



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 19, 2025	June 25, 2025

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

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

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.

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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:

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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
- Need to enhance parent/guardian partnership

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.26%	0.06%	2	4	1
African American	5.51%	4.9%	5.07%	81	76	79
Asian	7.76%	6.9%	6.48%	114	107	101
Filipino	5.45%	4.64%	4.56%	80	72	71
Hispanic/Latino	74.81%	76.98%	77.54%	1099	1194	1208
Pacific Islander	3.20%	3.29%	3.53%	47	51	55
White	1.77%	1.68%	1.41%	26	26	22
Two or More Races	1.36%	1.23%	1.35%	20	19	21
Not Reported	%	0.13%	%		2	
Total Enrollment				1469	1551	1558

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	344	334	351
Grade 10	363	366	356
Grade 11	412	395	399
Grade 12	350	456	452
Total Enrollment	1,469	1,551	1,558

Conclusions based on this data:

1. The percentage of Hispanic/Latino students continue to grow.
2. The percentage of Hispanic/Latino students has increased in the past three years. We have also seen an increase in African American and Pacific Islander students.
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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	512	613	601	34.9%	39.5%	38.6%
Fluent English Proficient (FEP)	685	674	665	46.6%	43.5%	42.7%
Reclassified Fluent English Proficient (RFEP)	606	606	604	41.3%	39.1%	38.8%

Conclusions based on this data:

1. The number of English Learners at THS on average has shown an increase over the year. However, in 23-24, we saw a slight decrease in English Learners.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	441	419	405	316	326	323	313	325	322	71.7	77.8	79.8
All Grades	441	419	405	316	326	323	313	325	322	71.7	77.8	79.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2489.	2502.	2487.	6.07	8.92	7.76	18.53	20.31	17.39	22.68	22.15	18.63	52.72	48.62	56.21
All Grades	N/A	N/A	N/A	6.07	8.92	7.76	18.53	20.31	17.39	22.68	22.15	18.63	52.72	48.62	56.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.71	8.00	9.63	47.57	48.62	46.89	42.72	43.38	43.48
All Grades	9.71	8.00	9.63	47.57	48.62	46.89	42.72	43.38	43.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.13	12.00	9.94	38.71	38.15	31.06	55.16	49.85	59.01
All Grades	6.13	12.00	9.94	38.71	38.15	31.06	55.16	49.85	59.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.24	7.08	6.52	66.02	65.23	63.98	30.74	27.69	29.50
All Grades	3.24	7.08	6.52	66.02	65.23	63.98	30.74	27.69	29.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.72	12.31	9.94	58.84	59.69	57.45	33.44	28.00	32.61
All Grades	7.72	12.31	9.94	58.84	59.69	57.45	33.44	28.00	32.61

Conclusions based on this data:

1. Over the past 3 years, we have seen an increase in ELA CASPP participation. This is an increase by 2% from the previous year.
2. We have seen a decrease in the percentage of students exceeding or meeting standards in ELA.
3. Overall, from the data we can gather that the 23/24 cohort was in need of more support in the writing portion of the ELA CAASPP.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	441	419	405	368	376	363	363	375	363	83.4	89.7	89.6
All Grades	441	419	405	368	376	363	363	375	363	83.4	89.7	89.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2454.	2456.	2460.	1.38	3.20	3.58	5.79	5.87	3.03	15.15	11.20	14.60	77.69	79.73	78.79
All Grades	N/A	N/A	N/A	1.38	3.20	3.58	5.79	5.87	3.03	15.15	11.20	14.60	77.69	79.73	78.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.49	5.87	3.86	23.55	17.60	22.04	73.96	76.53	74.10
All Grades	2.49	5.87	3.86	23.55	17.60	22.04	73.96	76.53	74.10

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.94	4.00	2.75	48.20	48.27	46.83	49.86	47.73	50.41
All Grades	1.94	4.00	2.75	48.20	48.27	46.83	49.86	47.73	50.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.93	3.20	3.31	58.40	51.20	53.44	39.67	45.60	43.25
All Grades	1.93	3.20	3.31	58.40	51.20	53.44	39.67	45.60	43.25

Conclusions based on this data:

1. Last school year we had a .01% decrease in student participation in Math CAASPP.
2. Our lowest percentage of students scoring above standards is in the standards related to Problem Solving & Modeling/Data Analysis.
3. Overall, the data indicates that students from the 2023/24 cohort required support in understanding and applying mathematical 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1495.5	1480.7	1467.0	1483.9	1464.2	1445.9	1506.5	1496.8	1487.5	123	141	134
10	1482.5	1469.8	1494.9	1461.3	1450.0	1486.0	1503.2	1489.2	1503.4	133	139	154
11	1476.9	1480.1	1471.0	1455.3	1459.6	1447.6	1497.9	1500.1	1493.9	172	169	140
12	1486.3	1474.9	1495.2	1461.1	1454.4	1482.8	1511.0	1494.8	1507.0	130	172	160
All Grades										558	621	588

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.20	3.62	2.99	21.95	19.57	18.66	19.51	26.81	19.40	46.34	50.00	58.96	123	138	134
10	9.09	7.25	5.19	21.97	15.94	29.22	15.91	17.39	22.73	53.03	59.42	42.86	132	138	154
11	6.43	8.88	4.29	22.22	14.20	10.00	11.70	17.16	24.29	59.65	59.76	61.43	171	169	140
12	5.43	5.85	9.38	20.16	14.04	14.38	18.60	15.20	23.13	55.81	64.91	53.13	129	171	160
All Grades	8.11	6.49	5.61	21.62	15.75	18.20	16.04	18.83	22.45	54.23	58.93	53.74	555	616	588

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	20.33	11.59	14.93	30.89	26.09	22.39	4.88	18.84	5.22	43.90	43.48	57.46	123	138	134
10	19.70	14.49	25.32	19.70	18.84	22.73	9.85	11.59	12.99	50.76	55.07	38.96	132	138	154
11	21.05	15.98	12.14	15.79	16.57	20.00	4.68	12.43	11.43	58.48	55.03	56.43	171	169	140
12	17.83	11.70	20.00	17.83	18.71	15.63	10.85	11.70	18.75	53.49	57.89	45.63	129	171	160
All Grades	19.82	13.47	18.37	20.54	19.81	20.07	7.39	13.47	12.41	52.25	53.25	49.15	555	616	588

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.07	0.72	0.75	10.57	5.07	5.22	27.64	28.26	26.12	57.72	65.94	67.91	123	138	134
10	6.06	0.00	0.65	9.85	9.42	7.79	23.48	23.19	34.42	60.61	67.39	57.14	132	138	154
11	0.00	2.37	1.43	9.36	7.69	4.29	23.98	22.49	17.86	66.67	67.46	76.43	171	169	140
12	3.10	1.17	0.63	8.53	5.26	6.25	26.36	23.98	27.50	62.02	69.59	65.63	129	171	160
All Grades	3.06	1.14	0.85	9.55	6.82	5.95	25.23	24.35	26.70	62.16	67.69	66.50	555	616	588

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.63	1.45	1.49	53.66	43.48	34.33	44.72	55.07	64.18	123	138	134
10	0.76	1.45	1.30	43.94	34.78	46.10	55.30	63.77	52.60	132	138	154
11	0.58	1.78	2.86	32.75	29.59	20.00	66.67	68.64	77.14	171	169	140
12	0.00	1.75	2.50	37.21	25.15	31.88	62.79	73.10	65.63	129	171	160
All Grades	0.72	1.62	2.04	41.08	32.63	33.33	58.20	65.75	64.63	555	616	588

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	53.33	48.55	37.31	4.17	9.42	7.46	42.50	42.03	55.22	120	138	134
10	44.62	40.58	50.65	6.15	8.70	11.04	49.23	50.72	38.31	130	138	154
11	40.00	38.46	37.86	5.29	11.24	9.29	54.71	50.30	52.86	170	169	140
12	33.59	36.26	41.88	14.84	8.19	16.25	51.56	55.56	41.88	128	171	160
All Grades	42.52	40.58	42.18	7.48	9.42	11.22	50.00	50.00	46.60	548	616	588

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.69	2.90	0.75	28.46	22.46	20.90	65.85	74.64	78.36	123	138	134
10	10.61	2.17	1.95	23.48	26.81	28.57	65.91	71.01	69.48	132	138	154
11	1.18	5.92	1.43	27.06	23.08	20.71	71.76	71.01	77.86	170	169	140
12	4.65	1.75	3.13	31.78	26.32	29.38	63.57	71.93	67.50	129	171	160
All Grades	5.23	3.25	1.87	27.62	24.68	25.17	67.15	72.08	72.96	554	616	588

