



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tennyson High School	01611920138339	May 13, 2024	May 22, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Tennyson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Tennyson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

Tennyson High School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

- Limited options for students who are too far behind to catch up in time for graduation
- Not enough resources for students who have experienced trauma

- 40 percent of our students are Unaccompanied Minors (UM)
- Aging facilities in process of being modernized
- Technological infrastructure
- Limited service providers for students who need social-emotional support and mental health services (i.e more COST providers needed)
- Limited access to home internet

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Even though English Language Arts indicators has increased by 30.1 points, it is still in the orange category. Math is still in the orange but has increased by 17.3 points. Unfortunately, English Learners is still orange and has declined by 3.2%. Graduation Rate is the most critical indicators that is currently in red and has declined by 4.3%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

All students are currently scoring below level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tennyson High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

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

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	390	344	334
Grade 10	393	363	366
Grade 11	346	412	395
Grade 12	372	350	456
Total Enrollment	1,501	1,469	1,551

Conclusions based on this data:

1. The percentage of Hispanic/Latinx students continue to grow.
2. The percentage of Hispanic/Latino students has increased in the past three years.
3. Overall, our student population continues to increase.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

Conclusions based on this data:

1. The number of English Learners at THS has increased drastically over the last three years. In 22-23, we had 78 ELs who reclassified. This academic year, we have reclassified a substantial increase.
2. The number of Fluent English Proficient has decreased from the previous year.
3. Our students are being reclassified at a low percentage.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	441	419	0	316	326	0	313	325	0.0	71.7	77.8
All Grades	356	441	419	0	316	326	0	313	325	0.0	71.7	77.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2489.	2502.		6.07	8.92		18.53	20.31		22.68	22.15		52.72	48.62
All Grades	N/A	N/A	N/A		6.07	8.92		18.53	20.31		22.68	22.15		52.72	48.62

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Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		9.71	8.00		47.57	48.62		42.72	43.38	
All Grades		9.71	8.00		47.57	48.62		42.72	43.38	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.13	12.00		38.71	38.15		55.16	49.85
All Grades		6.13	12.00		38.71	38.15		55.16	49.85

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.24	7.08		66.02	65.23		30.74	27.69
All Grades		3.24	7.08		66.02	65.23		30.74	27.69

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.72	12.31		58.84	59.69		33.44	28.00
All Grades		7.72	12.31		58.84	59.69		33.44	28.00

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Conclusions based on this data:

1. Only 29.23% of our 22-23 junior cohort met or exceed standards in ELA. This was an increase from the previous year by 4.63%.
2. Our 22-23 junior cohort did very well in the Research/Inquiry component of the exam.
3. Our 22-23 junior cohort scored the lowest on the writing component.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	441	419	0	368	376	0	363	375	0.0	83.4	89.7
All Grades	356	441	419	0	368	376	0	363	375	0.0	83.4	89.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2454.	2456.		1.38	3.20		5.79	5.87		15.15	11.20		77.69	79.73
All Grades	N/A	N/A	N/A		1.38	3.20		5.79	5.87		15.15	11.20		77.69	79.73

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.49	5.87		23.55	17.60		73.96	76.53
All Grades		2.49	5.87		23.55	17.60		73.96	76.53

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.94	4.00		48.20	48.27		49.86	47.73
All Grades		1.94	4.00		48.20	48.27		49.86	47.73

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.93	3.20		58.40	51.20		39.67	45.60
All Grades		1.93	3.20		58.40	51.20		39.67	45.60

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Conclusions based on this data:

1. Only 9.07% of our 22-23 cohort met or exceeded standards in Mathematics. Even though this is still very low we did have an increase from the previous year.
2. Our lowest percentage of students scoring above standards is in the standards related to Communicating Reasoning.
3. Our highest percentage of students scoring above standards is in the standards related to Concepts and Procedures.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1511.0	1495.5	1480.7	1497.2	1483.9	1464.2	1524.3	1506.5	1496.8	95	123	141
10	1509.5	1482.5	1469.8	1499.5	1461.3	1450.0	1519.0	1503.2	1489.2	109	133	139
11	1490.1	1476.9	1480.1	1471.3	1455.3	1459.6	1508.4	1497.9	1500.1	110	172	169
12	1502.9	1486.3	1474.9	1479.5	1461.1	1454.4	1525.7	1511.0	1494.8	82	130	172
All Grades										396	558	621

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.42	12.20	3.62	30.53	21.95	19.57	20.00	19.51	26.81	41.05	46.34	50.00	95	123	138
10	5.71	9.09	7.25	30.48	21.97	15.94	25.71	15.91	17.39	38.10	53.03	59.42	105	132	138
11	2.83	6.43	8.88	13.21	22.22	14.20	27.36	11.70	17.16	56.60	59.65	59.76	106	171	169
12	7.50	5.43	5.85	16.25	20.16	14.04	25.00	18.60	15.20	51.25	55.81	64.91	80	129	171
All Grades	5.96	8.11	6.49	22.80	21.62	15.75	24.61	16.04	18.83	46.63	54.23	58.93	386	555	616

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.32	20.33	11.59	23.16	30.89	26.09	13.68	4.88	18.84	36.84	43.90	43.48	95	123	138
10	25.71	19.70	14.49	29.52	19.70	18.84	12.38	9.85	11.59	32.38	50.76	55.07	105	132	138
11	9.43	21.05	15.98	25.47	15.79	16.57	17.92	4.68	12.43	47.17	58.48	55.03	106	171	169
12	11.25	17.83	11.70	28.75	17.83	18.71	13.75	10.85	11.70	46.25	53.49	57.89	80	129	171
All Grades	18.39	19.82	13.47	26.68	20.54	19.81	14.51	7.39	13.47	40.41	52.25	53.25	386	555	616

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.16	4.07	0.72	12.63	10.57	5.07	34.74	27.64	28.26	49.47	57.72	65.94	95	123	138
10	3.81	6.06	0.00	13.33	9.85	9.42	30.48	23.48	23.19	52.38	60.61	67.39	105	132	138
11	0.94	0.00	2.37	4.72	9.36	7.69	30.19	23.98	22.49	64.15	66.67	67.46	106	171	169
12	3.75	3.10	1.17	5.00	8.53	5.26	33.75	26.36	23.98	57.50	62.02	69.59	80	129	171
All Grades	2.85	3.06	1.14	9.07	9.55	6.82	32.12	25.23	24.35	55.96	62.16	67.69	386	555	616

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.19	1.63	1.45	50.00	53.66	43.48	46.81	44.72	55.07	94	123	138
10	3.81	0.76	1.45	57.14	43.94	34.78	39.05	55.30	63.77	105	132	138
11	0.95	0.58	1.78	34.29	32.75	29.59	64.76	66.67	68.64	105	171	169
12	1.25	0.00	1.75	31.25	37.21	25.15	67.50	62.79	73.10	80	129	171
All Grades	2.34	0.72	1.62	43.75	41.08	32.63	53.91	58.20	65.75	384	555	616

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	53.33	53.33	48.55	13.33	4.17	9.42	33.33	42.50	42.03	90	120	138
10	53.40	44.62	40.58	16.50	6.15	8.70	30.10	49.23	50.72	103	130	138
11	42.42	40.00	38.46	20.20	5.29	11.24	37.37	54.71	50.30	99	170	169
12	39.73	33.59	36.26	20.55	14.84	8.19	39.73	51.56	55.56	73	128	171
All Grades	47.67	42.52	40.58	17.53	7.48	9.42	34.79	50.00	50.00	365	548	616

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.42	5.69	2.90	33.68	28.46	22.46	57.89	65.85	74.64	95	123	138
10	8.57	10.61	2.17	36.19	23.48	26.81	55.24	65.91	71.01	105	132	138
11	1.90	1.18	5.92	32.38	27.06	23.08	65.71	71.76	71.01	105	170	169
12	3.75	4.65	1.75	36.25	31.78	26.32	60.00	63.57	71.93	80	129	171
All Grades	5.71	5.23	3.25	34.55	27.62	24.68	59.74	67.15	72.08	385	554	616

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.06	0.82	0.00	57.45	48.36	44.20	41.49	50.82	55.80	94	122	138
10	0.00	1.52	0.72	56.19	40.91	37.68	43.81	57.58	61.59	105	132	138
11	2.86	3.51	3.55	41.90	32.16	30.18	55.24	64.33	66.27	105	171	169
12	3.75	3.10	1.75	52.50	35.66	30.99	43.75	61.24	67.25	80	129	171
All Grades	1.82	2.35	1.62	51.82	38.63	35.23	46.35	59.03	63.15	384	554	616

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall percentage of Proficient students (Level 4) has decreased by 1.62%.
2. The overall percentage of Intermediate students (Level 3) has decreased by 2.73%.
3. Most of the new students we are receiving are scoring very low in the various ELPAC domains.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1551	72.7	39.5	0.3
Total Number of Students enrolled in Tennyson High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	613	39.5
Foster Youth	4	0.3
Homeless	105	6.8
Socioeconomically Disadvantaged	1128	72.7
Students with Disabilities	176	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	76	4.9
American Indian	4	0.3
Asian	107	6.9
Filipino	72	4.6
Hispanic	1194	77
Two or More Races	19	1.2
Pacific Islander	51	3.3
White	26	1.7

Conclusions based on this data:

1. Previously, 69% of the Tennyson High School student population was Socioeconomically Disadvantaged. The current number is 72.7%, which we do not feel is accurate given how many families have not filled out the free/reduced lunch application after CA law was passed guaranteeing all students free lunch. This is something we need to improve so we can make sure we have an accurate percentage of students needing extra support.
2. 39.5% of the Tennyson High School student population are English Learners.
3. 0.3% of the Tennyson High School student population are considered Foster Youth.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

Chronic Absenteeism



No Performance Color

English Learner Progress



Orange

College/Career

Low

Conclusions based on this data:

1. Tennyson High School students need support in both English Language Arts and Mathematics.
2. Tennyson High School's graduation rate decreased.
3. Tennyson High School's college/career metric remains the same.

School and Student Performance Data

Academic Performance English Language Arts

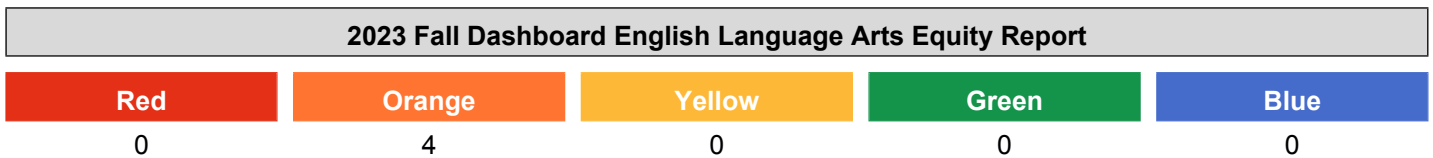
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>87.5 points below standard</p> <p>Increased Significantly +30.1 points</p> <p>323 Students</p>	<p>English Learners</p> <p>Orange</p> <p>151.5 points below standard</p> <p>Increased Significantly +45.1 points</p> <p>137 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>106.6 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>94.7 points below standard</p> <p>Increased Significantly +29.8 points</p> <p>241 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>137.2 points below standard</p> <p>Increased Significantly +31.4 points</p> <p>47 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>96.8 points below standard</p> <p>Increased Significantly +58.8 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>13.3 points below standard</p> <p>Increased Significantly +48.4 points</p> <p>26 Students</p>	<p>29.4 points above standard</p> <p>Increased Significantly +36.1 points</p> <p>14 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>98.6 points below standard</p> <p>Increased Significantly +34.1 points</p> <p>244 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>151.8 points below standard</p> <p>Decreased Significantly - 84.4 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>187.4 points below standard</p> <p>Increased Significantly +19.1 points</p> <p>100 Students</p>	<p>54.4 points below standard</p> <p>Increased Significantly +88.9 points</p> <p>37 Students</p>	<p>93.3 points below standard</p> <p>Increased +13.8 points</p> <p>62 Students</p>

Conclusions based on this data:

1. In general, Tennyson High School has a large number of socioeconomically disadvantaged students that are below standards, however last year we had a significant increase in CAASPP scores.
2. Our English Learners declined by 4.2 points.
3. Our Reclassified English Learners declined by 41.7 points.

