Tennyson High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Tennyson High School
Street	27035 Whitman Rd.
City, State, Zip	Hayward, CA 94544-4099
Phone Number	(510) 723-3190
Principal	Veronica Estrada
Email Address	vestrada@husd.k12.ca.us
School Website	https://tennyson.husd.us/
Grade Span	9-12
County-District-School (CDS) Code	01611920138339

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Tennyson High School
Mission Statement

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

Vision Statement

2024-25 School Description and Mission Statement

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

Tennyson Lancer Code (TLC)

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	351
Grade 10	356
Grade 11	399
Grade 12	452
Total Enrollment	1,558

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.1
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	6.5
Black or African American	5.1
Filipino	4.6
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	3.5
Two or More Races	1.3
White	1.4
English Learners	38.6
Foster Youth	0.3
Homeless	8.9
Migrant	3
Socioeconomically Disadvantaged	87.5
Students with Disabilities	11.9

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.90	74.84	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	2.23	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.20	9.62	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.40	5.15	21.80	2.17	11953.10	4.28
Unknown/Incomplete/NA	6.90	8.14	58.30	5.79	15831.90	5.67
Total Teaching Positions	85.30	100.00	1007.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.80	76.95	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	1.80	2.16	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.50	9.93	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	2.29	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	7.40	8.66	59.50	6.06	14303.80	5.15
Total Teaching Positions	85.60	100.00	982.00	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	4.70	2.70	3.7
Misassignments	2.60	5.40	4.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	7.40	8.20	8.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.10	1.00	0.4
Local Assignment Options	1.50	3.30	1.4
Total Out-of-Field Teachers	2.70	4.40	1.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.90	5	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 Grades 9-12th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020	Yes	0%
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017	Yes	0%

	Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015 Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017		
Science	Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology) Prentice Hall, Prentice Hall Biology, c2007 AGS Publishing, Biology: Cycles of Life, c2006 Holt, Rinehart & Winston, Holt Chemistry, c2007 Prentice Hall, Conceptual Chemistry, c2007 McGraw-Hill Professional, Alternative Energy Demystified, c2007 Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007 Holt, Rinehart & Winston, Earth Science, c2007 AGS Publishing, Earth Science, c2004 Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007 Elsevier/Mosby, The Human Body in Health and Disease, c2005 Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007 Prentice Hall, Conceptual Physics, c2009 Holt, Rinehart & Winston, Holt Physics, c2007 Holt, Rinehart & Winston, Holt Environmental Science, c2008 AGS Publishing, Environmental Science, c2007 Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009 Prentice Hall, Prentice Hall Chemistry, c2007 Holt, Rinehart & Winston, Holt Physics, c2007 Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018 Prentice Hall, Campbell, Reece, AP Biology, c2014 Pearson, College Physics: Explore and Apply, 2nd Edition, c2019 John Wiley & Sons, Environment, c2007 McGraw Hill, Exploring Geology c2019	Yes	0%
History-Social Science	Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Documents In World History, Vols. 1 & 2, c2006 Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006 Prentice Hall, World Cultures: A Global Mosaic, c2004 Prentice Hall, World Geography: Building a Global Perspective, c2007 Prentice Hall, United States History: Modern America, c2008 Walch Publishing, Power Basics® United States History, c2005 Prentice Hall, Magruder's American Government, c2006 Glencoe/McGraw-Hill, Understanding Psychology, c2003 Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007	Yes	0%

	Prentice Hall, Government by the People c2016 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007 Prentice Hall, Foundations of Economics, AP Edition, c2015 Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015 Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018 Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition		
Foreign Language	9-12 Grade: Carnegie Learning, Que Chevere! c2020, Levels 1-4 (Spanish) 9-12 Grade: Vista Higher Learning, Temas 3rd Edition c2024 AP/Honors (Spanish) 9-12 Grade: Vista Higher Learning, Chemins c2023, Levels 1-4 (French)	Yes	0%
Health	Holt, Rinehart & Winston, Lifetime Health, c2004	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

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

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

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	February 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	25	35	32	46	47
Mathematics (grades 3-8 and 11)	10	7	20	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	324	79.80	20.20	25.39
Female	205	157	76.59	23.41	26.92
Male	201	167	83.08	16.92	23.95
American Indian or Alaska Native	0	0	0	0	0
Asian	33	27	81.82	18.18	40.74
Black or African American	22	17	77.27	22.73	23.53
Filipino	18	17	94.44	5.56	41.18
Hispanic or Latino	310	242	78.06	21.94	19.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	156	95	60.90	39.10	1.06
Foster Youth	--	--	--	--	--
Homeless	40	22	55.00	45.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	281	80.29	19.71	22.50
Students Receiving Migrant Education Services	13	12	92.31	7.69	16.67
Students with Disabilities	43	36	83.72	16.28	8.33