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.82	0.00	0.00	48.36	44.20	39.55	50.82	55.80	60.45	122	138	134
10	1.52	0.72	0.65	40.91	37.68	51.95	57.58	61.59	47.40	132	138	154
11	3.51	3.55	2.86	32.16	30.18	32.86	64.33	66.27	64.29	171	169	140
12	3.10	1.75	1.25	35.66	30.99	38.75	61.24	67.25	60.00	129	171	160
All Grades	2.35	1.62	1.19	38.63	35.23	40.99	59.03	63.15	57.82	554	616	588

Conclusions based on this data:

1. The overall percentage of Proficient students (Level 4) has decreased by 0.88%.
2. The overall percentage of Intermediate students (Level 3) has increased by 2.45%.
3. Most of the new students we are receiving are scoring very low in the various ELPAC domains.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,558	87.5%	38.6%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	601	38.6%
Foster Youth	5	0.3%
Homeless	139	8.9%
Socioeconomically Disadvantaged	1,363	87.5%
Students with Disabilities	186	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	5.1%
American Indian	1	0.1%
Asian	101	6.5%
Filipino	71	4.6%
Hispanic	1,208	77.5%
Two or More Races	21	1.3%
Pacific Islander	55	3.5%
White	22	1.4%

Conclusions based on this data:

- For the 23-24 school, 87.5% of the Tennyson High School student population were Socioeconomically Disadvantaged. There is an increase of 17.2% of students in this population.

2. 38.6% of the student population at Tennyson High School are English Learners, with the majority being Spanish speakers.
3. 0.3% of the Tennyson High School student population are considered Foster Youth and 8.9% of the students.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> Red</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div> Green</div>		

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 increased by 6.5%.
3. Tennyson High School's college/career metric remains the same.

School and Student Performance Data

Academic Performance English Language Arts

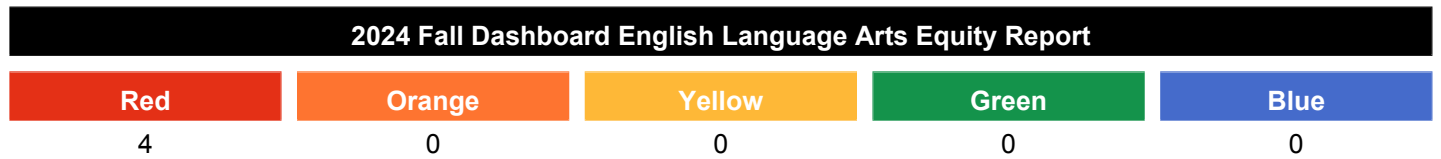
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>104.4 points below standard</div> <div>Declined 16.9 points</div> <div>331 Students</div>	<div>English Learners</div> <div> Red</div> <div>177.3 points below standard</div> <div>Declined 25.8 points</div> <div>149 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>198.9 points below standard</div> <div>Declined 65.4 points</div> <div>30 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>226.3 points below standard</div> <div>Declined 119.6 points</div> <div>24 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>113.4 points below standard</div> <div>Declined 18.7 points</div> <div>288 Students</div>

Students with Disabilities  Red 167.6 points below standard Declined 30.4 points 41 Students	African American  No Performance Color 146.5 points below standard Declined 49.7 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 37.6 points below standard Declined 24.2 points 27 Students	Filipino  No Performance Color 15.8 points below standard Declined 45.2 points 17 Students	Hispanic  Red 124.8 points below standard Declined 26.2 points 251 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

1. In general, Tennyson High School has a large number of socioeconomically disadvantaged students that are below standards.
2. Overall, all students declined in ELA CAASPP.
3. Homeless students declined the most (-119.6 points) out of all other subgroups.

School and Student Performance Data

Academic Performance Mathematics

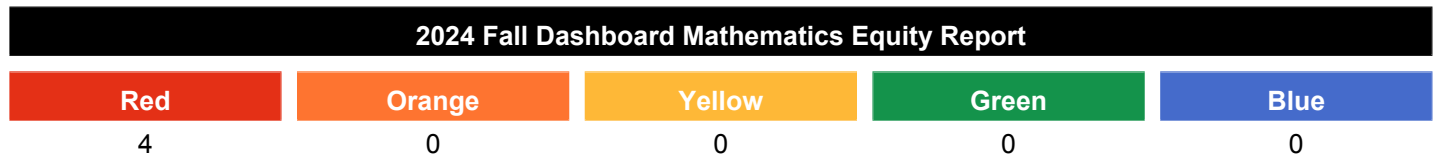
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>169.2 points below standard</div> <div>Maintained 1.5 points</div> <div>345 Students</div>	<div>English Learners</div> <div> Red</div> <div>220.4 points below standard</div> <div>Declined 8.7 points</div> <div>161 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>226.0 points below standard</div> <div>Declined 7.8 points</div> <div>30 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>242.3 points below standard</div> <div>Declined 47.8 points</div> <div>29 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>175.7 points below standard</div> <div>Maintained 1.2 points</div> <div>299 Students</div>

Students with Disabilities  Red 222.2 points below standard Declined 4.6 points 41 Students	African American  No Performance Color 203.3 points below standard Increased 13.6 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 88.7 points below standard Increased 28.6 points 29 Students	Filipino  No Performance Color 89.7 points below standard Declined 37.7 points 18 Students	Hispanic  Red 187.4 points below standard Declined 12.2 points 262 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

1. Students continue to perform low in Mathematics, however we have maintained during the 23-24 academic school year.
2. Our English Learners and socioeconomically disadvantaged students are performing low in Mathematics, we declined by 8.7 points.
3. Our Hispanic students declined 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
34.4% making progress.	32% making progress.
Number Students: 468 Students	Number Students: 100 Students

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.

2024 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
6.4%	53.6%	0%	34.4%

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 2024 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.

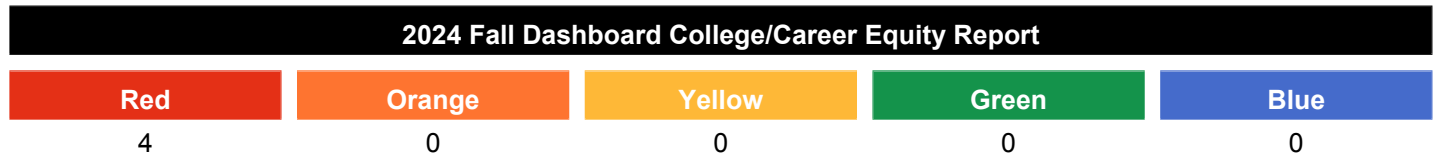
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>39.5 Prepared</div> <div>Increased 16.7</div> <div>425 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>28 Prepared</div> <div>Increased 18.5</div> <div>225 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>37.8 Prepared</div> <div>Increased 19.4</div> <div>45 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>15.9 Prepared</div> <div>Increased 12.9</div> <div>69 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>38.8 Prepared</div> <div>Increased 19.8</div> <div>399 Students</div>

Students with Disabilities  Green 42.6 Prepared Increased 14.9 54 Students	African American  No Performance Color 27.8 Prepared Maintained 1.4 18 Students	American Indian  No Performance Color 0 Students
Asian  Blue 71.9 Prepared Increased 38.5 32 Students	Filipino  No Performance Color 62.5 Prepared Increased 20.8 16 Students	Hispanic  Yellow 34.6 Prepared Increased 15 338 Students
Two or More Races  No Performance Color Less than 11 Students 0 5 Students	Pacific Islander  No Performance Color 63.6 Prepared Increased 44.9 11 Students	White  No Performance Color Less than 11 Students 0 5 Students

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 indicates that students remain prepared, with a slight increase in the number pursuing college and enrolling in career technical opportunities. However, we still have significant work to do supporting our English Learners and Homeless subgroups.
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.

