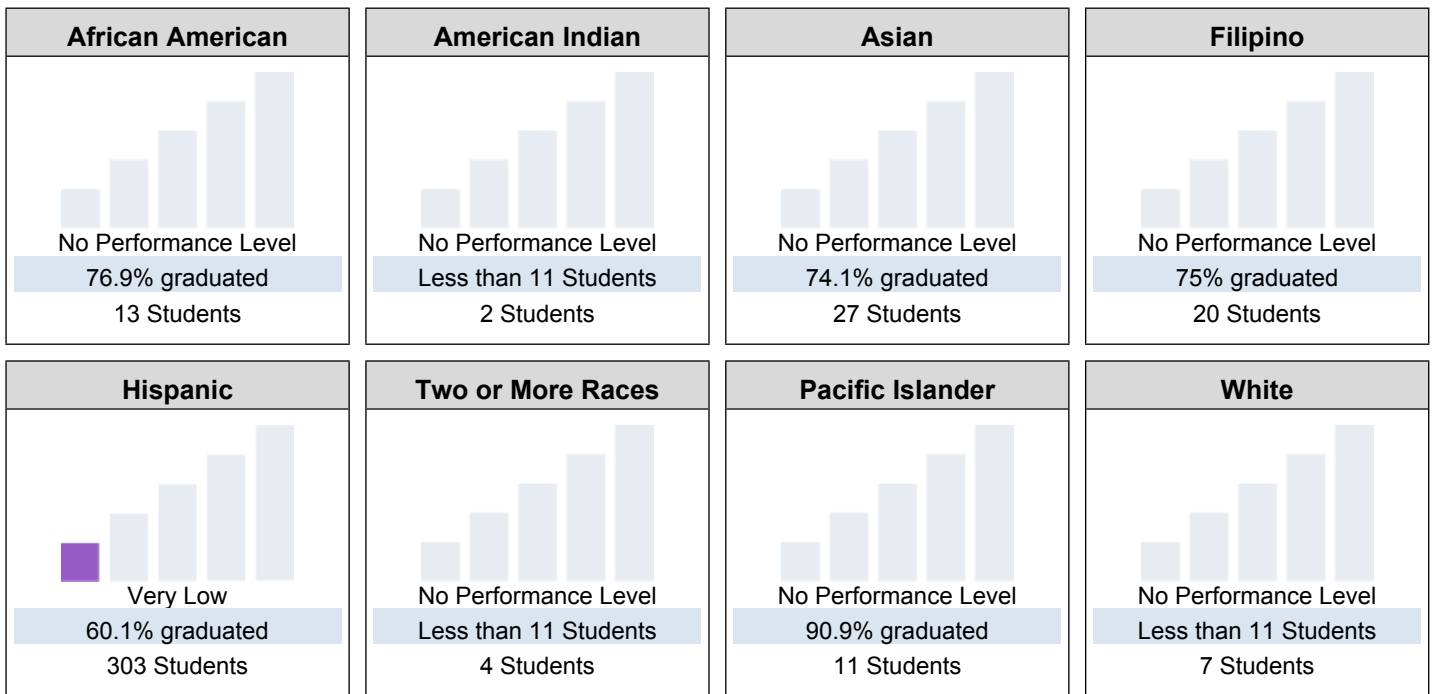
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

Our graduation rate decreased by 9.8% 2022 in comparison to 2020.



# School and Student Performance Data

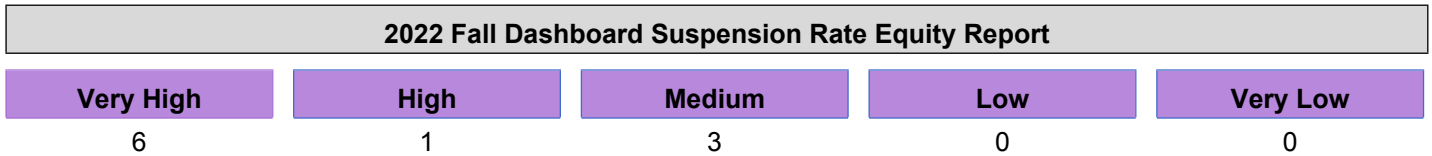
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

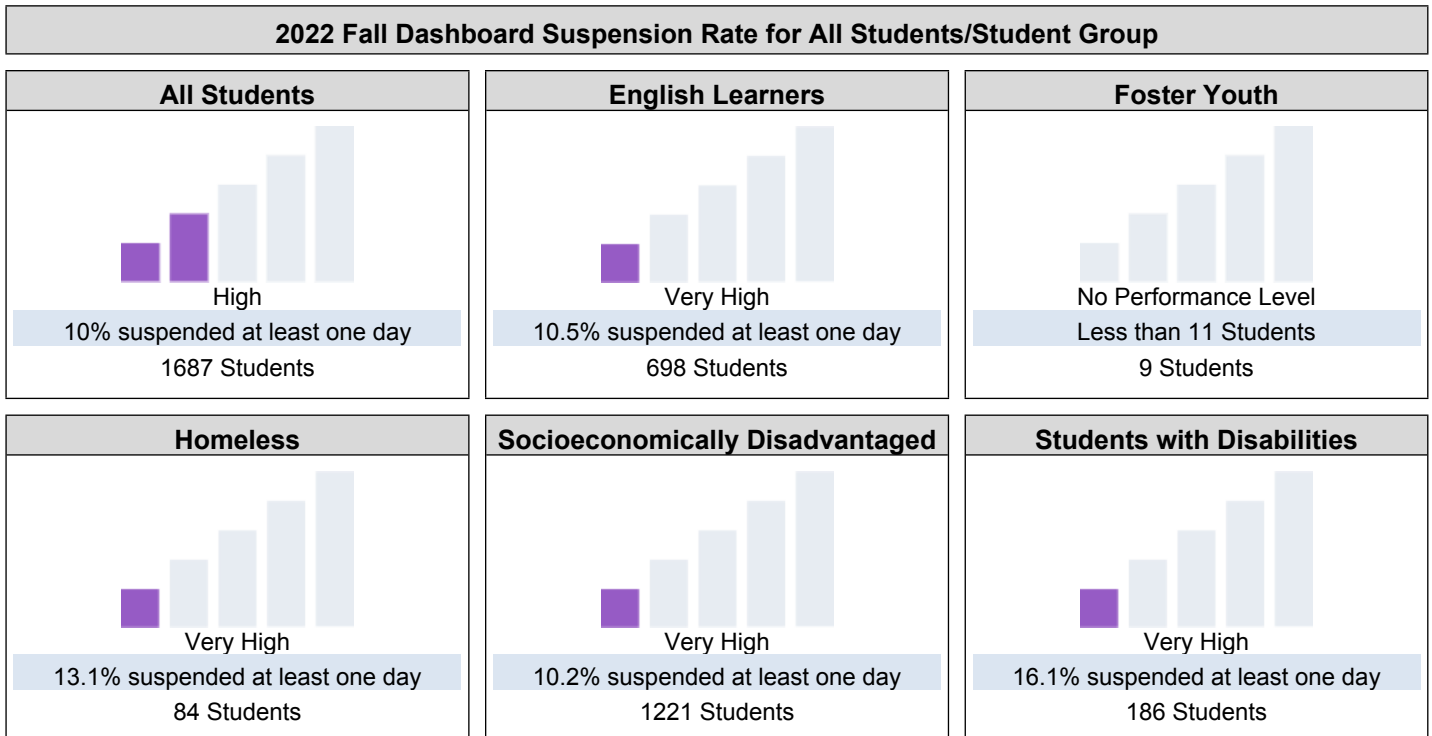
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



