



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 18, 2026	June 24, 2026

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:

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]).

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.

The needs assessment identified several resource inequities that may contribute to persistent student achievement gaps. These include limited access to targeted academic interventions, insufficient instructional support personnel to meet the needs of struggling students, inconsistent access to evidence-based instructional materials and technology, and limited time for teacher collaboration and professional learning focused on data-driven instruction. Additionally, student groups identified for CSI support require increased access to academic, social-emotional, and family engagement resources to ensure equitable opportunities for success.

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.

The California School Dashboard identified several areas of concern indicating potential resource inequities that impact student outcomes. Overall student performance was in the Red performance category for English Language Arts, Mathematics, and Suspension Rate, and in the Orange performance category for Science. Additionally, several student groups performed two or more levels below the All Students group, including Long-Term English Learners in English Learner Progress, and English Learners, Hispanic students, Homeless students, and Long-Term English Learners in Graduation Rate.

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.

These data suggest inequities in access to targeted academic interventions, language development support, social-emotional and behavioral services, and graduation support systems. The needs assessment further indicated a need for increased instructional support personnel, expanded evidence-based interventions, professional learning focused on meeting the needs of diverse learners, and additional resources to support student engagement, attendance, and academic achievement. SPSA actions and expenditures are designed to address these inequities and improve outcomes for identified student groups.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.06%	0.13%	0.22%	1	2	3
African American	5.07%	5.82%	4.83%	79	88	66
Asian	6.48%	7.35%	8.27%	101	111	113
Filipino	4.56%	3.84%	3.66%	71	58	50
Hispanic/Latino	77.54%	76.04%	75.64%	1208	1149	1034
Pacific Islander	3.53%	2.91%	3.66%	55	44	50
White	1.41%	1.99%	1.39%	22	30	19
Multiple/No Response	1.35%	1.72%	2.05%	21	26	28
Total Enrollment				1558	1511	1367

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	351	340	301
Grade 10	356	378	334
Grade 11	399	374	364
Grade 12	452	419	368
Total Enrollment	1,558	1,511	1,367

Conclusions based on this data:

1. The percentage of Asian students continue to grow.
2. The percentage of Pacific Islander students has increased in this school year (25-26).
3. Overall, our student population continues has decreased over the past two years.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	601	607	529	39.5%	38.6%	38.7%
Fluent English Proficient (FEP)	665	597	546	43.5%	42.7%	39.9%
Reclassified Fluent English Proficient (RFEP)				39.1%		

Conclusions based on this data:

1. The number of English Learners at THS on average has shown a decrease for the 25-26 school year.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	419	405	371	326	323	303	325	322	302	77.8	79.8	81.7
All Grades	419	405	371	326	323	303	325	322	302	77.8	79.8	81.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2502.	2487.	2475.	8.92	7.76	6.29	20.31	17.39	15.89	22.15	18.63	19.54	48.62	56.21	58.28
All Grades	N/A	N/A	N/A	8.92	7.76	6.29	20.31	17.39	15.89	22.15	18.63	19.54	48.62	56.21	58.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.00	9.63	8.61	48.62	46.89	43.38	43.38	43.48	48.01
All Grades	8.00	9.63	8.61	48.62	46.89	43.38	43.38	43.48	48.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.00	9.94	8.31	38.15	31.06	30.90	49.85	59.01	60.80
All Grades	12.00	9.94	8.31	38.15	31.06	30.90	49.85	59.01	60.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.08	6.52	6.31	65.23	63.98	66.45	27.69	29.50	27.24
All Grades	7.08	6.52	6.31	65.23	63.98	66.45	27.69	29.50	27.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.31	9.94	6.95	59.69	57.45	57.28	28.00	32.61	35.76
All Grades	12.31	9.94	6.95	59.69	57.45	57.28	28.00	32.61	35.76

Conclusions based on this data:

1. Over the past 3 years, we have seen an increase in ELA CAASPP participation. This is an increase by 1.9% from the previous year.
2. We have seen a decrease in the percentage of students exceeding or meeting standards in ELA.
3. 60.8% of students are below standard in writing, much higher than the approximately 30% below standard in Listening and Reserarch/Inquiry. Students need additional support in this area.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	419	405	371	376	363	346	375	363	346	89.7	89.6	93.3
All Grades	419	405	371	376	363	346	375	363	346	89.7	89.6	93.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2456.	2460.	2449.	3.20	3.58	1.73	5.87	3.03	5.49	11.20	14.60	12.43	79.73	78.79	80.35
All Grades	N/A	N/A	N/A	3.20	3.58	1.73	5.87	3.03	5.49	11.20	14.60	12.43	79.73	78.79	80.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.87	3.86	3.18	17.60	22.04	21.39	76.53	74.10	75.43
All Grades	5.87	3.86	3.18	17.60	22.04	21.39	76.53	74.10	75.43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.00	2.75	2.31	48.27	46.83	34.68	47.73	50.41	63.01
All Grades	4.00	2.75	2.31	48.27	46.83	34.68	47.73	50.41	63.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.20	3.31	2.60	51.20	53.44	55.78	45.60	43.25	41.62
All Grades	3.20	3.31	2.60	51.20	53.44	55.78	45.60	43.25	41.62

Conclusions based on this data:

1. Last school year we had a 3.7% increase 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 2025/2026 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1480.7	1467.0	1463.3	1464.2	1445.9	1442.4	1496.8	1487.5	1483.7	141	134	135
10	1469.8	1494.9	1494.9	1450.0	1486.0	1487.7	1489.2	1503.4	1501.6	139	154	146
11	1480.1	1471.0	1498.1	1459.6	1447.6	1480.8	1500.1	1493.9	1514.9	169	140	160
12	1474.9	1495.2	1496.7	1454.4	1482.8	1486.2	1494.8	1507.0	1506.6	172	160	138
All Grades										621	588	579

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.62	2.99	3.70	19.57	18.66	13.33	26.81	19.40	20.74	50.00	58.96	62.22	138	134	135
10	7.25	5.19	9.59	15.94	29.22	19.18	17.39	22.73	25.34	59.42	42.86	45.89	138	154	146
11	8.88	4.29	9.38	14.20	10.00	21.25	17.16	24.29	19.38	59.76	61.43	50.00	169	140	160
12	5.85	9.38	6.52	14.04	14.38	13.04	15.20	23.13	28.26	64.91	53.13	52.17	171	160	138
All Grades	6.49	5.61	7.43	15.75	18.20	16.93	18.83	22.45	23.32	58.93	53.74	52.33	616	588	579

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.59	14.93	11.85	26.09	22.39	20.74	18.84	5.22	15.56	43.48	57.46	51.85	138	134	135
10	14.49	25.32	16.44	18.84	22.73	27.40	11.59	12.99	17.81	55.07	38.96	38.36	138	154	146
11	15.98	12.14	20.63	16.57	20.00	20.63	12.43	11.43	13.75	55.03	56.43	45.00	169	140	160
12	11.70	20.00	13.77	18.71	15.63	27.54	11.70	18.75	21.74	57.89	45.63	36.96	171	160	138
All Grades	13.47	18.37	15.89	19.81	20.07	24.01	13.47	12.41	17.10	53.25	49.15	43.01	616	588	579

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.72	0.75	0.00	5.07	5.22	5.19	28.26	26.12	16.30	65.94	67.91	78.52	138	134	135
10	0.00	0.65	0.00	9.42	7.79	12.33	23.19	34.42	27.40	67.39	57.14	60.27	138	154	146
11	2.37	1.43	1.88	7.69	4.29	13.75	22.49	17.86	24.38	67.46	76.43	60.00	169	140	160
12	1.17	0.63	1.45	5.26	6.25	4.35	23.98	27.50	26.09	69.59	65.63	68.12	171	160	138
All Grades	1.14	0.85	0.86	6.82	5.95	9.15	24.35	26.70	23.66	67.69	66.50	66.32	616	588	579

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.45	1.49	2.22	43.48	34.33	32.59	55.07	64.18	65.19	138	134	135
10	1.45	1.30	6.21	34.78	46.10	35.17	63.77	52.60	58.62	138	154	145
11	1.78	2.86	3.75	29.59	20.00	35.00	68.64	77.14	61.25	169	140	160
12	1.75	2.50	2.90	25.15	31.88	21.01	73.10	65.63	76.09	171	160	138
All Grades	1.62	2.04	3.81	32.63	33.33	31.14	65.75	64.63	65.05	616	588	578

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	48.55	37.31	35.82	9.42	7.46	14.18	42.03	55.22	50.00	138	134	134
10	40.58	50.65	52.05	8.70	11.04	11.64	50.72	38.31	36.30	138	154	146
11	38.46	37.86	49.38	11.24	9.29	10.00	50.30	52.86	40.63	169	140	160
12	36.26	41.88	58.70	8.19	16.25	7.97	55.56	41.88	33.33	171	160	138
All Grades	40.58	42.18	49.13	9.42	11.22	10.90	50.00	46.60	39.97	616	588	578

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.90	0.75	0.00	22.46	20.90	18.52	74.64	78.36	81.48	138	134	135
10	2.17	1.95	3.47	26.81	28.57	31.94	71.01	69.48	64.58	138	154	144
11	5.92	1.43	3.13	23.08	20.71	31.25	71.01	77.86	65.63	169	140	160
12	1.75	3.13	2.17	26.32	29.38	26.09	71.93	67.50	71.74	171	160	138
All Grades	3.25	1.87	2.25	24.68	25.17	27.21	72.08	72.96	70.54	616	588	577

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	44.20	39.55	35.82	55.80	60.45	64.18	138	134	134
10	0.72	0.65	0.68	37.68	51.95	50.68	61.59	47.40	48.63	138	154	146
11	3.55	2.86	5.63	30.18	32.86	43.75	66.27	64.29	50.63	169	140	160
12	1.75	1.25	2.17	30.99	38.75	44.93	67.25	60.00	52.90	171	160	138
All Grades	1.62	1.19	2.25	35.23	40.99	43.94	63.15	57.82	53.81	616	588	578

Conclusions based on this data:

1. The overall percentage of Proficient students (Level 4) has increased by 1.82%.
2. The overall percentage of Intermediate students (Level 3) has decreased by 1.27%.
3. Speaking is the strongest domain; nearly 50% of our students achieved well-developed on the Speaking section of the ELPAC.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1511	85.8%	40.2%	0.4%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	607	40.2%
Foster Youth	6	0.4%
Homeless	43	2.8%
Socioeconomically Disadvantaged	1296	85.8%
Students with Disabilities	198	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	88	5.8%
American Indian	2	0.1%
Asian	111	7.3%
Filipino	58	3.8%
Hispanic	1149	76%
Two or More Races	26	1.7%
Pacific Islander	44	2.9%
White	30	2%

Conclusions based on this data:

1. For the 24-25 school, 85.8% of the Tennyson High School student population were Socioeconomically Disadvantaged.

2. 40.2% of the student population at Tennyson High School are English Learners, with the majority being Spanish speakers.
3. 0.4% of the Tennyson High School student population are considered Foster Youth and homeless is 2.8%. Our SPED population is currently at 13.1%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Red

English Learner Progress



Yellow

College/Career



Green

Conclusions based on this data:

1. Tennyson High School students need support in both English Language Arts and Mathematics.
2. Dashboard reveals that only 37.7% of EL's are making progress.
3. College/Career Preparedness improved significantly (increasing 6.8%) in 24/25, but less than half (49.4%) of our 24/25 seniors were prepared for College/Career.

