

Tennyson High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Tennyson High School
Street	27035 Whitman Rd.
City, State, Zip	Hayward, CA 94544-4099
Phone Number	(510) 723-3190
Principal	Veronica A Estrada
Email Address	vestrada@husd.k12.ca.us
School Website	https://ths-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611920138339

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

Tennyson High School Mission Statement

Our mission is to support THS students in growing into responsible and productive citizens and to promote high standards of learning that we expect all students to achieve.

Vision Statement

Our vision is to provide a positive and productive learning environment where students develop as critical thinkers who are articulate, skilled, and compassionate. We believe all students, provided adequate time, effort, discipline, and support, will be able to read, write, and speak at a level that fully prepares them for college or to fulfill other career goals.

Tennyson Lancer Code (TLC)

Life-long and Reflective Learners
Analytical and Creative Thinkers
Neat and Organized Scholars
Collaborative and Communicative Workers
Empowered and Engaged Citizens
Respectful and Courageous "Up-standers"
Smart and Informed Decision Makers

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	344
Grade 10	363
Grade 11	412
Grade 12	350
Total Enrollment	1,469

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.0
American Indian or Alaska Native	0.1
Asian	7.8
Black or African American	5.5
Filipino	5.4
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	3.2
Two or More Races	1.4
White	1.8
English Learners	34.9
Foster Youth	0.2
Homeless	3.2
Migrant	2.7
Socioeconomically Disadvantaged	69.3
Students with Disabilities	11.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.90	76.81	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	3.91	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	9.64	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	3.54	33.60	3.38	12115.80	4.41
Unknown	4.60	6.08	34.00	3.43	18854.30	6.86
Total Teaching Positions	76.70	100.00	994.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.70	
Misassignments	2.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.10	
Local Assignment Options	1.50	
Total Out-of-Field Teachers	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013	Yes	0
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017 Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015 Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017	Yes	0
Science	Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology) Prentice Hall, Prentice Hall Biology, c2007 AGS Publishing, Biology: Cycles of Life, c2006 Holt, Rinehart & Winston, Holt Chemistry, c2007 Prentice Hall, Conceptual Chemistry, c2007 McGraw-Hill Professional, Alternative Energy Demystified, c2007 Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007 Holt, Rinehart & Winston, Earth Science, c2007 AGS Publishing, Earth Science, c2004 Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007	Yes	0

	<p>Elsevier/Mosby, The Human Body in Health and Disease, c2005</p> <p>Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007</p> <p>Prentice Hall, Conceptual Physics, c2009</p> <p>Holt, Rinehart & Winston, Holt Physics, c2007</p> <p>Holt, Rinehart & Winston, Holt Environmental Science, c2008</p> <p>AGS Publishing, Environmental Science, c2007</p> <p>Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009</p> <p>Prentice Hall, Prentice Hall Chemistry, c2007</p> <p>Holt, Rinehart & Winston, Holt Physics, c2007</p> <p>Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018</p> <p>Prentice Hall, Campbell, Reece, AP Biology, c2014</p> <p>Pearson, College Physics: Explore and Apply, 2nd Edition, c2019</p> <p>John Wiley & Sons, Environment, c2007</p> <p>McGraw Hill, Exploring Geology c2019</p>		
History-Social Science	<p>Prentice Hall, World History: The Modern World, c2007</p> <p>Walch Publishing, Power Basics® World History III—1900 to Present, c2005</p> <p>Prentice Hall, Civilization Past & Present, c2007</p> <p>Prentice Hall, Civilization Past & Present, c2007</p> <p>Prentice Hall, Documents In World History, Vols. 1 & 2, c2006</p> <p>Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006</p> <p>Prentice Hall, World Cultures: A Global Mosaic, c2004</p> <p>Prentice Hall, World Geography: Building a Global Perspective, c2007</p> <p>Prentice Hall, United States History: Modern America, c2008</p> <p>Walch Publishing, Power Basics® United States History, c2005</p> <p>Prentice Hall, Magruder's American Government, c2006</p> <p>Glencoe/McGraw-Hill, Understanding Psychology, c2003</p> <p>Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008</p> <p>EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007</p> <p>Prentice Hall, Government by the People c2016</p> <p>Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007</p> <p>Prentice Hall, Foundations of Economics, AP Edition, c2015</p> <p>Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015</p> <p>Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008</p> <p>Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018</p> <p>Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources</p> <p>Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition</p>	Yes	0
Foreign Language	<p>McDougal Littell, ¡En Español!, Levels 1-4, c2004</p> <p>Holt, Nuevas Vistas, Introduction & Book 1, (Spanish For Native Speakers)</p> <p>Holt, Nuevas Vistas, Book 2, c2006 (AP Spanish)</p>	Yes	0