School and Student Performance Data

Academic Performance Mathematics

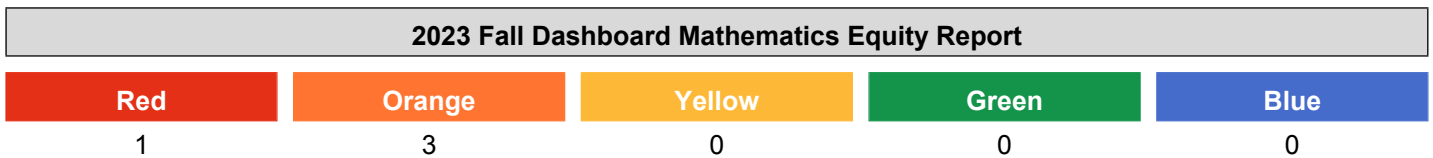
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>167.7 points below standard Increased Significantly +17.3 points</p> <p>325 Students</p>	<p>English Learners</p> <p>Orange</p> <p>211.7 points below standard Increased Significantly +35.2 points</p> <p>139 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>194.6 points below standard Increased Significantly +127.6 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>174.5 points below standard Increased Significantly +16.6 points</p> <p>244 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>217.6 points below standard Decreased -6.2 points</p> <p>47 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
216.9 points below standard Decreased -6.4 points 17 Students	 No Performance Color 0 Students	117.3 points below standard Increased +13.1 points 27 Students	52 points below standard Increased Significantly +34.4 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 175.3 points below standard Increased Significantly +25.2 points 246 Students	Less than 11 Students 6 Students	219.2 points below standard Decreased Significantly - 102.5 points 14 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
230.6 points below standard Increased Significantly +23.9 points 103 Students	162.7 points below standard Increased Significantly +35.9 points 37 Students	172.6 points below standard Increased +14 points 62 Students

Conclusions based on this data:

1. Students continue to perform low in Mathematics, however we did have a slight increase during the 22-23 academic school year.
2. Our English Learners and socioeconomically disadvantaged students are performing low in Mathematics.
3. Our Hispanic students maintained their standards from last school year.

School and Student Performance Data

Academic Performance English Learner Progress

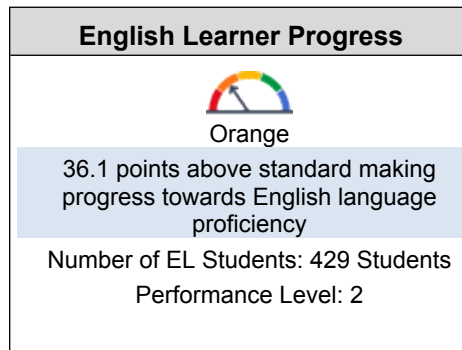
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	236	0	155

Conclusions based on this data:

1. The overall performance level of English Learners is Low.
2. The number of English Learner students continues to increase.
3. Our English Learner students are making some progress.

School and Student Performance Data

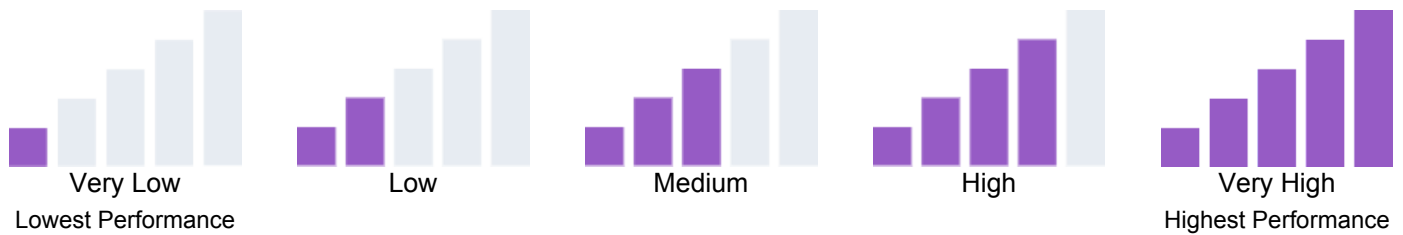
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

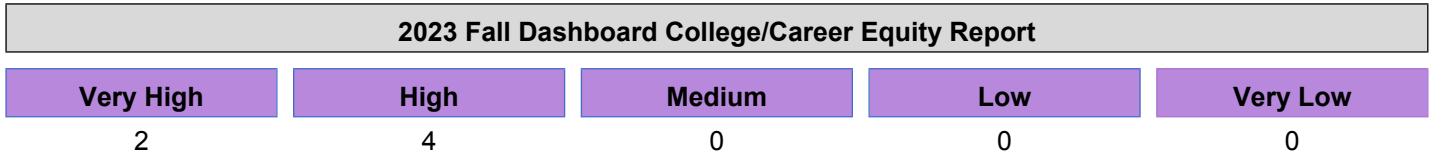
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

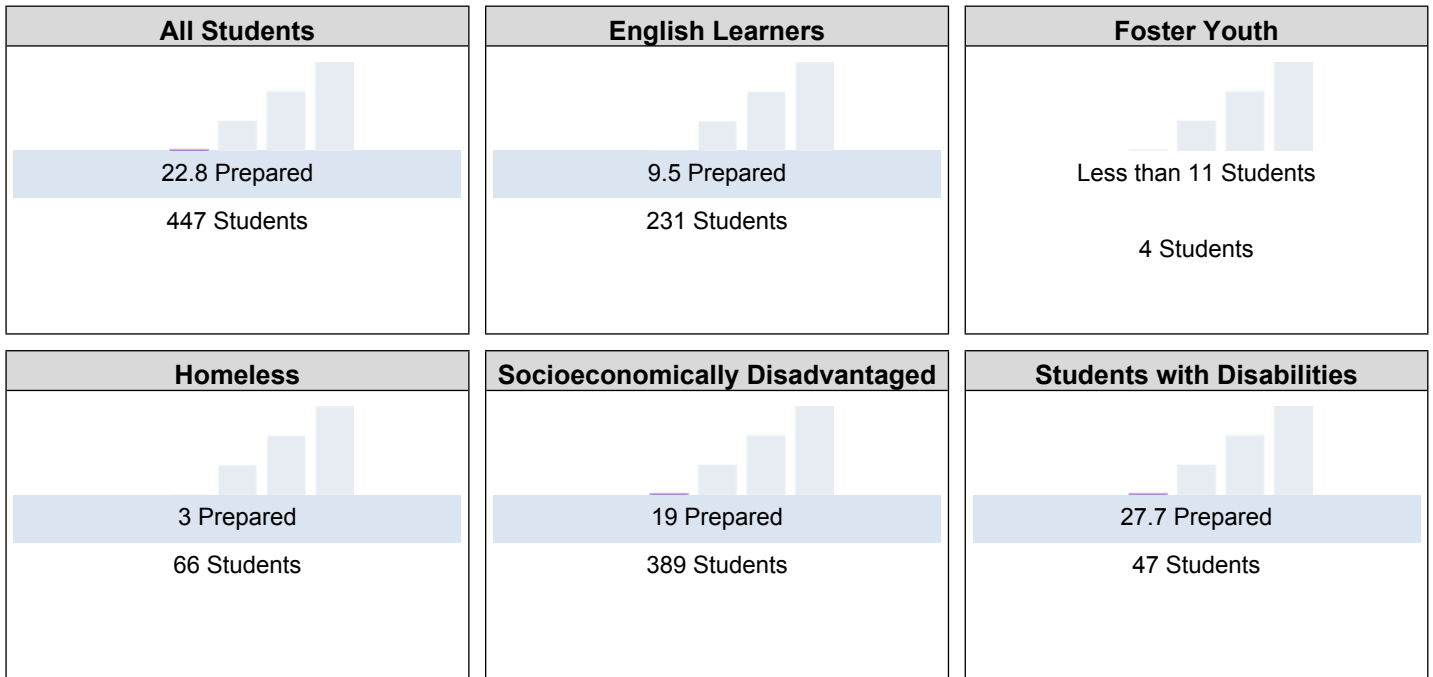


This section provides number of student groups in each level.

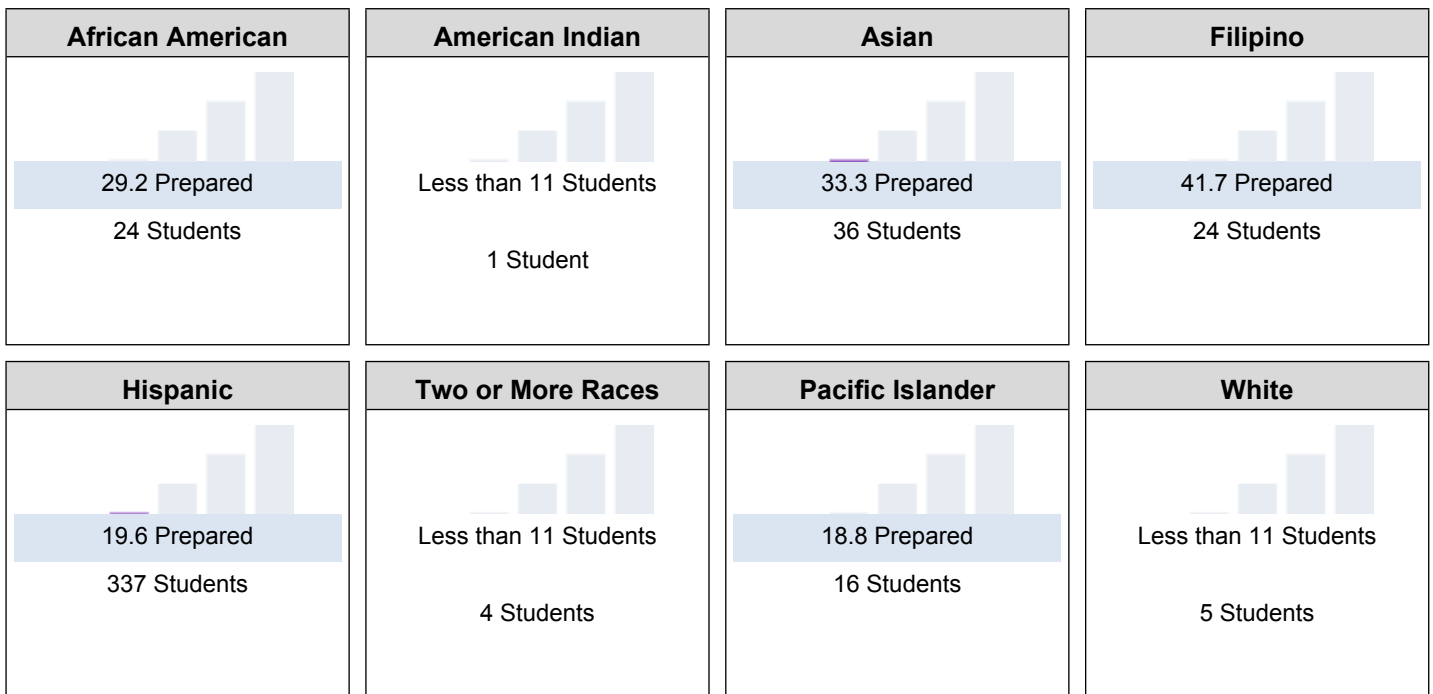


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. College and Career Team have been working on providing a rigorous college and career program to our students.
2. The data still shows that students are not prepared, but we have seen a slight increase on the number of students going to college and enrolling in career tech opportunities.
3. We aim to further enhance the college and career preparedness of our students by forging stronger connections with external agencies to provide additional support and resources.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color 0 Students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 0 Students	Students with Disabilities  No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data
2. No data
3. No data