School and Student Performance Data

Academic Performance English Language Arts

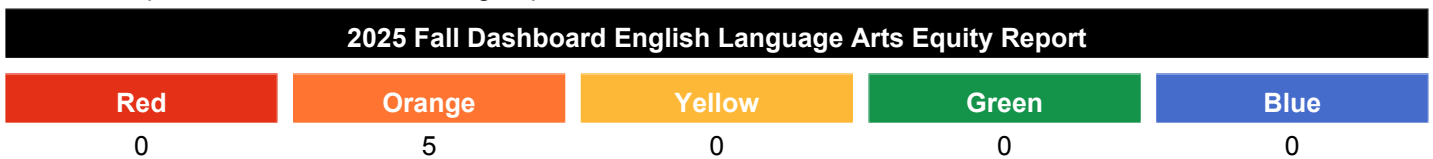
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>105.8 points below standard</p> <p>Maintained -1.4 points</p> <p>301 Students</p>	<p>English Learners</p> <p>Orange</p> <p>157.1 points below standard</p> <p>Increased 20.2 points</p> <p>163 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>152 points below standard</p> <p>Increased 46.9 points</p> <p>37 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>107.9 points below standard</p> <p>Increased 5.5 points</p> <p>272 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>162.8 points below standard</p> <p>Increased 4.8 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>217.1 points below standard</p> <p>Declined 70.6 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>115.5 points below standard</p> <p>Declined 77.9 points</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>6.9 points below standard</p> <p>Increased 8.9 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>109.8 points below standard</p> <p>Increased 15 points</p> <p>237 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>87.6 points below standard</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. Overall, for all students, the average distance from standard declined by 1.4 points to 105.8 points below standard,
2. For our EL's, the average distance from standard increased by 20.3 points to 157.1 points below standard. The improvement was even larger for the Long-Term English Learners subgroup. The average distance from standard for LTELs increased by 46.9 points to 152 points below standard.

School and Student Performance Data

Academic Performance Mathematics

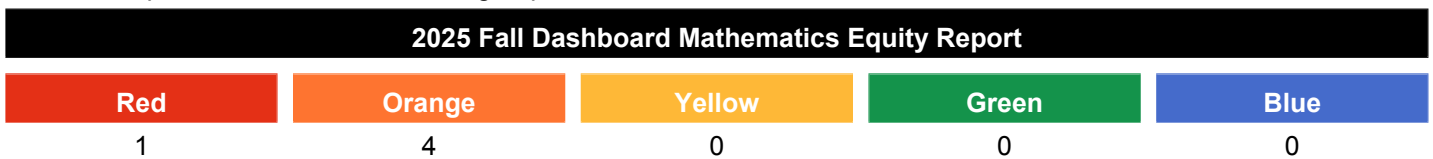
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>171.6 points below standard</p> <p>Maintained -2.4 points</p> <p>320 Students</p>	<p>English Learners</p> <p>Orange</p> <p>208.2 points below standard</p> <p>Increased 12.2 points</p> <p>182 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>245.8 points below standard</p> <p>Declined 19.8 points</p> <p>37 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>170 points below standard</p> <p>Increased 5.7 points</p> <p>289 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>210.4 points below standard</p> <p>Increased 11.7 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>248.2 points below standard</p> <p>Declined 44.9 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>186.1 points below standard</p> <p>Declined 97.3 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>100.3 points below standard</p> <p>Declined 10.6 points</p> <p>18 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>174 points below standard</p> <p>Increased 13.4 points</p> <p>251 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>167.3 points below standard</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. Students continue to perform low in mathematics.
2. Our English Learners and socioeconomically disadvantaged students have increased for the 24-25 school year.
3. The average distance from standard for students with disabilities increased by 11.7 points.

School and Student Performance Data

Academic Performance Science

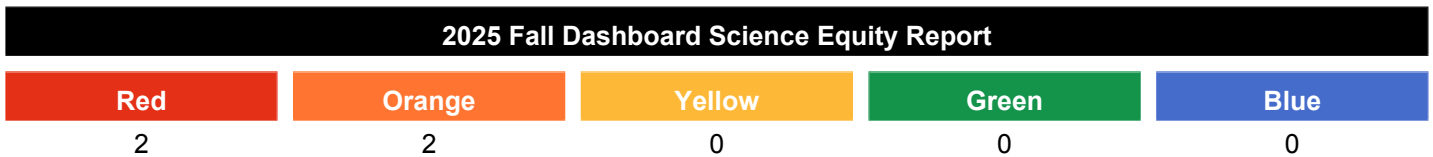
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>39.5 science points</p> <p>Maintained -1.8 points</p> <p>333 Students</p>	<p>English Learners</p> <p>Red</p> <p>31.6 science points</p> <p>Maintained -0.2 points</p> <p>191 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>30 science points</p> <p>Declined 2.3 points</p> <p>37 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39 science points</p> <p>Maintained -1 points</p> <p>305 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>34.3 science points</p> <p>Maintained 1.7 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>40.5 science points</p> <p>Increased 3.3 points</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>39.4 science points</p> <p>Declined 8.5 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>52.3 science points</p> <p>Declined 3.4 points</p> <p>18 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>38.5 science points</p> <p>Maintained -0.2 points</p> <p>260 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>39.1 science points</p> <p>13 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. The average science score for English Learners and Students with Disabilities are significantly lower than that for all students as a whole.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 37.7 making progress. Number Students: 454 Students	Long-Term English Learner Progress  Red 32.6 making progress. Number Students: 95 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 10.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 51.2%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 37.7%

Conclusions based on this data:

1. Over half (51.2%) of our ELs maintained their ELPI level from the previous school year.
2. 37.7% of our ELs progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

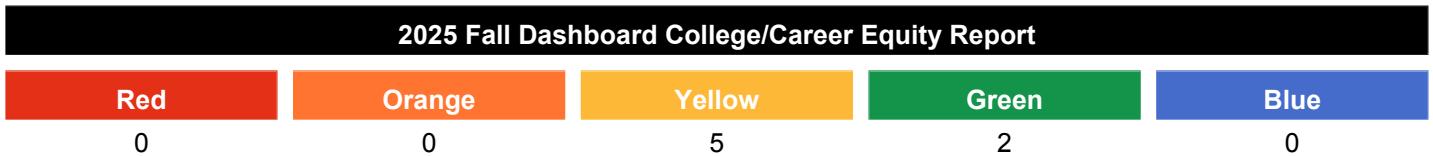
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>Prepared 49.4%</p> <p>Increased 6.8%</p> <p>403 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>Prepared 33.7%</p> <p>Increased 4.3%</p> <p>202 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>Prepared 40.9%</p> <p>Maintained -1.3%</p> <p>44 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>Prepared 22.4%</p> <p>Increased 6.5%</p> <p>58 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 48.3%</p> <p>Increased 6.2%</p> <p>385 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>Prepared 41.3%</p> <p>Maintained -1.3%</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Prepared 60%</p> <p>Increased 21.1%</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>Prepared 58.3%</p> <p>Declined 22.9%</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Prepared 68.8%</p> <p>Increased 6.3%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>Prepared 45.6%</p> <p>Increased 8.6%</p> <p>309 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

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.
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 Graduation Rate

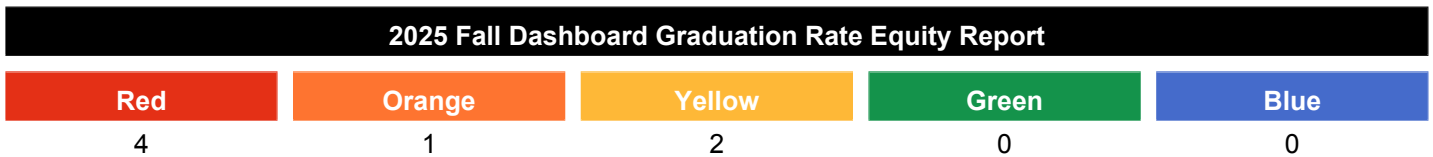
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>69.9% graduated</p> <p>Increased 3.9%</p> <p>418 Students</p>	<p>English Learners</p> <p>Red</p> <p>55.8% graduated</p> <p>Maintained -0.6%</p> <p>215 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>61.4% graduated</p> <p>Declined 11%</p> <p>44 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Red</p> <p>39.3% graduated</p> <p>Declined 1.2%</p> <p>61 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>69.7% graduated</p> <p>Increased 3.8%</p> <p>399 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>72.9% graduated</p> <p>Increased 6.3%</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>81.8% graduated</p> <p>Increased 20.7%</p> <p>22 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>77.8% graduated</p> <p>Declined 10.5%</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>93.8% graduated</p> <p>Declined 6.3%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>66.1% graduated</p> <p>Increased 4.5%</p> <p>322 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Our graduation rate increased by 3.9% in 2025 in comparison to 2024.
2. We need to provide support for our homeless students and Long Term English learners., 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

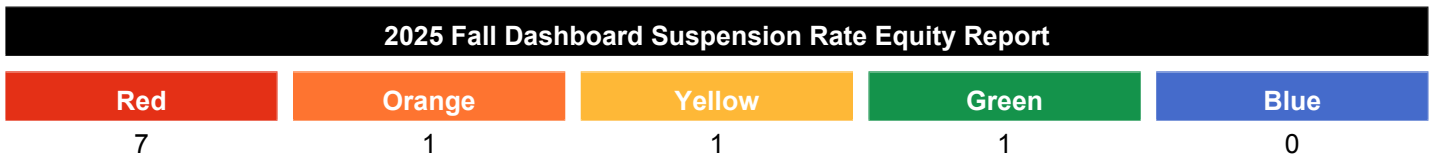
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>11.9% suspended at least one day</p> <p>Increased 2.3%</p> <p>1696 Students</p>	<p>English Learners</p> <p>Red</p> <p>11.5% suspended at least one day</p> <p>Increased 2.3%</p> <p>731 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>14.5% suspended at least one day</p> <p>Increased 2.8%</p> <p>138 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>28.6% suspended at least one day</p> <p>14 Students</p>	<p>Homeless</p> <p>Red</p> <p>19.1% suspended at least one day</p> <p>Increased 3.7%</p> <p>68 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>12.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>1545 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>17.2% suspended at least one day</p> <p>Increased 8.7%</p> <p>221 Students</p>	<p>African American</p>  <p>Red</p> <p>18.4% suspended at least one day</p> <p>Increased 0.7%</p> <p>103 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>6.4% suspended at least one day</p> <p>Maintained 0.2%</p> <p>125 Students</p>	<p>Filipino</p>  <p>Green</p> <p>4.8% suspended at least one day</p> <p>Declined 3.2%</p> <p>63 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>12.6% suspended at least one day</p> <p>Increased 2.9%</p> <p>1285 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.8% suspended at least one day</p> <p>Increased 4.1%</p> <p>34 Students</p>	<p>Pacific Islander</p>  <p>Yellow</p> <p>6.1% suspended at least one day</p> <p>Declined 2.5%</p> <p>49 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>8.6% suspended at least one day</p> <p>Increased 4.6%</p> <p>35 Students</p>

Conclusions based on this data:

1. The suspension rate increased during 24-25 school year.
2. The following subgroups are suspended at disproportionately higher rates: African-American students, Foster Youth, Homeless students, and Students with Disabilities.