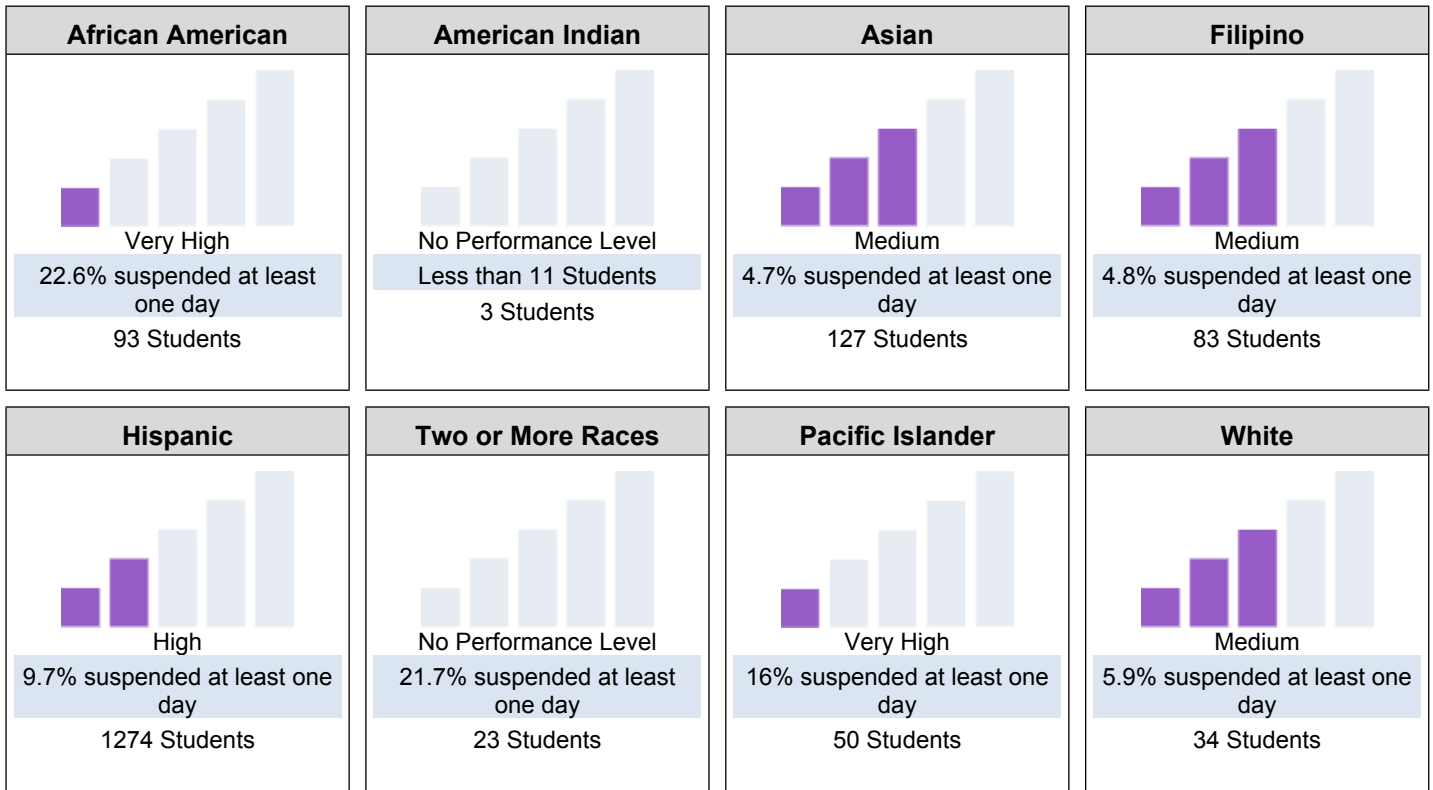
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

The suspension rate is high from coming back from the pandemic. Proportionally, African American students are being suspended at the highest rate (22.6%), followed by hispanic students (9.7%).

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Tennyson High School will increase performance on CAASPP ELA by 5%.

All students will master the Common Core Standards in ELA or demonstrate growth towards mastery.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

- CAASPP ELA Scores 21/22
- INSPECT results
- WASC Data
- Subgroup analysis
- Three-year trend

At THS, 25.6 percent of our student population has met or exceeded the standard.

Group data to be collected to measure gains:

All site stakeholder groups will review assessment data and create smaller, targeted goals in response to the information in the data.

Strategy:

All ELA teachers will receive Professional Development to maximize the use of Common Core language and strategies while engaging students in higher levels of Depth of Knowledge (DOK). These strategies and DOK levels will be evident in lesson objectives. Teachers will engage in a Professional Learning Community (PLC) to refine teaching strategies and use data to determine whether students are meeting the stated objectives.

Groups participating in this goal (e.g., students, parents, teachers, administrators): While we acknowledge that all students need support to be ready for college and careers, our English Learners and Social economically disadvantaged students will be our focus and will receive targeted support.

Anticipated annual growth for each group:

Using the 21/22 CAASPP assessment and results, increase the number of students who meet or exceed standards by 5% each year.

Means of evaluating progress toward this goal:

We will collect data on student performance by analyzing grades and use annual CAASPP data as our summative measure. In the future, we hope to develop and use data from interim assessments.

How does this goal align with your Local Educational Agency Plan goals?:

This goal is fully aligned to the educational framework, LCAP, and the Hayward Unified School District Board Policy.

What did the analysis of the data reveal that led you to this goal?

The data revealed that the school has not made progress toward the goal of mastery of the common core ELA standards with a 5% increase in the CAASPP. With this in mind, we know where we need to begin in realizing our goal of students meeting ELA standards. In particular, English Learners and Social Economic disadvantaged students require the most support, as they had the lowest rates of meeting or exceeding standards in ELA. From there, we noticed that these students specifically needed the most support in ELA. We are also curious to generate and analyze data comparing the general student population at Tennyson with the World House population, in regards to their progress towards mastery in ELA.

Which stakeholders were involved in analyzing data and developing this goal?

Members of our School Site Council(SSC), Local Curriculum Council (LCC), Site-Based Decision-Making Team (SBDM) , including site administrator, ELA teachers, and parent representatives from various committees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (previous data)	25.60% met or exceeded	39.75% meeting or exceeding

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Task:

- Teachers across all content and subject areas will collaborate to produce, teach, reflect on, and refine lessons that are aligned to the Common Core State Standards (CCSS) and/or the most recently available content standards.
- With the support of the site Administration, Partner Teacher, Peer Coaches, and Department Chairs. Teachers will utilize academic language within and across content areas as per the CA English Language Development (ELD) Standards, which are taught in conjunction with content standards.

- PLCs will collaborate to engage in a Cycle of Inquiry (COI) to determine the efficacy of lessons and teaching strategies in order to meet instructional goals.

Measures:

- Formative and summative assessments
- Classroom observations
- Classroom community
- Evidence of engagement and performance
- Development of shared resources for teachers
- Coaching (PLC and EL Coaching)

Strategies:

- Teacher Collaboration outside workday to align curriculum
- Tutoring hours and the expansion of writing tutoring hours to include evening availability
- Professional development around reading instruction for moderate/severe SPED students
- Expansion of our current library books to provide students with more modern and inclusive texts and stories

People Assigned:

- Principal and Assistant Principals
- ELL Specialist
- EL Coach
- Teachers
- Department Chairs
- Site-Based Instructional Leadership Team Members
- Local Curriculum Council
- Instructional Leadership Team

Strategy/Activity

Common Core State Standards Implementation

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

Align Curriculum in the English Department- Allocate funds to pay for hours for ELA teachers to develop aligned curriculum

5,000.00

ESSA Title I , Part A , Basic Grants Low Income and Neglected

	Align English Curriculum with SPED department- allocate funds to pay hours for ELA teachers to align curriculum with ELA SPED teachers
5,000.00	LCFF Supplemental and Concentration Funds  Library-Allocate funds to expand the selection of library texts

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

THS Professional Learning Community and Professional Development

### Strategy/Activity

#### Task:

- PLCs will work together to determine the efficacy of lessons by examining whether students met stated objectives and/or SMART goals.
- PLCs, EL Coach, and other teacher leaders, will examine classroom data (including but not limited to: objective tests/quizzes, projects, performance on homework, writing samples, student talk) to refine teaching and planning for upcoming lessons. Additionally, EL Coach will provide peer support for language development and long term EL support (instructional practices)
  - PLCs will continue to engage in Cycles of Inquiry throughout the academic year.

#### Professional Development and Instructional Materials:

- Professional development related to reading and writing and instruction in ELA
- Professional development related to reading and writing and instruction across all content areas
- Teacher collaboration outside workday to work on curriculum alignment for four teachers
- Tutoring hours and the expansion of writing tutoring hours to include evening availability

#### Measures:

- Data review (CAASPP and interim assessment)
- Learning Walks and group reflection
- Classroom observations
- PLC surveys and feedback
- Evidence of engagement and performance

#### People Assigned:

- Principal
- Assistant Principals
- ELD Coaches
- Department Chair
- EL Specialist as needed
- Teachers

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Allocate money for professional Development
15,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Outside vendor contract to lead P.D.
10,000.00	LCFF Supplemental and Concentration Funds  Software for English teaching and literacy development

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Tennyson teachers are extremely motivated to help students to achieve proficiency in English Language Arts. We have a strong ELA department that operate in self-selected PLCs on a regular collaboration schedule. However, there is still much work to be done to ensure that students are meeting or exceeding standards on the CAASPP in ELA. Prior to the pandemic, We were increasing performance. However, after returning from the pandemic, we have shown a decrease in student performance in this goal. We did not reach our goal of improving by 5%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended goal was for students to improve in all focal areas in ELA (reading, writing, listening, and speaking) in order to improve student outcomes (CAASPP and college/career readiness). In order to meet the articulated goal for next year, we will implement CAASPP interim assessments throughout fall semester, review assessment data, and conduct CAASPP bootcamps.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Tennyson remains committed to ensuring that students are improving in English Language Arts. We will keep the goal set at 5% improvement for next year. We will increase student access to Tier 1, Tier 2, and Tier 3 interventions. We plan to implement PD for all staff on literacy within content areas (as described in the CCSS Literacy Standards). For this next year, we are allocating more funds for paid collaboration hours for teachers so they can organize and work together in self-selected PLCs.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Tennyson High School will increase performance on CAASPP Math by 5%.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

After desegregating our CAASPP data from 2021/2022, we identified the current rate of students meeting or exceeding standards in Math at 7.17%.

