

Tennyson High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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

Tennyson Lancer Code (TLC)

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	340
Grade 10	378
Grade 11	374
Grade 12	419
Total Enrollment	1,511

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.1
Asian	7.3
Black or African American	5.8
Filipino	3.8
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	2.9
Two or More Races	1.7
White	2
English Learners	40.2
Foster Youth	0.4
Homeless	2.8
Migrant	3.4
Socioeconomically Disadvantaged	85.8
Students with Disabilities	13.1

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.9	74.84	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	1.9	2.23	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.2	9.62	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.4	5.15	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	6.9	8.14	58.3	5.79	15831.9	5.67
Total Teaching Positions	85.3	100	1007.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.8	76.95	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	2.16	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.5	9.93	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	2.29	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	7.4	8.66	59.5	6.06	14303.8	5.15
Total Teaching Positions	85.6	100	982	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.8	76.9	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	2.8	3.23	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.2	16.13	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.55	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	1.9	2.17	48.3	4.99	13705.8	4.91
Total Teaching Positions	88.2	100	969.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.70	3.7	4.5
Misassignments	5.40	4.7	9.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	8.20	8.5	14.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.4	0
Local Assignment Options	3.30	1.4	1.3
Total Out-of-Field Teachers	4.40	1.9	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5	5.2	12.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	1.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 Grades 9-12th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020	0%
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017 Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015	0%

	Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017	
Science	Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology) Prentice Hall, Prentice Hall Biology, c2007 AGS Publishing, Biology: Cycles of Life, c2006 Holt, Rinehart & Winston, Holt Chemistry, c2007 Prentice Hall, Conceptual Chemistry, c2007 McGraw-Hill Professional, Alternative Energy Demystified, c2007 Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007 Holt, Rinehart & Winston, Earth Science, c2007 AGS Publishing, Earth Science, c2004 Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007 Elsevier/Mosby, The Human Body in Health and Disease, c2005 Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007 Prentice Hall, Conceptual Physics, c2009 Holt, Rinehart & Winston, Holt Physics, c2007 Holt, Rinehart & Winston, Holt Environmental Science, c2008 AGS Publishing, Environmental Science, c2007 Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009 Prentice Hall, Prentice Hall Chemistry, c2007 Holt, Rinehart & Winston, Holt Physics, c2007 Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018 Prentice Hall, Campbell, Reece, AP Biology, c2014 Pearson, College Physics: Explore and Apply, 2nd Edition, c2019 John Wiley & Sons, Environment, c2007 McGraw Hill, Exploring Geology c2019 Carolina Biological Supply Co., Open Sci Ed (Environmental Science) Accelerate Learning, Stemsopes (Chemistry)	0%
History-Social Science	Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Documents In World History, Vols. 1 & 2, c2006 Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006 Prentice Hall, World Cultures: A Global Mosaic, c2004 Prentice Hall, World Geography: Building a Global Perspective, c2007 Prentice Hall, United States History: Modern America, c2008 Walch Publishing, Power Basics® United States History, c2005 Prentice Hall, Magruder's American Government, c2006 Glencoe/McGraw-Hill, Understanding Psychology, c2003 Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007 Prentice Hall, Government by the People c2016 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007 Prentice Hall, Foundations of Economics, AP Edition, c2015	0%

	Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015 Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018 Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition	
Foreign Language	9-12 Grade: Cheng & Tsui, Integrated Chinese 4th Edition c2017, Levels 1-4 (Chinese) 9-12 Grade: Cheng & Tsui, Adventures in Japanese, 4th Edition, c2014, (Japanese) 9-12 Grade: Cheng & Tsui, Dekiru!, 4th Edition, c2014, Honors (Japanese) 9-12 Grade: Carnegie Learning, Que Chevere! c2020, Levels 1-4 (Spanish) 9-12 Grade: Vista Higher Learning, Temas 3rd Edition c2024 AP/Honors (Spanish) 9-12 Grade: Vista Higher Learning, Chemins c2023, Levels 1-4 (French)	0%
Health	Goodheart-Wilcox Co., Comprehensive Health Skills for High School, 5th Edition, c2025	0%

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

School Facility Conditions and Planned Improvements

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

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

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

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

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Tennyson High School these projects have included replacement of the roof system, Fire Alarm/PA System, intrusion alarm system, exterior painting and pavement rehabilitation. In addition a

School Facility Conditions and Planned Improvements

modernization that consists of modernizing existing classrooms, HVAC upgrades, new flooring, furniture, casework, Audio Visual Technology, etc. All work described will be completed by the end of the 2024/2025 school year.