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.

Identified Need

A review of California School Dashboard indicators, CAASPP English Language Arts (ELA) results, HMH assessment data, local benchmark data, WASC findings, subgroup performance, and three-year trend data identified English Language Arts achievement as an area requiring continued improvement at Tennyson High School.

While student performance has shown some areas of growth, overall achievement levels remain below desired outcomes, and achievement gaps persist among student groups. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate the greatest need for support in reading comprehension, academic language development, writing, and literacy skills.

Additionally, the district's adoption of the HMH curriculum and assessments has increased the importance of ensuring consistent implementation and use of assessment data to inform instruction. HMH assessments now serve as one of the measures used in the English Learner reclassification process, making it essential that teachers utilize assessment results to monitor student progress, identify areas of need, and provide timely interventions.

To address these needs, Tennyson High School will continue strengthening standards-aligned instruction through collaboration, common assessments, data analysis, and schoolwide literacy practices. Teachers will engage in Professional Learning Communities (PLCs) and Cycles of Inquiry (COI) to review student work, analyze data, monitor student growth, and refine instructional practices.

Literacy development will remain a shared responsibility across content areas. English teachers will continue focusing on reading comprehension, literary analysis, and argumentative writing. Social Science teachers will support literacy through Document-Based Questions (DBQs), historical analysis, and higher Depth of Knowledge (DOK) tasks that require students to analyze evidence, think critically, and construct written arguments. Science teachers will strengthen scientific literacy through Claim-Evidence-Reasoning (CER) writing, data analysis, and academic discourse. Students will also participate in Common Summative Writing Assessments administered at the beginning and end of the school year to measure growth in analytical writing and inform instructional planning.

These actions are intended to improve overall ELA performance, strengthen literacy across content areas, reduce achievement gaps among student groups, and increase the number of students meeting or exceeding state standards.

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
24-25 CAASPP	22.18% Met/Exceeded goal	27.18% will Meet/Exceed goal on the 26-27 CAASPP.
HMH Data	77% of the ELA teachers will use the HMH Assessments	100% 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	Professional Learning Communities (PLCs), Common Writing Assessments, and Cycles of Inquiry Description: ELA teachers will engage in Professional Learning Communities (PLCs) to collaboratively design, implement, analyze, and refine standards-aligned instruction through a continuous Cycle of Inquiry process. Teachers will administer Beginning-of-	All Students	5000 ESSA Title I , Part A , Basic Grants Low Income and Neglected Align Curriculum in the English Department- Allocate funds to pay for hours for ELA teachers to develop aligned curriculum with the adopted

	<p>Year (BOY) and End-of-Year (EOY) Common Summative Writing Assessments, collaboratively score student work, calibrate grading practices, and analyze assessment data to identify student needs and improve instructional effectiveness. PLC teams will use student performance data, including HMH and common writing assessment results, to monitor progress, adjust instruction, and increase student achievement in literacy and writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • BOY and EOY Common Summative Writing Assessments • Collaborative scoring and calibration sessions • PLC data analysis and Cycles of Inquiry • Development of common rubrics and success criteria • Learning Targets and Nested Skills • Progress monitoring using HMH and writing assessment data <p>Measures:</p> <ul style="list-style-type: none"> • Common Writing Assessment growth • HMH BOY/MOY/EOY growth • PLC artifacts and data analysis protocols • Percentage of teachers administering common assessments • CAASPP ELA performance 		<p>ELA materials. (Cycle of Inquiry) 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 10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Supplemental texts or materials to support to support literacy. 2000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</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>
<p>1.2</p>	<p>Curriculum Alignment and Standards-Based Literacy Instruction</p> <p>Description: ELA teachers will collaborate within PLCs to align curriculum, instructional practices, and assessments to the California Common Core State Standards and ELD Standards. Through vertical articulation, collaboration with Special Education teachers, and the development of common instructional resources, teachers will ensure students receive rigorous, standards-aligned literacy instruction that builds reading, writing, speaking, listening, and critical thinking skills. Shared instructional planning will strengthen consistency and improve student outcomes across grade levels and courses.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Curriculum alignment within the English Department • Curriculum alignment with SPED teachers • Common Writing Skills Activities • Shared lesson and assessment development • Academic language integration across units 	<p>All Students</p>	

	<ul style="list-style-type: none"> • Development of common instructional resources <p>Measures:</p> <ul style="list-style-type: none"> • Curriculum maps and pacing guides • Common formative assessment data • Classroom observations • Shared PLC resources • Student writing samples 		
<p>1.3</p>	<p>Academic Language and Literacy Across Content Areas</p> <p>Description:</p> <p>Tennyson High School will strengthen literacy instruction across all content areas by supporting students' development of reading, writing, speaking, listening, and critical thinking skills. Teachers will utilize academic language strategies aligned with the California English Language Development (ELD) Standards and content-specific literacy practices to ensure students can access rigorous grade-level content.</p> <p>Through Professional Learning Communities (PLCs) and Cycles of Inquiry (COI), teachers will collaborate to identify effective literacy practices, analyze student work, and refine instruction to support student achievement. Departments will work together to promote consistent expectations for academic discourse, evidence-based writing, vocabulary development, and text analysis across disciplines.</p> <p>Social Science teachers will continue supporting students through document-based inquiry, historical analysis, evidence-based writing, civic discourse, and higher Depth of Knowledge (DOK) tasks. Students will engage in Document-Based Questions (DBQs), argumentation, research, and public speaking opportunities that require them to analyze evidence, defend positions, and communicate their thinking effectively. The Social Science Department will continue supporting the We the People curriculum and competition program, which promotes constitutional literacy, civic engagement, critical thinking, and academic discourse through simulated congressional hearings and state-level competitions.</p> <p>Science teachers will support scientific literacy through Claim-Evidence-Reasoning (CER) writing, data analysis, and structured academic discussions. ELA teachers will continue strengthening reading comprehension, literary analysis, and argumentative writing, while ELD teachers will support language development and academic language acquisition across content areas.</p>	<p>Seniors</p>	<p>7000 Comprehensive Support and Improvement (CSI)</p> <p>We The People 4000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>DBQs/LEQs/FRQs Curriculum 2000 LCFF Supplemental and Concentration Funds</p> <p>Media Monologue 200 Comprehensive Support and Improvement (CSI)</p> <p>Conflict Resolution 500 Comprehensive Support and Improvement (CSI)</p> <p>Building Circles 400 Comprehensive Support and Improvement (CSI)</p> <p>Peer Mentoring</p>

	<p>In addition, AVID students will participate in weekly community-building circles, peer mentorship opportunities, collaborative learning experiences, and college and career readiness activities designed to strengthen student engagement, leadership, academic perseverance, and school connectedness. Materials and supplies may be purchased to support AVID tutorials, community-building activities, peer mentoring programs, and student leadership development.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Academic language instruction across content areas • PLC collaboration and Cycles of Inquiry • Evidence-based writing and argumentation • Document-Based Question (DBQ) instruction • Claim-Evidence-Reasoning (CER) writing • Structured academic discourse and discussion protocols • Vocabulary development and language supports • Student work analysis and calibration • Cross-curricular literacy strategies <p>Measures:</p> <ul style="list-style-type: none"> • Common writing assessments • Department common assessments • Student writing samples • Classroom observations • PLC agendas and collaboration artifacts • Student engagement and performance data • CAASPP and local assessment results 		
<p>1.4</p>	<p>Expanding Access to Literacy Resources and Inclusive Texts</p> <p>Description:</p> <p>Tennyson High School will continue expanding access to high-quality literacy resources that support reading engagement, academic achievement, and student identity development. The school recognizes that students are more likely to engage in reading when they have access to relevant, culturally responsive, contemporary, and inclusive texts that reflect diverse perspectives and experiences.</p> <p>To support literacy development across grade levels, the school will continue updating classroom</p>		<p>2080 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Library Books</p>

	<p>and library collections with modern fiction, nonfiction, graphic novels, multilingual resources, and texts that reflect the backgrounds and experiences of Tennyson students. Teachers, librarians, and department teams will collaborate to identify materials that support curriculum goals, independent reading, and college and career readiness.</p> <p>The school will also continue supporting literacy intervention opportunities, reading enrichment, and writing support programs that encourage students to engage with complex texts and strengthen their reading and writing skills.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Expansion of library collections • Purchase of culturally responsive and inclusive texts • Modern fiction and nonfiction resources • Multilingual and English Learner resources • Classroom library development • Independent reading opportunities • Literacy intervention supports • Writing and reading tutoring support • Student and staff input on text selection <p>Measures:</p> <ul style="list-style-type: none"> • Library circulation data • Student reading participation • Student surveys regarding reading engagement • Classroom observations • Literacy intervention participation • CAASPP and local literacy assessment data 		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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 and develop the literacy skills necessary for college, career, and civic readiness. While the ELA Department continues to play a central role in this work, literacy development is increasingly being supported across content areas through collaboration, common instructional practices, and academic language development.

The ELA Department is a strong, dedicated team that engages in Professional Learning Communities (PLCs) and meets regularly for collaborative planning, data analysis, and reflection. In addition, Social Science teachers support schoolwide literacy goals through Document-Based Questions (DBQs), historical analysis, higher Depth of Knowledge

(DOK) tasks, evidence-based writing, and civic discourse opportunities such as the We the People program. These cross-curricular literacy experiences provide students with additional opportunities to strengthen reading, writing, speaking, listening, and critical thinking skills in authentic contexts.

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 instruction more closely with the adopted HMH curriculum and utilizing assessment data to inform instruction. Although HMH assessments were administered this year, they were not consistently used as tools to guide instructional decisions. Moving forward, teachers will analyze HMH data more intentionally to identify student needs, adjust instruction, and provide targeted interventions.

Increasing the number of teachers fully implementing the HMH curriculum will remain a priority, particularly as HMH assessment data now serves as one measure within the English Learner reclassification process. Additionally, PLCs will continue refining common assessments, including the implementation of Common Summative Writing Assessments administered at the beginning and end of the school year to measure student growth in analytical writing.

By strengthening curriculum alignment, using assessment data more effectively, supporting literacy across content areas, and continuing collaborative PLC work, Tennyson High School will move closer to its goal of improving literacy outcomes and increasing the number of students meeting or exceeding state standards.

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, including reading, writing, listening, and speaking, in order to improve performance on the CAASPP and ensure college and career readiness. While the strategies and resources were aligned with this goal, implementation revealed the need for a broader schoolwide approach to literacy development.

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. Moving forward, teachers will place greater emphasis on analyzing HMH assessment data to inform instructional decisions, provide targeted interventions, and monitor student progress. This work is especially important as HMH assessment results now serve as one measure within the English Learner reclassification process.

Additionally, while PLCs were active across departments, not all teams consistently engaged in data-driven collaboration focused on improving literacy outcomes. Greater emphasis will be placed on Cycles of Inquiry, common assessment analysis, and collaborative planning to strengthen instructional alignment and student achievement.

Another shift has been the recognition that literacy development must extend beyond the ELA classroom. Social Science teachers have expanded opportunities for students to engage in Document-Based Questions (DBQs), historical analysis, higher Depth of Knowledge (DOK) tasks, and evidence-based writing. The department also continues to support the We the People program, which strengthens students' reading, writing, research, public speaking, and civic engagement skills through authentic learning experiences and competition opportunities.