Group data to be collected to measure gains:

All site stakeholder groups will review assessment data and create smaller, targeted goals in response to the information in the data.

Strategy:

All Math teachers will receive professional development that maximizes the use of Common Core language and strategies. Teachers will engage in Professional Learning Communities (PLC). Math PLC's include Algebra, Geometry, and Algebra 2.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

While we acknowledge that all students need support to be ready for college and careers, our English Learners and Social Economic Disadvantaged Students will be our focus and will receive targeted support.

Anticipated annual growth for each group:

Using the new CAASPP assessment and results, increase the number of students who meet or exceed standards in this area by 5% next year.

Means of evaluating progress toward this goal:

- Tennyson High School will use Math Department Common Assessments to measure student achievement
- We will collect data on student performance during the Interim Comprehensive Assessment (ICA), and use annual CAASPP data.

How does this goal align with your Local Educational Agency Plan goals?

This goal is fully aligned with the LEA Plan

What did the analysis of the data reveal that led you to this goal?

Baseline data indicate that our English Learners and students with socio-economic disadvantages require the most support, as they had the lowest rates of meeting or exceeding standards in Math.

Which stakeholders were involved in analyzing data and developing this goal?

The members of our School Site Council, including site administrators, math classroom teachers, and parent representatives.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2021/2022	7.17% of our students are meeting or exceeding Math Standards	12.17% of our students will meet or exceed Math Standards in 2022-2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

CCSS Implementation

#### Strategy/Activity

##### Goal Statement

- All students will meet or exceed Common Core State Standards in Math or demonstrate growth in this area

What data did you use to form this goal (findings from data analysis)?

- CAASPP Math Scores
- Math Grades
- Subgroup analysis
- Three-year trend
- Data points: In HUSD, 18.51% percent of the student population met or exceeded the standards in Mathematics. At THS, 7.17% percent of our student population has met or exceeded the standard. 0 percent of African American students met or exceeded the standard for Math.
- 8.7% percent of the Asian population met or exceeded the Math standard.
- 7.29% percent of the Hispanic population met or exceeded.
- 3.34% percent of the ELL (English Language Leader) population met the Math standard.
- 7.17 % percent of students who are economically disadvantaged met or exceeded the Math standard. No students met or exceeded the Math standard.

Group data to be collected to measure gains:

- Common assessments and result analysis
- CAASPP data
- Grades by math class

## Strategy

- All Math teachers will receive professional development focused on CAASPP Data and Analysis of Blueprints, Interim Assessment Blocks, and Differentiation.
- Teachers will continue to engage to in Professional Learning Community (PLC) to refine teaching strategies and analyze data to inform next steps (reteaching, differentiation needs, and/or other supports)
- Math teachers (and all other content areas) will engage in professional development focused on increasing Student Academic Engagement and Deeper Learning.
- 4 Math teachers will attend the Asilomar Conference. This Training will provide THS math teachers to be more effective at engaging students in rigorous math, which should in turn lead to higher grades, lower failure rates, and more students in upper-level math classes at THS. THS math teachers to be prepared for the new California State Math Framework ( <https://www.cde.ca.gov/ci/ma/cf/> ) that could go into effect as soon as 23-24. THS math teachers to be prepared to contribute to the development of the HUSD K-12 Math Master plan, for which development is starting this year 22-23.

The group participating in this goal (eg, students, parents, teachers, administrators)

- Students
- Parents
- Math Department
- Subject/grade level PLCs
- Administration

Anticipated annual growth for each group:

- The expected growth for each subgroup will be 5 percent.

Means of evaluating progress toward this goal:

- Local Benchmark data such as the IAB
- Quarterly Math grades
- CAASPP Data

How does this goal align with your local Educational Agency Plan goals?

- This goal is fully aligned with the educational framework, LEA plan, LCAPP, and the Hayward Unified School District Board Policy.

What did the analysis of the data reveal that led you to this goal?

- Overall our Math CAASPP has declined significantly from the previous year. Therefore, we have realized the need for focus PLC work. Teachers will be given hours. HPN Math tutors will continue to be hired to support in math classes.

Which stakeholders were involved in analyzing data and developing this goal?

- Administrators
- Math teachers
- Parents (Coffee with the Principal)
- School Site Council (SSC)
- Local Curriculum Council (LCC)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Lesson and Curriculum Development-Align Curriculum in the Math Department.
2000	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Align Math Curriculum with SPED Department- Allocate funds to pay hourly for Math teachers to align curriculum with the Math SPEAD teachers.
12987	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Materials and Supplies to Support Math and Science Programs related to STEAM
5000	ESSA Title I , Part A , Basic Grants Low Income and Neglected  ASILOMAR Conference
10000	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Math Software to support all math courses
3500	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Algebra Teacher Collaboration. Allocate funds to pay for 4 release days to produce THS Revised Algebra Pacing Guide, Common unit assessment, and co-designed lessons.

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our math department is committed to ensuring that all students leave Tennyson with the math skills they need in order to be career or college-ready. They engage regularly in PLCs and have a set collaboration schedule, and work tirelessly to ensure that they are aligning their teaching to the new math standards.

Our stated goal for this area was “ All students will meet or exceed Common Core State Standards in Math or demonstrate growth in this area.” From 2021 to 2022, 7.17% of students met or exceeded on the CAASPP in Mathematics. In order to provide learning acceleration opportunities, foundational math courses are being strengthened to support SLIFE students. Additionally, accelerated geometry will continue during summer session set so that students can have the opportunity to take upper division math during the school year. There is evidence to show that the accelerated geometry class has resulted in an significant increase in AP Calculus sign-ups and higher AP Calculus scores on the exam.

In order to meet our goal, the math department will continue to engage in PLC work and collaborate with ELD Coach, and EL Specialists. Tennyson High will hire highly qualified math tutors to support in all Algebra 9 classes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Math department will increase parent engagement to support students and families by hosting family math night for families.
- Math department will continue focused PLC work in order to meet articulated goals
- Math department will continue using Google Classroom and Delta Math to increase academic engagement, differentiate instruction, and organize curriculum/unit pacing
- Math department will collaborate with ELD Coach and EL Specialist to equip teachers

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue developing and integrating STEAM curriculum in math courses.

- We will seek to reverse current course of trend and increase our rate of students meeting or exceeding on CAASPP in mathematics by 5%.
  - In order to meet this goal next year, our math teachers will regularly collaborate to review Algebra I and Algebra II grades and benchmark data in order to close gaps as they occur.
  - Teachers will work to align their grading policies to ensure equity and parity for all students who are taking math courses.
  - We will increase student access to interventions (tiers I, II, and III), including both in-class and after school tutoring in Algebra I and Algebra II.
  - Professional development and building capacity will be key in ensuring student success in mathematics. Monies for high-quality math PD will be set aside, both for pedagogy and strategies for working with other supports in the classroom (e.g. how to best leverage BIA's and

Paraeducators)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5%.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

- CAASPP Scores
- ELPAC Scores
- Local Assessments

We examined the ELPAC reclassification requirement, our annual reclassification (RFEP) rate for the last three academic years

Group data to be collected to measure gains:

ELD teachers and ELD Coach will engage in data discussions with the site EL Specialists, World House administrator, and counselor(s) to determine whether students are achieving adequate growth in target areas (i.e. English Language Development and/or English Language Arts). These discussions are part of a greater collaborative effort to ensure EL students are receiving adequate services and are on track to graduate college and are career ready.

Group data to be collected to measure gains:

- LCC (Local Curriculum Council)
- SBDM (Site Based Decision Making)
- ILT (Instructional Leadership Team)
- SSC (School Site Council)

Strategy:

- ELD Peer Coaching sessions
- World House PLC
- EL Coach Peer Support/Coaching and PD ELD teachers (and all other content areas) will engage in professional development focused on increasing Student Academic Engagement and Deeper Learning.

- Extra hours for curriculum and assessment development

The group participating in this goal (eg, students, parents, teachers, administrators):

- English Language Learners
- World House Student Long Term ELL's
- EL Specialist
- EL Coach
- ELD Coach
- World House Administrator

Anticipated annual growth for each group:

The expected growth for each subgroup will be 5 percent

Means of evaluating progress toward this goal:

- Common Assessment created by ELD teachers
- ELPAC
- Reclassification rates (growth)
- CAASPP scores

How does this goal align with your local Educational Agency Plan goals?