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	364	89.66	10.34	6.87
Female	205	179	87.32	12.68	7.26
Male	201	185	92.04	7.96	6.49
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	15.15
Black or African American	22	17	77.27	22.73	5.88
Filipino	18	18	100.00	0.00	22.22
Hispanic or Latino	310	273	88.06	11.94	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	156	140	89.74	10.26	1.43
Foster Youth	--	--	--	--	--
Homeless	40	35	87.50	12.50	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	315	90.00	10.00	6.03
Students Receiving Migrant Education Services	13	12	92.31	7.69	0.00
Students with Disabilities	43	35	81.40	18.60	5.71

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.36	12.42	16.99	18.04	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	823	771	93.68	6.32	12.73
Female	400	370	92.50	7.50	11.89
Male	423	401	94.80	5.20	13.50
American Indian or Alaska Native	0	0	0	0	0
Asian	64	64	100.00	0.00	25.00
Black or African American	41	35	85.37	14.63	14.29
Filipino	36	36	100.00	0.00	27.78
Hispanic or Latino	636	592	93.08	6.92	9.98
Native Hawaiian or Pacific Islander	20	19	95.00	5.00	10.53
Two or More Races	13	12	92.31	7.69	16.67
White	13	13	100.00	0.00	30.77
English Learners	325	305	93.85	6.15	0.98
Foster Youth	--	--	--	--	--
Homeless	93	86	92.47	7.53	3.49
Military	--	--	--	--	--
Socioeconomically Disadvantaged	715	670	93.71	6.29	11.66
Students Receiving Migrant Education Services	20	19	95.00	5.00	15.79
Students with Disabilities	97	85	87.63	12.37	5.95

2023-24 Career Technical Education Programs

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

Career Pathway Programs
Advanced Manufacturing Pathway
Biomedical Pathway
Engineering Pathway
Entrepreneurship Pathway
Farm to Fork Pathway
Multi-Media Pathway (CMMA and MTAP)
Photography Pathway
Sports Medicine Pathway
Theatre Pathway
Wood Technology Pathway

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

2023-24 Career Technical Education Programs

Career Pathway Courses
Advanced Manufacturing I P
Advanced Manufacturing II

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

Introduction to Engineering Design P
Principles of Engineering P

Entrepreneurship I P
Entrepreneurship II P

Multi-Media I P
Multi-Media II P

Photography I P
Photography II P

Sports Medicine I P
Sports Medicine II P

Biology & Sustainable Agriculture P
Chemistry & Agriscience P

Theatre I P
Theatre II P

Wood Technology I P
Wood Technology II P

ROP Career Pathway Courses

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

Automotive Technology I P
Automotive Technology II P

Careers in Education I P
Careers in Education II P

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

Construction Technology I P
Construction Technology II P

Culinary Science I P
Culinary Science II P

Cybersecurity I P
Cybersecurity II P

Dental Assisting I P
Dental Assisting II P

2023-24 Career Technical Education Programs

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

Medical Careers I P
Medical Careers II P

Merchandising

Welding Technology I P
Welding Technology II P

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

District CTE Representative: Veronica Ortiz, College and Career Coordinator

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	513
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	30.1

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	91%	91%	91%	91%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	25.6	26.4	23.3	10.4	15.6	13.2	7.8	8.2	8.9
Graduation Rate	62.3	57.1	62.9	83.2	77.1	80.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	412	259	62.9
Female	201	136	67.7
Male	211	123	58.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	31	27	87.1
Black or African American	18	11	61.1
Filipino	16	16	100.0
Hispanic or Latino	327	189	57.8
Native Hawaiian or Pacific Islander	11	9	81.8
Two or More Races	--	--	--
White	--	--	--
English Learners	213	104	48.8
Foster Youth	--	--	--
Homeless	66	22	33.3
Socioeconomically Disadvantaged	386	242	62.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	34	65.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1782	1687	542	32.1
Female	844	794	272	34.3
Male	937	892	269	30.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	129	118	21	17.8
Black or African American	90	86	41	47.7
Filipino	75	72	16	22.2
Hispanic or Latino	1377	1310	439	33.5
Native Hawaiian or Pacific Islander	58	55	14	25.5
Two or More Races	26	22	6	27.3
White	25	23	4	17.4
English Learners	806	760	256	33.7
Foster Youth	--	--	--	--
Homeless	175	161	81	50.3
Socioeconomically Disadvantaged	1570	1502	490	32.6
Students Receiving Migrant Education Services	52	51	15	29.4
Students with Disabilities	213	201	84	41.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.02	10.07	9.6	3.78	4.9	5.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.11	0	0.03	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.60	0.00
Female	7.82	0.00
Male	11.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.20	0.00
Black or African American	17.78	0.00
Filipino	8.00	0.00
Hispanic or Latino	9.66	0.00
Native Hawaiian or Pacific Islander	8.62	0.00
Two or More Races	7.69	0.00
White	4.00	0.00
English Learners	9.18	0.00
Foster Youth	0.00	0.00
Homeless	15.43	0.00
Socioeconomically Disadvantaged	10.06	0.00
Students Receiving Migrant Education Services	13.46	0.00
Students with Disabilities	8.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Site Safety Plan is a living document, updated each year. The School Safety Coordinator meets with the Administrator over Safety and the School Safety Supervisor once a month to review the newest requirements being communicated by the Safety Committee at the District Office. In addition, the administrator over the safety committee meets