Year and month of the most recent FIT report

December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	23	32	34	47	48
Mathematics (grades 3-8 and 11)	7	8	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	380	311	81.84	18.16	22.58
Female	176	142	80.68	19.32	29.08
Male	204	169	82.84	17.16	17.16
American Indian or Alaska Native	--	--	--	--	--
Asian	20	12	60.00	40.00	25.00
Black or African American	16	11	68.75	31.25	18.18
Filipino	18	17	94.44	5.56	35.29
Hispanic or Latino	297	246	82.83	17.17	22.04
Native Hawaiian or Pacific Islander	16	15	93.75	6.25	26.67
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	169	118	69.82	30.18	2.56
Foster Youth	0	0	0	0	0
Homeless	19	8	42.11	57.89	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	279	82.30	17.70	21.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	39	78.00	22.00	12.82

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	380	353	92.89	7.11	7.65
Female	176	163	92.61	7.39	7.98
Male	204	190	93.14	6.86	7.37
American Indian or Alaska Native	--	--	--	--	--
Asian	20	17	85.00	15.00	11.76
Black or African American	16	11	68.75	31.25	9.09
Filipino	18	18	100.00	0.00	27.78
Hispanic or Latino	297	280	94.28	5.72	6.07
Native Hawaiian or Pacific Islander	16	14	87.50	12.50	14.29
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	169	158	93.49	6.51	0.00
Foster Youth	0	0	0	0	0
Homeless	19	17	89.47	10.53	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	318	93.81	6.19	7.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	40	80.00	20.00	7.50

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.42	9.63	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	782	741	94.76	5.24	11.08
Female	375	358	95.47	4.53	9.52
Male	407	383	94.10	5.90	12.53
American Indian or Alaska Native	--	--	--	--	--
Asian	59	56	94.92	5.08	19.64
Black or African American	35	30	85.71	14.29	13.33
Filipino	36	36	100.00	0.00	19.44
Hispanic or Latino	599	568	94.82	5.18	8.82
Native Hawaiian or Pacific Islander	23	21	91.30	8.70	19.05
Two or More Races	12	12	100.00	0.00	25.00
White	17	17	100.00	0.00	17.65
English Learners	323	310	95.98	4.02	0.32
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	696	663	95.26	4.74	10.42
Students Receiving Migrant Education Services	22	20	90.91	9.09	20.00
Students with Disabilities	92	76	82.61	17.39	6.67

2024-25 Career Technical Education Programs

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

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

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

2024-25 Career Technical Education Programs

Career Pathway Courses
Advanced Manufacturing I P
Advanced Manufacturing II

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

Introduction to Engineering Design P
Principles of Engineering P

Entrepreneurship I P
Entrepreneurship II P

Multi-Media I P
Multi-Media II P

Photography I P
Photography II P

Sports Medicine I P
Sports Medicine II P

Biology & Sustainable Agriculture P
Chemistry & Agriscience P

Theatre I P
Theatre II P

Wood Technology I P
Wood Technology II P

ROP Career Pathway Courses

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

Automotive Technology I P
Automotive Technology II P

Careers in Education I P
Careers in Education II P

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

Construction Technology I P
Construction Technology II P

Culinary Science I P
Culinary Science II P

Cybersecurity I P
Cybersecurity II P

Dental Assisting I P
Dental Assisting II P

First Responder/EMT I P

2024-25 Career Technical Education Programs

First Responder/EMT II P

Medical Careers I P
Medical Careers II P

Merchandising

Welding Technology I P
Welding Technology II P

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

District CTE Representative: Veronica Ortiz, College and Career Coordinator

CTE Advisory Industry Partners

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	516
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
Graduates Who Completed All Courses Required for UC/CSU Admission	26.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96%	94%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Tennyson High School benefits greatly from strong parent and community partnerships that support student success. Parents actively participate in School Site Council (SSC), Site-Based Decision Making (SBDM), English Learner Advisory Committee (ELAC), AASA II, Coffee with the Principal, and a variety of school activities offered in person, hybrid, and virtual formats. These opportunities ensure families have multiple avenues to engage meaningfully in school governance and decision-making processes.