This goal is fully aligned with the educational framework, LCAPP, and the Hayward Unified School District Board Policy.

What did the analysis of the data reveal that led you to this goal?

Our Math and ELA CAASPP score has changed over the past years.

Math CAASPP

- 19-20 No data
- 21-22 Year's scores; .67% Met, 2.67% Nearly Met, and 96.67% Did Not Meet

ELA CAASPP

- 19-20 No data
- 20 year's scores; 8.11% Met, 21.62% Nearly Met, and 70.27% Did Not Meet
- 21-22 year's scores; % Met, % Nearly Met, and % Did Not Meet

ELPAC Data

- 19-20 No data
- 20-21 year's scores; 5.96% Met, 22.80% Nearly Met, and 71.24% Did Not Meet
- 21-22 year's scores; 8.11% Met, 21.62% Nearly Met, and 70.27% Did Not Meet

With the continuous change in reclassification qualifications from the State, it's difficult to measure growth

Which stakeholders were involved in analyzing data and developing this goal?

- SSC
- ELAC
- LCC



- Parents (Coffee with Principals)
- Teachers
- Counselors
- Administrators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 21/22	.67% of EL Students Met Standards	5.67% of EI Students will Meet Standards
ELPAC 21/22	8.11 % of EL Students Met Standards in ELPAC	13.11% of EL Students will Meet Standards in ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELD students will demonstrate growth towards ELD Standards.

#### Strategy/Activity

##### Task:

- Create a college-going culture for our EL population with additional support from the World House Culture Specialist.
- Encourage academic success by ensuring students have access to a rigorous college-prep curriculum, support services, and trips to colleges and universities as equitable with our other college prep programs similar to AVID, Puente, and CMMA.
- Promote and create a college-going culture will help improve academic achievement with our EL's, encourage them to meet reclassification criteria, graduate, and apply to colleges and universities.
- Continue developing an instructional program that is aligned to the ELD Content Standards and includes ongoing assessments.
- Continue to provide additional daily time for English Language Development based on assessed needs and English proficiency levels.
- Continue to use curriculum embedded assessments (or similar assessments) in language arts and math to monitor the progress of English learners toward end-of-the-year goals as outlined in the Catch-up Plan for English Learners.
- Teachers use the information to plan and provide instruction targeted to the students' specific level of language proficiency and academic ability levels.
- Support teachers in CLAD certification.
- All teachers of ELD and Sheltered students trained in the use of Sheltered Instruction Observation Protocol (SIOP) or other research-based instructional model protocol.
- ELD Support for ALL content area classes.
- LRT developed actions to address the needs of EL students.
- Ongoing collaboration of ELD /Shelter teachers.

- Summer hours to continue developing curriculum

Strategies:

- PD for BIA's and Para's around distance learning
- PD around language instruction for distance learning
- PD around routines for teaching academic vocabulary in content areas
- Hours for teachers to develop common assessment-all content areas
- ELPAC Bootcamp
- Hours to support interdepartmental collaboration
- PD for content areas outside of ELD
- Rosetta Stone subscription
- CAASPP training for teachers to administer interim assessments
- CAASPP bootcamp

Measures:

- Data review (21/22 CAASPP)
- ELPAC Scores (21/22)
- Graduation rate for both Long Term ELL's and World House ELL
- ELD common assessments
- Purchase supplemental materials

People Assigned:

- Principal and Assistant Principals
- EL Specialists
- ELD Coach
- Teachers
- Department Chairs
- Site-Based Instructional Leadership Team Members
- Local Curriculum Council
- Instructional Leadership Team

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Increase English Language Proficiency in ELL students and decrease the number of long term EL's

Strategy/Activity

Task:

- Create a college-going culture for our EL population guided by the World House Culture Specialist and counseling team.
- PLC led by ELD Coach.
- Study Sessions for ELPAC and CAASPP to support proficiency and reclassification.

- Hire more tutors for targeted after school tutoring focused on language proficiency (vocabulary development, literacy, essay writing, and research).
- Promote and create post-secondary educational opportunities to improve academic achievement with EL's.
- Encourage EL's to meet the reclassification criteria and academic success through access to rigorous college-prep curriculum, increase support services, and allow students to be part of college prep programs such as AVID, CMMA, Puente, and BioMedical.
- Continue developing an instructional program that is aligned to the ELD Content Standards and includes ongoing assessments.
- Provide additional daily time for English Language Development based on assessed needs and English proficiency levels.
- Use curriculum embedded assessments (or similar assessments) in language arts and math to monitor the progress of English learners toward end-of-the-year goals as outlined in the Catch-up Plan for English Learners
- Teachers use the information to plan and provide instruction targeted to the students' specific level of language proficiency and academic ability levels.
- All teachers CLAD certified
- All teachers of ELD and Sheltered students trained in the use of Sheltered Instruction Observation Protocol (SIOP), Systematic ELD or other research-based instructional model protocol
- ELD Support for ALL content area classes
- LRT developed actions to address the needs of EL students
- Ongoing collaboration of ELD /Shelter teachers
- Teachers teaching intervention and support classes will receive additional instructional materials and support to enhance instruction for our struggling students.
- CAASPP bootcamp
- ELPAC bootcamp

#### Measures:

- Data review (CAASPP and interim assessments)
- ELPAC Scores
- Graduation Rate for both Long Term ELL's and World House ELL
- ELD common assessments

#### Strategies:

- CAASPP Bootcamp to support long term EL's reclassify
- Hours for teachers to develop common assessment-all content areas
- Hours to support inter-department collaboration

#### People Assigned:

- Principal and Assistant Principals
- EL Specialists
- ELD Coach
- Teachers
- Department Chairs
- Site-Based Instructional Leadership Team Members
- Local Curriculum Council
- Instructional Leadership Team

#### Proposed Expenditures for this Strategy /Activity - funding will be used for the following:

- World House PLC

- PD and Conferences aligned to goals
- ELA interventions
- Pacing guide and unit plan development
- Use Tunitin
- Extra hours for development of project-based learning, curriculum and assessment development, rubric creation, and collaborative grading.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  ELD Coach
140,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Bilingual Instructional Assistant Full Time (1) and Bilingual Instructional Assistant Full Time (2)
7,500.00	LCFF Supplemental and Concentration Funds  Social Science ELD
5,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Align ELD curriculum- paid hours for ELD teachers to align curriculum
10,000.00	LCFF Supplemental and Concentration Funds  Rosetta Stone Subscription for ELD office
10,000.00	LCFF Supplemental and Concentration Funds  ELPAC and CAASPP Bootcamps
15,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Content teachers working to create content specific materials to support ELL's
3,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Half-Day Training for Paras/BIA's

2,413.00	LCFF Supplemental and Concentration Funds Materials and supplies to purchase supplemental books
787.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected Materials and supplies to purchase supplemental books

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Tennyson High School ELD teachers are extremely motivated and want to increase English Language Proficiency for English Language Learners. Only 0.67 percent of the EL population met or exceeded the standards in ELA. In order to increase proficiency and support the needs of ELL students, ELD teachers need to be provided additional hours to continue the development of curriculum, create common assessments, and review student work and assessment results.

Additionally, an ELD Coach was approved (.2FTE) by SSC, in order to lead these efforts of building aligned language instruction, curriculum and common assessment development, and peer coaching.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Integration of an ELD Coach to support language instruction, vocabulary development, and classroom systems across content areas.
- Funding (5,000) allocated for extra hours to be used for the development of common assessments for all ELD courses next school year.
- World House PLC(WH PLC) began during the 18/19, led by World House Support Team and teachers, and will continue throughout the 23/24 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Approving a .2 ELD Coach position through SSC was determined by our ELD data and feedback that our site needed instructional supports

- The incorporation of Presentations of Learning in all ELD courses
- The implementation of Systems for Learning (WH PLC)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Tennyson will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a [TIME] basis, either through standalone VAPA course offerings (e.g. Art, Dama, Music), or through school wide activities.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

This goal is new to our SPSA and therefore we will be working on analyzing data for the 23-24 school year.

Group data to be collected to measure gains:

All site stakeholder groups will review data and create goals that align to the New VAPA Master Plan. We will also collect data on student work published in various platforms, and student performances.

Strategy:

Tennyson High School will provide VAPA teachers with a number of professional development (PD) opportunities that will increase the effectiveness of the VAPA Department. Teachers will have the opportunity to align curricula across all VAPA courses, provide PD to create curricula that aligns with state / national standards, and provide PD to create VAPA Department goals that align with the HUSD VAPA Master Plan.