	McDougal Littell, Discovering French Nouveau, Levels 1- 3, c2004 Holt, Komm Mit, Level 1-3, c2006 Cheng & Tsui Publishing, Adventures In Japanese, Vol. 1-4, c2001 Cheng & Tsui Publishing, Integrated Chinese, c2009		
Health	Holt, Rinehart & Winston, Lifetime Health, c2004	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				January 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	325	71.74	28.26	24.84
Female	213	155	72.77	27.23	25.49
Male	239	169	70.71	29.29	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	35	29	82.86	17.14	42.86
Black or African American	28	22	78.57	21.43	13.64
Filipino	18	17	94.44	5.56	58.82
Hispanic or Latino	344	234	68.02	31.98	20.69
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	21.43
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	190	101	53.16	46.84	1.01
Foster Youth	--	--	--	--	--
Homeless	29	9	31.03	68.97	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	216	68.14	31.86	25.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	37	78.72	21.28	13.51

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	377	83.22	16.78	8.60
Female	213	174	81.69	18.31	5.29
Male	239	202	84.52	15.48	11.44
American Indian or Alaska Native	--	--	--	--	--
Asian	35	33	94.29	5.71	15.63
Black or African American	28	22	78.57	21.43	4.55
Filipino	18	17	94.44	5.56	23.53
Hispanic or Latino	344	280	81.40	18.60	6.88
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	14.29
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	190	154	81.05	18.95	0.67
Foster Youth	--	--	--	--	--
Homeless	29	19	65.52	34.48	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	262	82.65	17.35	8.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	39	82.98	17.02	15.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.4	--	17.77	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	767	586	76.4	23.6	9.4
Female	346	264	76.3	23.7	6.82
Male	420	321	76.43	23.57	11.56
American Indian or Alaska Native	--	--	--	--	--
Asian	60	55	91.67	8.33	3.64
Black or African American	39	29	74.36	25.64	14.29
Filipino	32	24	75	25	33.33
Hispanic or Latino	586	438	74.74	25.26	8.22
Native Hawaiian or Pacific Islander	25	21	84	16	14.29
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	327	255	77.98	22.02	0
Foster Youth	--	--	--	--	--
Homeless	49	33	67.35	32.65	3.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	546	418	76.56	23.44	8.63
Students Receiving Migrant Education Services	13	8	61.54	38.46	--
Students with Disabilities	66	47	71.21	28.79	4.35

2021-22 Career Technical Education Programs

A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and

Career Pathway Programs
 Advanced Manufacturing Pathway
 Biomedical Pathway
 Engineering Pathway

2021-22 Career Technical Education Programs

Entrepreneurship Pathway
Farm to Fork Pathway
Multi-Media Pathway (CMMMA and MTAP)
Photography Pathway
Sports Medicine Pathway
Theatre Pathway
Wood Technology Pathway

A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and

Career Pathway Courses
Advanced Manufacturing I P
Advanced Manufacturing II

Principles for Biomedical Science P
Human Body Systems P
Medical Interventions P
Biomedical Innovation H

Introduction to Engineering Design P
Principles of Engineering P

Entrepreneurship I P
Entrepreneurship II P

Multi-Media I P
Multi-Media II P

Photography I P
Photography II P

Sports Medicine I P
Sports Medicine II P

Biology & Sustainable Agriculture P
Chemistry & Agriscience P

Theatre I P
Theatre II P

Wood Technology I P
Wood Technology II P

ROP Career Pathway Courses

Automotive Collision and Refinishing I P
Automotive Collision and Refinishing II P

Automotive Technology I P
Automotive Technology II P

Careers in Education I P
Careers in Education II P

Careers in Law, Forensics & Public Safety I P
Careers in Law, Forensics & Public Safety II P