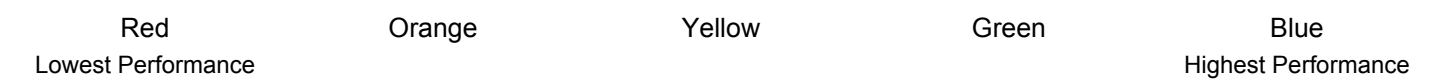
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- No data
- No data
- No data

School and Student Performance Data

Academic Engagement Graduation Rate

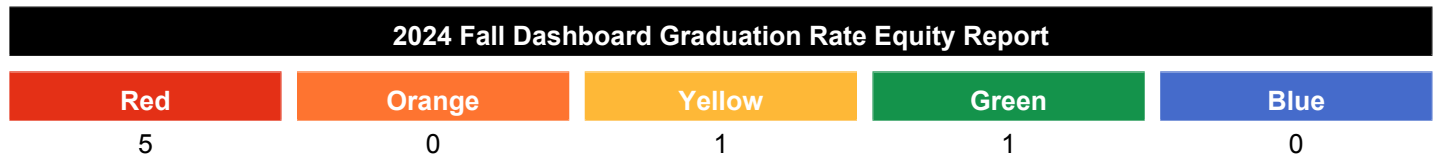
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>66% graduated</div> <div>Increased 6.5%</div> <div>450 Students</div>	<div>English Learners</div> <div> Red</div> <div>56.4% graduated</div> <div>Increased 13.7%</div> <div>250 Students</div>	<div>Long-Term English Learners</div> <div> Yellow</div> <div>72.3% graduated</div> <div>Increased 14.3%</div> <div>47 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</div>	<div>Homeless</div> <div> Red</div> <div>40.5% graduated</div> <div>Increased 14.2%</div> <div>74 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>65.9% graduated</div> <div>Increased 8.2%</div> <div>422 Students</div>

Students with Disabilities  Red 66.7% graduated Increased 13.5% 54 Students	African American  No Performance Color 61.1% graduated Declined 1.4% 18 Students	American Indian  No Performance Color 0 Students
Asian  Green 88.2% graduated Increased 3.6% 34 Students	Filipino  No Performance Color 100% graduated Increased 29.2% 17 Students	Hispanic  Red 61.7% graduated Increased 8% 360 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Pacific Islander  No Performance Color 81.8% graduated Declined 5.7% 11 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

1. Our graduation rate increased by 6.5% in 2024 in comparison to 2023.
2. We need to provide support for our English Learners, students with disabilities, and those who are socioeconomically disadvantaged, while also exploring alternative methods to assist 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

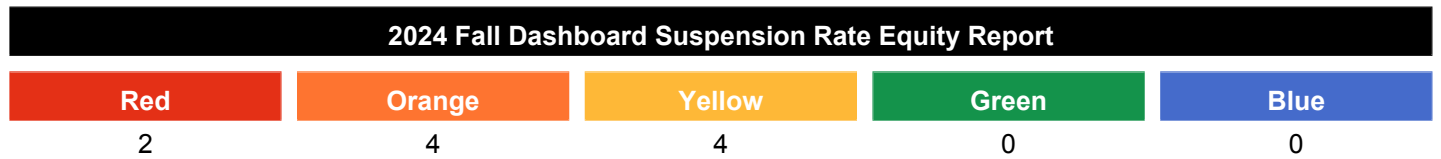
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>9.6% suspended at least one day</div> <div>Declined 0.5%</div> <div>1782 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>9.2% suspended at least one day</div> <div>Declined 1.6%</div> <div>806 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>11.7% suspended at least one day</div> <div>Increased 2.9%</div> <div>179 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>15.4% suspended at least one day</div> <div>Increased 5.4%</div> <div>175 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>10.1% suspended at least one day</div> <div>Declined 0.4%</div> <div>1570 Students</div>

Students with Disabilities  Yellow 8.5% suspended at least one day Declined 2.4% 213 Students	African American  Orange 17.8% suspended at least one day Declined 6.7% 90 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 6.2% suspended at least one day Increased 1.9% 129 Students	Filipino  Orange 8% suspended at least one day Increased 4.3% 75 Students	Hispanic  Yellow 9.7% suspended at least one day Declined 0.5% 1377 Students
Two or More Races  No Performance Color 7.7% suspended at least one day Increased 2.9% 26 Students	Pacific Islander  Yellow 8.6% suspended at least one day Declined 1.2% 58 Students	White  No Performance Color 4% suspended at least one day Increased 0.7% 25 Students

Conclusions based on this data:

1. Proportionally, African American students are being suspended at the highest rate (17.8%), followed by Long-Term Learners (11.7%)
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

During the 2022-23 school year, 29.23% of our students met or exceeded the ELA standards. Unfortunately, in the 2023-24 school year, this percentage declined to 25.15%. Our initial goal was to increase performance by 5%, but given the decline, we will maintain the 5% target increase. Therefore, our new goal for the 2024-25 school year is to have 30.15% of students meeting or exceeding ELA standards. data to be collected to measure gains:

Action Plan

To address these challenges and support student growth, we will continue with targeted interventions such as after-school tutoring programs, focused small-group instruction, and enhanced professional development for teachers emphasizing data-driven instruction and differentiated strategies. Curriculum adjustments will also be made to better align with state standards and student needs.

Progress Monitoring:

We will regularly monitor student progress through interim assessments and data reviews each quarter to ensure that interventions are effective and to make timely adjustments. Data teams will collaborate to analyze results and inform instructional decisions.

Focus on Subgroups:

Special attention will be given to English Learners, students with disabilities, and socioeconomically disadvantaged students, as these groups often face additional barriers to academic achievement. Tailored support plans and resources will be provided to address their specific needs.

Family and Community Engagement:

We will increase family and community involvement by hosting workshops, providing resources to support literacy at home, and maintaining regular communication between school and families to foster a collaborative environment for student success.

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 23-24 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 through the Interim Comprehensive Assessments (ICA) and use the annual CAASPP results as our summative measure to evaluate overall progress. We have already begun developing and utilizing data from interim assessments to inform instruction throughout the year. Additionally, we have increased the number of ELA teachers implementing the newly adopted curriculum. Our goal is for 75% of ELA teachers to actively use the HMH common assessments as a key tool to guide and differentiate their instruction effectively.

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 not yet made progress toward the goal of a 5% increase in mastery of the Common Core ELA standards as measured by the CAASPP. With this in mind, we have identified key areas where we need to focus our efforts to help more students meet ELA standards. In particular, English Learners and socioeconomically disadvantaged students require the most support, as they consistently show the lowest rates of meeting or exceeding ELA standards.

Further analysis highlighted that these student groups especially need targeted assistance in ELA skills and comprehension. To address this, we will continue to strengthen literacy instruction across all curriculum, with the goal of raising student performance levels and ensuring greater mastery of ELA standards schoolwide.

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)	25.15% met or exceeded	30.15% meeting or exceeding
HMH Data	50% of the ELA teachers will use the HMH Assessments	75% of ELA teachers will use the HMH Assessments

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>	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 5000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</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 ELD Coach Teachers Department Chairs Site-Based Instructional Leadership Team Members Local Curriculum Council Instructional Leadership Team Technology Teacher Leader 		<p>Supplemental texts or materials to support ELA development. 5000 LCFF Supplemental and Concentration Funds</p> <p>Extra hours for ELA and content teachers to develop literacy strategies based on Internationals Network or other research-backed lesson planning or alignment, teacher collaboration.</p>
1.2	<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) 	All Students	<p>5000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Allocate money for professional development to support all content teachers on literacy, workshops, collaboration hours. 62,884.00 Comprehensive Support and Improvement (CSI)</p> <p>Outside vendor contract to lead P.D. (International Network or similar programs)</p>

	<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 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			

Annual Review

SPSA Year Reviewed: 2024-25

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 deeply committed to helping all students achieve proficiency in English Language Arts. Our ELA department is a strong, dedicated team that engages in self-selected Professional Learning Communities (PLCs) and

meets regularly for collaborative planning and reflection. While this foundation is promising, there is still significant work to be done to ensure that more students are meeting or exceeding standards on the CAASPP in ELA.

A critical next step is aligning our instruction more closely with the newly adopted HMH curriculum. Although HMH assessments were administered this year, they were not consistently used as a tool to inform or guide instruction. Moving forward, we must shift our practice to use these assessments purposefully—analyzing the data to drive instructional decisions, adjust pacing, and differentiate support based on student needs.

Increasing the number of teachers fully implementing the HMH curriculum will be essential. Our goal is for at least 75% of ELA teachers to not only use the HMH materials, but also embed the HMH common assessments into their regular instructional cycles to inform targeted teaching and monitor student growth.

Additionally, while some PLCs are functioning effectively, not all teams are fully leveraging this time to impact student learning. We need to strengthen the consistency and effectiveness of our PLCs to ensure they are data-driven, collaborative, and focused on improving literacy outcomes for all students. This includes a collective effort to implement literacy strategies across all content areas. Currently, not all teachers are integrating literacy practices into their instruction, and moving forward, this must become a schoolwide priority. Achieving progress in ELA will require a unified, cross-departmental commitment.

We are fortunate to have the continued support of the Internationals Network, which has already provided valuable tools and guidance. Their resources and professional development opportunities will continue to play a crucial role in helping us reach our ELA achievement goals, especially in supporting our English Learners and diverse student population.