School and Student Performance Data

Academic Engagement Graduation Rate

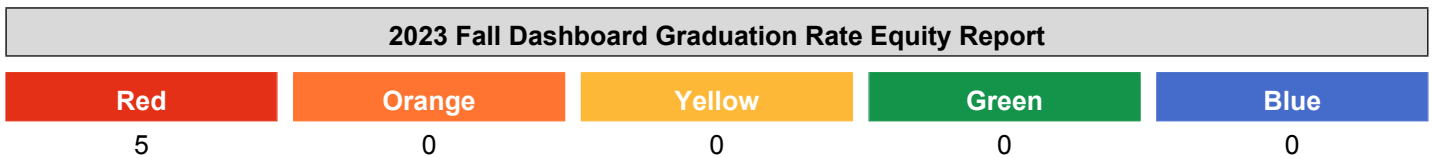
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Red 59.5% graduated Decreased -4.3 469 Students	English Learners Red 42.7% graduated Decreased -2.6 253 Students	Foster Youth Less than 11 Students 4 Students
Homeless Red 26.4% graduated Increased Significantly 10.2 72 Students	Socioeconomically Disadvantaged Red 57.7% graduated Decreased -4.1 411 Students	Students with Disabilities Red 53.2% graduated Decreased Significantly -15.1 47 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>62.5% graduated</p> <p>Decreased Significantly - 14.4</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>84.6% graduated</p> <p>Increased Significantly 10.5</p> <p>39 Students</p>	<p>70.8% graduated</p> <p>Decreased -4.2</p> <p>24 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>53.7% graduated</p> <p>Decreased Significantly -6.4</p> <p>356 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>87.5% graduated</p> <p>Decreased -3.4</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

1. Our graduation rate decreased by 4.3% in 2023 in comparison to 2022.
2. We need to support our English Learners and Students with Disabilities and find alternative ways to support them.
3. It is evident that as a school all our student groups are struggling and we need to expand our credit recovery options and think of ways of supporting our students before they become seniors.

School and Student Performance Data

Conditions & Climate Suspension Rate

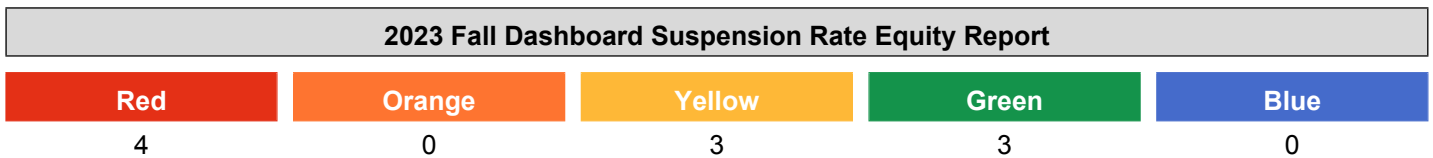
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students 7 Students
10.1% suspended at least one day	10.7% suspended at least one day	
Maintained 0.1 1767 Students	Increased 0.3 828 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Red	 Yellow
10% suspended at least one day	10.5% suspended at least one day	10.9% suspended at least one day
Declined Significantly -3.1 190 Students	Maintained 0.2 1414 Students	Declined Significantly -5.2 202 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 24.4% suspended at least one day Increased 1.9 90 Students	Less than 11 Students 4 Students	 Green 4.3% suspended at least one day Declined -0.4 116 Students	 Green 3.8% suspended at least one day Declined -1.1 80 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.2% suspended at least one day Increased 0.5 1365 Students	4.8% suspended at least one day Declined -17 21 Students	 Yellow 9.8% suspended at least one day Declined -6.2 61 Students	 Green 3.3% suspended at least one day Declined -2.5 30 Students

Conclusions based on this data:

1. Proportionally, African American students are being suspended at the highest rate (24.4%), followed by hispanic students (10.2%).
2. Tennyson High School will continue with intervention measures and restorative practices.
3. Overall, the suspension rate has declined at Tennyson High School.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal.

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- CAASPP ELA Scores 22/23
- HMH Data
- WASC Data
- Subgroup analysis
- Three-year trend

At THS, 29.23% of our student population has met or exceeded the standard. We had a slight increase of 4.63%. Our initial goal was to increase by 5%.

Group data to be collected to measure gains:

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

Strategy:

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

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

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

Anticipated annual growth for each group:

Using the 22-23 CAASPP assessment and results, increase the number of students who meet or exceed standards by 5% each year.

Means of evaluating progress toward this goal:

We will collect data on student performance during the Interim Comprehensive Assessment (ICA), and use annual CAASPP data as our summative measure. In the future, we hope to develop and use data from interim assessments. We will also increase the number of ELA teachers using the newly adopted curriculum. The goal will be for 50% of ELA teachers to begin to utilize the HMH common assessments.

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

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

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

The data revealed that the school has made some progress toward the goal of mastery of the common core ELA standards with a 5% increase in the CAASPP. With this in mind, we know where we need to begin in realizing our goal of students meeting ELA standards. In particular, English Learners and Social Economic disadvantaged students require the most support, as they had the lowest rates of meeting or exceeding standards in ELA. From there, we noticed that these students specifically needed the most support in ELA.

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

The members of our School Site Council, including site administrator, ELA teachers, and parent representatives from different committees.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (previous data)	29.23% met or exceeded	35.23% meeting or exceeding
HMH Data	50% of the ELA teachers will use the HMH Assessments	50% of ELA teachers will use the HMH Assessments
Accelerator Reader	Initial Student Assessment	Increase in Reading Assessment

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Common Core State Standards Implementation-m Aligning Curriculum and Expanding our Library</p> <p>Task:</p> <ul style="list-style-type: none"> • Teachers across all content and subject areas will collaborate to produce, teach, reflect on, and refine lessons that are aligned to the Common Core State Standards (CCSS) and/or the most recently available content standards. • With the support of the site Administration, EL Specialists, Peer Coaches, and Department Chairs. Teachers will utilize academic language within and across content areas as per the CA English Language Development (ELD) Standards, which are taught in conjunction with content standards. • PLCs will collaborate to engage in a Cycle of Inquiry (COI) to determine the efficacy of lessons and teaching strategies in order to meet instructional goals. <p>Measures:</p> <ul style="list-style-type: none"> • Formative and summative assessments • Classroom observations • Classroom community • Evidence of engagement and performance • Development of shared resources for teachers • Coaching (PLC and EL Coaching) <p>Strategies:</p> <ul style="list-style-type: none"> • Teacher Collaboration outside workday to align curriculum • Tutoring hours and the expansion of writing tutoring hours to include evening availability • Professional development around reading instruction for moderate/severe SPED students • Expansion of our current library books to provide students with more modern and inclusive texts and stories <p>People Assigned:</p> <ul style="list-style-type: none"> • Principal and Assistant Principals • ELL Specialist 	All Students	<p>2,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Align Curriculum in the English Department- Allocate funds to pay for hours for ELA teachers to develop aligned curriculum with the new adopted ELA materials. 2,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Align English Curriculum with SPED department- allocate funds to pay hours for ELA teachers to align curriculum with ELA SPED teachers 5,000 LCFF Supplemental and Concentration Funds</p> <p>Library-Allocate funds to expand the selection of library texts 7,000 LCFF Supplemental and Concentration Funds</p> <p>Technology platforms to support literacy and STEAM</p>

	<ul style="list-style-type: none"> • ELD Coach • Teachers • Department Chairs • Site-Based Instructional Leadership Team Members • Local Curriculum Council • Instructional Leadership Team • Technology Teacher Leader 		
<p>1.2</p>	<p>THS Professional Learning Community and Professional Development</p> <p>Task:</p> <ul style="list-style-type: none"> • PLCs will work together to determine the efficacy of lessons by examining whether students met stated objectives and/or SMART goals. • PLCs, EL Coach, and other teacher leaders, will examine classroom data (including but not limited to: objective tests/quizzes, projects, performance on homework, writing samples, student talk) to refine teaching and planning for upcoming lessons. Additionally, EL Coach will provide peer support for language development and long term EL support (instructional practices) <ul style="list-style-type: none"> • PLCs will continue to engage in Cycles of Inquiry throughout the academic year. <p>Professional Development and Instructional Materials:</p> <ul style="list-style-type: none"> • Professional development related to reading and writing and instruction in ELA using the new adopted HMH Curriculum • Professional development related to reading and writing and instruction across all content areas • Teacher collaboration outside workday to work on curriculum alignment for four teachers • Tutoring hours and the expansion of writing tutoring hours to include evening availability <p>Measures:</p> <ul style="list-style-type: none"> • Data review (CAASPP, HMH, and interim assessment) • Learning Walks and group reflection • Classroom observations • PLC surveys and feedback 	<p>All Students</p>	<p>2,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Allocate money for professional Development in all content areas 10,000 Comprehensive Support and Improvement (CSI)</p> <p>Outside vendor contract to lead P.D. (International Network or similar programs) 15,000 Comprehensive Support and Improvement (CSI)</p> <p>Allocate money for professional Development to support literacy in all content areas</p>