The school has also increased its focus on literacy development through AVID and Puente. These programs provide students with additional opportunities to strengthen academic writing, reading comprehension, collaborative learning, academic discourse, and college and career readiness skills. AVID community-building circles, tutorials, and peer mentorship opportunities have further supported student engagement and academic success.

These adjustments reflect a more comprehensive approach to literacy development that leverages multiple departments and programs to improve 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 analysis of student achievement data, assessment results, and implementation outcomes, Tennyson High School will continue strengthening literacy instruction through a schoolwide approach that emphasizes curriculum alignment, data-driven instruction, academic language development, and cross-curricular literacy practices.

For the 2026-27 school year, the school will implement Common Summative Writing Assessments at the beginning and end of the school year to measure student growth in analytical writing and inform instructional planning. Teachers will continue utilizing PLCs and Cycles of Inquiry to analyze student work, review assessment data, and refine instructional

practices.

Greater emphasis will be placed on the consistent implementation of the HMH curriculum and use of HMH assessment data to guide instruction and support student growth. Teachers will also continue collaborating across content areas to strengthen academic language development and literacy skills.

Social Science teachers will continue integrating DBQs, historical inquiry, evidence-based writing, higher Depth of Knowledge (DOK) tasks, and the We the People program to support literacy and critical thinking. Science teachers will continue utilizing Claim-Evidence-Reasoning (CER) writing and academic discourse to strengthen scientific literacy.

In addition, AVID and Puente will continue supporting students through tutorials, community-building circles, peer mentorship, collaborative learning experiences, culturally relevant literacy opportunities, and college and career readiness activities. The school will also continue expanding access to culturally responsive and inclusive texts through library and classroom collections to increase student engagement and reading opportunities.

These changes can be found in:

- Strategy 1: Common Summative Writing Assessments
- Strategy 2: PLCs, Cycles of Inquiry, and Data-Driven Instruction
- Strategy 3: Academic Language and Literacy Across Content Areas
- Strategy 4: Expanding Access to Literacy Resources and Inclusive Texts

Annual outcomes and metrics will continue to include CAASPP ELA performance, HMH assessment results, Common Summative Writing Assessment data, common assessment results, student writing samples, classroom observations, PLC artifacts, and literacy engagement indicators.

These revisions reflect the school's commitment to improving literacy outcomes through a coordinated, schoolwide effort that supports students across multiple content areas and programs.

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)?

Analysis of multiple measures of student achievement indicates that mathematics continues to be an area of significant need at Tennyson High School. CAASPP Mathematics results show that student performance remains below district and state expectations, with only 6.61% of students meeting or exceeding standards. While there have been areas of growth, overall mathematics achievement data indicate the need for continued focus on strengthening Tier 1 instruction, increasing intervention supports, and utilizing data-driven decision-making to improve student outcomes.

The Mathematics Department reviewed the following data sources to identify areas of need and develop this goal:

- CAASPP Mathematics results and subgroup performance data
- Three-year achievement trends
- Common assessment data
- Interim Assessment Block (IAB) results
- Course grades and pass rates
- Algebra 1 student performance and progress monitoring data
- PLC data analysis and Cycles of Inquiry findings

Particular attention was given to the performance of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, as these student groups continue to experience achievement gaps in mathematics. Analysis also identified Algebra 1 as a critical area of focus, as success in foundational mathematics courses strongly influences student achievement in subsequent mathematics courses.

Group Data to Be Collected to Measure Gains

- CAASPP Mathematics results
- Interim Assessment Block (IAB) data
- Common assessment results
- Quarterly course grades
- Algebra 1 progress monitoring data
- PLC Cycle of Inquiry documentation
- Student participation in interventions and tutoring

Strategy

The Mathematics Department will implement a comprehensive approach focused on high-quality instruction, data-driven decision-making, intervention, and student engagement. Teachers will participate in Professional Learning Communities (PLCs) and structured Cycles of Inquiry to analyze student data, identify learning gaps, and refine instructional practices. The department will utilize common assessments, benchmark data, and progress-monitoring tools to inform reteaching, differentiation, and intervention efforts.

A 40% Math Coach will support teachers through job-embedded coaching, PLC facilitation, curriculum alignment, common assessment development, and implementation of the district's mathematics professional learning framework. Additional support will be provided through Algebra intervention, tutoring, instructional technology platforms, supplemental curriculum resources, and instructional routines that promote mathematical discourse, problem-solving, and deeper learning.

Groups Participating in This Goal

- Students
- Parents and families
- Mathematics Department
- Professional Learning Communities (PLCs)
- Administration
- Math Coach
- Counselors and intervention staff

Anticipated Annual Growth for Each Group

The Mathematics Department will work toward increasing the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment by 5%. In addition, the department will monitor growth through common assessments, benchmark assessments, course performance data, and intervention outcomes.

Means of Evaluating Progress Toward This Goal

- CAASPP Mathematics results
- Interim Assessment Block (IAB) performance
- Common assessment data
- Quarterly course grades
- Algebra 1 progress monitoring data
- PLC Cycle of Inquiry artifacts
- Intervention and tutoring participation data

How Does This Goal Align with Your Local Educational Agency Plan Goals?

This goal is aligned with the Local Educational Agency (LEA) Plan and district priorities focused on increasing student achievement, strengthening instructional practices, improving outcomes for historically underserved student groups, and utilizing data-driven systems of support to ensure college and career readiness.

What Did the Analysis of the Data Reveal That Led You to This Goal?

Analysis of student achievement data revealed a continued need to improve mathematics outcomes across all grade levels, particularly in foundational mathematics courses. Data also indicated persistent achievement gaps among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The department identified the need for stronger PLC collaboration, increased use of data to inform instruction, targeted Algebra interventions, and additional instructional support through coaching and tutoring to improve student outcomes.

Which Stakeholders Were Involved in Analyzing Data and Developing This Goal?

- School Site Council (SSC)
- Site Administrators
- Mathematics Teachers
- Parent Representatives
- Local Curriculum Council (LCC)
- Professional Learning Communities (PLCs)
- District Mathematics Leadership Team

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 2024-2025	7.22% Met/Exceeded goal	12.22% will Meet/Exceed goal on the 26-27 CAASPP

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>Strategy 1: Professional Learning Communities (PLCs), Data Analysis, and Cycles of Inquiry</p> <p>Description: Math teachers will engage in Professional Learning Communities (PLCs) and Cycles of Inquiry to analyze student achievement data, identify learning gaps, and refine instructional practices. Teachers will utilize CAASPP results, Interim Assessment Blocks (IABs), common assessments, grades, and progress monitoring data to inform reteaching,</p>	CCSS Implementation	<p>10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>9th Grade Focus: Algebra- Identify At-Risk Students/Progress Monitoring- Extra Hours 2800</p>

	<p>differentiation, intervention, and acceleration. Release days and collaborative planning time will support data-driven decision-making and continuous improvement of instruction.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Release Days for PLC Data Analysis and Cycles of Inquiry- Lead by 40% Math Coach • Common assessment development and analysis • CAASPP blueprint and IAB analysis • Progress monitoring of student achievement • Collaborative planning and instructional refinement <p>Measures:</p> <ul style="list-style-type: none"> • Common assessment results • IAB performance data • Quarterly grades • CAASPP Mathematics results • PLC artifacts and Cycle of Inquiry documentation 		<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Release Days-Cycle of Inquiry/Data Driven 5927 Comprehensive Support and Improvement (CSI)</p> <p>40% Math Coach 59073 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>40% Math Coach</p>
<p>2.2</p>	<p>Strategy 2: Algebra Success, Intervention, and Academic Support</p> <p>Description: The Math Department will prioritize Algebra as a gateway course by identifying at-risk students early and providing targeted intervention and academic support. Teachers will use progress monitoring systems, tutoring opportunities, and intervention strategies to address unfinished learning, improve course performance, and increase mathematical proficiency. Additional support structures will focus on improving outcomes for students who are performing below grade level.</p> <p>Activities:</p> <ul style="list-style-type: none"> • 9th Grade Algebra Focus and Progress Monitoring • Identification of at-risk students • Structured tutoring sessions • Saturday Academies • Targeted intervention and reteaching <p>Measures:</p> <ul style="list-style-type: none"> • Algebra course grades • Common assessment growth • Tutoring participation and outcomes • Student progress monitoring data • CAASPP Mathematics performance 		<p>30,000 Comprehensive Support and Improvement (CSI)</p> <p>Saturday Academies (AP Classes)- Supports all AP classes. 30000 Comprehensive Support and Improvement (CSI)</p> <p>Structurred Tutoring Sessions- Tutors</p>
<p>2.3</p>	<p>Strategy 3: High-Quality Instruction, Student Engagement, and Mathematical Discourse</p>		<p>5000 Comprehensive Support and Improvement (CSI)</p>

	<p>Description: Math teachers will implement research-based instructional routines that promote student engagement, mathematical discourse, critical thinking, and problem-solving. Through collaboration and professional learning, teachers will strengthen instructional practices that support deeper learning and increase student participation in rigorous mathematical tasks. Opportunities such as interschool competitions and collaborative learning experiences will further encourage student engagement and achievement in mathematics.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Instructional routines aligned to Internationals Network practices • Student-centered mathematical discourse • Problem-solving and deeper learning activities • Interschool competitions • Collaborative instructional planning <p>Measures:</p> <ul style="list-style-type: none"> • Classroom observations • Student engagement data • Common assessment performance • Student participation rates • Course grades 		Supplemental Curriculum - Supplies
2.4	<p>Strategy 4: Technology, Supplemental Curriculum, and Instructional Resources</p> <p>Description: Students will have access to instructional technology, supplemental curriculum resources, and mathematical tools that support standards-based learning and differentiated instruction. Teachers will utilize digital platforms and instructional materials to provide immediate feedback, increase engagement, and strengthen conceptual understanding of mathematics.</p> <p>Activities:</p> <p>DeltaMath Quizizz IXL Supplemental curriculum materials Classroom instructional resources Calculators and other mathematics tools</p> <p>Measures:</p> <p>Platform usage data Common assessment growth Course grades Student engagement indicators CAASPP Mathematics results</p>		<p>10,000 Comprehensive Support and Improvement (CSI)</p> <p>Online Platforms: Quizizz, Delta Math, IXL</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

The Mathematics Department is deeply committed to ensuring that all students graduate from Tennyson High School with the mathematical knowledge, problem-solving skills, and confidence necessary for success in college, career, and life. Teachers regularly participate in Professional Learning Communities (PLCs) and collaborative planning structures that support curriculum alignment, data analysis, and continuous improvement of instructional practices. Through these collaborative efforts, teachers work to align instruction with the California Common Core State Standards and implement strategies designed to improve student learning outcomes.

While mathematics achievement data indicate that there is still significant work to be done, the department remains focused on strengthening instructional practices and increasing student achievement. Analysis of CAASPP results, course grades, and common assessment data demonstrates the need for continued emphasis on foundational mathematical skills, targeted intervention, and data-driven instructional decision-making. The department recognizes that improving student outcomes requires consistent monitoring of student progress and timely instructional responses to identified learning gaps.