Tennyson High School communicates regularly with parents and the broader community through multiple platforms, including the school website, electronic marquee, automated phone calls, text messages, and email communication. Infinite Campus serves as a key online tool that allows parents to monitor attendance, grades, assignments, and other aspects of their child's academic progress. To promote equitable access, communication is provided in multiple languages, and families are supported in navigating online platforms as needed.

The school hosts a variety of events that welcome families to campus and promote school connectedness. Back-to-School Night, held annually in the fall, provides an opportunity for families and students to connect with teachers and learn about academic expectations. Expo Night allows families to meet with teachers and view student academic work. Additional events include Senior Awards Night, concert performances, and art gallery exhibitions. The broader community is also invited to participate in weekly Open Studio sessions hosted by the Ceramics program.

Virtual and in-person truancy meetings are conducted weekly to support improved student attendance. During these meetings, administrators explain attendance policies, truancy letters, and related procedures. Families are provided with current attendance data, resources, and individualized support to address attendance concerns. Each family leaves with a clear plan to improve their student's attendance, reinforcing shared accountability between home and school.

Tennyson High School employs a full-time Family Engagement Outreach and Equity Specialist funded through the Community School Grant. This role is dedicated to building strong partnerships between families and the school community, with a focus on equity and access. The specialist facilitates workshops and provides targeted support to increase parent participation, engagement, and advocacy.

2025-26 Opportunities for Parental Involvement

Administrators, counselors, teachers, and support staff collaborate to communicate with families regarding students' academic progress, college and career readiness, and course planning. Through ongoing communication and guidance, families are empowered to make informed decisions that align with their students' postsecondary goals. Parent input gathered through SSC, ELAC, meetings, and surveys is used to inform schoolwide planning and continuous improvement efforts.

Tennyson High School values parents as essential partners in education and remains committed to fostering inclusive, meaningful, and sustained collaboration with families and the community to support student achievement and success.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	26.4	23.3	19.5	15.6	13.2	11.3	8.2	8.9	8
Graduation Rate	57.1	62.9	67.7	77.1	80.1	82.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	390	264	67.7
Female	195	131	67.2
Male	195	133	68.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	35	27	77.1
Black or African American	20	16	80.0
Filipino	16	15	93.8
Hispanic or Latino	297	188	63.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	189	94	49.7
Foster Youth	--	--	--
Homeless	56	19	33.9
Socioeconomically Disadvantaged	372	251	67.5
Students Receiving Migrant Education Services	14	12	85.7
Students with Disabilities	45	32	71.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1696	1617	531	32.8
Female	815	773	275	35.6
Male	881	844	256	30.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	121	20	16.5
Black or African American	103	97	46	47.4
Filipino	63	59	11	18.6
Hispanic or Latino	1285	1222	420	34.4
Native Hawaiian or Pacific Islander	49	49	13	26.5
Two or More Races	31	30	11	36.7
White	35	34	8	23.5
English Learners	731	693	237	34.2
Foster Youth	14	14	9	64.3
Homeless	68	65	31	47.7
Socioeconomically Disadvantaged	1545	1488	503	33.8
Students Receiving Migrant Education Services	53	52	16	30.8
Students with Disabilities	221	217	98	45.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.07	9.6	11.91	4.9	5.4	4.97	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.11	0	0.24	0.07	0.1	0.07	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.91	0.24
Female	7.73	0.37
Male	15.78	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.40	0.00
Black or African American	18.45	0.97
Filipino	4.76	0.00
Hispanic or Latino	12.61	0.23
Native Hawaiian or Pacific Islander	6.12	0.00
Two or More Races	9.68	0.00
White	8.57	0.00
English Learners	11.49	0.00
Foster Youth	28.57	0.00
Homeless	19.12	0.00
Socioeconomically Disadvantaged	12.62	0.19
Students Receiving Migrant Education Services	11.32	0.00
Students with Disabilities	17.19	0.00

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

2025-26 School Safety Plan

The School Site Safety Plan is a living document that is reviewed and updated annually. The School Safety Coordinator meets monthly with the administrator overseeing safety and the School Safety Supervisor to review current safety requirements and updates communicated by the District Office Safety Committee. In addition, the administrator responsible for school safety meets monthly with the School Safety Committee to review safety concerns, protocols, and schoolwide safety needs. All revisions to the School Site Safety Plan are communicated to both classified and certificated staff.