	<ul style="list-style-type: none"> Evidence of engagement and performance <p>People Assigned:</p> <ul style="list-style-type: none"> Principal Assistant Principals ELD Coaches Department Chair EL Specialist as needed Teachers 		
1.3	<p>Renaissance - Accelerated Reader (books and quizzes), myOn (online library), Star Reading (Reading assessment)</p> <p>Task:</p> <p>All stakeholders (Parents, Students, Teachers, Admin) will assess reading levels for all students. Accelerated Reader will increase student reading levels. AR will serve as a motivator by setting goals, tracking progress towards progress, and rewarding progress. Increase the amount of reading students are doing. Ensure that the reading is at the optimal level for growth.</p> <p>Professional Development and Instructional Materials:</p> <p>90 minute professional development with an opportunity to have more PD. Virtual literacy environment designed to connect students with reading materials at the right reading level and matching their interests. Based on the reading students do, and what they rate their books, they will be connected with additional reading materials students will enjoy. Authentic Spanish texts are included. Teachers would have access to read books as a class. Teachers can create reading projects where they can assign a text and they can share those projects with other teachers. There is a cloud of other projects that other teachers have created as well. Within myOn (online library) you can assign reading materials that align with California State Standards.</p> <p>Measures:</p> <p>SGP Student Growth Percentile tracks reading level growth in Star assessments. With these assessments the students will grow at an average or above average pace compared to their similar academic peers. We will set a goal of a 60% SGP as an indicator of growth. This will indicate students will be growing at an average or above average level when compared to similar academic peers.</p>	All Students	<p>42000 Comprehensive Support and Improvement (CSI) Accelerated Reader</p>

	<p>Star is the measure, the intervention tools, myOn and Accelerated reader, will view the growth between assessment windows. The Star assessment informs the free version of Nearpod of what students will need to work on. The Star assessment includes a Spanish assessment using standards in Spanish. Teachers and administrators will have access to the portal to monitor student progress and possibly differentiate instruction.</p> <p>People Assigned: Principal Assistant Principals Teachers Department Chair EL Specialist as needed Librarian</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tennyson teachers are extremely motivated to help students achieve proficiency in English Language Arts. We have a strong ELA department that operate in self-selected PLC's on a regular collaboration schedule. However, there is still much work to be done to ensure that students are meeting or exceeding standards on the CAASPP in ELA. We need to begin aligning our curriculum by using our new adopted HMH Curriculum to increase the number of teachers using the HMH Curriculum.

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

The intended goal was for students to improve in all focal areas in ELA (reading, writing, listening, and speaking) in order to improve student outcomes (CAASPP and college/career readiness). In order to meet the articulated goal for next year, we will continue to implement CAASPP interim assessments for all grade levels throughout fall semester, review assessments data as a school, and conduct CAASPP bootcamps to support all students. We will also use HMH assessments data as a tool to drive our instruction.

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

Tennyson remains committed to ensuring that students are improving in English Language Arts. We will keep the goal set at 5% improvement for next year. We will increase students access to Tier 1, Tier 2, and Tier 3 interventions. We plan to implement PD for all staff on literacy within content areas. We will be adding the educational technology platform "Accelerated Reading" to investigate student reading levels with the goal of students improving and progressing over the school year. Accelerated Reading was selected because it is accessible to all content areas as well as English.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

After desegregating our CAASPP data from 2022/2023, we identified the current rate of students meeting or exceeding standards in Math at 9.07%.

Group data to be collected to measure gains:

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

Strategy:

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

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

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

Anticipated annual growth for each group:

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

Means of evaluating progress toward this goal:

- Tennyson High School will use Math Department Common Assessments provided by the district and created by the department to measure student achievement by using IReady tool.
- We will collect data on student performance during the Interim Comprehensive Assessment (ICA), and use annual CAASPP data.
- We will also work on using the district benchmarks and then analyze the current data to drive instruction.

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

This goal is fully aligned with the LEA Plan

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

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2022-2023	9.07% of our students are meeting or exceeding Math Standards	14.07% of our students will meet or exceed Math Standards in 2024-2025.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Goal Statement	CCSS Implementation	2,000

	<ul style="list-style-type: none"> All students will meet or exceed Common Core State Standards in Math or demonstrate growth in this area <p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> CAASPP Math Scores Math Grades Subgroup analysis Three-year trend Data points: In HUSD, 18.51% of the student population met or exceeded the standards in Mathematics. At THS, 9.07% of our student population has met or exceeded the standard. 5.26% of African American students met or exceeded the standard for Math. 25% of the Asian population met or exceeded the Math standard. 6.85% of the Hispanic population met or exceeded. 0% of the ELL (English Language Learner) population met the Math standard. 8.19% of economically disadvantaged students met or exceeded the Math standard. No students met or exceeded the Math standard. <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> Common assessments and result analysis CAASPP data Grades by math class <p>Strategy</p> <ul style="list-style-type: none"> All Math teachers will receive professional development focused on CAASPP Data and Analysis of Blueprints, Interim Assessment Blocks, and Differentiation. Teachers will continue to engage in Professional Learning Community (PLC) to refine teaching strategies and analyze data to inform the next steps (reteaching, differentiation needs, and/or other supports). Math teachers (and all other content areas) will engage in professional development focused on increasing Student Academic Engagement and Deeper Learning. Allocate funds for Math Programs and STEAM for math teachers to develop and/or attend professional development and conferences that support deeper learning and student engagement in mathematics. Some examples might include but are not limited to CMC-North Asilomar Math Conferences, Kagan, 		<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Align Math Curriculum with SPED Department- Allocate funds to pay hourly for Math teachers to align the curriculum with the Math SPED teachers 12,000</p> <p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Materials and Supplies to Support Math and Science Programs related to STEAM 8,000</p> <p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Math and STEAM Conferences 10000</p> <p>LCFF Supplemental and Concentration Funds</p> <p>Math Software to support all math courses and other departments</p>
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	<p>Teachers Development Group, ISTE, and Bureau of Education and Research.</p> <ul style="list-style-type: none"> Teachers will collaborate with other math and sped teachers to develop; adapted curriculum scope and sequence, common assessments, common key unit lesson plans, and common instructional routines for supporting SPED teachers and math teachers to work successfully together to support mainstreamed SPED students. Purchasing supplies and equipment to support Math Programs and STEAM. We need to equip teachers and students for success in the 21st century. Some of the items to be purchased: Prism, TI-Nspire calculators, notebook journals for all 9th graders and World House. Purchase technology platforms to support students' success in Math and STEAM, (Quizizz, EdPuzzle, i-Ready, DeltaMath). <p>The group participating in this goal (eg, students, parents, teachers, administrators)</p> <ul style="list-style-type: none"> Students Parents Math Department Subject/grade level PLCs Administration <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> The expected growth for each subgroup will be 5%. <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Local Benchmark data such as the IAB Quarterly Math grades CAASPP Data Common assessments <p>How does this goal align with your local Educational Agency Plan goals?</p> <ul style="list-style-type: none"> This goal is fully aligned with the educational framework, LEA plan, LCAPP, and the Hayward Unified School District Board Policy. <p>What did the analysis of the data reveal that led you to this goal?</p> <ul style="list-style-type: none"> Overall our Math CAASPP has declined significantly from the previous years, but last year we saw a slight increase in our scores. We have realized the need for focus PLC work. Teachers will be given hours. HPN Math tutors will continue to be hired to support in math classes, specifically in Algebra 9 classes. <p>Which stakeholders were involved in analyzing data and developing this goal?</p>		
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	<ul style="list-style-type: none"> • Administrators • Math teachers • Parents (Coffee with the Principal) • School Site Council (SSC) • Local Curriculum Council (LCC) 		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Our stated goal for this area was "All students meet or exceed Common Core State Standards in Math or demonstrate growth in this area." Even though we are not where we want to be we recognize the need to continue growing as educators. In order to provide learning acceleration opportunities, foundational math courses are being strengthened to support SLIFE students. Additionally, accelerated geometry will continue during the summer session so that students can have the opportunity to take upper-division math courses during the school year. There is evidence to show that the accelerated geometry class has resulted in a significant increase in AP Calculus sign-ups and higher AP Calculus scores on the exam.

In order to meet our goal, the math department will continue to engage in PLC work and collaborate with ELD Coach, and EL Specialists. Tennyson High will continue to collaborate with Hayward Promise Neighborhood in providing tutoring for all our Algebra 9 classes.

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

Math department will continue to focus on PLC work in order to meet the articulated goals.
 Math department will increase their technology platforms to increase academic engagement, differentiate instruction, and organize curriculum/unit pacing.
 Math department will collaborate with ELD Coach, EL Specialists, and Sped Department to equip teachers on how to differentiate instruction for all students.

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

Teachers will continue developing and integrating STEAM curriculum in math courses.
 Teachers will increase the current CASSPP rate of students meeting or exceeding mathematics by having scheduled interim assessments from 9th to 11th.
 Teachers will regularly collaborate to review Algebra I and Algebra II grades and benchmark data to close gaps as the occur by using IReady platform to analyze data, create common lessons, and accurately track students' progress.
 Teachers will work on aligning grading policies to ensure equity and parity for all students who are taking math courses.
 We will increase student access to interventions (tier I, II, and III), including both in-class and after-school tutoring in Algebra I and Algebra II.
 Professional development and building capacity will be key to ensuring student success in mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- CAASPP Scores
- ELPAC Scores
- Local Assessments

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

Group data to be collected to measure gains:

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

Group data to be collected to measure gains:

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

Strategy:

- ELD Peer Coaching sessions
- World House PLC
- EL Coach Peer Support/Coaching and PD ELD teachers (and all other content areas) will engage in professional development focused on increasing Student Academic Engagement and Deeper Learning.
- World Culture Specialist and ELD Coach collaborate on presentation learning.
- Extra hours for curriculum and assessment development
- Work with International Network to look into our current instructional approach model

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

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

Anticipated annual growth for each group:

The expected growth for each subgroup will be 5 percent

Means of evaluating progress toward this goal:

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

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

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

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

Our data shows that we have not made any significant change in our CAASPP scores.

With the continuous change in reclassification qualifications from the State, it is difficult to measure growth.

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

- SSC
- ELAC
- LCC
- Parents (Coffee with Principals)

- Teachers
- Counselors
- Administrators

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 22-23	.67% of EL Students Met Standards	5.67% of EL Students will Meet Standards
ELPAC 22-23	8.11% of EL Students Met Standards in ELPAC	13.11% of EL Students will Meet Standards in ELPAC

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Task:</p> <ul style="list-style-type: none"> • Create a college-going culture for our EL population with additional support from the World House team Intervention Specialist. • Encourage academic success by ensuring students have access to a rigorous college-prep curriculum, support services, and trips to colleges and universities as equitable with our other college prep programs similar to AVID, Puente, and CMMA. • Promote and create a college-going culture will help improve academic achievement with our EL's, encourage them to meet reclassification criteria, graduate, and apply to colleges and universities. • Continue developing an instructional program that is aligned to the ELD Content Standards and includes ongoing assessments. • Continue to provide additional daily time for English Language Development based on assessed needs and English proficiency levels. • Continue to use curriculum embedded assessments (or similar assessments) in language arts and math to monitor the progress of English learners toward end-of-the-year goals as outlined in the Catch-up Plan for English Learners. • Teachers use the information to plan and provide instruction targeted to the students' specific level of language proficiency and academic ability levels. 	All ELD students will demonstrate growth towards ELD Standards.	<p>172,608.24 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Bilingual Instructional Assistant Full Time (1) and Bilingual Instructional Assistant Full Time (2) 2,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Align ELD curriculum- paid hours for ELD teachers to align curriculum 3,000 LCFF Supplemental and Concentration Funds</p> <p>Align ELD curriculum- paid hours for ELD teachers to align curriculum 2,000 LCFF Supplemental and Concentration Funds</p> <p>ELPAC and CAASPP Bootcamps</p>

- Support teachers in CLAD certification.
- All teachers of ELD and Sheltered students trained in the use of Sheltered Instruction Observation Protocol (SIOP) or other research-based instructional model protocol.
- ELD Support for ALL content area classes.
- LRT developed actions to address the needs of EL students.
- Ongoing collaboration of ELD /Shelter teachers.
- Summer hours to continue developing curriculum
- Through the International Network, Tennyson High School staff will be able to receive professional development on Literacy across curriculum. This PD will provide strategies that benefit all students across all contents with the focus on Multilingual Learners.