By aligning our curriculum, using assessment data to inform instruction, strengthening PLCs, and working collectively on schoolwide literacy, we can move closer to our goal of ensuring all students succeed in English Language Arts.

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 demonstrate growth in all focal areas of English Language Arts, reading, writing, listening, and speaking, to improve performance on the CAASPP and ensure college and career readiness. While the strategies and resources were aligned with this goal, there were notable gaps between the intended implementation and actual practices.

A key difference was in the use of the newly adopted HMH curriculum and its associated assessments. Although HMH assessments were administered, they were not consistently used to guide instruction, as originally intended. The assessments functioned more as stand-alone evaluations rather than formative tools to inform teaching strategies and address student learning needs. Moving forward, we will emphasize the importance of using HMH assessment data to drive instruction, adjust pacing, and provide targeted support.

Additionally, while PLCs (Professional Learning Communities) were scheduled and active across departments, not all teams engaged in data-driven collaboration focused on improving literacy outcomes. The original plan anticipated schoolwide consistency in literacy strategy implementation and collaborative analysis of student data. In practice, some PLCs did not fully utilize this time for instructional alignment or intervention planning. Next year, we will strengthen the structure and expectations for PLCs to ensure that all teams are using this time productively to review data, align instruction with standards, and share effective literacy strategies.

To support the articulated goal in the upcoming year, we will continue the use of CAASPP Interim Comprehensive Assessments (ICAs) across all grade levels during the fall semester. Assessment data will be reviewed schoolwide to inform planning and interventions. Additionally, CAASPP Bootcamps will be conducted to provide focused preparation and support for all students prior to testing.

We will also continue our schoolwide focus on literacy across the curriculum. Not all teachers have consistently implemented literacy strategies in their instruction, which limited the school's progress toward the goal. Going forward, we will emphasize cross-curricular literacy as a collective responsibility and provide the necessary professional development and support to ensure all staff are equipped to integrate these practices effectively.

Finally, the continued partnership with the Internationals Network remains a valuable resource in supporting our English Learners and in helping us build instructional capacity. Their tools and expertise will further support our efforts to meet the academic and linguistic needs of our diverse student population.

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 School remains committed to improving student outcomes in English Language Arts and ensuring that all students are progressing toward grade-level proficiency. Based on the analysis of current implementation and student performance data, we will maintain the existing 5% growth target for the 2024–25 school year. However, several key adjustments will be made to the strategies, supports, and metrics in order to more effectively meet this goal.

Key Changes to Strategies and Activities:

Expanded Access to Tiered Interventions:

To better support students at varying academic levels, we will increase access to Tier 1 (core instruction), Tier 2 (targeted small group), and Tier 3 (intensive individualized) ELA interventions. These supports will be more intentionally scheduled and embedded into the instructional day.

Support from Small Intervention Group:

The dedicated small intervention group will play an expanded role in providing targeted support to students in need of Tier 2 and Tier 3 interventions. This team will work closely with classroom teachers to identify students through data, deliver focused instruction, and monitor progress regularly.

Professional Development on Literacy Across the Curriculum:

All staff will participate in professional development focused on integrating literacy strategies across all subject areas. This schoolwide approach to literacy will help ensure students are developing strong reading, writing, speaking, and listening skills in every class.

Stronger Use of Assessment Data:

Teachers will be supported in using both CAASPP interim assessments and HMH common assessments to guide instruction. Data analysis protocols will be built into PLC time to ensure that assessment results are driving teaching practices and intervention planning.

Strengthening PLC Structures:

PLCs will be restructured to include more focused collaboration around student data, instructional planning, and literacy strategies. Expectations will be clarified, and all content areas will participate in aligning instructional practices to support schoolwide literacy goals.

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)?

During the 2022–23 school year, 9.07% of students at Tennyson High School met or exceeded the standards on the CAASPP Math assessment. Unfortunately, in the 2023–24 school year, this percentage declined to 6.61%. While our initial goal was to increase student proficiency by 5%, the recent decline highlights the need for focused intervention and strategic improvements. Therefore, we will maintain the original 5% growth target, aiming for 11.61% of students to meet or exceed math standards in the 2024–25 school year.

Data to Be Collected to Measure Gains
CAASPP Math scores (summative measure)

Interim Math Assessment data

Common formative math assessments

Course grades and progress monitoring reports

PLC collaborative data analysis notes

Action Plan

To address the challenges and support student growth in mathematics, we will implement the following strategies:

Targeted Interventions:

Provide after-school tutoring, small-group instruction, and individualized support tailored to students' specific needs, focusing on core math concepts and problem-solving skills.

Professional Development:

Offer ongoing training for math teachers focused on data-driven instruction, differentiated teaching strategies, and effective use of adopted math curriculum and assessments.

Curriculum Alignment:

Ensure consistent use and alignment of the math curriculum with state standards. Teachers will utilize interim and formative assessment data to guide instruction and address learning gaps.

Progress Monitoring:

Regularly assess student progress through interim benchmarks, formative assessments, and common assessments to inform instructional adjustments.

Progress Monitoring

Student progress will be closely monitored each quarter through:

Interim Math Assessments

Formative classroom assessments

PLC data discussions

CAASPP data analysis

Data teams will review results to evaluate the effectiveness of interventions, refine instructional strategies, and provide timely support where needed.

Focus on Subgroups

Special attention will be given to:

English Learners

Students with Disabilities

Socioeconomically Disadvantaged Students

These groups will receive targeted supports, including access to Tier 2 and Tier 3 interventions delivered by the small intervention team and classroom teachers.

Family and Community Engagement

We will strengthen family involvement by:

Offering math-focused workshops and resources for families

Sharing student progress and strategies for math support at home

Maintaining regular communication between teachers and families

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	6.61% of our students are meeting or exceeding Math Standards	11.61% 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	<p>Goal Statement</p> <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, 19.20% of the student population met or exceeded the standards in Mathematics. At THS, 6.61% of our student population has met or exceeded the 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. 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 	CCSS Implementation	<p>5000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Extra hours for teachers to plan and align curriculum during the summer or outside of contract hours during the school year. 2,000 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 10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Professional Development for math instructors (not conferences) 5,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Supplies and Equipment to support Math Programs and STEAM 0</p> <p>Math Software to support all math courses and other departments</p>

	<p>the items to be purchased: Prism, TI-Nspire calculators, notebook journals for all 9th graders and World House.</p> <ul style="list-style-type: none"> • 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> <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: 2024-25

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 deeply committed to ensuring that all students graduate from Tennyson High School with the necessary math skills to be college- and career-ready. Most math teachers participate regularly in Professional Learning Communities (PLCs) with a structured collaboration schedule. Through these PLCs, educators continuously align their instruction with the updated Common Core State Standards and share best practices to improve student outcomes.

Our goal is that all students meet or exceed Common Core Math Standards or demonstrate measurable growth toward proficiency. While current data shows we still have significant work to do, our department recognizes the ongoing need for professional growth and instructional refinement.

To accelerate learning and address diverse student needs, foundational math courses have been strengthened—particularly to support Students with Limited or Interrupted Formal Education (SLIFE). Additionally, the accelerated geometry course offered during summer has proven effective, resulting in increased enrollment in AP Calculus and higher exam scores, demonstrating a clear pathway for students to advance in higher-level math.

Collaboration remains a cornerstone of our approach. The math department continues to work closely with the English Language Development (ELD) Coach and EL Specialists to provide integrated support for English Learners within math instruction. Furthermore, our partnership with Hayward Promise Neighborhood facilitates tutoring services for Algebra 9 students, providing additional academic support outside regular classroom hours. We were also able to hire many more tutors who now push into all 9th grade math classes to provide in-class support and targeted interventions.

With the district's new professional development plan, we are optimistic that more teachers will be better equipped with the skills and strategies necessary to effectively support our students in math next school year. It is essential that we become a truly data-driven department—regularly analyzing student performance data to ensure equity and to meet the diverse needs of all learners. This focused training will enhance our ability to monitor progress and make informed instructional decisions that promote growth and close achievement gaps.

Moving forward, the math department will maintain and deepen these collaborative efforts and targeted interventions to move closer to our goal of increasing student proficiency and growth in mathematics.

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

Since the initial plan, the Math Department has expanded its focus beyond regular PLC work to include increased integration of technology platforms. This shift aims to boost student engagement, provide more opportunities for differentiated instruction, and better organize curriculum pacing across units. Additional resources were allocated to support these technology tools, which were not as prominently budgeted in the original plan.