The school's disaster preparedness plan outlines procedures to ensure the safety of students and staff during emergencies. Emergency supplies, including water and disaster response materials, are regularly inspected for expiration dates and replaced by the district as needed. Fire, disaster, lockdown, and shelter-in-place drills are conducted regularly throughout the school year and are posted on the school's Master Calendar. Emergency protocols and procedures are updated annually by the Emergency Preparedness Coordinator, who participates in required yearly professional development to ensure compliance with state and district safety mandates. During the most recent shelter-in-place drill, staff and students followed procedures effectively and without incident.

To support emergency communication and coordination, the school has implemented Share911, an online safety application used to communicate with staff during emergencies and to coordinate safety and disaster drills.

Students are supervised throughout the school day by teachers, administrators, and campus safety supervisors. Designated student drop-off and pick-up areas are in place, and all visitors are required to check in at the front office and wear a visitor identification pass while on campus. Incidents of graffiti or vandalism are rare and, when they occur, are addressed and removed on the same day. Any necessary investigations are conducted and reported to Student Services. School Safety Supervisors work closely with administrators to establish and maintain a calm, orderly campus environment and build positive relationships with students as trusted adults.

School safety is closely connected to school climate and the academic environment. Administration engages families, teachers, and students through meetings that promote communication, collaboration, and mutual respect. Suspensions are issued only for offenses that require suspension under the California Education Code. When applicable, re-entry meetings are held following suspensions to support student learning, repair relationships, and facilitate successful reintegration into the school community. Students removed from class as part of a disciplinary consequence are provided academic work to ensure continuity of instruction.

The Hayward Unified School District has developed districtwide safety plans, with each school maintaining a site-specific safety plan. Tennyson High School has an active School Safety Committee composed of administrators, teachers, maintenance staff, school safety supervisors, and other staff members. This committee collaborates in the development, review, and revision of the School Site Safety Plan and responds to day-to-day safety concerns. During the 2023–24 school year, all required safety, health, and sanitizing protocols were implemented to ensure the safety of staff, students, and visitors. CDC recommendations and guidelines are followed to maintain a safe and healthy campus environment.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	69	30	8
Mathematics	18	53	25	3
Science	19	31	38	0
Social Science	17	52	27	5

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	50	40	3
Mathematics	19	39	27	2
Science	22	23	29	
Social Science	20	34	29	4

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	389.5

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	9.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,072	\$14,363	\$9,709	\$103,186
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-14.3	-14.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-13.8	-0.5

Fiscal Year 2024-25 Types of Services Funded

Tennyson High School offers a comprehensive range of academic programs and course offerings designed to meet the diverse needs of its student population. These include Advanced Placement (AP) courses, Honors courses, Special Education programs (Special Day Class (SDC), Resource Specialist Program (RSP), and Seneca), English Language Development (ELD) courses (Sheltered and Bilingual), and traditional comprehensive coursework.

Fiscal Year 2024-25 Types of Services Funded

To support students who require additional academic intervention, Tennyson provides computer-based intervention and credit recovery options. Cyber High is an after-school, computer-based credit recovery program that allows students to make up courses they have previously failed under the supervision of school staff.

Tennyson High School has multiple systems of academic support in place to ensure student success. The school utilizes an online academic planning platform that enables students, in collaboration with their academic counselors, to explore educational options and develop a four-year academic plan aligned with graduation and postsecondary goals.

English Learner Programs and Supports

Tennyson High School offers comprehensive services to support English Learners (ELs) and recently arrived immigrant students:

World House Program: A newcomer program serving recently arrived immigrant students and English Learners who require orientation to the U.S. educational system. After meeting program goals, students transition into other English Learner programs, including sheltered English and content courses.

English Language Development (ELD): ELD specialists, teachers, and Bilingual Instructional Assistants (BIAs) provide ongoing instructional and academic support both in and out of the classroom.

Bilingual Instructional Support: BIAs provide primary-language support for World House students. Bilingual content courses are offered in Spanish, while students whose primary language is not Spanish are placed in sheltered content courses.

ELPAC Academy: Designed to support English Learners who have not yet met reclassification criteria, with the goal of increasing student proficiency and reclassification rates.

Coordination of Services: Support services for EL students and families are coordinated through COST referrals.

English Learner Advisory Committee (ELAC): Provides a forum for parents to collaborate, share input, and receive information regarding EL programs and services.

College and Career Readiness Programs

Tennyson High School offers several specialized programs that promote college and career readiness, particularly for historically underserved student populations:

Puente Program: Focuses on increasing the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders. Puente includes a dedicated elective course offered in grades 9 through 12.