A primary area of focus has been Algebra 1, particularly for ninth-grade students. Teachers have implemented progress monitoring systems to identify at-risk students and provide targeted interventions designed to address unfinished learning and improve course success. Additional academic support has been provided through tutoring opportunities and intervention strategies that allow students to receive individualized assistance and increased access to rigorous mathematical content.

The department has also strengthened collaboration through PLCs and Cycles of Inquiry. Teachers regularly analyze assessment data, reflect on instructional practices, and identify effective strategies for reteaching, differentiation, and student support. These collaborative structures have increased consistency across courses and provided opportunities for teachers to refine instruction based on student needs.

To further support student learning, teachers utilize instructional technology platforms and supplemental curriculum resources that provide students with opportunities for additional practice, immediate feedback, and differentiated learning experiences. Resources such as DeltaMath, Quizizz, IXL, and supplemental instructional materials help reinforce standards-based learning while increasing student engagement and mathematical proficiency.

Moving forward, the Mathematics Department will continue to strengthen its PLC processes, intervention systems, and instructional practices through a structured Cycle of Inquiry model. By focusing on data-driven instruction, Algebra intervention, tutoring supports, mathematical discourse, and high-quality instructional resources, the department will work to increase student growth and improve the percentage of students meeting or exceeding mathematics standards.

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 original plan emphasized PLC collaboration, intervention, and the use of instructional technology, analysis of student achievement data revealed a need for additional support structures to improve mathematics outcomes. As a result, the department has expanded its focus on data-driven instruction, targeted interventions, and instructional coaching.

One significant change is the addition of a 40% Math Coach position to support teachers in analyzing student data, facilitating PLC Cycles of Inquiry, developing common assessments, and implementing research-based instructional strategies. The Math Coach will also support the district's evolving mathematics professional development framework and help strengthen instructional consistency across mathematics courses.

The department has also increased its emphasis on progress monitoring and intervention, particularly in Algebra 1. Student performance data indicate a continued need for early identification of at-risk students and targeted academic

support. As a result, additional resources have been allocated toward intervention efforts, including tutoring, progress monitoring, and supplemental instructional support.

Another adjustment has been the increased use of technology platforms and supplemental curriculum resources to support differentiated instruction, provide immediate feedback, and increase student engagement. These resources allow teachers to monitor student progress more effectively while providing students with additional opportunities to practice and strengthen mathematical skills.

Overall, these adjustments reflect the department's commitment to strengthening instructional practices, increasing the effectiveness of PLC collaboration, expanding intervention supports, and utilizing data to improve student outcomes in mathematics.

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 student achievement data and implementation efforts, several adjustments will be made to strengthen mathematics instruction and improve student outcomes. These changes are reflected in Goal 2 through revised strategies focused on Professional Learning Communities (PLCs), Cycles of Inquiry, instructional coaching, Algebra intervention, and instructional resources.

A significant change for the 2026-27 school year is the addition of a 40% Math Coach position. The Math Coach will provide job-embedded coaching, support PLC facilitation, assist with common assessment development, analyze student achievement data, and support implementation of the district's mathematics professional development framework. This additional support is intended to strengthen instructional capacity and improve student achievement across mathematics courses.

The department will also strengthen its use of data-driven decision-making through structured PLCs and Cycles of Inquiry. Teachers will regularly analyze CAASPP results, Interim Assessment Blocks (IABs), common assessments, grades, and progress-monitoring data to identify student learning needs, inform instructional decisions, and monitor student growth.

An increased focus will be placed on Algebra 1 success through early identification of at-risk students, ongoing progress monitoring, targeted interventions, tutoring opportunities, and supplemental academic support. These efforts are intended to improve foundational mathematics skills and increase student success in gateway mathematics courses.

The department will continue implementing instructional routines that promote student engagement, mathematical discourse, critical thinking, and problem-solving. Technology platforms and supplemental curriculum resources will also be utilized to provide differentiated instruction, increase student engagement, and support mastery of grade-level standards.

Annual outcomes and metrics will continue to include CAASPP Mathematics results, common assessment performance, quarterly grades, and benchmark assessment data. Additional emphasis will be placed on monitoring student growth throughout the year and evaluating the effectiveness of interventions and instructional supports.

These changes can be found in Goal 2 under:

- Strategy 1: Professional Learning Communities (PLCs), Data Analysis, and Cycles of Inquiry
- Strategy 2: Algebra Success, Intervention, and Academic Support
- Strategy 3: High-Quality Instruction, Student Engagement, and Mathematical Discourse
- Strategy 4: Technology, Supplemental Curriculum, and Instructional Resources

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 Integrated ELD 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)?

Analysis of multiple data sources indicates that English Learners continue to require targeted support to achieve English language proficiency, academic success, and college and career readiness. The ELD Department reviewed student performance data, reclassification trends, and local assessment results to identify areas of need and develop this goal.

The following data sources were analyzed:

- English Language Proficiency Assessments for California (ELPAC) results
- Reclassification (RFEP) rates and trends
- CAASPP English Language Arts results
- Local and classroom-based assessments
- English Learner subgroup achievement data
- Course grades and credit attainment
- Long-Term English Learner (LTEL) data
- Graduation and A-G completion indicators

Analysis of the data revealed that while many English Learners are making progress toward English language proficiency, additional support is needed to accelerate language acquisition, increase reclassification rates, and improve academic outcomes. Particular attention was given to Long-Term English Learners (LTELs) and students enrolled in World House programs who continue to require targeted language development and academic support.

Group Data to Be Collected to Measure Gains

The ELD Department, EL Specialists, ELD Coach, World House staff, counselors, and administrators will engage in regular data review cycles to monitor student progress and determine the effectiveness of instructional supports. Data collected will include:

- ELPAC performance and growth data
- Reclassification (RFEP) rates
- CAASPP ELA results for English Learners
- Common ELD assessment results
- Course grades and credit attainment
- Graduation and A-G completion data
- Long-Term English Learner progress indicators

Stakeholder groups including the Local Curriculum Council (LCC), Site-Based Decision Making Team (SBDM), School Site Council (SSC), and English Learner Advisory Committee (ELAC) will review data and provide feedback regarding progress toward the goal.

Strategy

The ELD Department will implement a comprehensive system of support focused on English language development, academic achievement, and reclassification. Teachers will engage in Professional Learning Communities (PLCs), peer coaching, and collaborative inquiry cycles to analyze student data, refine instructional practices, and strengthen language development across content areas.

Key strategies include:

- ELD Peer Coaching and instructional support
- World House PLC collaboration and data analysis
- Professional development focused on student engagement, language development, and deeper learning
- Collaboration among EL Specialists, ELD teachers, counselors, and administrators
- Curriculum and assessment development
- Integration of language development strategies across content areas
- Continued partnership with Internationals Network to strengthen instructional practices and support multilingual learners
- Monitoring and support for Long-Term English Learners and students approaching reclassification

Groups Participating in This Goal

- English Learners
- Long-Term English Learners (LTELs)
- World House students

- ELD Teachers
- EL Specialists
- ELD Coach
- World House Administrator
- World House Culture Specialist
- Counselors
- Site Administrators
- Parents and Families
- ELAC, SSC, LCC, and ILT members

Anticipated Annual Growth for Each Group

The ELD Department will work toward increasing English Learner achievement and English language proficiency by at least 5%, as measured through ELPAC performance, reclassification rates, local assessments, and academic achievement indicators.

Means of Evaluating Progress Toward This Goal

- ELPAC results
- Reclassification (RFEP) rates
- Common ELD assessments
- CAASPP ELA results
- Course grades and credit attainment
- Graduation progress indicators
- PLC and data review artifacts

How Does This Goal Align with Your Local Educational Agency Plan Goals?

This goal is fully aligned with the Local Educational Agency (LEA) Plan, Local Control and Accountability Plan (LCAP), and district priorities focused on English Learner achievement, equitable access to rigorous instruction, language development, college and career readiness, and improved outcomes for historically underserved student groups.

What Did the Analysis of the Data Reveal That Led You to This Goal?

Analysis of student performance data revealed that English Learners continue to need targeted support in developing academic English proficiency and achieving academic success across content areas. Data also indicated the need to increase reclassification rates, accelerate progress for Long-Term English Learners, and strengthen instructional practices that support language development and student engagement. As a result, the department identified collaboration, coaching, data-driven decision-making, and targeted language supports as priorities for the 2026-27 school year.

Which Stakeholders Were Involved in Analyzing Data and Developing This Goal?

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Local Curriculum Council (LCC)
- Parents and Families
- ELD Teachers
- EL Specialists
- Counselors
- Site 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 24-25	ELs increased their average distance from standard on the ELA CAASPP by 20.2 points to 15.1 points below standard.	Increase average distance from standard on the ELA CAASPP to 137.1 points below standard.
ELPAC 24-25	37.7% of ELs made progress	42.7% of ELs will make progress on the 26027 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>Internationals Network Partnership, Instructional Coaching, and Schoolwide Support for Multilingual Learners</p> <p>Description:</p> <p>Tennyson High School will continue and expand its partnership with the Internationals Network to strengthen instructional practices that support multilingual learners across all content areas. Through professional learning, instructional coaching, leadership development, classroom walkthroughs, and collaborative reflection, teachers and administrators will deepen their understanding of effective practices for language development, student engagement, academic discourse, and deeper learning.</p> <p>The ELD Coach will collaborate with Internationals Network staff to support implementation of instructional routines, facilitate professional development, and provide ongoing coaching to teachers. During the summer, the ELD Coach will develop professional learning opportunities focused on language acquisition, SIOP strategies, literacy across content areas, newcomer supports, and instructional practices that promote equitable access to rigorous grade-level content for multilingual learners.</p> <p>In partnership with the Internationals Network, school leaders and teacher teams will participate in classroom walkthroughs, instructional rounds, and collaborative reflection processes to identify strengths, areas for growth, and opportunities to improve learning experiences for multilingual learners. These activities will support continuous improvement efforts and strengthen alignment between instructional practices and student needs.</p> <p>To complement these instructional efforts, the school will continue funding a .75 Bilingual Instructional Assistant (BIA) to provide direct support to English Learners. The BIA will assist students in accessing grade-level curriculum, support language development, provide</p>	<p>All ELD students will demonstrate growth towards ELD Standards. Tennyson High will be supported by International Network to ensure that English Leaders have access to quality public education.</p>	<p>63000 Comprehensive Support and Improvement (CSI)</p> <p>Internationals Network Contract 63,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Bilingual Instructional Assistant Full Time (1) -30 hours per week 3,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Align ELD curriculum- paid hours for ELD Speciliast to align curriculum with Internationals. ELD PLC-Summer 7000 Comprehensive Support and Improvement (CSI)</p> <p>Internationals Network Contract for Bilingual Instructional Aids and Teachers 3000 Comprehensive Support and Improvement (CSI)</p> <p>Science Departmet- Structured Academic Instruction- Internationals Network</p>