Furthermore, there has been a stronger emphasis on collaboration with the ELD Coach, EL Specialists, and Special Education Department to better equip math teachers with strategies to differentiate instruction and meet the needs of diverse learners. This collaborative work has required additional professional development time and resources, reflecting a deeper commitment to equity and individualized support.

Finally, the department was able to hire more tutors to provide push-in support specifically in 9th grade math classes, which was a positive adjustment in implementation to increase direct student support during class time. This shift required reallocating some budget funds toward staffing and tutoring services.

Overall, these changes reflect a responsive and evolving approach to meet our goals more effectively, with adjustments to budget and implementation that prioritize student engagement, equity, and instructional support.

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.

Based on the analysis of current data and implementation efforts, several key changes will be made to strengthen our math goal and improve student outcomes. These adjustments are reflected in the updated SPSA under the Math Instruction and Intervention sections.

STEAM Integration: Teachers will continue to develop and integrate STEAM (Science, Technology, Engineering, Arts, and Math) curriculum components within math courses to increase student engagement and real-world application of math skills.

Interim Assessments: To increase the percentage of students meeting or exceeding CAASPP mathematics standards, scheduled interim assessments will be implemented across 9th through 11th grades. These assessments will provide timely data to inform instruction and intervention.

Data-Driven Collaboration: Teachers will regularly collaborate to review grades and benchmark data, particularly in Algebra I and Algebra II, using the i-Ready platform. This will support identifying learning gaps as they occur, enabling teams to create common lessons and monitor student progress more accurately.

Equity in Grading: Efforts will be made to align grading policies across math courses to ensure equity and parity, providing all students with a fair opportunity to demonstrate their understanding.

Expanded Interventions: Student access to interventions will be increased across all tiers (Tier I, II, and III), including both in-class support and after-school tutoring specifically for Algebra I and Algebra II students.

Professional Development: Continued professional development and capacity-building for teachers will remain a priority, equipping educators with the skills and strategies needed to effectively differentiate instruction and address the diverse needs of our students.

Increased Staffing Support: Additional tutors have been hired to provide push-in support in all 9th grade math classes, expanding direct, targeted interventions during instructional time. We hope to expand to other grade levels.

Technology Integration: The use of technology platforms will be expanded to enhance academic engagement, differentiate instruction, and support curriculum pacing and organization.

Data-Driven Equity Focus: A renewed commitment to becoming a data-driven department will ensure regular analysis of student performance data to address equity and meet the needs of all learners effectively.

These changes represent a comprehensive approach to improve math outcomes and are detailed in the SPSA under Goals, Actions/Services, and Budget Allocations related to math instruction and interventions.

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 23-24	1.06% of EL Students Met Standards	6.06% of EL Students will Meet Standards
ELPAC 23-24	5.61% of EL Students Met Standards in ELPAC	10.61% 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 CMMMA. • Promote and create a college-going culture will help improve academic achievement with our EL's, encourage them to meet reclassification criteria, graduate, and apply to colleges and universities. • Continue developing an instructional program that is aligned to the ELD Content Standards and includes ongoing assessments. • Continue to provide additional daily time for English Language Development based on assessed needs and English proficiency levels. • Continue to use curriculum embedded assessments (or similar assessments) in language arts and math to monitor the progress of English learners toward end-of-the-year goals as outlined in the Catch-up Plan for English Learners. • Teachers use the information to plan and provide instruction targeted to the students' specific level of language proficiency and academic ability levels. • Support teachers in CLAD certification. 	All ELD students will demonstrate growth towards ELD Standards.	<p>62,800 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Bilingual Instructional Assistant Full Time (1) -30 hours per week 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 3,000 LCFF Supplemental and Concentration Funds</p> <p>ELPAC and CAASPP Bootcamps</p>

	<ul style="list-style-type: none"> • 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. <p>Strategies:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Data review (23-24 CAASPP) 		
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	<ul style="list-style-type: none"> • ELPAC Scores (23-24) • 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 <p>Internationals Network Team</p>		
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>2000 LCFF Supplemental and Concentration Funds</p> <p>Content teachers working to create content specific materials to support ELL's</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 		
3.3	<p>International Network</p> <p>Tasks: Tennyson High School (THS) first engaged with Internationals during the 2023-2024 school year by participating in Internationals sessions at the CalNew Community of Practice in 2024. Building</p>	Tennyson High will be supported by International Network to ensure that English Leaders have access to quality public education.	

	<p>on this, leadership expanded student involvement through several activities throughout the year. In August 2024, THS leaders attended the Internationals Bay Area Summer Institute to deepen their understanding of the Internationals approach and professional development opportunities.</p> <p>In September 2024, Internationals staff launched the 2024-2025 school year at THS with full-day workshops for the entire staff focused on Language and Content Integration as well as effective Teaming strategies. In November 2024, two school leaders, two teachers, and one district staff member participated in the Internationals Fall Professional Development and pre-conference school site visit in New York to learn more about the network's schools and practices.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. • 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. 		
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	<ul style="list-style-type: none"> • 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. <p>Strategies:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Data review (23-24 CAASPP) • ELPAC Scores (23-24) • Graduation rate for both Long Term ELL's and World House ELL • ELD common assessments • Purchase supplemental materials <p>People Assigned:</p>		
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	<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>Internationals Network Team</p> <p>In February 2025, five staff members from the THS World House (THSWH) attended an Immersive Experience at Richmond High School International Academy. During this visit, they observed key Internationals Essential Practices, including Instructional Approach, Staffing and Ongoing Staff Learning, Structures and Programming, and Asset-based Community Culture.</p> <p>Following these activities, THS leaders identified the school’s current strengths and areas for growth, creating a list of evidence to be collected during the upcoming Intake Assessment. Internationals then conducted the Intake Assessment on-site at THS on March 20–21, 2025, gathering data to help school leaders and Internationals explore opportunities for program enhancement Professional Development and Instructional Materials:</p> <p>Professional development workshops customized to Tennyson High School.</p> <p>The PD will build capacity for participants to implement core effective practices for English Learners.</p> <p>Staff will be able to work in cohorts and teams to development to develop a strategic plan.</p> <p>Measures:</p> <p>Increase reclassification rate</p> <p>Increase English proficiency at a faster rate.</p> <p>People Assigned:</p> <p>Principal</p> <p>Assistant Principals</p> <p>Teachers</p> <p>Department Chair</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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's ELD teachers are highly motivated to increase English proficiency for our English Learners, although only 5.61% currently meet or exceed ELA standards. To address this, teachers have been given additional hours to develop curriculum, create common assessments, and analyze student data.

A key component of our work has been the ongoing partnership with the Internationals Network, which provides essential professional development focused on literacy across content areas, asset-based equity mindsets, sheltered instruction (such as SIOP), and whole-school youth development strategies. This partnership has helped build staff capacity, align instructional practices, and foster a collaborative culture centered on multilingual learners' success.

An ELD Coach (.2 FTE) supports these efforts by helping to coordinate aligned language instruction and vocabulary development across disciplines. Although budget cuts have reduced Bilingual Instructional Assistant (BIA) hours, we remain confident that the Internationals model, combined with strong professional development and coaching, will help sustain our supports for EL students.

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

While the ELD Coach position continues to strengthen language instruction and curriculum development, budget reductions have necessitated cutting BIA positions to 30 hours per week next year, limiting in-class support.

Despite this challenge, our partnership with the Internationals Network is a critical asset that will help offset some of the reduced direct instructional support by providing comprehensive coaching, resources, and professional development to equip teachers across all content areas to better serve EL 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.

To advance EL student achievement, we will continue to integrate more ELs into rigorous mainstream courses, supported by targeted scaffolds and interventions.

We will deepen our collaboration with the Internationals Network to ensure sustained, high-quality professional development emphasizing asset-based instructional practices, literacy across the curriculum, and whole-school approaches to youth development and equity.

In addition, recommendations for next year include fostering consistency in instructional practices across classrooms, providing opportunities for grade-level teams to collaborate regularly, engaging families more intentionally through additional orientations and communication, and using data more systematically to inform instructional decisions and interventions.

Additional work includes finalizing and operationalizing standards-aligned ELD units with embedded formative assessments, refining grading practices to ensure equity, and enhancing teacher capacity through ongoing coaching and PD.

Success will be measured using CAASPP and ELPAC data, EL graduation rates, and common ELD assessments, with all updates reflected in the SPSA's EL goals, instructional strategies, and professional development sections.