Construction Technology I P
Construction Technology II P

2021-22 Career Technical Education Programs

Culinary Science I P
Culinary Science II P

Cybersecurity I P
Cybersecurity II P

Dental Assisting I P
Dental Assisting II P

First Responder/EMT I P
First Responder/EMT II P

Medical Careers I P
Medical Careers II P

Merchandising

Welding Technology I P
Welding Technology II P

A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

District CTE Representative: Veronica Ortiz, College and Career Coordinator

CTE Advisory Industry Partners

Academy of Arts University of SF; Babuljak Photography; Born and Raised Marketing; High Five; Laney Photo; Molly McCoy Graphic Design; Plantain Studios Sparq Marketing; Steve McKinley Graphic Design; Studio One Photography; Thumbtack Studios; Bal Theater; Dance Live Dream Center; Douglas Morrison Theater; Santa Rosa Junior College; ACCO Engineered Systems; Bay Area Redwood; Construction Craft Training; John Rogers Construction; Local Carpenters 713; Red Point Builders; RDO Vermeer Equipment; Bell & Associates; Galdstone Institute; Roche; Kraski's Nutrition; Olberg Chiropractic; Kaiser, Fremont, CA; Alliance Gas Products; Complete Engineered Solutions; Pilot City; NFTE Bay Area; Showtime Networks INC.; KRON 4

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	409
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.98
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	36.61

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	34.3%	34.3%	34.5%	34.2%	35.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Tennyson High School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Site Based Decision Making (SBDM), English Language Advisory Committee (ELAC), AASAI, Coffee with the Principal, and activities either in person, hybrid, or virtually. Tennyson High school communicates with the community and parents in many ways, including our website, electronic marquee, all calls, and emails to parents. Infinite Campus is also an online tool that is used by parents to monitor many aspects of the student's school life.

Tennyson has various events that welcome parents to our campus. Back to School Night is an excellent opportunity for teachers and families/students to connect. This event is held in the fall of every year. During Expo Night, family members have the opportunity to meet with their children's teachers and see what has been accomplished academically. Tennyson High also hosts senior award night, concert performances, and art gallery shows. The community is also welcome to join our weekly Open Studio offered by our Ceramics teacher.

Virtual and in-person truancy meetings are held once a week. Administrators explain truancy letters and consequential procedures for parents and students. Resources are provided for parents and an opportunity to resolve specific situations is given to parents during these groups or one to one meetings. Parents are also provided with current attendance information concerning their child. Each family leaves the meeting with a plan to improve attendance.

2022-23 Opportunities for Parental Involvement

Tennyson has a full time family engagement outreach and equity specialist who is funded by Hayward Promise Neighborhood Grant. She works with parents and families to create bridges with the school community to support the success of our students. A variety of workshops are scheduled to support parent participation and engagement.

Administrators, counselors, teachers and staff all play a role in communicating with parents about their child's college readiness and preparation, and to help them make decisions about courses and programs that will benefit them in achieving their goals. We appreciate and welcome parents at THS!

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		17.1	25.6		8.8	10.4		8.9	7.8
Graduation Rate		73.6	62.3		84.3	83.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	371	231	62.3
Female	147	105	71.4
Male	224	126	56.3
American Indian or Alaska Native	--	--	--
Asian	27	20	74.1
Black or African American	12	9	75.0
Filipino	20	15	75.0
Hispanic or Latino	288	167	58.0
Native Hawaiian or Pacific Islander	11	10	90.9
Two or More Races	--	--	--
White	--	--	--
English Learners	189	79	41.8
Foster Youth	--	--	--
Homeless	36	5	13.9
Socioeconomically Disadvantaged	330	198	60.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	39	26	66.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1687	1638	851	52.0
Female	795	774	405	52.3
Male	890	862	444	51.5
American Indian or Alaska Native	3	3	2	66.7
Asian	127	124	36	29.0
Black or African American	93	87	56	64.4
Filipino	83	81	30	37.0
Hispanic or Latino	1274	1240	670	54.0
Native Hawaiian or Pacific Islander	50	49	26	53.1
Two or More Races	22	21	11	52.4
White	34	32	20	62.5
English Learners	698	672	377	56.1
Foster Youth	9	8	8	100.0
Homeless	84	82	52	63.4
Socioeconomically Disadvantaged	1221	1191	656	55.1
Students Receiving Migrant Education Services	39	39	17	43.6
Students with Disabilities	186	182	107	58.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.29	3.48	2.45
Expulsions	0.24	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.06	10.02	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.02	0.00
Female	5.66	0.00
Male	13.93	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.72	0.00
Black or African American	22.58	0.00
Filipino	4.82	0.00
Hispanic or Latino	9.65	0.00
Native Hawaiian or Pacific Islander	16.00	0.00
Two or More Races	18.18	0.00
White	5.88	0.00
English Learners	10.46	0.00
Foster Youth	0.00	0.00
Homeless	13.10	0.00
Socioeconomically Disadvantaged	10.24	0.00
Students Receiving Migrant Education Services	7.69	0.00
Students with Disabilities	16.13	0.00