Strategies:

- PD for BIA's and Para's around distance learning
- PD around language instruction for distance learning
- PD around routines for teaching academic vocabulary in content areas
- Hours for teachers to develop common assessment-all content areas
- ELPAC Bootcamp
- Hours to support interdepartmental collaboration
- PD for content areas outside of ELD
- Rosetta Stone subscription
- CAASPP training for teachers to administer interim assessments
- CAASPP bootcamp
- Intake assessment by International Network staff
- Creating a strategic plan to implement over the next year
- Have teachers attend the International Network Summer Institute.
- Through the International Network we will be able to have two branches of work; one for ABAR focus and the other one for World House focus.
- ELD is working on creating and operationalizing units that focus on teaching the focus standards.

The next phase of growth is focused on creating assessments that can be used to give teachers periodic information about student growth and needs throughout the year (as units are taught). We are also experimenting with aligning our grading system to the standards identified.

Measures:

	<ul style="list-style-type: none"> • Data review (22-23 CAASPP) • ELPAC Scores (22-23) • Graduation rate for both Long Term ELL's and World House ELL • ELD common assessments • Purchase supplemental materials <p>People Assigned:</p> <ul style="list-style-type: none"> • Principal and Assistant Principals • EL Specialists • ELD Coach • Teachers • Department Chairs • Site-Based Instructional Leadership Team Members • Local Curriculum Council • Instructional Leadership Team 		
3.2	<p>Task:</p> <ul style="list-style-type: none"> • Create a college-going culture for our EL population guided by the World House Culture Specialist and counseling team. • PLC led by ELD Coach. • Study Sessions for ELPAC and CAASPP to support proficiency and reclassification. • Hire more tutors for targeted after-school tutoring focused on language proficiency (vocabulary development, literacy, essay writing, and research). • Promote and create post-secondary educational opportunities to improve academic achievement with EL's. • Encourage EL's to meet the reclassification criteria and academic success through access to rigorous college-prep curriculum, increase support services, and allow students to be part of college prep programs such as AVID, CMMA, Puente, and BioMedical. • Continue developing an instructional program that is aligned to the ELD Content Standards and includes ongoing assessments. • Provide additional daily time for English Language Development based on assessed needs and English proficiency levels. • Use curriculum embedded assessments (or similar assessments) in language arts and math to monitor the progress of English learners toward end-of-the-year goals as outlined in the Catch-up Plan for English Learners. • Teachers use the information to plan and provide instruction targeted to the students' specific level of language proficiency and academic ability levels. • All teachers CLAD certified 	<p>Increase English Language Proficiency in ELL students and decrease the number of long term EL's</p>	<p>0 LCFF Supplemental and Concentration Funds</p> <p>Rosetta Stone Subscription for ELD office 2,034 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Content teachers working to create content specific materials to support ELL's 3,000 LCFF Supplemental and Concentration Funds</p> <p>Training for Paras/BIAs 1,928 LCFF Supplemental and Concentration Funds</p> <p>Materials and supplies to purchase supplemental books 2,000 LCFF Supplemental and Concentration Funds</p> <p>World House Science Teachers will help ELD students develop their science literacy to they can have access to and succeed in advanced science classes. Attend CABA</p>

	<ul style="list-style-type: none"> • All teachers of ELD and Sheltered students trained in the use of Sheltered Instruction Observation Protocol (SIOP), Systematic ELD or other research-based instructional model protocol • ELD Support for ALL content area classes • LRT developed actions to address the needs of EL students • Ongoing collaboration of ELD /Shelter teachers • Teachers teaching intervention and support classes will receive additional instructional materials and support to enhance instruction for our struggling students. • CAASPP bootcamp • ELPAC bootcamp • World House Science teachers to attend CAFE conference to increase science literacy • Professional Development focus on supporting English Leaders Students and release days <p>Measures:</p> <ul style="list-style-type: none"> • Data review (CAASPP and interim assessments) • ELPAC Scores • Graduation Rate for both Long Term ELL's and World House ELL • ELD common assessments <p>Strategies:</p> <ul style="list-style-type: none"> • CAASPP Bootcamp to support long term EL's reclassify • Hours for teachers to develop common assessment content areas • Hours to support inter-department collaboration <p>People Assigned:</p> <ul style="list-style-type: none"> • Principal and Assistant Principals • EL Specialists • ELD Coach • Teachers • Department Chairs • Site-Based Instructional Leadership Team Members • Local Curriculum Council • Instructional Leadership Team 		
<p>3.3</p>	<p>International Network</p> <p>Tasks: For Tennyson High to be part of the International Network</p>	<p>Tennyson High will be supported by International Network to ensure that English Leaders have access to quality public education.</p>	<p>49300 Comprehensive Support and Improvement (CSI)</p> <p>International Network Organization 2000</p>

	<p>Provide teachers with the opportunity to visit an International Network school and half a day structured debrief. Teachers will participate in a two day conference geared towards the professional development of teachers new to the International Network. In Spring 2025, Tennyson High will be part of an Intake Assessment. This needs assessment will include classroom walkthroughs, student, teacher, district, and a stakeholder panel. The needs assessment will bring about recommendations for increasing multilingual learner achievement and outline areas of possible collaboration and next steps.</p> <p>Professional Development and Instructional Materials: Professional development workshops customized to Tennyson High School. The PD will build capacity for participants to implement core effective practices for English Learners. Staff will be able to work in cohorts and teams to development to develop a strategic plan.</p> <p>Measures: Increase reclassification rate Increase English proficiency at a faster rate.</p> <p>People Assigned: Principal Assistant Principals Teachers Department Chair</p>		<p>LCFF Supplemental and Concentration Funds</p> <p>Release days</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tennyson High School ELD teachers are extremely motivated and want to increase English Language Proficiency for English Language Learners, Only 10.87% percent of English Learners met or exceeded the standards in ELA. To increase proficiency and support the needs of English Learners students, ELD teachers need to be provided additional hours to continue the development of curriculum, create common assessments, and review student work and assessment results.

Additionally, An ELD Coach (.2 FTE) was once again approved by our LCC to support the efforts of building aligned language instruction, developing curriculum, and continuing the creation of common assessments.

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

The continue integration of an ELD Coach to support lanugage instruction, vocabulary development, and classroom systems across content areas.

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

More students will be integrated into more mainstream courses. With the International Network, teachers will have access to professional development to shift and align the mindset for teaching newcomers. We will become part of an organization that supports staff and students in relationship building, developing asset driven equity mindset, PD, exposure to a whole school youth development approach, and leadership capacity building.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- Student Surveys
- Parent Surveys
- Staff Surveys
- VAPA Enrollment
- Discussions in Art Club / National Art Honor Society
- Discussions in VAPA Department and Prop 28 Planning Committee meetings
- Student participation in VAPA activities during the 2023-24 school year

Group data to be collected to measure gains:

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

Strategy:

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

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

- Students
- Parents
- Teachers
- Administrators

Anticipated annual growth for each group:

- Increase in the number of students participating in any VAPA-related activities.
- Increase in the number of teachers who participate in Arts Integration activities.
- Increase in the number of parents who participate in VAPA-related activities.

Means of evaluating progress toward this goal:

Given that the 2023-24 school year was the first year with this new goal, we focused on collecting data for our baseline numbers of students participating in any VAPA activities and publishing or displaying artworks or performances. In future years we will be able to compare numbers with the baseline we collected during the 23-24 school year.

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

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

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

Data has shown an increase in the number of students interested in taking VAPA courses and participating in VAPA activities, like Art Club.

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

VAPA Department, counselors, administrators, and Prop 28 Planning Committee.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increase representation of VAPA students at THS through school communication platforms.</p>	<p>In 2023-24, student work was published in newsletters at least once a month (average was once per month).</p> <p>In 2023-24, student work was shared on the VAPA Instagram account every other week.</p> <p>The enrollment numbers from 2022-23 to 2023-24 decreased by one section.</p>	<p>Continue publishing student work in newsletters, at least once a month.</p> <p>Student work published on the VAPA Instagram account at least once a week.</p> <p>Increased enrollment in VAPA courses.</p>
<p>Increased representation of VAPA students through the Tennyson Art Gallery and other community exhibitions.</p>	<p>In 2023-24, student, parent, and faculty surveys indicated the positive impact of VAPA activities, such as gallery exhibitions.</p> <p>In 2023-24, many students won awards this year through multiple contests, such as the Bay Area Youth Awards, the Directing Change Contest, The Hayward Arts Council, and the Hayward Foundation for the Art.</p>	<p>Student and faculty surveys that indicate a positive impact on student engagement.</p> <p>Increased enrollment in VAPA courses.</p> <p>Increase in student awards and recognition from community organizations.</p>
<p>Increased opportunities for student learning within the fine arts outside of the classroom.</p>	<p>In 2023-24, at least 29 teachers participated in Arts Integration PD and curriculum building, with multiple VAPA lessons being offered in non-VAPA courses.</p> <p>In 2023-24, Folklorico met regularly on Saturdays.</p> <p>In 2023-24, the VAPA Department worked on planning some visiting artists workshops, which will be offered in 2024-25.</p>	<p>There will be an increase in the number of teachers who participate in Arts Integration PD and curriculum building.</p> <p>Folklorico will continue to meet.</p> <p>At least two visiting artist workshops will be offered in the 2024-25 school year.</p>
<p>Increased opportunities for students to display excellence within the fine arts through extracurricular activities, facilitated by the Art Club.</p>	<p>In 2023-24, Art Club members participated in many activities:</p> <p>Field trips to the Asian Art Museum and the UC Botanical Gardens</p> <p>All Art Club members who regularly attended meetings were able to join the National Art Honor Society chapter.</p> <p>Art Club students created a variety of artworks for display, such as linoleum block prints and watercolor paintings.</p>	<p>All Art Club members will join the National Art Honor Society Chapter.</p> <p>All Art Club members will have the opportunity to attend at least one field trip.</p>

