

Tennyson High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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 Estrada |
| Email Address | vestrada@husd.k12.ca.us |
| School Website | https://tennyson.husd.us/ |
| County-District-School (CDS) Code | 01611920138339 |

2023-24 District Contact Information

| | |
|-------------------------|---------------------------------|
| District Name | Hayward Unified School District |
| Phone Number | (510) 784-2600 |
| Superintendent | Dr. Jason Reimann |
| Email Address | jreimann@husd.k12.ca.us |
| District Website | www.husd.k12.ca.us |

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 334 |
| Grade 10 | 366 |
| Grade 11 | 395 |
| Grade 12 | 456 |
| Total Enrollment | 1,551 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.3% |
| Male | 52.5% |
| American Indian or Alaska Native | 0.3% |
| Asian | 6.9% |
| Black or African American | 4.9% |
| Filipino | 4.6% |
| Hispanic or Latino | 77% |
| Native Hawaiian or Pacific Islander | 3.3% |
| Two or More Races | 1.2% |
| White | 1.7% |
| English Learners | 39.5% |
| Foster Youth | 0.3% |
| Homeless | 6.8% |
| Migrant | 2.3% |
| Socioeconomically Disadvantaged | 72.7% |
| Students with Disabilities | 11.3% |

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) | 63.90 | 74.84 | 841.90 | 83.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.90 | 2.23 | 23.40 | 2.33 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 8.20 | 9.62 | 62.20 | 6.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.40 | 5.15 | 21.80 | 2.17 | 11953.10 | 4.28 |
| Unknown | 6.90 | 8.14 | 58.30 | 5.79 | 15831.90 | 5.67 |
| Total Teaching Positions | 85.30 | 100.00 | 1007.90 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 2.70 |
| Misassignments | 2.60 | 5.40 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 7.40 | 8.20 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 1.00 |
| Local Assignment Options | 1.50 | 3.30 |
| Total Out-of-Field Teachers | 2.70 | 4.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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) | 9.9 | 5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 13.6 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2024

| 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 Grades 9-12th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020 | 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 Elsevier/Mosby, The Human Body in Health and Disease, c2005 Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007 Prentice Hall, Conceptual Physics, c2009 Holt, Rinehart & Winston, Holt Physics, c2007 Holt, Rinehart & Winston, Holt Environmental Science, c2008 AGS Publishing, Environmental Science, c2007 Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009 Prentice Hall, Prentice Hall Chemistry, c2007 | Yes | 0% |

| | | | |
|-------------------------------|---|-----|----|
| | <p>Holt, Rinehart & Winston, Holt Physics, c2007 Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018 Prentice Hall, Campbell, Reece, AP Biology, c2014 Pearson, College Physics: Explore and Apply, 2nd Edition, c2019 John Wiley & Sons, Environment, c2007 McGraw Hill, Exploring Geology c2019</p> | | |
| History-Social Science | <p>Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Documents In World History, Vols. 1 & 2, c2006 Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006 Prentice Hall, World Cultures: A Global Mosaic, c2004 Prentice Hall, World Geography: Building a Global Perspective, c2007 Prentice Hall, United States History: Modern America, c2008 Walch Publishing, Power Basics® United States History, c2005 Prentice Hall, Magruder's American Government, c2006 Glencoe/McGraw-Hill, Understanding Psychology, c2003 Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007 Prentice Hall, Government by the People c2016 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007 Prentice Hall, Foundations of Economics, AP Edition, c2015 Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015 Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018 Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition</p> | Yes | 0% |
| Foreign Language | <p>9-12 Grade: Carnegie Learning, Que Chevere! c2020, Levels 1-4 (Spanish) 9-12 Grade: Vista Higher Learning, Temas 3rd Edition c2024 AP/Honors (Spanish) 9-12 Grade: Vista Higher Learning, Chemins c2023, Levels 1-4 (French)</p> | Yes | 0% |
| Health | <p>Holt, Rinehart & Winston, Lifetime Health, c2004</p> | Yes | 0% |

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Tennyson High School was constructed in 1962. This school has fifty-seven (57) permanent classrooms, a multipurpose room, Gym/locker room, Stadium, library, and an administration building. In addition to the main building, there are twenty-two (22) modular classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Tennyson High School these projects have included replacement of the roof system, Fire Alarm/PA System, intrusion alarm system, exterior painting and pavement rehabilitation. In addition a modernization that consists of modernizing existing classrooms, HVAC upgrades, new flooring, furniture, casework, Audio Visual Technology, etc. All work described will be completed by the end of the 2024/2025 school year.