AVID (Advancement Via Individual Determination): Targets first-generation college-bound students and supports mid-level students in preparing for college eligibility. AVID includes a four-year elective emphasizing writing, inquiry, collaboration, and academic skill development.

Career Pathways and Small Learning Communities

Tennyson High School offers multiple career pathways that integrate rigorous academics with real-world applications:

Community Multimedia Academy (CMMA): A small learning community for students in grades 10–12 that integrates computer technology, multimedia, social justice, and community service. Students work with a dedicated team of teachers, meet A–G requirements, and develop marketable multimedia skills. CMMA receives recurring funding as a California Partnership Academy and includes a program elective embedded throughout the three-year sequence.

Biomedical Science Pathway: Supported by the HUSD Career Pathway Trust Grant, this pathway utilizes Project Lead the Way curriculum to provide project-based learning and career exploration in biomedical sciences. Students participate in integrated coursework, guest speakers, field trips, mentorships, and collaborative instruction by pathway teachers.

Farm-to-Fork (F2F) Pathway: Supported by the HUSD Career Pathway Trust Grant, K–12 Strong Workforce Program, and Alameda County Office of Education. This project-based pathway focuses on agriculture, sustainability, and food systems. Academic teachers co-teach with CTE-credentialed instructors, allowing students to earn Biology and Chemistry credit while engaging in work-based learning, entrepreneurship, and sustainable agriculture practices. Students may gain employment on the Tennyson School Farm, teaching younger students about food systems and sustainability. Dual enrollment opportunities with Merritt and Laney Colleges continue to be offered during the summer.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

Tennyson High School: 2025–2026 Instructional Focus

Professional Development

For the 2025–2026 school year, Tennyson High School is prioritizing the improvement of literacy across all content areas while strengthening inclusive and restorative school practices. In partnership with the Internationals Network, staff have engaged in ongoing professional development focused on language and content integration and restorative instructional practices that support both academic achievement and positive school climate. This work is grounded in the Internationals Network’s HELLO framework:

H – Heterogeneity and Collaboration

E – Experiential Learning

L – Language and Content Integration

L – Localized Autonomy

O – One Learning Model for All

Professional Learning and Instructional Practices

Through Professional Learning Communities (PLCs) and department meetings, staff collaborate to reduce D/F rates, implement equitable grading practices, and integrate Restorative Justice (RJ) principles into classroom instruction and schoolwide systems. Instructional improvement efforts include:

Schoolwide professional development focused on Anti-Bias/Anti-Racism (AB/AR), equity, and Restorative Justice, facilitated by the district office.

Targeted small-group professional learning sessions led by the Internationals Network to support teachers in implementing restorative practices and culturally responsive instructional strategies.

Professional development planning guided by district initiatives, School-Based Decision Making (SBDM) approvals, and staff feedback collected through surveys.

Department-level engagement in cycles of inquiry, lesson studies, unit development, and the creation of common assessments to strengthen instructional alignment and instructional effectiveness.

Leadership and Coaching Support

Department chairs, instructional coaches, and administrators—collectively referred to as the Local Curriculum Council (LCC)—participate in ILT workshops focused on Anti-Bias/Anti-Racism, grading for equity, and Restorative Justice practices. Additional supports include:

Ongoing professional development on instructional technology and educational software to enhance teaching and learning.

One-on-one coaching provided by a partner teacher, including classroom support and PLC facilitation during teacher preparation periods.

Weekly PLC facilitation by the ELD coach to support ELD teachers in unit planning, assessment development, and instructional coherence.

Planned expanded Restorative Justice training for staff to further strengthen relationship-centered and restorative approaches across campus.

Professional Development Delivery and Teacher Support

Professional development is delivered through multiple formats to ensure accessibility, consistency, and sustained implementation, including:

Staff development days

Staff meetings

Local Curriculum Council (LCC) meetings

Workshops

PLCs and department meetings, including lesson studies and cycles of inquiry

Attendance is documented at LCC meetings, and meeting minutes are maintained. Teachers receive ongoing support through:

Coaching sessions with instructional coaches

Collaborative PLC work with structured peer feedback

Administrator-facilitated coaching and instructional support sessions

Through these coordinated efforts, Tennyson High School is committed to strengthening literacy instruction, advancing equitable and restorative practices, and improving academic and social-emotional outcomes for all students.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3