	<p>clarification and translation when appropriate, and help strengthen communication between school and home. The BIA will work collaboratively with ELD teachers, content-area teachers, counselors, and administrators to support student success and increase access to academic opportunities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Internationals Network instructional coaching • Leadership coaching and school support • Classroom walkthroughs and instructional rounds • Learning environment reviews and feedback cycles • ELD Peer Coaching • World House PLC collaboration • Summer planning and professional development development by the ELD Coach • SLOP and language acquisition professional development • Literacy across content areas • Collaborative inquiry and data analysis • Bilingual Instructional Assistant support for English Learners • Family communication and outreach support <p>Measures:</p> <ul style="list-style-type: none"> • ELPAC growth • Reclassification rates • Classroom walkthrough evidence • Teacher implementation of language development strategies • PLC artifacts and Cycles of Inquiry • Student engagement indicators • English Learner course performance • Family engagement and communication data 		
<p>3.2</p>	<p>Strategy 2: English Language Development, Reclassification, and Curriculum Alignment</p> <p>Description:</p> <p>The EL Office will implement targeted supports designed to accelerate English language acquisition, improve ELPAC performance, and increase reclassification rates for English Learners. ELD teachers, EL Specialists, counselors, and administrators will engage in ongoing progress monitoring and data analysis to identify students requiring additional support and ensure students are making progress toward English proficiency and academic success.</p> <p>Teachers will collaborate through ELD/World House PLCs and curriculum development sessions to align ELD curriculum, develop common</p>	<p>Increase English Language Proficiency in ELL students and decrease the number of long term EL's</p>	<p>21872 Comprehensive Support and Improvement (CSI) Summit K12</p>

	<p>assessments, and strengthen instructional practices that support language development across proficiency levels. The department will continue utilizing Summit K12 as a resource for ELPAC preparation, language development, and family engagement. Summit K12 will provide students and families with access to practice activities, instructional resources, and progress-monitoring tools that support language acquisition beyond the school day.</p> <p>Activities:</p> <ul style="list-style-type: none"> • ELPAC preparation and progress monitoring • Reclassification monitoring and support • Summit K12 subscription and implementation • Common ELD assessment development • ELD curriculum alignment and collaboration • World House PLC data analysis • LTEL and newcomer student monitoring • Family workshops and ELPAC information sessions <p>Measures:</p> <ul style="list-style-type: none"> • ELPAC performance and growth • Reclassification (RFEP) rates • Common ELD assessment results • CAASPP ELA performance for English Learners • LTEL progress indicators • Student participation in Summit K12 		
<p>3.3</p>	<p>Strategy 3: Multilingual Learner Support Services, Tutoring, and Family Engagement</p> <p>Description:</p> <p>The EL Office will provide targeted academic, linguistic, and social-emotional supports to ensure multilingual learners have equitable access to rigorous instruction and opportunities for success. A .75 Bilingual Instructional Assistant will provide primary language support for newcomer students and assist students in accessing grade-level content while strengthening communication between school and families.</p> <p>In addition, after-school tutoring will continue to provide targeted support in vocabulary development, literacy, academic writing, research skills, and content-area learning. Tutors, teachers, EL Specialists, counselors, and support staff will collaborate to monitor student progress and provide interventions designed to increase language proficiency, academic achievement, and graduation readiness.</p> <p>The EL Office will also continue to strengthen partnerships with families by providing information,</p>		

<p>resources, and opportunities for engagement that support student success and language development.</p> <p>Activities:</p> <ul style="list-style-type: none"> • .75 Bilingual Instructional Assistant • Primary language support for newcomer students • After-school tutoring for English Learners • Vocabulary and literacy development support • Academic writing and research support • Student progress monitoring and intervention • Family outreach and engagement activities • Collaboration among teachers, tutors, counselors, and support staff <p>Measures:</p> <ul style="list-style-type: none"> • ELPAC growth • Reclassification rates • Course grades and credit attainment • Tutoring participation and outcomes • Attendance and engagement data • Family participation rates <p>People Assigned:</p> <p>Principal Assistant Principals Teachers Department Chair</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 Department remains committed to increasing English language proficiency, academic achievement, and reclassification rates for all English Learners. Through collaboration among ELD teachers, EL Specialists, counselors, administrators, and support staff, the department continues to provide targeted instructional and academic supports designed to help multilingual learners succeed in school and beyond.

A key component of our work has been the ongoing partnership with the Internationals Network, which has provided valuable professional learning focused on literacy across content areas, language development, student engagement, and instructional practices that support multilingual learners. This partnership has helped strengthen staff capacity and establish a shared vision for supporting English Learners throughout the school. Through coaching, collaborative planning, and classroom walkthroughs, teachers have been able to reflect on instructional practices, share effective strategies, and deepen their understanding of how to support language acquisition across content areas.

The department has also prioritized collaboration and curriculum development through ELD/World House PLCs and ongoing curriculum alignment efforts. Teachers have worked together to develop instructional resources, analyze student data, and strengthen supports for newcomer students, Long-Term English Learners (LTELs), and students working toward reclassification. These collaborative structures have increased consistency in instructional practices and strengthened the department's ability to respond to student needs.

To support language development and reclassification efforts, the department continues to utilize a variety of instructional tools and interventions. Summit K12 provides students and families with additional opportunities to practice language skills and prepare for ELPAC assessments, while after-school tutoring offers targeted support in literacy, vocabulary development, academic writing, and content-area learning. The department also continues to provide primary language support through a .75 Bilingual Instructional Assistant, helping newcomer students access instruction and successfully navigate the transition to high school.

Moving forward, the ELD Coach will continue supporting teachers through professional learning, curriculum development, and summer planning focused on language acquisition and instructional strategies such as SIOP. In partnership with the Internationals Network, the department will continue strengthening instructional practices, monitoring student progress, and refining supports designed to increase English language proficiency, improve reclassification rates, and ensure that multilingual learners have equitable access to rigorous learning opportunities.

Through continued collaboration, targeted interventions, instructional coaching, and family engagement, the ELD Department will work to improve outcomes for English Learners and support their success in achieving college, career, and community readiness.

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

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

As the ELD Department analyzed student achievement data and implementation efforts, several adjustments were made to better align resources with the needs of multilingual learners. While the original plan focused primarily on ELD coaching, curriculum development, and professional learning, the department identified the need to strengthen both instructional capacity and direct student support.

One significant adjustment is the continued partnership with the Internationals Network. While the original plan emphasized professional development, the department has expanded its vision to include instructional coaching, classroom walkthroughs, collaborative reflection, leadership support, and schoolwide implementation of effective practices for multilingual learners. These supports will help strengthen instructional consistency across content areas and build staff capacity to support English Learners more effectively.

The department has also increased its focus on supporting reclassification and English language proficiency growth through the continued use of Summit K12. This resource will provide students and families with additional opportunities to develop language skills, prepare for ELPAC assessments, and monitor progress toward reclassification goals.

In addition, the department has prioritized direct student support through the continued funding of a .75 Bilingual Instructional Assistant and after-school tutoring opportunities for English Learners. These services provide targeted assistance for newcomer students, Long-Term English Learners, and students requiring additional language development support. The Bilingual Instructional Assistant plays a critical role in providing primary language support, facilitating communication with families, and helping students access rigorous academic content.

Another adjustment includes dedicated planning and collaboration time for the ELD Coach to support curriculum development, professional learning, and implementation of instructional strategies aligned to SIOP and Internationals Network practices. This work will help ensure greater alignment of language development supports across ELD and content-area classrooms.

Overall, these adjustments reflect the department's commitment to strengthening instructional practices, expanding language development supports, increasing opportunities for reclassification, and improving outcomes for multilingual learners through a combination of coaching, collaboration, intervention, and family engagement.

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.

As a result of this analysis, the ELD Department will strengthen its focus on English language proficiency, reclassification, instructional consistency, and support for multilingual learners. Several adjustments have been made to the strategies and activities supporting this goal for the 2026-27 school year.

A key change is the expansion of the partnership with the Internationals Network. In addition to professional development, the partnership will include instructional coaching, classroom walkthroughs, collaborative reflection, leadership support, and implementation of research-based practices that support multilingual learners across all content areas. The ELD Coach will also provide additional support through summer planning, curriculum development, and professional learning focused on language acquisition, literacy across content areas, and SIOP strategies.

The department will continue utilizing Summit K12 as a tool to support ELPAC preparation, language development, and family engagement. Teachers will use student performance data to monitor progress toward English proficiency and reclassification while providing targeted support for students requiring additional intervention.

To strengthen direct student support, the department will continue funding a .75 Bilingual Instructional Assistant and after-school tutoring opportunities for English Learners. These supports will help newcomer students, Long-Term English Learners, and students approaching reclassification access grade-level content and receive additional language development support.

The department will also continue curriculum alignment and common assessment development through ELD/World House PLCs and collaborative planning structures. Teachers will engage in ongoing data analysis to monitor student progress, identify areas of need, and refine instructional practices to better support English Learners.

Annual outcomes and metrics will continue to include ELPAC performance, reclassification rates, CAASPP ELA results for English Learners, common ELD assessment data, and graduation indicators. Additional emphasis will be placed on monitoring progress toward reclassification and evaluating the effectiveness of interventions and instructional supports.

These changes can be found in Goal 3 under:

- Strategy 1: Internationals Network Partnership, Instructional Coaching, and Schoolwide Support for Multilingual Learners
- Strategy 2: English Language Development, Reclassification, and Curriculum Alignment
- Strategy 3: Multilingual Learner Support Services, Tutoring, and Family Engagement

These revisions reflect the department's commitment to strengthening instructional capacity, expanding student supports, increasing reclassification opportunities, and improving outcomes for multilingual learners.

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.

Analysis of student, parent, and staff survey data, enrollment trends, participation data, and department planning discussions indicates a need to expand equitable access to Visual and Performing Arts (VAPA) opportunities at Tennyson High School. While participation in VAPA-related clubs, exhibitions, performances, and extracurricular activities has increased, enrollment in VAPA courses has continued to decline over the past several years. Department data indicate that only approximately 60% of students were enrolled in a VAPA course during the 2025-26 school year, limiting access to arts education for a significant portion of the student population.

Data from student surveys, Art Club discussions, National Art Honor Society meetings, VAPA Department meetings, and the Prop 28 Planning Committee demonstrate strong student interest in visual and performing arts opportunities both during and outside of the school day. Students continue to participate in exhibitions, performances, clubs, field trips, and community arts events at increasing rates; however, additional efforts are needed to increase enrollment in VAPA courses and ensure equitable access to arts education for all students.