2022-23 School Safety Plan

The School Site Safety Plan is a living document, updated each year. The School Safety Coordinator meets with the Administrator over Safety and the School Safety Supervisor once a month to review the newest requirements being communicated by the Safety Committee at the District Office. In addition, the administrator over the safety committee meets once a month for review safety concerns, protocols, and school-wide safety needs. All of the revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Water and emergency items are regularly evaluated for expiration dates and are replaced by the district.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. All drills are posted on the Master Calendar. Protocol and emergency procedures are updated yearly by the Emergency Preparedness Coordinator. The Coordinator participates in yearly required professional developments for Safety for the school to remain in compliance with state and district safety mandates. A school shelter in place drill also was executed and the staff and students conducted themselves without incident. As previously mentioned, fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school has started to use an application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Students are supervised throughout the day by teachers, administrators, and campus safety supervisors. There is a designated area for student drop off and pick up. Visitors need to check in the front office and receive a visitor's sticker/pass. Graffiti and vandalism are rare. When graffiti and/or vandalism occurs, it is cleaned/removed that day. Investigations are handled and reported when necessary to Student Services. School Safety Supervisors build relationships with students and are trusted adults on campus. The student safety supervisors work with the administration as a team to establish a calm environment on campus.

School safety is clearly related to school climate and academic environment. Administration holds meetings with families and teachers and students to foster communication and mutual respect. Students are only suspended for offenses that require suspension per CA Ed. Code. Upon returning from suspension, a re-entry meeting is held in cases applicable to foster learning and a repair/heal/rebuild relationship in order to reconnect to school. Students who are sent out of class are provided work to ensure they do not miss valuable content while they are serving their consequence.

HUSD developed district wide safety plans with schools also having plans specific to their site. Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2022-23 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors on campus remain as safe as possible during the COVID-19 pandemic. CDC recommendations and guidelines are followed.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	42	33	14
Mathematics	20	34	31	7
Science	22	23	32	3
Social Science	19	28	27	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	64	26	9
Mathematics	20	44	21	9
Science	21	32	24	4
Social Science	18	42	20	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	71	45	
Mathematics	15	66	30	
Science	15	50	31	
Social Science	15	52	32	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	293.8

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	12.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,546	\$7,413	\$9,133	\$99,277
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	14.7	-1.1
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-41.9	18.2

2021-22 Types of Services Funded

Programs and course offerings include Advanced Placement classes (23), Honors, Special Education [SDC, RSP, Seneca], and English Language Development [Sheltered & Bilingual] courses in addition to the traditional comprehensive courses. Tennyson provides computer based intervention and credit recovery. Cyber High is a credit-recovery course where students meet after school in the computer lab to make up courses they had previously failed.

Tennyson High School has many supports in place for students. THS has moved to an online programming format that allows students to view educational options and develop a four year educational plan with their academic counselor. Some of the academic programming offered at THS include:

Programs:

World House (newcomer) and English Language Development program serves students who have recently arrived immigrants and English Learners who need an opportunity for orientation into their new educational path. After a period of time students exit the World House Program and continue in other English Learner Programs, such as sheltered English classes. EL Specialists, teachers, and BIAs provide ongoing support to English Learner (EL) students in and out of the classroom. Coordinates services and support for our ELs and their families through COST referrals.