Groups participation in this goal (e.g. students, parents, teachers, administrators):

Students

Parents

Teachers

Administrators

Anticipated annual growth for each group:

Increasing the number of students participating in any VAPA related activities.

Means of evaluating progress toward this goal:

Given that this is the first year with this new goal, we will focus on collecting data for our baseline numbers of students participating in any VAPA activities and publishing or displaying artworks or performances. In future years we will be able to compare those numbers with the baseline we will collect during the 23-24 school year.

How does this goal align with your Local Educational Agency Plan goals?

This goal is aligned with our VAPA Master Plan and our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Our master calendar has shown an increase in the number of students interested in taking VAPA courses and participating in VAPA activities, like art club.

Which stakeholders were involved in analyzing data and developing this goal?

The VAPA department, counselors.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase representation of VAPA students at THS through school communication platforms.	Establish a baseline	<ul style="list-style-type: none"> <li>• Student work published in Bi-Weekly newsletters at least once a month.</li> <li>• Student work published on the VAPA Instagram account at least once a week.</li> <li>• Increased enrollment in VAPA courses.</li> </ul>
Increased representation of VAPA students through the Tennyson Art Gallery and other community exhibitions.		<ul style="list-style-type: none"> <li>• Student and faculty surveys that indicate a positive impact on student engagement.</li> <li>• Increased enrollment in VAPA courses.</li> <li>• Students awards and recognition from community organizations.</li> </ul>
Increased opportunities for student learning within the fine arts outside of the classroom.		Students will participate in at least one fine arts workshop with a visiting Visual and Performing artist.
Increased opportunities for students to display excellence		



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
within the fine arts through extracurricular activities, facilitated by the Art Club.		<ul style="list-style-type: none"> <li>• All Art Club members will join the National Art Honor Society Chapter.</li> <li>• All Art Club members will have the opportunity to attend at least one field trip.</li> </ul>
Increased opportunities for students to participate in musical performances, both inside and outside of the school setting.		<ul style="list-style-type: none"> <li>• Student and faculty surveys that indicate a positive impact on student engagement.</li> <li>• Increased student enrollment in Music courses.</li> <li>• Successful implementation of the Tennyson High School Pep Band.</li> </ul>
Increased opportunities for students to participate in extracurricular activities through the official institution of the Ceramics Club.		- Increased student participation in the Ceramics Club.
Increased professional development opportunities for teachers that include learning about integrating the fine arts across all classroom settings.		<ul style="list-style-type: none"> <li>• All teachers will offer arts-integrated lessons in their classrooms.</li> <li>• All teachers will make use of the Tennyson Art gallery for at least one lesson throughout the school year.</li> </ul>
Increased professional development opportunities for VAPA teachers to improve their professional practices, such as creating better curriculum alignment / articulation across course pathways, creating alignment with HUSD VAPA Master Plan Goals, and creating alignment with state /		<ul style="list-style-type: none"> <li>• All VAPA courses will have curricula that are aligned / articulated in ways that create effective and meaningful course pathways.</li> <li>• All VAPA courses will have curricula that is</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
national VAPA and college readiness standards.		aligned with state/national standards. <ul style="list-style-type: none"> <li>The VAPA Department will create goals that align with the HUSD VAPA Master Plan.</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Deeper Learning -- Visual and Performing Arts: Tennyson High School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a daily basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music, Dance, etc.), or through school wide activities.

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF Supplemental and Concentration Funds Materials and supplies
5,000.00	LCFF Supplemental and Concentration Funds Professional Development- Align VAPA Dept Goals with HUSD Master Plan, Alignment across different pathways, integration gallery visit, create interdisciplinary arts-integrated lessons
2,000.00	LCFF Supplemental and Concentration Funds Field Trips to Museums/Performing Arts Events
3,000.00	LCFF Supplemental and Concentration Funds Artist Workshops
8,000.00	LCFF Supplemental and Concentration Funds

	Folklorico Contract
200.00	LCFF Supplemental and Concentration Funds Art Club Memberships- National Art Honor Society
500.00	LCFF Supplemental and Concentration Funds Parent Workshops/TAG Exhibitions

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Research shows that the fine arts help students to feel more connected at school. Students need increased opportunities to participate in the fine arts at Tennyson High School, which will improve student engagement. As well, increased creative production at the school will allow more opportunities for students to display their work, increasing engagement from parents/guardians and faculty/staff who will be interested to see student products. Additional fine arts activities will increase equitable learning for all students, including low income and underperforming students. The technological literacy of students will increase through fine arts activities, as many will incorporate contemporary technology tools / applications.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At this time no changes will be made until we establish a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time no changes will be made until we establish a baseline.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):  
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. Tennyson High School students will report a 15% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Increase the percentage of students who report feeling connected, emotionally supported, informed, and academically supported by 15%  
Increase the percentage of staff who report feeling a high level of school connectedness  
Increase equitable learning opportunities for specified subgroups and students.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

We used data from our climate survey, California Healthy Kids Survey, data from focus meetings with parents, students and staff, and data from our most recent CAASPP (21/22).

Group data to be collected to measure gains:

ED Data and District Data will be used to collect data and develop reports that will be made available to stakeholders for discussion and planning.

Strategy:

The school will continue with orientation days to address climate issues with topics ranging from healthy relationships to healthy eating. Our goal is to set a standard for the behaviors we wish to see on campus, and make sure students are aware of the resources on campus available to them.

We are building activities around improving climate such as the Link Crew to ease the transition of freshmen to the school and increasing school activities, clubs, and club offerings, increase family events, community service, and continue to improve the appearance of the campus. Additionally, we have allocated money to fund rallies and assemblies to honor students such as an honor roll assembly. Finally, there is money allocated to help fund extracurricular activities such as clubs to help provide more opportunities for students to be connected to school-sponsored groups, like challenge day.

Groups participating in this goal (e.g., students, parents, teachers, administrators):  
 While we acknowledge that all students benefit from a positive school climate, our English Learners and socio-economic disadvantaged students will be our focus as a school is often the only safe haven for these students. This student group will receive targeted support.

Anticipated annual growth for each group:  
 On our School Climate Survey (CHKS), Tennyson High School will grow 10% towards positive responses collectively from both students and staff the Tennyson community.

Means of evaluating progress toward this goal:  
 SBDM will create quarterly interim survey to receive immediate data.

How does this goal align with your Local Educational Agency Plan goals?:  
 Each goal outlined is designed to meet our school and district goals. For example, the implementation of Common Core is all about creating students who are ready to enter college and careers. We are working to create life-long and reflective learners, communicative collaborators, independent and open-minded thinkers, which are qualities our students will need for success in the 21st-century workforce. The Made in Hayward Campaign is designed to build pride in the education we are providing to the City of Hayward, hence Empowered and Engaged Citizens. We are asking students to become successful in new ways with the common core standards, so we are training them to be both analytical and creative. The district vision of safe space for all students is addressed in our respectful and courageous up-standers. In the end, our goal is to graduate students who are smart and informed decision makers so that our city can be a better place for every citizen, and that students who go away to college and return to help with the same endeavor.

What did the analysis of the data reveal that led you to this goal?  
 The data revealed that a significant portion of students does not feel significantly connected to the school community.

Which stakeholders were involved in analyzing data and developing this goal?  
 Staff, WASC focus groups, ASB, and parent groups will collectively review the data and support the work of creating the TLC's, and therefore our goal.

Actions to improve achievement to exit program improvement (if applicable).  
 N/A

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased SEL activities for students	Established baseline	Increase the percent of students feeling connected to the school by 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

**Task:**

- Tennyson High School will increase the percentage of students and staff who report feeling a high level of school connectedness by 15 percent

What data did you use to form this goal (findings from data analysis)?

- Healthy Kids Survey
- ASB feedback
- Teacher feedback (especially teachers who attended Link Crew training)
- Suspension rates

Group data to be collected to measure gains:

- Student Surveys
- Staff Surveys
- Link Crew feedback/surveys
- Healthy Kids Survey
- Most recent suspension and discipline data

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**Strategy**

- Tennyson High School Restorative Practices and RJ work group (THS RJ Work Group) will support the implementation of restorative practices and RJ training, relationship building, and mediations.

Training, relationship building, and mediations.

- THS RJ Work Group to support the school community with community building, positive climate and culture, and intervention support,
- Student Empowerment clubs will support all students through mentoring, one-on-one support/check-ins/monitoring, group support, and classroom presentations (i.e., AASAI, Link Crew, Puente, AVID, Green Team, MESA Club, Play for aide, etc.)
- Challenge Day
- The school will continue with Orientation dates to allow time in the classroom to address climate issues.
- Tennyson High School Link Crew Members will create activities to ease transitions of freshmen to the school

AASAI Teacher Leader will support students through mentoring, one-on-one support/check-ins/monitoring, group support, and professional development of classroom presentations for staff around strategies to increase support of AASAI students.