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 24-25 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
Increase representation of VAPA students at THS through school communication platforms.	<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 and 2024-25, 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. The same decrease occurred for the 2024-25 school year.</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 course.</p>
Increased representation of VAPA students through the Tennyson Art Gallery and other community exhibitions.	<p>In 2023-24 and 2024-25, student, parent, and faculty surveys indicated the positive impact of VAPA activities, such as gallery exhibitions.</p> <p>In 2023-24 and 2024-25, 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>
Increased opportunities for student learning within the fine arts outside of the classroom.	<p>In 2023-24 and 2024-25, at least 30 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>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>
Increased opportunities for students to display excellence within the fine arts through extracurricular activities, facilitated by the Art Club.	<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>in 2024-25, Art Club students were able to participate in multiple activities supported by SPSA, including: Two field trips (SFMoma, UC Berkeley, and BAMPFA tour)</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 access to special projects, like crochet, felting, and screen printing.</p> <p>Continuation of the National Art Honor Society.</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; currently, none of the teachers have been intrested in teaching this couse. For this reason, the VAPA Department suggeted offering expanded opportunities in existing classes, and a club for students. In the 2023-23 and 2024-25 school years, band students met regularly after school through YEP. Multiple new instruments were purchases for students, such a new bass guitar.</p> <p>Enrollment in VAPA courses has decreased over the last three school years.</p>	<p>For 2025-26, the Tennyson High School Pep Band will continue building their program.</p> <p>Increase opportunities for students to participate in the band club.</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>The Ceramics teacher was unable to offer a club in 2024-25 due to teaching a 7th-period class, but students continued to meet informally.</p>	<p>For 2025-26, 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 and 2024-25, at least 30 teachers participated in Arts Integration PD and curriculum building, with multiple VAPA lessons being offered in non-VAPA courses.</p> <p>In 2023-24 and 2024-25 , 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</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>In the 2024-25 school year, VAPA teachers focused on creating</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>

VAPA and college readiness standards.	<p>common assessments, such as using Art Criticism in the classroom.</p> <p>The VAPA Department continued their yearly work plan to create alignment with the HUSD VAPA Master Plan.</p>	The VAPA Department will continue to create goals that align with the HUSD VAPA Master Plan.
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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: Art Club (40 students) Tennyson High School will promote learning within the fine arts by supporting Art Club projects.	Tennyson High School Students	1500 LCFF Supplemental and Concentration Funds Materials and supplies
4.2	Tennyson High School will promote excellence within the visual arts by maintaining a National Art Honor Society chapter for Art Club students.	Tennyson High School Students	500 LCFF Supplemental and Concentration Funds National Art Honor Society purchases
4.3	Tennyson High School will promote creative learning outside of the classroom by offering at least one Art Club field trip per year.	Tennyson High School Students	1500 LCFF Supplemental and Concentration Funds Field Trip Expenses
4.4	Tennyson High School will promote student work from Visual Arts courses by displaying work at the Tennyson Art Gallery and other Community exhibitions	Tennyson High School Students	500 LCFF Supplemental and Concentration Funds Supplies and Gallery Equipment
4.5	Tennyson High School will promote learning from Performing Arts students by at least one field trip per year	Tennyson High School Students	1500 LCFF Supplemental and Concentration Funds Performing Arts Field Trips
4.6	Tennyson High School will create opportunities for extracurricular learning with the Visual Arts through the official institution of a Ceramics Club	Tennyson High School Students	500 LCFF Supplemental and Concentration Funds Ceramics Supplies
4.7	Tennyson High School will provide teachers with a number of professional development opportunities related to the fine arts, increasing their ability to create lessons that integrate the arts, thereby increasing student engagement.	Tennyson High School Students	2000 LCFF Supplemental and Concentration Funds Professional Development Hours
4.8	Tennyson High School will provide opportunities for students to participate in extracurricular activities related to the traditional cultural practice of Folklorico dance.	Tennyson High School Students	1000 LCFF Supplemental and Concentration Funds Folklorico Costumes

4.9	Tennyson High School will provide opportunities for students to participate in arts-integrated lessons across non-arts courses	Tennyson High School Students	3000 LCFF Supplemental and Concentration Funds Arts-Integrated Projects
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Annual Review

SPSA Year Reviewed: 2024-25

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. As well, increased creative production at the school will allow more opportunities for students to display their work, increasing engagement from parents/guardians and faculty/staff who will be interested to see student products. Additional fine arts activities will increase equitable learning for all students, including low income and underperforming students. The technological literacy of students will increase through fine arts activities, as many will incorporate contemporary technology tools / applications.

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

A main concern is that despite instituting increased opportunities for students since a baseline for this goal was created, enrollment in VAPA courses continues to decline; however, the number of students participating in VAPA activities outside of regular VAPA courses has increased significantly, both in non-arts courses and through extracurricular activities.

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.

Due to difficulty with finding visiting artists, who are available to work within the budget constraints, we removed this strategy from the SPSA for 2025-26.

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 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 (23/24)

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. Even with the budget cuts, we still have other ways of funding activities that can help to increase the positive school climate and culture. Some of the opportunities to be connected to school-sponsored groups that we plan to continue to implement are 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%
Increase student participation in voluntary activities (lunch rallies, dances, classroom activities, school wide events)	In 24-25 we will increase participation by at least having more than 25 students participate in the various activities. We will also have more than 5 staff members participate in the various activities.	Increase the percent of students and staff attending these events.

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 specialist and a new Restorative Justice Counselor. <p>Training, relationship building, and mediations.</p> <ul style="list-style-type: none"> THS RJ Work Group to support the school community with community 	Tennyson High School Students	<p>15000 LCFF Supplemental and Concentration Funds</p> <p>AASAI Case management 2000 LCFF Supplemental and Concentration Funds</p> <p>Inclusion of SpEd Students 22,200 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Tutoring Center- Extra Hours for staff to provide tutoring, intervention for students (SPED, AASAI, Newcomers, etc) 15000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Technology Platforms/Subscriptions for the school - 25000 LCFF Supplemental and Concentration Funds</p> <p>Technology Platforms/Subscriptions for the school - 199,000 Comprehensive Support and Improvement (CSI)</p> <p>Youth Intervention Specialist 182,000</p>

	<p>building, positive climate and culture, and intervention support.</p> <ul style="list-style-type: none"> • Student Empowerment clubs will support all students through mentoring, one-on-one support/check-ins/monitoring, group support, and classroom presentations (i.e., AASAI, Link Crew, Puente, AVID, Green Team, MESA Club, Play for aide, etc.) • Challenge Day, we will support funding from Community School Grant • 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. Link Crew students will continue to support freshmen and new students throughout the school year by hosting quarterly events. • 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. BSU will be re-established for next academic school year. • Staff will engage in Culturally Relevant Teaching professional development Anti-bias/Anti-Racism in the classroom. • Tutoring Center to support students before or after school. Tutors will also be able to support students in the classroom, specifically in math courses. <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 		<p>Comprehensive Support and Improvement (CSI)</p> <p>Restorative Justice Counselor</p>
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	<ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Reduced (goal) suspension rates • Data from student empowerment clubs • Feedback from Anti-Bias and Anti-Racism sessions • Feedback from students after every event. <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. <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 decreased. <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 		
5.2	<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. • Intervention Program -Provide targeted support to improve student attendance and academic performance by implementing interventions for students identified as chronically absent or struggling academically. <p>Responsibilities: Monitor student attendance data to identify patterns of chronic absenteeism. Collaborate with administration, counselors, and families to develop individualized intervention plans for truant students. Conduct student check-ins and goal-setting meetings to support attendance and academic progress. Provide small group or one-on-one academic support for students with failing grades. Communicate regularly with families to address</p>	Improve Student Engagement	<p>10,600 LCFF Supplemental and Concentration Funds</p> <p>Projects and Activities to support school climate, safety, and cultural relevance (all groups) ASB 104,000 Comprehensive Support and Improvement (CSI)</p> <p>4 sections for intervention program 10000 LCFF Supplemental and Concentration Funds</p> <p>Extra hours for PLC time such as a New Teacher PLC, 9th Grade PLC, 10th Grade PLCs, Nonprogram PLC that supports students and school culture. 0</p> <p>5000 LCFF Supplemental and Concentration Funds</p>

	<p>attendance barriers and academic concerns. Track intervention progress and maintain documentation of student outcomes. Participate in Student Support Team meetings to coordinate services and share updates. Support restorative practices and positive reinforcement strategies to promote student engagement.</p> <p>People Assigned:</p> <ul style="list-style-type: none"> • Administration • Teachers • Consultants • Students 		<p>Student led initiatives and projects for deepen student to student relationships on campus (LCFF)</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 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 increase common final assessments and labs. Continue the work on Culture of Error. 2,000 LCFF Supplemental and Concentration Funds</p> <p>World Language department COI regarding Grading for Equity 2000 LCFF Supplemental and Concentration Funds</p> <p>Social Students- Increase student engagement and opportunities 2000 LCFF Supplemental and Concentration Funds</p> <p>Physical Education Department supplemental materials and supplies to support instruction for physical education students</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 articulated 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%. This includes students reporting meaningful participation and having caring relationships with adults on campus.