<p>Increased opportunities for students to participate in musical performances, both inside and outside of the school setting.</p>	<p>In 2023-24, the Tennyson High School Pep Band played at multiple games.</p> <p>In 2023-24, students mentioned that they wanted Guitar to be added as a course.</p> <p>In 2023-24, a Conjunto band was formed, and they met on a weekly basis during Semester 2.</p> <p>From 2023-24 to 2024-25, we were expecting an increase in the number of students enrolled in music courses, but that number went down; however, Theater was added, which could include some musical performances.</p>	<p>For 2024-25, the Tennyson High School Pep Band will continue building their program.</p> <p>The Conjunto band will be formalized as a club, if possible.</p> <p>Guitar will be added as a course for the 2025-26 school year.</p> <p>Increased enrollment for music courses.</p>
<p>Increased opportunities for students to participate in extracurricular activities through the official institution of the Ceramics Club.</p>	<p>In 2023-24, there was not enough student interest to start an official Ceramics Club; however, the Ceramics teacher did offer regular studio hours every Tuesday after school.</p>	<p>For 2024-25, the Ceramics teacher is recruiting students to start an official Ceramics Club.</p>
<p>Increased professional development opportunities for teachers that include learning about integrating the fine arts across all classroom settings.</p>	<p>In 2023-24, at least 29 teachers participated in Arts Integration PD and curriculum building, with multiple VAPA lessons being offered in non-VAPA courses.</p> <p>In 2023-24, at least 25 teachers used the Tennyson Art Gallery for lessons in non-VAPA classes</p>	<p>In 2024-25, there will be an increase in the number of teachers who participate in Arts Integration PD and curriculum building. At least half of the teaching staff will offer at least one arts-integrated lesson.</p> <p>At least half of the teaching staff will make use of the Tennyson Art gallery for at least one lesson throughout the school year.</p>
<p>Increased professional development opportunities for VAPA teachers to improve their professional practices, such as creating better curriculum alignment / articulation across course pathways, creating alignment with HUSD VAPA Master Plan Goals, and creating alignment with state / national VAPA and college readiness standards.</p>	<p>In 2023-24, VAPA teachers focused on creating common rubrics for grading using Grading for Equity practices such as the 0-4 grading scale.</p> <p>The VAPA Department continued their yearly work plan to create alignment with the HUSD VAPA Master Plan.</p>	<p>All VAPA courses will have curricula that are aligned / articulated in ways that create effective and meaningful course pathways.</p> <p>All VAPA courses will have curricula that is aligned with state/national standards.</p> <p>The VAPA Department will continue to create goals that align with the HUSD VAPA Master Plan.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Deeper Learning -- Visual and Performing Arts: Tennyson High School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a daily basis, either through standalone VAPA course offerings (e.g. Art, Theatre, Music, Dance, etc.) or through school-wide activities.	Tennyson High School Students	3,000.00 LCFF Supplemental and Concentration Funds Materials and supplies 2,000.00 LCFF Supplemental and Concentration Funds Professional Development-Align VAPA Dept Goals with HUSD Master Plan, Alignment across different pathways, integration gallery visit, create interdisciplinary arts-integrated lessons 1,000.00 LCFF Supplemental and Concentration Funds Field Trips to Museums/Performing Arts Events 1,500.00 LCFF Supplemental and Concentration Funds Artist Workshops 3,000.00 LCFF Supplemental and Concentration Funds Folklorico Contract 500.00 LCFF Supplemental and Concentration Funds Art Club Memberships-National Art Honor Society 500.00 LCFF Supplemental and Concentration Funds Parent Workshops/TAG Exhibitions
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Research shows that the fine arts help students to feel more connected at school. Students need increased opportunities to participate in the fine arts at Tennyson High School, which will improve student engagement. Also, increasing creative production at the school will allow more opportunities for students to display their work, increasing engagement from parents/guardians and faculty/staff who will be interested in seeing student products. Additional fine arts activities will increase equitable learning for all students, including low-income and underperforming students. The

technological literacy of students will increase through fine arts activities, as many will incorporate contemporary technology tools/applications.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

Increase the percentage of students who report feeling connected, emotionally supported, informed, and academically supported by 15%

Increase the percentage of staff who report feeling a high level of school connectedness

Increase equitable learning opportunities for specified subgroups and students.

Students will will demonstrate the Science and Engineering practices of NGSS through hands on labs experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites
- 21st Century Success for graduates: HUSD will maintain a 97% graduation rate at all sites.

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Increase average daily attendance by 1%
- Increase the number of students completing the FAFSA by 5%
- Increase the high school graduation rate by 10%
- Increase the number of students who complete A-G requirements by 3%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

We used data from our climate survey, California Healthy Kids Survey, data from focus meetings with parents, students and staff, and data from our most recent CAASPP (22/23)

Group data to be collected to measure gains:

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

Strategy:

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

We are building activities around improving climate such as the Link Crew to ease the transition of freshmen to the school and increasing school activities, clubs ,and club offerings, increase family events, community service ,and continue to improve the appearance of the campus. Additionally, we have allocated money to fund rallies and assemblies to honor students such as an honor roll assembly. Finally, there is money allocated to help fund extracurricular activities such as clubs to help provide more opportunities to be connected to school-sponsored groups, like challenge day, breaking down the walls, and 4 A (Art, Activity, Athletics, and Academics).

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

While we acknowledge that all students benefit from a positive school climate, our English Learners and socio-economic disadvantaged students will be our focus as a school is often the only safe haven for these students. This student group will receive targeted support

Anticipated annual growth for each group:

On our School Climate Survey (CHKS), Tennyson High School will grow 10% towards positive responses collectively from both students and staff the Tennyson community.

Means of evaluating progress toward this goal:

SBDM will create a quarterly interim survey to receive immediate data.

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

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

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

The data revealed that a significant portion of students does not feel significantly connected to the school community. We are starting to make progress in this regard, during our WASC committee visit in 2024 every student who spoke with a WASC committee member shared that they have at least 1 adult on campus who they trust and know they can ask for help if they need it.

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

Staff, WASC focus groups, ASB, and parent groups will collectively review the data and support the work of creating the TLC's, therefore our goal.

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

N/A

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Tennyson High School will improve student learning through academic engagement in all classes.</p> <p>Task:</p> <ul style="list-style-type: none"> Tennyson High School will increase the percentage of students and staff who report feeling a high level of school connectedness by 15 percent <p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> Healthy Kids Survey ASB feedback Teacher feedback (especially teachers who attended Link Crew training) Suspension rates <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> Student Surveys Staff Surveys Link Crew feedback/surveys Healthy Kids Survey Most recent suspension and discipline data <p>School Plan for Student Achievement (SPSA) Page 62 of 99 Tennyson High School</p> <p>Strategy</p> <ul style="list-style-type: none"> Tennyson High School Restorative Practices and RJ work group (THS RJ Work Group) will support the implementation of restorative practices and RJ training, relationship building, and mediations. This team will be led by our Youth Intervention specialists. <p>Training, relationship building, and mediations.</p> <ul style="list-style-type: none"> THS RJ Work Group to support the school community with community building, positive climate and culture, and intervention support, Student Empowerment clubs will support all students through mentoring, one-on-one support/check-ins/monitoring, group 	Tennyson High School Students	<p>15000 LCFF Supplemental and Concentration Funds</p> <p>AASAI Case management 11000 LCFF Supplemental and Concentration Funds</p> <p>Staff to attend CAAASA Conference/ CALSA Conference 1500 LCFF Supplemental and Concentration Funds</p> <p>Inclusion of SpEd Students 0 LCFF Supplemental and Concentration Funds</p> <p>Tutoring Center- Extra Hours for staff to provide tutoring, interentions for students (SPED, AASAI, Newcomers, etc) 2000 LCFF Supplemental and Concentration Funds</p> <p>Field trips to colleges, museums, tech companies, and other career-related locations</p>

	<p>support, and classroom presentations (i.e., AASAI, Link Crew, Puente, AVID, Green Team, MESA Club, Play for aide, etc.)</p> <ul style="list-style-type: none"> • Challenge Day • The school will continue with Orientation dates to allow time in the classroom to address climate issues. • Tennyson High School Link Crew Members will create activities to ease transitions of freshmen to the school • AASAI support group will support students through mentoring, one-on-one support/check-ins/monitoring, group support, and professional development of classroom presentations for staff around strategies to increase support of AASAI students. • Staff will engage in Culturally Relevant Teaching professional development Anti-bias/Anti-Racism in the classroom. <p>Group of individuals will attend the CAAASA/CALSA Conference.</p> <ul style="list-style-type: none"> • Tutoring Center to support students before or after school. <p>The group participating in this goal (eg, students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> • Students • Parents • Teachers • Administrators • Counselors • COST providers • Link Crew • Family Engagement Specialist <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> • On our School Climate Survey (CHKS), Tennyson High School will grow 15% towards positive responses collectively from both students and staff the Tennyson community. <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Healthy Kids Survey • Student Surveys • Staff Surveys • Reduced (goal) suspension rates • Data from student empowerment clubs • Feedback from Anti-Bias and Anti-Racism sessions <p>How does this goal align with your local Educational Agency Plan goals?</p> <ul style="list-style-type: none"> • The LEA has a similar goal in this subject area. 		
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	<p>What did the analysis of the data reveal that led you to this goal?</p> <ul style="list-style-type: none"> • Our suspension rate has increased since returning from the pandemic. 10% of Tennyson High students have been suspended at least once last year. <p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • SSC • SBDM • Coffee with the Principal • Local Curriculum Council • Students • Staff 		
<p>5.2</p>	<p>Task:</p> <ul style="list-style-type: none"> • Improve student learning through academic engagement in all classes. <p>Measures:</p> <ul style="list-style-type: none"> • Professional Development focused on Anti-Bias and Anti-Racism sessions, Student Academic Engagement, Deeper Learning, and Cycle of Inquiry. • Learning Walks (i.e. peer walkthroughs and peer observations) • Survey students to get feedback regarding their educational/academic experience and areas of focus. <p>PE Department Chair Prep to improve the number of students passing</p> <p>People Assigned:</p> <ul style="list-style-type: none"> • Administration • Teachers • Consultants • Students 	<p>Improve Student Engagement</p>	<p>2000 LCFF Supplemental and Concentration Funds</p> <p>Projects and Activities to support school climate, safety, and cultural relevance (all groups) ASB 9000 LCFF Supplemental and Concentration Funds</p> <p>Link Crew Training (staff PD, student conferences, extra hours, coordination of First Day of School Orientation Day) 9000 Comprehensive Support and Improvement (CSI)</p> <p>Challenge Day-SEL, Breaking down the walls, 4A 3000 LCFF Supplemental and Concentration Funds</p> <p>Student Retreats-ASB, Leadership Students (Northern California Youth Leadership Day, James Logan Leadership Development Day) 2000 LCFF Supplemental and Concentration Funds</p> <p>Projects and Activities to support school climate, safety, and cultural relevance for staff 1000</p>