To address these needs, the VAPA Department will continue to expand student access to visual and performing arts experiences through clubs, exhibitions, performances, arts-integrated learning opportunities, field trips, and professional development for teachers. The department will also continue aligning curriculum with the HUSD VAPA Master Plan and state standards while increasing opportunities for students to showcase their work and engage in meaningful artistic experiences both on campus and within the broader community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increase representation of VAPA students at THS through school communication platforms.</p>	<p>In 2023-24, student work was published in newsletters at least once a month (average was once per month). 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. Enrollment has continued to decrease in the 2025-26 school year, with three sections lost. We are not sure if the actual percentage of students enrolled in VAPA classes has gone down, so this is something that we want to evaluate as a department.</p>	<p>Increased representation of student works around the school, including in exhibitions, displays, newsletters, social media, etc.</p> <p>Increased enrollment numbers for 2027-28.</p>
<p>Increased representation of VAPA students through the Tennyson Art Gallery and other community exhibitions.</p>	<p>In 2023-24 and 2024-25, student, parent, and faculty surveys indicated the positive impact of VAPA activities, such as gallery exhibitions. The 2025-26 survey results are still being analyzed.</p> <p>In 2023-24, 2024-25, and 2025-26, 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>Increased representation of students in exhibitions and displays, at school and in the community.</p> <p>Student and faculty surveys that indicate a positive impact on student engagement.</p> <p>Increased enrollment in VAPA courses.</p> <p>Increase in student awards and recognition from community organizations.</p>
<p>Increased opportunities for student learning within the fine arts outside of the classroom.</p>	<p>In 2023-24, 2024-25, and 2025-26, 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, 2024-25, and 2025-26, Folklorico met regularly on Saturdays.</p> <p>In 2024-25 and 2025-26, a Banda club was offered in the Spring semester.</p> <p>Ceramics Club and Art Club have been active for many years. In 2022-23, National Art Honor Society was added as an optional distinction for students in Art Club. Both clubs have grown from 10-15 students to over 30 students in each.</p> <p>In 2025-26, a Rock Music Club was created.</p>	<p>Increase in the number of teachers who participate in Arts Integration PD and curriculum building, and/or increase in the number of arts-integrated lessons / activities presented in classrooms.</p> <p>Folklorico will continue to meet, seeking more growth in the number of participants.</p> <p>All VAPA Clubs will continue to meet, seeking more growth in the number of participants.</p>

<p>Increased opportunities for students to display excellence within the fine arts through extracurricular activities, facilitated by the Art Club.</p>	<p>In 2023-24, Art Club members participated in many activities:</p> <ul style="list-style-type: none"> • Field trips to the Asian Art Museum and the UC Botanical Gardens • All Art Club members who regularly attended meetings were able to join the National Art Honor Society chapter. • Art Club students created a variety of artworks for display, such as linoleum block prints and watercolor paintings. <p>In 2024-25, Art Club students were able to participate in multiple activities supported by SPSA, including:</p> <ul style="list-style-type: none"> • Two field trips: • SFMoMA • UC Berkeley and BAMPFA tour • Increased access to special projects, like crochet, felting, and screen printing. • Continuation of the National Art Honor Society. <p>In 2025-26, SPSA supported:</p> <ul style="list-style-type: none"> • Two field trips (de Young Museum and Asian Art Museum) • Specialized activities (felting, screen printing, sumi ink painting, etc.) • Continuation of National Art Honor Society 	<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>Increase in the number of student participants.</p>
<p>Increased opportunities for students to participate in musical performances, both inside and outside of the school setting.</p>	<p>In 2023-24 and 2024-25, the Tennyson High School Pep Band played at multiple games. Due to decreased enrollment, they did not play at any games during the 2025-26 season.</p> <p>In 2023-24, students mentioned that they wanted Guitar to be added as a course; currently, none of the teachers have been interested in teaching this course. For this reason, the VAPA Department suggested offering expanded opportunities in existing classes, and a club for students. In the 2023-24, 2024-25, and 2025-26 school years, band students met regularly after school through YEP. Multiple new instruments were purchased for students, such as a new bass guitar.</p>	<p>For 2026-27, the Tennyson High School Pep Band will continue building their program.</p> <p>Increased opportunities for students to participate in the band club, including the new Rock Music Club.</p> <p>Increased enrollment for music courses.</p>

	<p>Enrollment in VAPA courses has decreased over the last three school years.</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>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>In 2025-26, the Ceramics Club grew a lot, but it still remained an unofficial club.</p>	<p>Make the Ceramics Club an official club, supported by ASB and YEP.</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, 2024-25, and 2025-26, 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 2025-26, the gallery was under construction; however, teachers displayed artworks in the STEAM Building, hallways, and other classrooms.</p>	<p>In 2026-27, there will be an increase in the number of teachers who participate in Arts Integration PD and curriculum building. At least half of the teaching staff will offer at least one arts-integrated lesson.</p> <p>At least half of the teaching staff will make use of the Tennyson Art gallery for at least one lesson throughout the school year.</p>
<p>Increased professional development opportunities for VAPA teachers to improve their professional practices, such as creating better curriculum alignment / articulation across course pathways, creating alignment with HUSD VAPA Master Plan Goals, and creating alignment with state / national VAPA and college readiness standards.</p>	<p>In 2023-24, VAPA teachers focused on creating common rubrics for grading using Grading for Equity practices such as the 0-4 grading scale.</p> <p>In the 2024-25 school year, VAPA teachers focused on creating common assessments, such as using Art Criticism in the classroom</p> <p>In 2025-26, the VAPA Department continued working on common assessments. They also worked on creating lessons that prepare students for careers in art.</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 are aligned with state/national standards.</p> <p>The VAPA Department will continue to create goals that align with the HUSD VAPA Master Plan.</p> <p>Increase in the number of arts-integrated lessons and activities</p>

	<p>The VAPA Department continues their yearly work plan each year to create alignment with the HUSD VAPA Master Plan.</p> <p>In 2023-24 and 2024-25, Arts Integration PLC teachers were able to meet outside of regular contract hours to build arts-integrated curricula. These funds were not available in 2025-26 due to budget limitations.</p> <p>In 2025-26, two VAPA teachers were able to participate in specialized training in their field.</p>	<p>offered by Arts Integration PLC teachers.</p> <p>Increased opportunity for specialized professional development for VAPA teachers.</p>
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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	<p>Increase Student Access, Participation, and Representation in the Arts</p> <p>Description:</p> <p>Tennyson High School will increase equitable access to Visual and Performing Arts opportunities by expanding student participation in VAPA courses, clubs, performances, exhibitions, and community events. The department will create additional opportunities for students to showcase their talents through the Tennyson Art Gallery, community exhibitions, concerts, performances, social media, newsletters, and schoolwide events. Special emphasis will be placed on increasing student engagement and visibility of student work while promoting access for students who may not currently be enrolled in VAPA courses.</p> <p>Activities:</p> <p>Tennyson Art Gallery exhibitions Community art exhibitions Student showcases and performances School communications and social media Student competitions and awards VAPA recruitment and outreach</p>	Tennyson High School Students	<p>500 LCFF Supplemental and Concentration Funds</p> <p>Materials and supplies- Art Exhibitions</p>
4.2	<p>Expand Arts Learning Through Clubs, Performances, and Enrichment Opportunities</p> <p>Description:</p> <p>The VAPA Department will expand opportunities for students to engage in arts learning beyond the school day through clubs, field trips, performances, competitions, and enrichment activities. Programs</p>	Tennyson High School Students	<p>500 LCFF Supplemental and Concentration Funds</p> <p>National Art Honor Society Membership 2000 LCFF Supplemental and Concentration Funds</p>

	<p>such as Art Club, National Art Honor Society, Ceramics Club, Folklorico, Rock Music Club, and performing arts opportunities will provide students with meaningful experiences that foster creativity, leadership, collaboration, and artistic expression. Students will also participate in field trips and community-based learning experiences that connect classroom learning to professional and cultural arts experiences.</p> <p>Activities:</p> <ul style="list-style-type: none"> Art Club Ceramics Club National Art Honor Society Folklorico Rock Music Club Visual arts field trips Performing arts field trips Student competitions and exhibitions 		<p>Art Club Projects and Ceramics Club</p>
4.3	<p>Arts Integration and Cross-Curricular Learning</p> <p>Description:</p> <p>The VAPA Department will collaborate with teachers across disciplines to expand arts-integrated instruction and increase student engagement in all content areas. Through professional development, curriculum development, and collaborative planning, teachers will create learning experiences that incorporate visual and performing arts into academic instruction. The department will continue supporting arts-integrated projects and encourage teachers to utilize the Tennyson Art Gallery and other arts resources as instructional tools.</p> <p>Activities:</p> <ul style="list-style-type: none"> Arts Integration PLC Cross-curricular lesson development Arts-integrated projects Gallery-based instruction Teacher collaboration Arts Integration professional development 	<p>Tennyson High School Students</p>	<p>3000 LCFF Supplemental and Concentration Funds</p> <p>Substitute pay, transportation, materials and supplies 5000 LCFF Supplemental and Concentration Funds</p> <p>All Performing Arts Clubs</p>
4.4	<p>Curriculum Alignment, Professional Learning, and VAPA Master Plan Implementation</p> <p>Description:</p> <p>VAPA teachers will engage in ongoing professional learning and collaboration to strengthen curriculum alignment, assessment practices, and articulation across course pathways. Teachers will continue aligning curriculum to state and national VAPA standards, college and career readiness expectations, and the HUSD VAPA Master Plan. Collaboration time will support common assessments, grading practices, curriculum development, and opportunities for specialized</p>	<p>Tennyson High School Students</p>	<p>2000 Comprehensive Support and Improvement (CSI)</p> <p>Professional Development, extra hours 3000 LCFF Supplemental and Concentration Funds</p> <p>Intergrated VAPA strategies in all content areas</p>

	<p>professional learning that strengthen instructional quality and student outcomes.</p> <p>Activities:</p> <ul style="list-style-type: none"> VAPA curriculum alignment Common assessment development Alignment to HUSD VAPA Master Plan Grading and assessment calibration Professional conferences and training Course pathway development Career-connected arts learning 		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

The VAPA Department remains committed to increasing equitable access to visual and performing arts opportunities for all students at Tennyson High School. Throughout the year, students participated in a variety of visual and performing arts experiences both during and outside of the school day, including Art Club, National Art Honor Society, Folklórico, Ceramics Club, Rock Music Club, field trips, performances, exhibitions, and arts-integrated learning opportunities. These activities provided students with meaningful opportunities to develop creativity, collaboration, communication, and artistic skills.

Student participation in extracurricular arts activities continued to increase, demonstrating strong student interest in visual and performing arts opportunities. Students showcased their work through exhibitions, community events, competitions, performances, social media platforms, and schoolwide displays. Many students also received recognition through local and regional arts competitions, helping to elevate student voice and representation within the school community.

The department continued its work aligning curriculum, assessments, and instructional practices with the HUSD VAPA Master Plan, state standards, and college and career readiness expectations. Teachers collaborated to strengthen course pathways, develop common assessments, and expand opportunities for arts integration across content areas. These efforts helped increase access to arts learning experiences beyond traditional VAPA classrooms.

Research and local survey data continue to demonstrate the positive impact of arts education on student engagement, school connectedness, and overall school culture. Through expanded opportunities for participation, performance, exhibition, and creative expression, the VAPA Department has helped foster a more engaging and inclusive learning environment for 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 department successfully expanded opportunities for students to participate in visual and performing arts activities, a significant challenge continues to be declining enrollment in VAPA courses. Although participation in clubs, exhibitions, performances, arts-integrated projects, and extracurricular activities has increased, enrollment in VAPA classes has decreased over the past several years. This trend suggests that while students are engaging in arts experiences outside of traditional coursework, additional efforts are needed to increase student enrollment in VAPA courses and ensure that more students have access to arts instruction during the school day.

Another challenge has been the continued reduction of available resources and funding opportunities that previously supported expanded programming. As a result, the department has focused available resources on high-impact activities that directly increase student participation, visibility of student work, and access to arts experiences. The department will

continue analyzing enrollment trends and participation data to better understand barriers to enrollment and identify strategies for increasing access to VAPA programs.

Despite these challenges, the department has successfully maintained and expanded extracurricular opportunities, student exhibitions, field trips, arts-integrated learning experiences, and community partnerships that support student engagement and achievement in the arts.

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.