Year and month of the most recent FIT report

February 2023

| 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 |

B. Pupil Outcomes

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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 25 | 29 | 36 | 35 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 9 | 10 | 19 | 20 | 33 | 34 |

2022-23 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 | 423 | 330 | 78.01 | 21.99 | 29.48 |
| Female | 201 | 161 | 80.10 | 19.90 | 29.38 |
| Male | 222 | 169 | 76.13 | 23.87 | 29.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 31 | 27 | 87.10 | 12.90 | 48.15 |
| Black or African American | 22 | 20 | 90.91 | 9.09 | 15.00 |
| Filipino | 17 | 15 | 88.24 | 11.76 | 60.00 |
| Hispanic or Latino | 327 | 248 | 75.84 | 24.16 | 26.72 |
| Native Hawaiian or Pacific Islander | 15 | 12 | 80.00 | 20.00 | 25.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 180 | 111 | 61.67 | 38.33 | 1.80 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 45 | 17 | 37.78 | 62.22 | 17.65 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 325 | 243 | 74.77 | 25.23 | 27.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 56 | 50 | 89.29 | 10.71 | 10.00 |

2022-23 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 | 423 | 380 | 89.83 | 10.17 | 9.50 |
| Female | 201 | 178 | 88.56 | 11.44 | 9.60 |
| Male | 222 | 202 | 90.99 | 9.01 | 9.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 31 | 28 | 90.32 | 9.68 | 25.00 |
| Black or African American | 22 | 20 | 90.91 | 9.09 | 5.00 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Hispanic or Latino | 327 | 295 | 90.21 | 9.79 | 7.14 |
| Native Hawaiian or Pacific Islander | 15 | 12 | 80.00 | 20.00 | 8.33 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 180 | 162 | 90.00 | 10.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 45 | 41 | 91.11 | 8.89 | 2.44 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 325 | 287 | 88.31 | 11.69 | 8.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 56 | 50 | 89.29 | 10.71 | 4.08 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 9.40 | 11.36 | 17.77 | 16.99 | 29.47 | 30.29 |

2022-23 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 | 874 | 799 | 91.42 | 8.58 | 11.54 |
| Female | 412 | 376 | 91.26 | 8.74 | 10.40 |
| Male | 460 | 421 | 91.52 | 8.48 | 12.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 68 | 64 | 94.12 | 5.88 | 15.63 |
| Black or African American | 45 | 41 | 91.11 | 8.89 | 17.07 |
| Filipino | 39 | 38 | 97.44 | 2.56 | 23.68 |
| Hispanic or Latino | 671 | 612 | 91.21 | 8.79 | 10.00 |
| Native Hawaiian or Pacific Islander | 29 | 26 | 89.66 | 10.34 | 11.54 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 9 | 81.82 | 18.18 | -- |
| English Learners | 377 | 336 | 89.12 | 10.88 | 0.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 95 | 81 | 85.26 | 14.74 | 3.70 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 672 | 607 | 90.33 | 9.67 | 11.07 |
| Students Receiving Migrant Education Services | 14 | 13 | 92.86 | 7.14 | 15.38 |
| Students with Disabilities | 96 | 81 | 84.38 | 15.62 | 2.53 |

2022-23 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
Entrepreneurship Pathway
Farm to Fork Pathway
Multi-Media Pathway (CMMA 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

2022-23 Career Technical Education Programs

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

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

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 452 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 50 |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.71 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 16.26 |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 69 | 69 | 69 | 69 | 69 |

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.