Staff will engage in Culturally Relevant Teaching professional development Anti-racism/Anti-Bias into the classroom.

Group of individuals will attend the CAASAA Conference.

Tutoring Center to support students before or after school.

The group participating in this goal (eg, students, parents, teachers, administrators):

- Students
- Parents
- Teachers
- Administrators
- Counselors
- COST providers

- Link Crew
- Family Engagement Specialist

Anticipated annual growth for each group:

- On our School Climate Survey (CHKS), Tennyson High School will grow 15% towards positive responses collectively from both students and staff the Tennyson community.

Means of evaluating progress toward this goal:

- Healthy Kids Survey
- Student Surveys
- Staff Surveys
- Reduced (goal) suspension rates
- Data from student empowerment clubs
- Feedback from Anti-Bias and Anti-Racism sessions

How does this goal align with your local Educational Agency Plan goals?

- The LEA has a similar goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

- Our suspension rate has increased since returning from the pandemic. 10 percent of Tennyson High students have been suspended at least once last year.

Which stakeholders were involved in analyzing data and developing this goal?

- SSC
- SBDM
- Coffee with the Principal
- Local Curriculum Council
- Students
- Staff

### Strategy/Activity

Tennyson High School will improve student learning through academic engagement in all classes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24000	LCFF Supplemental and Concentration Funds AASAI Teacher Leader
3500	LCFF Supplemental and Concentration Funds CAASA Conference
2000	LCFF Supplemental and Concentration Funds



	Extra hours for AASAI Team to plan and coordinate support services for African American Students
20000	LCFF Supplemental and Concentration Funds  Tutoring Center- Extra Hours for staff to provide tutoring, interentions for students (SPED, AASAI, Newcomers, etc)
8000	LCFF Supplemental and Concentration Funds  Inclusion of SPED students

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve Student Engagement

#### Strategy/Activity

##### Task:

- Improve student learning through academic engagement in all classes.

##### Measures:

- Professional Development focused on Anti-Bias and Anti-Racism sessions, Student Academic Engagement, Deeper Learning, and Cycle of Inquiry.
- Learning Walks (i.e. peer walkthroughs and peer observations)
- Survey students to get feedback regarding their educational/academic experience and areas of focus.

PE Department Chair Prep to improve the number of students passing

##### People Assigned:

- Administration
- Teachers
- Consultants
- Students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

4000

#### Source(s)

LCFF Supplemental and Concentration Funds  
  
Projects and Activities to support school climate, safety, and cultural relevance (all groups) ASB

15947

LCFF Supplemental and Concentration Funds



	Link Cew Training (staff PD, student conferences, extra hours, coordination of First Day of School Orientation Day)
5000	LCFF Supplemental and Concentration Funds Challenge Day-SEL
3000	LCFF Supplemental and Concentration Funds Student Retreats-ASB, Leadership Students
3000	LCFF Supplemental and Concentration Funds Projects and Activities to support school climate, safety, and cultural relevance for staff
3000	LCFF Supplemental and Concentration Funds Student lead initiatives and/or projects around deepening student to student relationships on campus (ABAR)
8500	LCFF Supplemental and Concentration Funds CADA Conference for six staff members
5000	LCFF Supplemental and Concentration Funds Hours for Grading for Equity, New Teacher PLC, other after hour PLC's
5000	LCFF Supplemental and Concentration Funds Learning Walks
24000	LCFF Supplemental and Concentration Funds PE Department Prep

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal is to create an environment that fosters academic, social-emotional, personal, and professional engagement. Specifically, THS aims to increase the percentage of students and staff who report feeling a high level of school connectedness by 15%. School connectedness is an

umbrella term that includes the percentage of students who report having a caring relationship with an adult on campus and the percentage of students who feel they engage in meaningful participation.

- Continued COST services
- Student Empowerment Clubs
- Various intervention groups that check in with students
- Mediations done before returning from suspension to prevent future incidents
- Restorative Justice circles are done upon teachers' requests.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- We know that we need to focus on our non-program students and continue strengthening our school climate. Link Crew will be a wonderful way to promote positive school culture and climate, develop student leaders, and reach more students at THS.
- Additionally, we would like to continue with student recognition assemblies and quarterly assemblies for all our students.

We would like to traditionalize those practices and recognize students in a positive way for grades and attendance. We plan to hold more recognition events in order to promote a positive and celebratory school climate such as Student of the Month.

- Link Crew to support 9th and 10th graders
- Support groups through COST
- Increased Honor Roll and Attendance Recognition events (breakfasts, assemblies, luncheons)
- AASAI mentorships (one-on-one student mentoring, class, push-ins, staff development, whole group mentoring sessions, classroom presentations, assemblies, guest speakers, administrative consultation)
- Continue developing capacity for leadership director and other teacher leaders via CADA conference and Link Crew

Training

- Increased communication in a variety of ways.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Link Crew

More staff members attending CADA

Continue networking with East Bay and Chabot College to increase mentorships for our students

Attendance Recognition

ASB Retreats

Increase the number student lead initiatives.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Tennyson High School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

## Identified Need

### Task:

Tennyson High School staff is committed to increasing parent engagement through the use of the following strategies:

- Parent Center and Family Engagement Specialist
- YIS (Youth Intervention Specialist) to collaborate with teachers, counselors, COST providers, and admin to reach out to families (i.e . grades, truancy, interventions)
- NTI, letters mailed home, and increased communication for school events (marquee, social media, monthly newsletter, and calendar).
- Improve school website Webmaster was approved as a discretionary prep to ensure the website is updated for parents, students, and staff.
- Continue Open House, Back to School Night/Expo Night, and AP Night.

What data did you use to form this goal (findings from data analysis)?

- Parent Feedback
- ASB feedback
- Teacher feedback

Group data to be collected to measure gains:

- Parent Surveys
- Student Surveys
- Staff Surveys
- Healthy Kids Survey

### Strategy:

- Welcome parents to THS via the parent center and outreach for school-wide events.
- THS events calendar on the website.
- Workshops for parents held in the parent center (i.e. college and career, financial aid, mental health, etc.)

The group participating in this goal (eg, students, parents, teachers, administrators):

- Students
- Parents

- Teachers
- YIS (Youth Intervention Specialist)
- Administrators
- Counselors

Anticipated annual growth for each group:

- Increase parent engagement by 10 percent

Means of evaluating progress toward this goal:

- Parent Surveys
- Student Surveys
- Staff Surveys
- Family & Community Engagement Rubric
- Sign-in sheets
- Parent Ambassador Activities

How does this goal align with your local Educational Agency Plan goals?

- The LEA has a similar goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

- Parents would like increased communication and additional workshops provided
- Our goal is to increase parent involvement and our first step is to improve our communication efforts (website, outreach, workshops, etc.)

Which stakeholders were involved in analyzing data and developing this goal?

- Parents and community stakeholders
- Coffee with the Principal
- SSC
- Staff

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	2% of Parent/Guardians participate in school activities	Increase by 10%
Parent Participation in ELAC	2% of EL Parent/Guardians participate in ELAC	Add new parent members over next school year
Parent/Guardian usage of Infinite Campus site/app	no baseline data available	100% of parents/guardians using Infinite Campus site/app

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- FES and Parent Ambassadors will create videos to support our parents with school navigation system.
- Continue with Family Nights- Open House/Expo Night early in the school year
- 8th Grade Orientation
- Improve school website to ensure the website is updated for parents, students, and staff.
- Increase communication for school events and information by using NTI, marquee, newsletters, and calendar.
- Extra hours for FES to provide support to guardians/parents outside of school hours and summer work to increase our parent engagement.
- Materials and supplies to increase parent engagement by creating fliers and more engaging information techniques
- Guest speakers for parent engagement
- Parent workshops, SEL, Technology
- FES will continue to work with Parent Ambassadors to increase parent engagement
- Parent Field trips
- Goal of 100% Parent/Guardians who use Infinite Campus website/app to track student grades and attendance

**Strategy/Activity**

Tennyson High School will provide additional options and opportunities for parents to participate in school activities by offering translation for parents, encouraging parent participation in school activities, and more emphasis on parent-requested topics of discussion.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected  Allocate hours FES to develop and host after hours and summer work
5,000.00	LCFF Supplemental and Concentration Funds

	Materials and Supplies- to display resources that will support parents in navigating the school system
2,000.00	LCFF Supplemental and Concentration Funds Robust Parent Integration Opportunities- Technology Training
3,000.00	LCFF Supplemental and Concentration Funds Technology- Purchase Chromebooks to support parent training/support
2,000.00	LCFF Supplemental and Concentration Funds Parent Field Trips to Colleges

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Currently, Parent/guardian engagement at our site is very low. Many parents/guardians report feeling disconnected and confused about school policies, procedures, and committees. We recognize that part of this challenge arises from our school being located in one of the highest cost-of-living areas in the country, so many families must work long hours, and possible multiple jobs. Additionally, we have a large migrant population and families who are not fluent in English and unfamiliar with the US schooling system. Acknowledging these challenges, our goal is to increase the percentage of parents and guardians who report feeling connected, informed, and supported by 10%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The biggest difference is our goal to have every single parent/guardian have access to Infinite Campus, and the competency to know how to use it to monitor student attendance and grades. All of our strategies are targeted directly at our unique parent population, so that is why many of our strategies involve providing workshops and support to working families, as well as translation services for parents.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Variety of workshops for parents
- Parent Recognition Events

- Field Trips for parents
- Technology Training for Parents
- 100% parent/guardian usage of Infinite Campus site/app

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Tennyson High School will increase the daily average attendance rate by 10% and decrease chronic absenteeism by at least 5% and will increase the number of students completing the FAFSA or DREAM Act by 100%. In

## Identified Need

What data did you use to form this goal (findings from data analysis)?