To support this goal, a wide array of strategies have been implemented to strengthen school connectedness across students, families, and staff. These efforts have led to increased engagement, stronger relationships, and more intentional support systems.

Student Connectedness

Key strategies have included:

Ongoing COST (Coordination of Services Team) to manage and monitor support services.

Student Empowerment Clubs, Leadership Club, and the reintroduction of Black Student Union (BSU) to foster leadership and identity-based engagement.

Restorative Justice Circles and conflict resolution support initiated by staff.

Link Crew expansion to provide peer mentoring and advisory follow-up for incoming students.

AASAI case management and targeted intervention groups to support historically underserved populations.

Family and Parent Connectedness

Efforts included:

Hosting workshops for families on Infinite Campus, academic monitoring, and student communication.

Outreach to encourage parent participation in school committees.

Gathering feedback from ELAC and Puente families to improve engagement practices and events.

Staff Connectedness

Our strategies to support staff connection and morale included:

Icebreaker and community-building activities in staff meetings.

Equitable allocation of resources across departments to ensure access to materials and supplies.

Continued exposure to best practices (e.g., Grading for Equity).

Strengthened PLCs across departments and staff groups.

Investment in technology that allows for collaboration and cross-curricular support.

Continued engagement in the WASC Circle of Inquiry (COI) process.

In addition to these efforts, we will fund a Youth Intervention Specialist and a Restorative Justice Counselor to support restorative practices, intervention coordination, and schoolwide connectedness.

Comprehensive Support and Improvement (CSI) Plan: Strategic Additions for 2025–2026

As part of our Comprehensive Support and Improvement (CSI) designation, THS has received additional funding due to our current graduation rate and identified need for strategic improvement. These CSI funds are being used to strengthen our Graduation and Student Success Plan through a comprehensive system of supports aimed at closing opportunity gaps, increasing academic engagement, and improving school climate.

The CSI plan is not a standalone program, but an integrated framework to enhance and extend our existing work.

Key CSI-Supported Strategies Include:

Youth Intervention Specialist- Responsibilities include intervention case management, student check-ins, leading the new peer mediation program, coordinating tutoring, and supporting enrichment programming.

Restorative Justice Counselor- Supports campus climate through restorative circles, student mediations, and conflict resolution.

Tutoring Support Coordination: Collaboration with HPN Tutors and creation of an in-house tutoring model aligned with student needs, including athletic tutoring facilitated by an athletic director.

College & Career Team Support:

Attendance & Truancy Intervention- Weekly student check-ins, Group truancy meetings, Positive attendance campaigns, Monitoring and evaluation of attendance staff

Wellness Center- A structured space for students to regulate emotions, reflect on behavior, and reengage with learning.

Prep 4 College Program- Provides additional college and career readiness supports for students not enrolled in other pathway programs.

GATE Program Enrichment- Real-world, engaging programming for GATE-identified students.

School Culture & Climate Initiatives- Cultural walkthroughs, inclusive extracurriculars, and field trips to affirm student identity and build pride.

Community School Coordination- Lead gap analysis, manage metrics, and collaborate with SFUSD Community Schools teams to support site improvement and stakeholder engagement.

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

In 2023–2024, several departments faced difficulty accessing resources due to limited alignment between their needs and the SPSA. This year's SPSA and CSI funding have expanded to address those gaps. New allocations ensure that all departments receive the instructional support and materials they need, and additional personnel have been hired to support individualized interventions, tutoring, and program coordination.

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.

Based on implementation review and stakeholder feedback, several significant changes were made:

- CSI funding has allowed us to expand intervention services, including staffing, tutoring, and student leadership programming.
- Re-establishment of BSU and expansion of Link Crew and Leadership Club offer more opportunities for student voice and belonging.
- Additional supports like the Reflection Room, Prep 4 College, and attendance interventions create a multi-tiered approach to academic and behavioral success.
- Our approach continues to evolve based on data, including graduation rate, student participation, and attendance metrics, to ensure equitable access to opportunity and support.

These shifts reflect our school's deepening commitment to creating a connected, inclusive, and achievement-oriented environment for every student.

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 5 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>2000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Allocate hours FES to develop and host after hours and summer work 10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Materials and Supplies- to display resources that will support parents in navigating the school system. Increase communication b printing, mailing, robocalls, social media. etc.</p>

	Goal: To have 100% Parent/Guardians who use the Infinite Campus website/app to track student grades and attendance		
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Annual Review

SPSA Year Reviewed: 2024-25

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 remains low, with many families expressing confusion around school procedures, policies, and opportunities for involvement. We recognize this is partly due to our context, serving a large number of migrant families, English learners, and working-class parents in one of the most expensive regions in the country. Many families are working extended hours or multiple jobs, and are unfamiliar with the U.S. educational system.

Acknowledging these barriers, we set a goal to increase the percentage of parents/guardians who feel connected, informed, and supported by 10%. As a designated Community School, we also aim to expand our partnerships with outside organizations to offer more family-centered programming, such as workshops, events, and culturally relevant engagement opportunities.

In the 2024–2025 school year, we made measurable progress:

- We reached nearly 100% parent/guardian sign-up for Infinite Campus, an essential tool for tracking grades and attendance.
- We offered nutrition classes, mental health workshops, and monthly counselor presentations on academic and emotional development.
- ELAC was particularly active, advocating for English Learner families and informing schoolwide planning.

However, while access to Infinite Campus has significantly increased, many families still lack the skills or confidence to use the platform effectively. Simply being signed up does not guarantee meaningful usage.

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

A major shift in our implementation focus emerged once we realized that while access to Infinite Campus is high, functional use remains low. Families may log in, but many are not comfortable navigating the system to check grades, attendance, or messaging features. This new understanding means that our strategies need to move beyond initial access and into skill-building and sustained support. This includes:

- Offering hands-on workshops where families can log in and practice using key features.
- Providing language-specific trainings and tutorials in our most spoken home languages.
- Ensuring technical support is available during evenings or weekends for working families.

Additionally, due to a district-wide budget crisis, we are transitioning to a new Family Engagement Specialist next year. While this is a positive opportunity, we anticipate a learning curve as the new staff member becomes familiar with our school community. We will prioritize a strong onboarding plan to support continuity of services and relationships.

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.

In response to our analysis and community feedback, the following changes will be made in the 2024–2025 SPSA:

- A strategic shift in our Infinite Campus initiative, moving from focusing solely on account sign-ups to ensuring functional usage. Our new goal is for at least 75% of families to actively use Infinite Campus to monitor grades, attendance, and communicate with staff.
- Implementation of multi-session, language-accessible technology trainings that offer hands-on practice using Infinite Campus, guided by counselors and support staff.
- Introduction of a Parent Peer Mentor model to provide ongoing, culturally and linguistically responsive support for families new to the school system.
- Continued expansion of family workshops on topics including academic support, social-emotional wellness, navigating school policies, and graduation requirements.
- Hosting parent recognition events and field trips designed to build community and strengthen family-school connections.
- Leveraging community-based partnerships to offer more culturally relevant programs and family services.

Additionally, due to the district's budget constraints, we will be onboarding a new Family Engagement Specialist this year. We recognize that this transition comes at a critical time, as our school community requires intensive parent engagement and support. We are committed to supporting this new team member through:

- A thorough onboarding and transition plan
- Clear communication of community needs and engagement goals
- Close collaboration with school leadership, counselors, and ELAC
- Ongoing professional development and coaching

These changes reflect our broader commitment to building an inclusive, informed, and empowered parent/guardian community.

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)?

- It is clear that we need to support our students with tech literacy and tech access.