			<p>LCFF Supplemental and Concentration Funds</p> <p>Student lead initiatives and/or projects around deepening student to student relationships on campus (ABAR) 1000 LCFF Supplemental and Concentration Funds</p> <p>"Every 15 minutes" for juniors and seniors 4000 LCFF Supplemental and Concentration Funds</p> <p>Hours for Grading for Equity, New Teacher PLC, other after hour PLC's, KQED collaboration 1500 LCFF Supplemental and Concentration Funds</p> <p>Learning Walks 500 Comprehensive Support and Improvement (CSI)</p> <p>Learning walks</p>
5.3	<p>Tennyson High School departments will work together to meet various students needs through a variety of strategies.</p> <p>Task/Strategies:</p> <ul style="list-style-type: none"> Science teachers will attend professional development conferences, continue working on culture of error COI, use collaboration time to create common assessments and labs, and obtain supplemental materials to support science instruction. History teachers will increase hands-on field trips for students to enhance school culture and increase academic engagement, and will continue to support students in answering DBQs using digital and physical tools. World Language teachers will continue their COI on grading for equity, and attend conferences such as CLTA. Physical Education teachers will continue to develop engaging lessons for students to foster lifelong health and wellness through the use of various supplemental equipment. 	<p>Tennyson Science, history, and world language students.</p>	<p>2000 LCFF Supplemental and Concentration Funds</p> <p>Science professional Development to attend NSTA, CSTA, CASE, or other science teaching conferences 2000 LCFF Supplemental and Concentration Funds</p> <p>Supplemental materials and supplies 2500 LCFF Supplemental and Concentration Funds</p> <p>Science department to continue on culture of error 1,000 LCFF Supplemental and Concentration Funds</p> <p>Science: Collaboration Time to crease common final assessments and labs. Continue the work on Culture of Error</p>

			<p>1,000 LCFF Supplemental and Concentration Funds</p> <p>World Language department COI regarding Grading for Equity 1500 LCFF Supplemental and Concentration Funds</p> <p>History department field trips and DBQ work 2000 LCFF Supplemental and Concentration Funds</p> <p>Professional Development for Leadership - AP National Conference, Activities Director Conference (CADA), Athletic Director conference 0 LCFF Supplemental and Concentration Funds</p> <p>Professional Development and paid hours for World House PLC 2000 LCFF Supplemental and Concentration Funds</p> <p>Physical Education Department supplemental materials and supplies to support instruction for physical education students</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our goal is to create an environment that fosters academic, social-emotional, personal, and professional engagement. Specifically, THS aims to increase the percentage of students and staff who report feeling a high level of school connectedness by 15%. School connectedness is an umbrella term that includes the percentage of students who report having a caring relationship with and adult on campus and the percentage of students who feel they engage in meaningful participation.

To address student connectedness, we will continue taking the following actions:

- Continued COST services
- Student Empowerment Clubs
- Various intervention groups that check in with students
- Restorative justice circles are done upon teachers' requests
- Targeted student group supports such as AASAI case management

To Address Parent and Family connectedness, we will take the following actions:

- Provide workshops for parents on different topics including but not limited to: logging in to Infinite Campus, checking student grades and attendance, and good questions to ask your student at the end of a school day
- Continue to reach out to the parent community to ask for participation in school committees
- solicit and listen to feedback from ELAC parents about how to involve more families
- solicit and listen to feedback from the Puente program about their success in inviting and involving parents in student learning events

To Address Teacher and Staff Connectedness, we will take the following actions:

- continue to have community building and "ice breaker" activities in staff meetings
- ensure each department's needs are met through funding allocation toward materials & supplies
- Continued access and exposure to research-based pedagogy such as (but not limited to) Grading for Equity
- Continued support of PLCs that support and build camaraderie between teachers like New Teacher PLC, World House PLC, ELD PLC, and more
- Funding educational technology programs (like, but not limited to Accelerated Reading) that can be used by multiple departments with the goal that departments can collaborate on the different and best ways to use the program
- Continue the WASC COI process to make our school the best it can be

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

This year's SPSA includes department work and needs not addressed in last year's SPSA. In the 23-24 School year, a few departments struggled with not being explicitly included in the SPSA (due to the new SPSA goals) and as such had difficulty obtaining materials and supplies necessary for instruction. We have added additional strategies and allocated funds to accommodate these departments so that all teachers have access to what they need to successfully facilitate engaging and empowering lessons.

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

We have some new strategies this year that target specific departments who shared that they felt their needs were excluded from last year's SPSA, which can be found under strategy 5.2 and 5.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Task:

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

Parent Center and Family Engagement Specialist

YIS (Youth Intervention Specialist) to collaborate with teachers, counselors, COST providers, and admin to reach out to families (i.e. grades, truancy, interventions)

NTI, letters mailed home, and increased communication for school events (marquee, social media, monthly newsletter, and calendar).

Improve the school website to ensure the website is updated for parents, students, and staff.

Continue having Back to School Night, Expo Night, and AP nights.

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

Parent Feedback

ASB Feedback

Teacher Feedback

Group data to be collected to measure gains:

Parent Surveys

Staff Surveys

Student surveys and reflections

Staff Survey

Healthy Kids Survey

Strategy:

Welcome parents to THS via the parent center and outreach for school-wide events.

THS events calendar on the website and marquee

Workshops for parents held in the parent center (i.e. college and career, financial aid, Mental health, Technology Literacy)

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

Students

Parents

Administrators

Counselors

Teachers

Youth Intervention Specialists

Anticipated annual growth for each group:

Increase parent engagement by 10%

Means of evaluating progress toward this goal:

Parents Surveys

Students Survey

Staff Surveys

Family & Community Engagement Rubric

Sign-in sheets

Parent Ambassador Activities

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

Parents would like increased communication and additional workshops provided

Our goal is to increase parent involvement and our first step is to improve our communication efforts

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

Parents and community stakeholders

Coffee with the Principal

SSC

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Tennyson High School will provide additional options and opportunities for parents to participate in school activities by offering translation for parents, encouraging parent participation in school activities, and more emphasis on parent-requested topics of discussion.</p> <p>Tasks/Strategies:</p> <ul style="list-style-type: none"> FES and Parent Ambassadors will create videos to support our parents with the school navigation system. Continue with Family Nights- Open House/Expo Night early in the school year 8th Grade Orientation Improve the school website to ensure the website is updated for parents, students, and staff. Increase communication for school events and information by using NTI, marquee, newsletters, and calendars. Extra hours for FES to provide support to guardians/parents outside of school hours and summer work to increase our parent engagement. Materials and supplies to increase parent engagement by creating fliers and more engaging information techniques Guest speakers for parent engagement Parent workshops, SEL, Technology FES will continue to work with Parent Ambassadors to increase parent engagement Parent Field trips 	All students	<p>1000 LCFF Supplemental and Concentration Funds</p> <p>Allocate hours FES to develop and host after hours and summer work 500 LCFF Supplemental and Concentration Funds</p> <p>Materials and Supplies- to display resources that will support parents in navigating the school system 500 LCFF Supplemental and Concentration Funds</p> <p>Robust Parent Integration Opportunities- Technology Training 3,000.00 LCFF Supplemental and Concentration Funds</p> <p>Technology- Purchase Chromebooks to support parent training/support 1500 LCFF Supplemental and Concentration Funds</p> <p>Parent Field Trips to Colleges 1000</p>

	<p>Goal:</p> <p>To have 100% Parent/Guardians who use the Infinite Campus website/app to track student grades and attendance</p>	<p>LCFF Supplemental and Concentration Funds</p> <p>Allocate hours for staff to host parent meetins to support the various subgroups on campus.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

In the 23-24 school year, we did have several very involved parents through ELAC, AASAI, and our SSC. One of our parents attended a parent workshop and presented what she learned to our Board of Directors at one of their Board meetings. We would like to continue this momentum in the years to come.

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

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

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

- Variety of workshops for parents
- Parent recognition Events
- Field trips for parents
- Technology training for parents
- 100% parent/guardian usage of Infinite Campus site/app

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for graduates HUSD graduation rates will increase by a minimum of 10%.

State Priorities:

- 4 - Pupil Achievement
- 7 - Course Access

LCAP Goal:

- Increase the number of students completing the FAFSA by 5%
- Increase the high school graduation rate by 4%
- Increase the number of students who complete A-G requirements by 3%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- Upon school closure for COVID-19, it was evident that many students lacked access to technology (needed Chromebooks and hotspots).
- It is clear that we need to support our students with tech literacy and tech access.

Strategy:

- Distance learning platform orientations for students and families
- PD for staff to support tech literacy for students
- Purchase essential tech tools for teachers (i.e. webcams, the premium platform features/access/subscriptions, etc.)
- Extra hours for WebMaster to complete essential web communication and development

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

- Students
- Administrators
- Teachers
- Webmaster
- Counselors

Means of evaluating progress toward this goal:

- Increase in the number of students successfully submitting the FAFSA
- Increase in graduation rate
- Increase in students reporting tech literacy
- Provide Professional Development for teachers and administrators

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

Our LEA has set specific goals.

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

The data revealed that we need to find more ways to support our students in our district when the school has run out of options, and the district has been open to conversations about increasing services on and off-site. While we are on a downward trend, the decrease in the graduation rate to 64.5% reminds us that we need to consistently implement services for struggling students, particularly English Learners, African Americans, and students with disabilities.

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

All district and site staff

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

This is a complex task, as there is a myriad of reasons why students do not graduate. Our biggest issue is access to speedy credit recovery for students who need it, specifically Cyber High and Concurrent Enrollment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>7.1</p>	<p>Task:</p> <ul style="list-style-type: none"> For 9th graders, 1 to 1 truancy meetings with an administrator and Youth Intervention Specialist will be scheduled with families. For 10th-12th graders and their families, a monthly group truancy meeting will be held in the cafeteria. Translation will be provided. Home visits will be conducted by our CWA support provider and Youth Intervention Specialist for chronically truant students. Students will receive additional guidance and support Reentry plans will be created for students with chronic truancy. Youth Intervention Specialist and admin will continue to meet with students who are chronically truant (as needed) and refer a student for COST services and Child Welfare and Attendance. Maintain a bi-monthly Coordination of Services Team to support students whose academic achievement, attendance, and other services are being affected by factors outside of the control of the school. The team will solicit community partners and ensure their attendance at COST meetings and provide services to students. Additional 50% Attendance Clerk to support truant students. <p>Measures:</p> <ul style="list-style-type: none"> Student Attendance Data ADA reports Truancy Reports Aggregated quarterly grade reports Improve attendance rates for Hispanic/Latino students Decrease severe and moderate chronic absences from 24.5% to 15%. Decrease students at risk of chronic status from 20.5% to 10.5%. Improve satisfactory attendance from 55% to 65%. <p>Support student services center activities and programs.</p> <ul style="list-style-type: none"> COST logs, and review student progress on COST to ensure academic progress is made. Improve the program using the district COST rubric. <p>People Assigned:</p> <ul style="list-style-type: none"> Principal AP in charge of attendance Youth Intervention Specialist Empowerment Mentors Attendance clerk 	<p>Tennyson High School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p>	<p>500 LCFF Supplemental and Concentration Funds</p> <p>Materials and supplies-certificates for attendance/low tardies awards 500 LCFF Supplemental and Concentration Funds</p> <p>Extra hours for attendance clerk to provide extra support for parents. 1500 LCFF Supplemental and Concentration Funds</p> <p>Saturday sessions to support AP 44691.44 Comprehensive Support and Improvement (CSI)</p> <p>50% Attendance Clerk 500 Comprehensive Support and Improvement (CSI)</p> <p>Extra hours for attendance clerk to provide extra support for parents. 7588 Comprehensive Support and Improvement (CSI)</p> <p>50% Attendance Clerk</p>
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	<ul style="list-style-type: none"> • Academic Counselors • COST/CWA provider • College and Career Coordinator • Social Emotional Counselor 		
7.2	<p>Task:</p> <ul style="list-style-type: none"> • YIS (Youth Intervention Specialist) to assist students with chronic truancy as truancy is the strongest indicator of a student potentially dropping out. Admin, YIS, Social Emotional Counselor, and Attendance will work in collaboration to increase attendance to support increasing the graduation rate. • YIS (Youth Intervention Specialist) position to offer intervention support and restorative practices to improve school climate, culture, and attendance. • Restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent). • Increase credit recovery opportunities for students. • Teachers collaborate with consultants to work on students accessing the content in all subject areas (GLAD, SIOP strategies, Systematic ELD). <p>Measures (Regularly Scheduled):</p> <ul style="list-style-type: none"> • Attendance rates • Attendance support and truancy meetings • Quarterly grade reports and semester grades • Early interventions and monitoring • Track the number of students accessing visits, number of college applications, college and career center usage, as well as graduation rates. <p>People Assigned:</p> <ul style="list-style-type: none"> • Admin • Youth Intervention Specialist • Counselors • College and Career Center and other program coordinators. • Teachers • Attendance staff • COST provider/CWA 	Monitor and support student graduation in 4 years	<p>200000 Comprehensive Support and Improvement (CSI)</p> <p>Additional Youth Intervention Specialist 2500 LCFF Supplemental and Concentration Funds</p> <p>Extra hours for College and Career Team to support 9th and 10th graders. 4000 LCFF Supplemental and Concentration Funds</p> <p>Quarterly Assemblies 11939.34 Comprehensive Support and Improvement (CSI)</p> <p>Set of iPads</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