2024-25 School Safety Plan

once a month for review safety concerns, protocols, and school-wide safety needs. All of the revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Water and emergency items are regularly evaluated for expiration dates and are replaced by the district.

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

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

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

HUSD developed district wide safety plans with schools also having plans specific to their site. Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2023-24 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors on campus remain as safe as possible. CDC recommendations and guidelines are followed.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	69	30	8
Mathematics	18	53	25	3
Science	19	31	38	
Social Science	17	52	27	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	62	33	7
Mathematics	18	50	26	4
Science	21	27	34	3
Social Science	19	42	27	7

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	389.5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,546	$7,413	$9,133	$99,277
District	N/A	N/A	$7,882	$107,337
Percent Difference - School Site and District	N/A	N/A	14.7	-7.8
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-16.5	1.5

Fiscal Year 2023-24 Types of Services Funded

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

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

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

Fiscal Year 2023-24 Types of Services Funded

Coordinates services and support for our ELs and their families through COST referrals
The English Learner Advisory Committee (ELAC) is a forum for parents to collaborate on ideas and receive information about services offered at Tennyson
Bilingual Instructional Assistants (BIAs) provide primary language support to our students in the World House Program.
Bilingual Content courses are offered in Spanish
World House students with a language other than Spanish are placed in sheltered content courses.
ELPAC academy was created to support EL students who have not been reclassified. The goal is to have more students to pass the test and reclassify.

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

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

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$74,517	$59,551
Mid-Range Teacher Salary	$104,084	$93,855
Highest Teacher Salary	$124,131	$120,219
Average Principal Salary (Elementary)	$164,210	$151,525
Average Principal Salary (Middle)	$171,438	$158,215
Average Principal Salary (High)	$180,194	$171,087
Superintendent Salary	$314,081	$300,043
Percent of Budget for Teacher Salaries	34.34	31
Percent of Budget for Administrative Salaries	5.9	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.1

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

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

Tennyson High School: 2024-2025 Instructional Focus
For the 2024-2025 school year, Tennyson High School has prioritized improving literacy across all content areas. In partnership with the Internationals Network, our staff has participated in multiple professional development sessions focused on language and content integration. This training includes the HELLO framework:

H – Heterogeneity and Collaboration

Professional Development

E – Experiential Learning
L – Language and Content Integration
L – Localized Autonomy
O – One Learning Model for All
Professional Learning and Instructional Practices
Across PLCs and department meetings, we have worked collaboratively to reduce D/F rates and implement equitable grading practices. In addition:

School-wide professional development has focused on Anti-Bias/Anti-Racism (AB/AR) and Equity, facilitated by the district office.
PD decisions are guided by district initiatives, ILT (Instructional Leadership Team) votes, SBDM (School-Based Decision Making) approvals, and staff feedback through surveys.
Many departments engage in cycles of inquiry, lesson studies, unit development, and common assessment creation to refine instructional strategies.

Leadership and Coaching Support
Department chairs, coaches, and administrators (LCC members) attend ILT workshops on AB/AR and grading for equity.
Staff receives professional development on various educational software programs to enhance instruction.
The partner teacher provides one-on-one coaching sessions and supports PLCs, meeting with teachers during prep periods.
The ELD coach facilitates weekly PLCs with ELD teachers for unit and assessment development.
Professional Development Delivery and Teacher Support

PD is delivered through multiple formats, including:
Staff development days
Staff meetings
LCC (Local Curriculum Council) meetings
Workshops
PLCs and department meetings (e.g., lesson studies, cycles of inquiry)
Attendance is documented at LCC meetings, and minutes are recorded. Teachers receive support through:

Coaching sessions with instructional coaches
Collaborative PLC work with peer feedback
Admin-facilitated coaching and instructional support sessions
Our collective efforts aim to foster high-quality instruction, equitable grading practices, and improved student outcomes for all learners at Tennyson High School.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3