- Site ADA reports
- Truancy Data Reports (A2A)
- After viewing CDE-released graduation rates, we noticed a decline on Tennyson's overall graduation rate by 0.7%. Additionally, the graduation rate for English learners has also decreased by 1.8% making the graduation rate for ELs at 45.3%. At the same time, we have seen a drastic increase in the number of EL newcomer students who are arriving to Tennyson with no credits. The graduation rate for 2022 was 63.8%.

Group data to be collected to measure gains:

- Monthly review by various Stakeholders

Strategy:

- Having a full-time Family Engagement Specialist will help educate parents and families on the importance of daily attendance
- Bilingual Attendance Clerk will also assist all families in sharing attendance data and be able to take part in truancy meetings and SARB referrals.
- We are working to improve the way we respond to students who are not achieving and making progress towards graduation by supporting the 9th-grade students by having a parent center report card night and an

intervention night targeting students who are falling behind.

- Saturday Sessions for AP courses, Cyber High, ELPAC Bootcamp, and CAASPP Bootcamp.
- Professional Development for Grading for Equity
- Provide hours for the college and career to meet and discuss the THS Comprehensive College and Career Program
- Professional development sessions on Grading for Equity

The group participating in this goal (eg, students, parents, teachers, administrators)

All students who are identified by A2A as truant or having severe chronic absenteeism. We want all students to graduate on time.



Anticipated annual growth for each group:

- Our goal is to decrease student absence by 3 percent until we are able to reach 97 percent ADA
- Our goal is to increase the student graduation rate by 10 percent.

Means of evaluating progress toward this goal:

- ADA Reports
- Truancy Reports
- SST's
- Grades
- Regular review of student progress with credit accrual. Review evidence of support provided to students at risk of not graduating.

How does this goal align with your local Educational Agency Plan goals?

The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?

Analysis of our data shows that our Hispanic students have the greatest needs for attendance support. Having a bilingual attendance clerk supports this goal. We have too many students not attending school on a regular basis leading to an ADA rate that is below 97 percent. The data revealed that we need to find more ways to support our students in our district when the school has run out of options. The district has been open to conversations about increasing services on and off-site. We continue to have an upward trend. However, due to COVID, we did see a significant decrease of 10% of students attending classes. We need to consistently implement services for struggling students, particularly English Learners who are not showing improvement.

Which stakeholders were involved in analyzing data and developing this goal?

- SSC
- Curriculum Council
- Teachers and staff
- Other parents
- Student leaders

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA Reports	5% Average Attendance Rate	Increase the average attendance rate by 10%
Graduation Rate	63.8% graduation rate	74.5% Graduation rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tennyson High School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

## Strategy/Activity

### Task:

- For 9th graders, 1 to 1 truancy meetings with an administrator and Youth Intervention Specialist will be scheduled with families.
- For 10th-12th graders and their families, a monthly group truancy meeting will be held in the cafeteria. Translation will be provided.
- Home visits will be conducted by our CWA support provider and Youth Intervention Specialist for chronically truant students. Students will receive additional guidance and support Reentry plans will be created for students with chronic truancy.
- Youth Intervention Specialist and admin will continue to meet with students who are chronically truant (as needed) and refer a student for COST services and Child Welfare and Attendance.
- Maintain a bi-monthly Coordination of Services Team to support students whose academic achievement, attendance, and other services are being affected by factors outside of the control of the school. The team will solicit community partners and ensure their attendance at COST meetings and provide services to students.

### Measures:

- Student Attendance Data
- ADA reports
- Truancy Reports
- Aggregated quarterly grade reports
- Improve attendance rates for Hispanic/Latino students
- Decrease severe and moderate chronic absences from 24.5% to 15%.
- Decrease students at risk of chronic status from 20.5% to 10.5%.
- Improve satisfactory attendance from 55% to 65%.

### Support student services center activities and programs.

- COST logs, and review student progress on COST to ensure academic progress is made. Improve program using district COST rubric.

### People Assigned:

- Principal
- AP in charge of attendance
- Youth Intervention Specialist
- Empowerment Mentors
- Attendance clerk
- Academic Counselors
- COST/CWA provider
- College and Career Coordinator
- Social Emotional Counselor

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00	LCFF Supplemental and Concentration Funds Materials and supplies- certificates for attendance/low tardies awards
5,000.00	LCFF Supplemental and Concentration Funds Extra Hours for attendance clerk to provide extra support for parents
5,000.00	LCFF Supplemental and Concentration Funds Saturday sessions to support AP

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Monitor and support student graduation in 4 years

### Strategy/Activity

#### Task:

- YIS (Youth Intervention Specialist) to assist students with chronic truancy as truancy is the strongest indicator of a student potentially dropping out. Admin, YIS, Social Emotional Counselor, and Attendance will work in collaboration to increase attendance to support increasing the graduation rate.
- YIS (Youth Intervention Specialist) position to offer intervention support and restorative practices to improve school climate, culture, and attendance.
- Restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent).
  - Increase credit recovery opportunities for students.
  - Teachers collaborate with consultants to work on students accessing the content in all subject areas (GLAD, SIOP strategies, Systematic ELD).

#### Measures (Regularly Scheduled):

- Attendance rates
- Attendance support and truancy meetings
- Quarterly grade reports and semester grades
- Early interventions and monitoring
- Track number of students accessing visits, numbers of college applications, college and career center usage, as well as graduation rates.

#### People Assigned:

- Admin
- Youth Intervention Specialist
- Counselors
- College and Career Center and other program coordinators.
- Teachers
- Attendance staff
- COST provider/CWA

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While we continue to work to ensure that students are attending school regularly, we also need to address our Chronic Absenteeism rate. By looking at our ADA rates it demonstrates the need to increase interventions at the site.

It should be noted that, as of the 2018 Dashboard, the SBE has changed how it calculates graduation rates. After 2016, the SBE elected to remove students who received their diploma from an Adult School from being calculated as graduates This has impacted Tennyson, as our students have often used the Adult School as an option to finish their coursework and earn their diploma.

From 2018 to 2019, our graduation rate increased by 1.3% (from 68.9.4% to 70.2%). However, our graduation rate for ELs specifically dropped by 6.4% (from 56.1% to 49.7%). Both trends are cause for concern, and our site is working with multiple groups to reevaluate our credit recovery and intervention options to ensure that all students have access to their graduation requirements.

In 2020 the graduation rate increased 3.4 percent to 73.6%. Unfortunately, the graduation rate for 2021 fell to 64.5%. Our goal is to increase the THS graduation rate by 10 percent.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- THS administration will continue to hold truancy meetings with families and students.
- At these meetings, admin will review attendance and grades, request SSTs (when needed), and determine the next steps needed for improved success. Additionally, the admin will attend SARB meetings at the HUB.
- Weekly attendance meetings-Admin and Attendance Clerks
- CSO's communicating with attendance clerks regarding students observed cutting
- Senior Conversations
- Teachers had the opportunity to reflect on their grading practices in Grading for Equity PLC work this school year. The goal for the 2022-2023 school year is to continue with our Grading for Equity Sessions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal of having 100% of eligible students completing FAFSA or Dream Act applications is lofty, but we feel that this goal will help increase our attendance and graduation rates by helping students realize they have options and can make plans for their lives after high school. We do anticipate some challenges given that FAFSA will be available in December 2023 rather than October as the date has been done in years past.