2023-24 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, text messages, 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

2023-24 Opportunities for Parental Involvement

concerning their child. Each family leaves the meeting with a plan to improve attendance.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 28.9 | 25.6 | 26.4 | 11.8 | 10.4 | 15.6 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 63.4 | 62.3 | 57.1 | 80.3 | 83.2 | 77.1 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 443 | 253 | 57.1 |
| Female | 210 | 126 | 60.0 |
| Male | 231 | 126 | 54.5 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 36 | 30 | 83.3 |
| Black or African American | 24 | 15 | 62.5 |
| Filipino | 24 | 17 | 70.8 |
| Hispanic or Latino | 333 | 168 | 50.5 |
| Native Hawaiian or Pacific Islander | 16 | 14 | 87.5 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 227 | 82 | 36.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 65 | 12 | 18.5 |
| Socioeconomically Disadvantaged | 386 | 212 | 54.9 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 47 | 25 | 53.2 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1767 | 1717 | 676 | 39.4 |
| Female | 819 | 798 | 340 | 42.6 |
| Male | 944 | 915 | 334 | 36.5 |
| Non-Binary | 4 | 4 | 2 | 50.0 |
| American Indian or Alaska Native | 4 | 4 | 3 | 75.0 |
| Asian | 116 | 116 | 31 | 26.7 |
| Black or African American | 90 | 86 | 42 | 48.8 |
| Filipino | 80 | 80 | 17 | 21.3 |
| Hispanic or Latino | 1365 | 1324 | 546 | 41.2 |
| Native Hawaiian or Pacific Islander | 61 | 60 | 20 | 33.3 |
| Two or More Races | 20 | 19 | 9 | 47.4 |
| White | 30 | 27 | 8 | 29.6 |
| English Learners | 828 | 800 | 335 | 41.9 |
| Foster Youth | 7 | 7 | 6 | 85.7 |
| Homeless | 190 | 177 | 89 | 50.3 |
| Socioeconomically Disadvantaged | 1414 | 1375 | 553 | 40.2 |
| Students Receiving Migrant Education Services | 44 | 44 | 15 | 34.1 |
| Students with Disabilities | 202 | 195 | 90 | 46.2 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.06 | 10.02 | 10.07 | 0.01 | 3.78 | 4.90 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.11 | 0.00 | 0.03 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.07 | 0.11 |
| Female | 6.47 | 0 |
| Male | 13.24 | 0.21 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 4.31 | 0 |
| Black or African American | 24.44 | 0 |
| Filipino | 3.75 | 0 |
| Hispanic or Latino | 10.18 | 0.07 |
| Native Hawaiian or Pacific Islander | 9.84 | 1.64 |
| Two or More Races | 5 | 0 |
| White | 3.33 | 0 |
| English Learners | 10.75 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 10 | 0 |
| Socioeconomically Disadvantaged | 10.47 | 0.14 |
| Students Receiving Migrant Education Services | 11.36 | 0 |
| Students with Disabilities | 10.89 | 0 |

2023-24 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.

2023-24 School Safety Plan

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 2023-24 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. CDC recommendations and guidelines are followed.

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 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 69 | 30 | 8 |
| Mathematics | 18 | 53 | 25 | 3 |
| Science | 19 | 31 | 38 | 0 |
| Social Science | 17 | 52 | 27 | 5 |

2022-23 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 | 310.2 |

2022-23 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 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 10.2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$107,231 |
| Percent Difference - School Site and District | N/A | N/A | 14.7 | -1.1 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | -41.9 | 18.2 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$74,517 | \$55,550 |
| Mid-Range Teacher Salary | \$104,084 | \$84,645 |
| Highest Teacher Salary | \$124,131 | \$111,284 |
| Average Principal Salary (Elementary) | \$158,307 | \$139,860 |
| Average Principal Salary (Middle) | \$172,464 | \$146,440 |
| Average Principal Salary (High) | \$183,511 | \$158,447 |
| Superintendent Salary | \$314,081 | \$278,268 |
| Percent of Budget for Teacher Salaries | 35.42% | 32.21% |
| Percent of Budget for Administrative Salaries | 5.96% | 4.89% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 13.4 |
|-----------------------------------|------|

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 | 3 |
| Fine and Performing Arts | 2 |
| Foreign Language | 1 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 8 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 17 |

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.

Department chairs, coaches, and admin (the LCC members) attend ILT (Instructional Leadership) workshops on AB/AR, 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.

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.)

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 3 | 3 |