- Tennyson High administration will continue to hold truancy meetings with families and students.
- At these meetings, admin will review attendance and grades, request SSTs, and determine the next steps needed for improved success. Additionally, the admin will attend SARB meetings at the HUB.
- Weekly attendance meetings-Admin and Attendance Clerks.
- CSO's communicating with attendance clerks regarding students observed cutting class (meaning they were marked present to other classes for the day but did not attend one class).
- Senior Meetings
- Teachers had the opportunity to reflect on their grading practices in Grading for Equity PLC work last school year, and many have continued this work independently. The goal is to continue this cycle of inquiry in more departments so it can become a more site-wide discussion and COI again.

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

Tennyson High is committed to achieving a 90% Average Daily Attendance rate while simultaneously reducing Chronic Absenteeism by a minimum of 5%. To facilitate this objective, we plan to augment our staff by adding a 50% attendance clerk. This addition will bolster our capacity to meet our attendance targets effectively.

A significant aspect of our strategy involves fostering a positive school climate conducive to regular attendance. We recognize the importance of students feeling safe and motivated to attend school consistently. Therefore, alongside enhancing our school climate, we will implement initiatives to inspire and incentivize students. This includes acknowledging those with outstanding attendance records as well as those who demonstrate improvement. Moreover, the recruitment of two additional intervention specialists will play a vital role in supporting our efforts.

These specialists will provide targeted support in the following areas:

- Early Intervention: Youth intervention specialists can identify students who may be at risk of academic, behavioral, or social difficulties early on, allowing for timely intervention and support.
- Support for Vulnerable Students: Many high school students face various challenges such as academic struggles, mental health issues, substance abuse, or family problems. A youth intervention specialist can provide individualized support and resources tailored to their needs.
- Improving School Climate: By fostering a supportive and inclusive environment, youth intervention specialists contribute to a positive school climate where students feel safe, valued, and empowered to succeed.
- Reducing Dropout Rates: Interventions provided by specialists can help address factors contributing to dropout rates, such as attendance issues, academic failure, or lack of engagement. They can work closely with students to overcome obstacles and stay on track for graduation.
- Enhancing Social and Emotional Skills: Youth intervention specialists often offer counseling, mentoring, and guidance to help students develop essential social and emotional skills, such as conflict resolution, decision-making, and resilience.

To be more specific, one YIS would do the following:

- Support students' connectedness to school and increase engagement in support and enrichment programs.
- Lead the new grant-funded Peer Mediation Program-Implement new Peer Mediation Class and support programming
- Peer Mentoring Program
- Coordinate tutoring services

- HPN Tutoring with Robin and David
- Build site/in-house tutoring program based on language and content needs
- Athletic Tutoring- Supported by one of the two Athletic Directors
- College and Career Team-work directly with techs and students to increase students earning their high school credits towards graduation and ready for college or career
- Tech 1- Parent Coordination workshops with FES
- Tech 2- Small Group support
- Tech 3- CTE Pathways
- Evaluate Techs
- COST-Support site COST lead to schedule, organize, lead student/family COST meetings, maintain the appropriate follow-up, and maintain data collection and reporting.
- GATE-engage staff and students in planning engaging enrichment programming for GATE-identified students increasing real-world learning connections
- Prep 4 College
- Support our non-program students with a variety of programs. Connect resources for these students.
- Reflection Room

The second YIS would do the following:

- Support student attendance and enhance school climate building student engagement in school.
- Lead the Truancy Process
- Working with attendance clerks to monitor and report attendance
- Monitors and organizes attendance functions including group truancy meetings and positive attendance initiatives
- Weekly check-in with students after truancy meetings, SST's, IEP meetings
- Evaluate Attendance Staff
- Coordinate School Culture-build school climate that is welcoming, affirming, culturally responsive and safe.
- Cultural Walkthrough to help staff maintain a high bar of excellence and ensure that all social identities are reflected and are treated with respect and dignity.
- Connecting students to various cultural extracurricular activities, study trips, supervision at events and trips
- ESLRS

Community School

- Coordinate the root cause gap analysis, budget, and develop the site plan and metrics. Attend the 4 Saturday district meetings and monthly meetings with SFS.
- Data collection, maintain, and report the attendance and post-event survey data from activity participation
- Reflection Room

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

WASC

80% staff will participate in the WASC process through Focus and Home Groups.

We will analyze and Update the Action Plan from 2019 with new identified student learner goals based on the School Profile, grades, College and Career Readiness Criteria, and LCAP goals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to CA Dashboard:

- Math CAASPP performance has increased 17.6 points between the 2022 and 2023 school year, but in the 2023 school year all students were still 167.7 points below standard. The math department is continuing to work on establishing common assessments to track student skills and progress throughout the school year.
- ELA CAASPP performance has increased 30.1 points between the 2022 and 2023 school year, but in the 2023 school year all students were still 87.5 points below standard. We would like to use the program "Accelerated Reading" to provide more individual-targeted and leveled support for our students as they increase their literacy skills.
- Our school population continues to grow each year, with the fastest-growing group remaining Latino students. We need to continue building community by hosting school events and encouraging students to follow our ESLRs in order to be a "LANCER".
- We had 613 English Learners at Tennyson in 2023, increased from 512 in 2022. We have identified many strategies within the 2025 SPSA to continue to target this student group.

According to ed-data.org:

- 39.31% of Tennyson students were considered chronically absent in the 2023 school year. We hope to hire an additional Youth Intervention Specialist in the 2025 school year to target and support these students.
- Our population of homeless students is growing. In 2023, 105 students were counted as homeless. We fear that this number is likely under-reported. We would like to take advantage of our Community School Classification to support these students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Recommendations Increase rigor in all classes Increase collaboration between departments, programs, etc Collaboration time to create common assessments	WASC Mid Review Action Plan	Become Accredited in March 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	<p>Monitor Progress in all areas listed above and how they correspond to the WASC Action Plan</p> <p>Task: WASC Focus Groups will continue to meet during staff meeting time to review WASC Report. The school will look at the recommendations and create an action plan. We will work on creating more rigorous lesson plans during department meetings and PLC time. We will look at our current schedule and see if we can increase collaboration time. We will work on creating common assessments and analyze to improve instruction. We will also work with the district office to ensure that equipment is being ordered in a timely matter.</p> <p>Home Groups meet during PLC time on Wednesdays and Thursdays to analyze the school using the WASC criteria as the benchmark for improvement. This includes parent/family, student, and community Home Groups.</p> <p>Measures: Staff attendance, completion of the WASC homework, agendas</p> <p>People Assigned: Administrators, Teachers, Staff, Students All staff are assigned a home group and a focus group. Students have their own home group and are on each Focus Group. Additionally, the Home Groups are organized by department, classified, family, student, and community identification.</p>	Tennyson High School Students	<p>10000 LCFF Supplemental and Concentration Funds</p> <p>Teacher Leader Retreat for professional development 789.78 Comprehensive Support and Improvement (CSI)</p> <p>Professional Development-Creating Rigorous Lesson Plans 10000 Comprehensive Support and Improvement (CSI)</p> <p>Increase staff collaboration across curriculum. departments, and leadership committees 750 Comprehensive Support and Improvement (CSI)</p> <p>Creating and analyzing common assessments</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Over the past two years, we've had the opportunity to convene in focused and home groups during our staff meetings and collaboration sessions. These gatherings have allowed us to delve deeper into our data and examine the WASC Criteria, enabling us to share evidence of our school's progress.

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

Among the recommendations made by WASC was the suggestion for us to revisit our school's mission and vision statement. To address this, we've allocated funds for a Local Curriculum Council Retreat scheduled for August 2024. During this retreat, we will work on updating our vision, incorporating the new insights provided by WASC. Subsequently, the revised statement will be presented to the entire staff for final approval.

Our aim is for the entire school community to be familiar with the updated vision and mission statement before the end of the first quarter, ensuring alignment and clarity moving forward.

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

We allocated funds to hire an additional Youth Intervention Specialist to target our chronically absent students under goal 7.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$747,628.80
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$402,058.56

Subtotal of additional federal funds included for this school: \$402,058.56

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

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$204,642.24
LCFF Supplemental and Concentration Funds	\$140,928.00

Subtotal of state or local funds included for this school: \$345,570.24

Total of federal, state, and/or local funds for this school: \$747,628.80

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	140928	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	204642	-0.24

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	402,058.56
ESSA Title I , Part A , Basic Grants Low Income and Neglected	204,642.24
LCFF Supplemental and Concentration Funds	140,928.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	402,058.56
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	204,642.24
	LCFF Supplemental and Concentration Funds	140,928.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,000.00

Goal 2	32,000.00
Goal 3	239,870.24
Goal 4	11,500.00
Goal 5	76,500.00
Goal 6	7,500.00
Goal 7	273,718.78
Goal 8	21,539.78

School Site Council Membership

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

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

Name of Members	Role
Ana Ortiz	Parent or Community Member
Leslie Watson	Classroom Teacher
Adam Perry	Classroom Teacher
Jessica Diaz	Classroom Teacher
Elizabeth Albertson	Classroom Teacher
Iyobosa (Princess) Ehiorobo	Parent or Community Member
Elmer Ajche Espertay	Secondary Student
Veronica A Estrada	Principal
Naomi Caudillo	Secondary Student
Trinity Baynes	Secondary Student
Gabriela Preciado	Other School Staff
Gabriela Preciado - ELAC Rep	Parent or Community Member
Flor Zavala	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2024.

Attested:



Principal, Veronica Estrada on 5/13/2024



SSC Chairperson, Leslie Watson on 5/13/2024