The English Learner Advisory Committee (ELAC) is a forum for parents to collaborate on ideas and receive information about services offered at Tennyson.

Bilingual Instructional Assistants (BIAs) provide primary language support to our students in the World House Program.

Bilingual Content courses are offered in Spanish.

World House students with a language other than Spanish are placed in sheltered content courses.

ELPAC academy was created to support EL students who have not been reclassified. The goal is to have more students to pass the test and reclassify.

Puente strives to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors. The Puente courses at THS also includes a Puente elective in 9th, 10th, 11th and 12th grade.

AVID also targets first time college-going students. It includes a dedicated elective all 4 years and is designed to support mid level students in competing for admittance to college. AVID focuses on writing, inquiry, and collaboration.

The Community Multimedia Academy (CMMA) is a small learning community that integrates computer technology, multimedia, social justice issues, and community service. CMMA students work closely with a team of teachers for three years (grades 10-12), meeting college (a-g) entrance requirements and learning valuable multimedia skills. CMMA receives recurring funding as a California Partnership Academy. A Program elective is embedded in their curriculum for those 3 years.

The Biomedical Science Pathway is supported by the HUSD Career Pathway Trust Grant and utilizes innovative and student centered Project Lead the Way curriculum. Students are exposed to career exploration in the field of Biomedical Sciences, engage in project-based curriculum, and integrate core curriculum into their career classes (1 program class as an elective per year). The Pathway class experience exposes students to "real-world" experiences including guest speakers, field trips, and mentorship. The Pathway teachers collaborate to support the academic success of Pathway students. The Pathway Team also collaborates with Local Action Pathway teams to develop a comprehensive program and works with community partners to develop unique experiences for our students.

Our first cohort of Farm-to-Fork (F2F) Pathway students will be graduating in 2023. This Pathway is supported by the HUSD Career Pathway Trust Grant, K12 Strong Workforce Program, and Alameda County Office of Education. The curriculum is project-based and exposes students to career exploration in the field of Agriculture, Sustainability, and Food Systems. Academic teachers co-teach these courses with CTE credentialed teachers so that students in this pathway will learn and earn academic credit in Biology and Chemistry while experiencing work-based learning in sustainable agriculture and entrepreneurship. These experiences will include working on the farm, listening to guest speakers, and attending field trips. Students have the opportunity to have their first job working on the Tennyson School Farm. Students performing this job teach younger students the value of growing and marketing food as well as how to build a healthy food system. Dual enrollment opportunities with Merritt and Laney Colleges (with agriculture and culinary programs respectively) continue to happen in the summer.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

ILT selected the PD foci concentrating on ABAR and Culturally Responsive Teaching which includes reducing Ds/Fs at THS and equitable grading practices.

School-wide professional development focused on Anti-Bias/Anti-Racism and Equity.

Professional development decision making is determined by district-wide initiatives, ILT vote, SBDM approval, and staff surveys.

In addition, many departments are engaging in cycles of inquiry, lesson studies, unit development, and common assessment development.

The World House PLC meets five times per year for professional learning sessions centered around language acquisition, vocabulary development across content areas, systems for learning, and data review.

Department chairs, coaches, and admin (the LCC members) attend ILT (Instructional Leadership) workshops on AB/AR, the five urgencies related to distance learning aimed to increase/improve Student Academic Engagement, and grading for equity.

Staff has also received professional development on various software programs.

Partner teacher schedules one-on-one coaching sessions with teachers and PLC support/facilitation. These meetings/sessions take place during prep periods.

ELD coach facilitates weekly PLC with ELD teachers for unit and assessment development.

World House coach facilitates PLC teachers for unit and assessment development as well as coaching/support. These meetings/sessions take place during common preps.

Methods for PD delivery include staff development days, staff meetings, LCC (Local Curriculum Council), workshops, PLCs, and department meetings (lesson studies, cycles of inquiry, etc.)

Sign-in sheets are collected at staff development days, staff meetings, and workshops.

Attendance is taken at LCC and included in the minutes.

Teachers are supported through coaching sessions with coaches, PLC work (collaboration and feedback), and coaching/support sessions with admin.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3