Tennyson High will strive toward a 95% Average Daily Attendance rate, we will also seek to reduce Chronic Absenteeism by at least 5%. Part of this effort will be directly tied to improving our school climate so that students feel safe and motivated to attend school regularly. In addition to school climate improvements, we will work to motivate students by recognizing those with exceptional attendance at our honor roll assemblies, perfect attendance, and student of the month. The Youth Intervention Specialist Coordinator will set up truancy meetings and create re-entry plans and share with the involve stakeholders

- Continue with YIS (Youth Intervention Specialist-paid by HPN)
- Hold group truancy meetings for 10th-12th graders
- Continued senior meetings/senior conversations, 1 to 1, to review attendance, grades, and graduation requirements/expectations

Tennyson will provide tutoring support for students, continue to boost climate and culture by analyzing student feedback, and developing our entire THS professional community through ongoing PD.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

WASC

## LEA/LCAP Goal

LEA Goal:

21st Century Success for WASC: HUSD high schools will continue their accreditation with the Western Association of Schools and Colleges

## Goal 8

100% staff will participate in the WASC process through Focus and Home Groups  
We will analyze and Update the Action Plan from 2019 with new identified student learner goals based on the School Profile, grades, College and Career Readiness Criteria, and LCAP goals.

## Identified Need

The WASC action plan is based on the following:

School Goals

Expected Schoolwide Learning Results

LCAP

SPSA

Previous WASC plans and Action Plans

Staff input analyzing and evaluating the school's progress on the previous action plan.

WASC Criteria

College and Career Readiness Criteria

AP, CAASPP, and ELPAC data

Grade data

What data did you use to form this goal (findings from data analysis)?

The goal is to be accredited. The above data will be used to inform the accreditation team's visit.

Group data to be collected to measure gains:

Staff Survey of school climate

Parent Survey

Student Survey

Grade Data

Testing Data

A-G course offerings and passage rate

AP course offerings data

Master Schedule

Student Work

World House PLC data

Reclassified ELL Data

Enrollment Dat

Graduation Data

**Strategy:**

Monitor Progress in all areas listed above and how they correspond to the WASC Action Plan

Groups participating in this goal (e.g, students, parents, teachers, administrators):

- Focus Groups
- Home Groups
- Student Groups
- Family Groups
- Committee Member Groups
- Classified Groups

Anticipated annual growth for each group:

Accreditation in March 2024

Means of evaluating progress toward this goal:

Student achievement data that is aligned with our SPSA-please see above

How does this goal align to your Local Educational Agency Plan goals?

The LEA plan supports achievement of high schools.

What did the analysis of the data reveal that led you to this goal?

The need to align our school goals with our LCAP, SPSA and WASC goals.

Which stakeholders were involved in in analyzing data and developing this goal?

- SSC
- ELAC
- Curriculum Council
- Teachers and Staff
- Parents (ELAC, Coffee with the Principal)
- Student Leaders
- WASC Focus Groups

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Recommendations	WASC Mid Review Action Plan	Become Accredited in March 2024

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**  
**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tennyson High School Students

Strategy/Activity

Monitor Progress in all areas listed above and how they correspond to the WASC Action Plan

Task:

WASC Focus Groups meet during staff meeting time to review previous WASC studies, the WASC Criteria, and then analyze and evaluate the school’s progress in meeting the previous action plan and identification of additional student learner goals.

Home Groups meet during PLC time on Wednesdays and Thursday to analyze the school using the WASC criteria as the benchmark for improvement. This includes parent/family, student, and community Home Groups.

Measures:

Staff attendance, completion of the WASC homework, agendas,

People Assigned: Administrators, Teachers, Staff, Students

All staff are assigned a home group and a focus groups. Students have their own home group and are on each Focus Group. Additionally, the Home Groups are organized by department, classified, family, student and community identification.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCFF Supplemental and Concentration Funds  
Teacher Leader Retreat for professional development

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have been able to meet in focus and home groups during our staff meetings and during collaboration time. During this time we have been able to dig deeper into our data and look at the WASC Criteria where we have to share evidence of certain criteria happening at our site. Then we analyze and evaluate the school in terms of the previous WASC action plan.



Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No, all the money allocated have gone through the school processes. The intended implementation money and budgeted expenditures align.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes made to this goal will depend on the growth areas provided to us during our accreditation process in March 2024.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$494,834.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$260,274.00
LCFF Supplemental and Concentration Funds	\$234,560.00

Subtotal of state or local funds included for this school: \$494,834.00

Total of federal, state, and/or local funds for this school: \$494,834.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	178,515	-56,045.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	264000	3,726.00

## Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	260,274.00
LCFF Supplemental and Concentration Funds	234,560.00

## Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	260,274.00
	LCFF Supplemental and Concentration Funds	229,560.00
	LCFF Supplemental and Concentration Funds	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,000.00
Goal 2	37,487.00

Goal 3	217,700.00
Goal 4	21,700.00
Goal 5	133,947.00
Goal 6	17,000.00
Goal 7	12,000.00
Goal 8	10,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Maria Martin	Parent or Community Member
Leslie Watson	Classroom Teacher
Stewart Rudy	Classroom Teacher
Adam Perry	Classroom Teacher
Bharat Mehta	Classroom Teacher
Maria Galvez	Parent or Community Member
Iyobosa (Princess) Ehiorobo	Parent or Community Member
Deepshiv Prasad	Secondary Student
Veronica A Estrada	Principal
Bryan Reyes Solorzano	Secondary Student
Linda Le	Secondary Student
Gabriela Preciado	Other School Staff
Ana Ortiz- ELAC Rep	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Veronica A Estrada on 5/17/23



SSC Chairperson, Leslie Watson on 5/17/23

# **Title I School-Level Parent and Family Engagement Policy**

## **Tennyson High School**

### **2023-2024**

At Tennyson High School, we are committed to meeting the needs of all our students. We believe all students should be taught a comprehensive academic curriculum, guided by state and district standards, that emphasizes a common core of knowledge possessed by all educated citizens. We focus on supporting our underperforming groups of students and developing strategies to encourage achievement. Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential.

#### **PARENTAL INVOLVEMENT: AN IMPORTANT PARTNERSHIP**

With approval from the local governing board, Tennyson High School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

#### **Involvement of Parents in the Title I Program**

To involve parents and family members in the Title I program at Tennyson High School, the following practices have been established:

- a) Each year, Tennyson High presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent Center, and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.
- c) Tennyson High has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Tennyson High Student Handbook.
- d) The school provides parents of participating students with the following:

1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.
  2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.
  3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress with the student being present.
- e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

### **Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent Center Events, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.
- d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level



through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

- e) All information is sent home in both English and Spanish.
- f) The school will provide additional support as requested by parents.

## **Accessibility**

Tennyson High School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and works directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

## **School Parent Compact**

The Tennyson High faculty believes that parent and guardian involvement plays an important and essential role in the academic achievement of your child as well as in the resolution of classroom behavioral problems. Teachers and staff are expected to communicate promptly with parents or guardians when academic issues or problems surface. Likewise, the staff at Tennyson High encourages parents and guardians to take an active role and communicate with teachers, counselors, and administrators as issues arise. The education of our students at High stands as the highest of priorities. In order to meet this obligation, staff and parents/guardians must form a partnership to ensure that each student is supported in their academic endeavors. Please review the home-school compact that follows:

### ***School Commitment***

*To support all students in succeeding at Tennyson High School, the staff commits to the following:*

- Provide experiences that build literacy, self-esteem, and pride in multicultural and linguistic diversity.
- Hold Back-to-School Night, Open House yearly and parent-teacher conferences by request of either the parent, student, or school.
- Provide timely reports on student progress.
- Encourage & support families by volunteering in committees active partners in their children's education.

- Monitor agenda books for recording daily and long-term assignments.
- Provide extra support for students with social, emotional and academic needs; tutoring, mediations, etc.
- Provide a safe environment for students, community, and staff.
- Prepare our students to be Tennyson per our Expected Schoolwide Learning Results (ESLRs) and School Plan goals.

### ***Parent/Guardian Commitment***

*To support my student in succeeding at Tennyson High School, I/We commit to the following:*

- Send students to school appropriately dressed and ready to learn.
- Instill in students an attitude that school is important.
- Assure prompt and regular attendance at school.
- Be available to school staff during the day by informing the school of current phone numbers for home, work or emergency.
- Cooperate with school staff in helping students with academic, discipline or attendance problems.
- Review agenda book on a weekly basis and assist in ensuring that assignments are completed and turned in on time.
- Schedule student's health appointments, vacations and other personal needs outside of the regular school hours.
- Schedule and attend conferences when appropriate.
- Regularly check Parent Portal of Infinite Campus.
- Charging/maintaining student chromebooks/devices

### ***Student Commitment***

*To ensure my success at Tennyson High School, I commit to the following:*

- Be on time and prepared to work.
- Bring required materials and assignments on time.
- Know and obey class and school agreements.
- Treat staff, fellow students and guests with respect.
- Respect public and private property.
- Follow directions of school personnel.
- Behave in a way that does not disrupt the learning of others.
- Maintain agenda books and use as directed.