Strategy:

- 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	66% Graduation Rate	71% 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
7.1	Task: <ul style="list-style-type: none"> • For 9th graders, 1 to 1 truancy meetings with an administrator and Youth 	Tennyson High School staff will collaborate with the district's Child Welfare and Attendance division to reduce	5000 LCFF Supplemental and Concentration Funds

	<p>Intervention Specialist will be scheduled with families.</p> <ul style="list-style-type: none"> 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. <p>Measures:</p> <ul style="list-style-type: none"> Student Attendance Data ADA reports Truancy Reports Aggregated quarterly grade reports Support student services center activities and programs. 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 Restorative Justice Counselor 4- 20% Intervention Teachers Empowerment Mentors Attendance clerk Academic Counselors COST/CWA provider College and Career Coordinator Social Emotional Counselor 	families' barriers to attendance, including early intervention and COST services.	Extra hours for attendance clerk to provide extra support for parents.
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 	Monitor and support student graduation in 4 years	

	<p>Attendance will work in collaboration to increase attendance to support increasing the graduation rate.</p> <ul style="list-style-type: none">• 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• Restorative Justice Counselor• Counselors• College and Career Center and other program coordinators.• Teachers• Attendance staff• COST provider/CWA		
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Annual Review

SPSA Year Reviewed: 2024-25

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, data indicates a concerning increase in chronic absenteeism and a concurrent decline in our graduation rates. Specifically, chronic absenteeism has risen to [insert specific % if available], disproportionately impacting English Learners, economically disadvantaged students, and other vulnerable populations. While we have maintained efforts such as truancy meetings, attendance monitoring, and SST referrals, these measures alone have not sufficiently curbed the trend.

Our current implementation includes weekly attendance meetings between administration and attendance clerks, senior meetings focused on academic progress, and professional development on equitable grading practices to support student success. Additionally, CSOs collaborate with attendance clerks to identify students who cut individual classes

despite being marked present elsewhere. These efforts have had mixed results, highlighting the need for more comprehensive, coordinated interventions.

Recognizing these challenges, we are committed to a multi-tiered approach that enhances not only attendance tracking but also the overall school climate and family engagement. Our strategies include expanding support staff, specifically by adding a Youth Intervention Specialist (YIS), to provide early intervention, restorative justice practices, and targeted academic and social-emotional supports. This role will work closely with students, families, and staff to build stronger relationships, address barriers to attendance, and improve connectedness.

Family engagement remains a critical piece of this puzzle. Given our community's high cost of living, linguistic diversity, and the prevalence of migrant families unfamiliar with the U.S. education system, many parents report feeling disconnected from the school. This gap impacts students' attendance and academic success. To address this, we have increased parent workshops and plan to support our new Family Engagement Specialist in building stronger ties with families and community groups, fostering a welcoming and supportive environment for parents.

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

Due to budget constraints, we will not be able to hire the previously planned 50% attendance clerk, which limits our capacity for attendance monitoring and direct outreach. However, we will compensate by leveraging the skills and capacity of our Youth Intervention Specialist, who will take on significant roles in attendance support, truancy intervention, and school climate improvement.

The expanded responsibilities of the YIS include:

- Coordinating tutoring programs aligned with students' language and academic needs.
- Supporting the College and Career Team to increase student credit attainment and postsecondary readiness.
- Facilitating COST meetings to organize services for students facing barriers.
- Leading truancy processes, monitoring attendance data, and conducting weekly student check-ins.
- Building a culturally responsive, affirming school climate through activities and cultural walkthroughs.

Simultaneously, we will support our new Family Engagement Specialist through a structured transition, focusing on increasing parent knowledge and involvement despite the community's economic and linguistic challenges.

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 decreased by 1.5 points between the 2023 and 2024 school year. The math department is continuing to work on establishing common assessments to track student skills and progress throughout the school year.
- ELA CAASPP performance decreased by 104.4 points between the 2023 and 2024 school year.
- 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 601 English Learners at Tennyson in 2024. We have identified many strategies within the 2025-2026 SPSA to continue to target this student group.

According to ed-data.org:

- In 22-23 school year we had a 39.4% chronic absenteeism rate, however, in 23-24 we decreased to 32.1%.
- 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 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Professional Development- Creating Rigorous Lesson Plans and common assessments 11068 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Increase staff collaboration across curriculum. departments, and leadership committees</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 three years, our school has engaged in ongoing, purposeful reflection and collaboration to address the WASC criteria and recommendations. Through a series of focused group discussions and home group meetings held during staff meetings and dedicated collaboration sessions, we have created meaningful opportunities to dive deeply into our student achievement data, school culture indicators, and program effectiveness.

These collaborative gatherings have been instrumental in fostering a shared understanding among staff members of where our school currently stands and where growth is needed. By examining the WASC criteria in detail, our teams have been able to identify strengths, challenges, and gaps supported by concrete evidence from multiple sources. This process has also encouraged transparency and collective ownership of our continuous improvement efforts.

In the past year, as part of our WASC one-year progress report, we took a critical step forward by demonstrating measurable progress toward addressing the key recommendations identified during our last accreditation cycle. We systematically documented evidence of growth in areas such as student achievement, instructional practices, and school climate, ensuring alignment with WASC expectations. This report served not only as a reflection on our progress but also as a strategic guide for our next steps.

Moving forward, our focus remains on deepening the impact of these collaborative processes, using data-driven decision-making to continuously refine our goals and action plans. We are committed to sustaining a culture of reflective practice and collaboration, empowering all stakeholders, staff, students, and families to contribute to the ongoing success and improvement of our school community.

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

One of the key recommendations from WASC was to revisit and update our school's mission and vision statements to better align with current priorities and community needs. While the initial plan was to address this through a Local Curriculum Council Retreat, instead, we adapted our approach to begin a phased revision process during our monthly staff meetings. This ongoing collaborative effort has allowed staff to engage in reflective discussions, provide input, and collectively shape the mission and vision over time.

This iterative approach has helped ensure broad staff involvement and ownership of the revised statements. Moving forward, we plan to continue this phased process with the goal of finalizing and formally adopting the updated mission and vision by the end of the current academic year. The new statements will then be shared with the entire school community to promote a unified sense of purpose and direction.

In addition, based on WASC feedback and data analysis regarding attendance and student support, we have reallocated funds to hire an additional Youth Intervention Specialist under Goal 7 of the SPSA. This adjustment is designed to provide more targeted intervention for chronically absent students, enhancing personalized support to improve attendance and overall student outcomes.

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.

Based on the analysis and feedback from the WASC process, several changes will be made to better align our goals and strategies with identified needs and priorities:

- **Mission and Vision Revision:** The goal now includes an ongoing, phased revision of the school's mission and vision statements. This process is embedded in monthly staff meetings to ensure continuous input and engagement from all stakeholders. This change is reflected in the SPSA under the section addressing school climate and culture.
- **Increased Focus on Attendance and Student Support:** We have allocated funds to hire an additional Youth Intervention Specialist, with a specific focus on supporting chronically absent students. This change aims to improve attendance rates, reduce dropout risk, and increase student engagement. Details of this addition can be found under Goal 7 in the SPSA.
- **Enhanced Metrics and Monitoring:** Annual outcomes now include more specific attendance metrics, such as reductions in chronic absenteeism rates and improvements in Average Daily Attendance (ADA). We will also monitor student engagement indicators and intervention effectiveness more closely through regular data reviews.
- **Expanded Family and Community Engagement:** Strategies now include increased efforts to involve parents and community partners in supporting student success, reflecting the broader goal of fostering a supportive school environment. These strategies are detailed in the family engagement section of the SPSA.

- Ongoing Professional Development: Staff training around restorative practices, grading equity, and culturally responsive pedagogy will continue and expand to support the new goals related to school climate and student connectedness.

Together, these changes reflect a more comprehensive and data-informed approach to improving student outcomes and creating a positive, inclusive school culture.

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	\$204,642.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$824,552.00
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)	\$547,884.00

Subtotal of additional federal funds included for this school: \$547,884.00

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 (\$)
	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$171,068.00
LCFF Supplemental and Concentration Funds	\$105,600.00

Subtotal of state or local funds included for this school: \$276,668.00

Total of federal, state, and/or local funds for this school: \$824,552.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	140928	35,328.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	204642	33,574.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	547,884.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	171,068.00
LCFF Supplemental and Concentration Funds	105,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Comprehensive Support and Improvement (CSI)	547,884.00
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	171,068.00
	LCFF Supplemental and Concentration Funds	105,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,884.00

Goal 2	22,000.00
Goal 3	72,800.00
Goal 4	12,000.00
Goal 5	597,800.00
Goal 6	12,000.00
Goal 7	5,000.00
Goal 8	21,068.00

School Site Council Membership

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

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

Name of Members	Role
Ana Ortiz	Parent or Community Member
Leslie Watson	Classroom Teacher
Jessica Diaz	Classroom Teacher
Avnit Sambi	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
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

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 5/19/25.

Attested:



Principal, Veronica Estrada on 6/5/2025



SSC Chairperson, Leslie Watson on 6/5/2025



ELAC Representative, Gabriela Preciado on 6/5/2025