As a result of this analysis, the VAPA Department will place greater emphasis on increasing student participation and visibility in visual and performing arts programs while continuing to expand equitable access to arts learning opportunities. The department will continue supporting clubs, performances, exhibitions, field trips, and community partnerships that provide students with opportunities to engage in meaningful artistic experiences both inside and outside of the classroom.

The department will also strengthen efforts to increase enrollment in VAPA courses through student outreach, recruitment, and expanded opportunities for students to showcase their work through the Tennyson Art Gallery, community exhibitions, performances, competitions, and school communication platforms. Additional focus will be placed on increasing arts-integrated learning opportunities across content areas so that more students experience the benefits of arts education regardless of course enrollment.

Teachers will continue collaborating to align curriculum, assessments, and instructional practices with the HUSD VAPA Master Plan, state standards, and college and career readiness expectations. Professional learning opportunities will support curriculum articulation, common assessment development, arts integration, and pathway development across VAPA programs.

These changes are reflected in Goal 4 through the following strategies:

- Strategy 1: Increase Student Access, Participation, and Representation in the Arts
- Strategy 2: Expand Arts Learning Through Clubs, Performances, and Enrichment Opportunities
- Strategy 3: Arts Integration and Cross-Curricular Learning
- Strategy 4: Curriculum Alignment, Professional Learning, and VAPA Master Plan Implementation

Annual outcomes and metrics will continue to focus on student participation rates, VAPA enrollment, exhibitions, performances, arts-integrated learning opportunities, student recognition and awards, and stakeholder feedback regarding the impact of arts education 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 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.

Identified Need

Analysis of school climate data, California Healthy Kids Survey (CHKS) results, student, parent, and staff surveys, focus group discussions, and local stakeholder feedback indicates a continued need to strengthen student connectedness, belonging, and engagement at Tennyson High School. While recent feedback and WASC focus group findings demonstrate progress, including students reporting that they have trusted adults on campus they can turn to for support, data continue to show that not all students feel fully connected to the school community.

Student connectedness, school belonging, and positive relationships are critical factors in supporting academic achievement, attendance, social-emotional well-being, and graduation outcomes. Analysis of stakeholder feedback suggests a need to expand opportunities for students to engage in meaningful relationships with peers and adults, participate in school activities and leadership opportunities, and develop a stronger sense of belonging within the school community.

Particular attention will continue to be given to English Learners, socioeconomically disadvantaged students, newcomers, and other student groups who may experience barriers to school connectedness. These students often rely on school as a primary source of support, community, and access to resources.

To address these needs, Tennyson High School will continue implementing relationship-centered practices through orientation programs, student leadership opportunities, clubs and extracurricular activities, family engagement events, community-building programs, student led initiatives, recognition programs, and schoolwide events designed to strengthen relationships, increase student voice, and foster a positive school climate.

The school will continue monitoring climate survey data, attendance trends, student participation data, and stakeholder feedback to evaluate progress toward creating a safe, inclusive, and supportive learning environment where all students feel connected, valued, and empowered to succeed.

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
CHKS Data	During the 2024–26 school year, student connectedness data indicated that only 50% of ninth-grade students and 48% of eleventh-grade students reported feeling connected to the school. These results suggest a need to strengthen school climate, student engagement, and relationship-building efforts to ensure all students feel a sense of belonging and support within the school community.	Increase the percent of students feeling connected to the school by 15% for each grade level.
Increase student participation in voluntary activities (lunch rallies, dances, classroom activities, school wide events)	In 26-27 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>Student Connectedness, Belonging, and Relationship-Centered School Culture</p> <p>Description:</p> <p>Tennyson High School will strengthen student connectedness, belonging, and engagement through relationship-centered practices that foster a positive, inclusive, and supportive school culture. The school will continue implementing programs and activities that help students develop meaningful relationships with peers and trusted adults while increasing opportunities for student voice, leadership, mentorship, and participation in school life.</p> <p>The Tennyson High School Restorative Practices and Restorative Justice Team will support the implementation of restorative practices, relationship-building activities, conflict resolution, mediations, and community-building circles. Through collaboration with administrators, counselors, student support staff, and community partners, the team will work to strengthen school climate, reduce disciplinary incidents, and increase students' sense of belonging and connection to school.</p> <p>Student leadership and empowerment programs, including Link Crew, AASAI, AVID, Puente, MESA, Green Team, Black Student Union (BSU), athletics, and other student organizations, will continue to provide mentoring, leadership development, peer support, and opportunities for student engagement. Additional schoolwide programs such as, orientation activities, rallies, assemblies, recognition events, and 4A initiatives (Arts, Activities, Athletics, and Academics) will provide opportunities to strengthen relationships, celebrate student success, and foster a positive school culture.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Restorative Practices and Restorative Justice Team • Community-building circles and mediations • Link Crew orientation and mentoring • AASAI mentoring and leadership development • Black Student Union (BSU) • Athletics and student activities • Student leadership organizations and clubs • Orientation activities and transition supports 	Tennyson High School Students	<p>20000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>AASAI Case management 34341 Comprehensive Support and Improvement (CSI)</p> <p>Student Lead Initiatives 1092 LCFF Supplemental and Concentration Funds</p> <p>ASB Conferences 182,000 Comprehensive Support and Improvement (CSI)</p> <p>Restorative Justice Counselor</p>

	<ul style="list-style-type: none"> • Student recognition programs, rallies, and assemblies • 4A initiatives • School climate and belonging initiatives <p>Measures:</p> <ul style="list-style-type: none"> • California Healthy Kids Survey (CHKS) • Student climate surveys • Staff climate surveys • Suspension and discipline data • Student participation in clubs, athletics, and activities • School connectedness indicators 		
5.2	<p>Counseling, Social-Emotional Learning, and Student Support Systems</p> <p>Description:</p> <p>Tennyson High School will provide comprehensive social-emotional, academic, and college and career readiness supports through a coordinated system of counseling services and student support structures. Counselors, administrators, teachers, intervention staff, and student support teams will work collaboratively to ensure students have access to the resources and relationships necessary for success.</p> <p>Students will participate in grade-level presentations, individual academic and career planning meetings, Student Study Team (SST) meetings, COST referrals, and targeted support services designed to address academic, attendance, behavioral, and social-emotional needs. Through regular student check-ins, goal setting, and progress monitoring, staff will help students develop the skills and confidence necessary to achieve their educational and personal goals.</p> <p>The school will continue strengthening social-emotional learning opportunities and relationship-centered practices that support student well-being, resilience, self-advocacy, academic engagement, and post-secondary readiness.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Grade-level presentations • Individual student and family meetings • Academic and career planning • SST and COST processes • Student goal-setting and progress monitoring • College and career readiness activities • Social-emotional learning supports • Student support referrals and follow-up • Field Trips • Counseling interventions and case management 	Improve Student Engagement	<p>500 Comprehensive Support and Improvement (CSI)</p> <p>CEP Curriculum for Counseling 1500 Comprehensive Support and Improvement (CSI)</p> <p>UC and CSU Conference for Counselors 14454 LCFF Supplemental and Concentration Funds</p> <p>All Field Trips</p>

	<ul style="list-style-type: none"> • Mental health and wellness supports <p>Measures:</p> <ul style="list-style-type: none"> • Student climate survey data • Counseling participation data • SST and COST referral data • Graduation and credit attainment data • Student engagement indicators • Student feedback surveys 		
<p>5.3</p>	<p>Student Engagement, Attendance, Wellness, and Academic Success</p> <p>Description:</p> <p>Tennyson High School will strengthen student attendance, academic engagement, physical wellness, and overall success through a coordinated system of intervention, relationship-building, and student support. Staff will utilize attendance, behavior, academic, and climate data to identify students requiring additional support and provide timely interventions designed to increase engagement, improve attendance, and strengthen student outcomes.</p> <p>Teachers, counselors, administrators, intervention staff, the Restorative Justice Counselor, and family engagement personnel will collaborate to monitor student progress, conduct attendance interventions, facilitate family outreach, and provide individualized support for students experiencing barriers to success. Tutoring services, student check-ins, attendance support, restorative practices, mentoring, and positive reinforcement strategies will be utilized to increase student participation, improve academic performance, and strengthen school connectedness.</p> <p>Student leadership and empowerment programs will continue serving as important supports for students. Programs such as Link Crew, AASAI, BSU, Puente, AVID, MESA, Green Team, and other student organizations will provide mentoring, leadership development, peer support, and opportunities for students to build meaningful connections with their school community. Challenge Day, Breaking Down the Walls, and 4A (Arts, Activities, Athletics, and Academics) initiatives will continue to promote belonging, inclusion, relationship-building, and positive school culture.</p> <p>Physical Education and Athletics programs will continue to play a critical role in supporting student wellness, engagement, teamwork, leadership development, and school connectedness. Through high-quality physical education instruction, athletic participation, wellness activities, and access to appropriate equipment and resources, students will develop lifelong healthy habits while strengthening</p>	<p>Tennyson Science, history, and world language students.</p>	<p>26000 Comprehensive Support and Improvement (CSI) Athletics Intervention</p>

their connection to school and peers. Athletics will also serve as an intervention strategy by promoting academic accountability, attendance, eligibility monitoring, mentorship, and positive relationships with caring adults. Coaches, counselors, teachers, and administrators will collaborate to provide academic support, attendance interventions, and progress monitoring for student-athletes.

Professional learning will continue to focus on student engagement, culturally responsive teaching, anti-bias and anti-racism practices, restorative approaches, deeper learning, and Cycles of Inquiry. Staff will participate in learning walks, peer observations, and collaborative reflection opportunities designed to improve instructional practices and student engagement across all classrooms.

Activities:

- Attendance monitoring and intervention
- Student check-ins and goal-setting meetings
- Family outreach and communication
- Tutoring and academic support
- Learning walks and peer observations
- Anti-bias and anti-racism professional development
- Student engagement and deeper learning professional development
- Cycles of Inquiry and data analysis
- Restorative practices and restorative interventions
- Link Crew mentoring and transition support
- AASAI, BSU, Puente, AVID, MESA, Green Team, and student leadership activities
- 4A (Arts, Activities, Athletics, and Academics) programmin
- Physical Education and wellness activities
- Athletics participation, academic monitoring, and leadership opportunities
- Student-athlete intervention and support plans
- Family engagement through athletics and extracurricular activities
- Supplemental instructional equipment and materials
- Positive reinforcement and student recognition activities

Measures:

- Attendance and chronic absenteeism data
- Course grades and academic performance
- Student engagement and school climate surveys

	<ul style="list-style-type: none"> • Discipline and suspension data • Tutoring participation data • Athletic participation and eligibility data • Student leadership and club participation data • Learning walk evidence • Intervention participation and outcomes • School connectedness indicators • California Healthy Kids Survey (CHKS) results 		
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Annual Review

SPSA Year Reviewed: 2025-26

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 articulated goal is to create a relationship-centered learning environment that fosters academic engagement, social-emotional well-being, student belonging, and positive school culture. The school continues to focus on increasing the percentage of students and staff who report feeling connected to the school community and having meaningful relationships with trusted adults on campus.

To support this goal, Tennyson High School implemented a variety of strategies designed to strengthen student connectedness, increase engagement, and provide comprehensive supports for students and families. Through programs such as Link Crew, AASAI, student leadership organizations, restorative practices, and student clubs, students were provided with opportunities to build relationships, develop leadership skills, and increase their sense of belonging within the school community. The re-establishment of the Black Student Union and continued support for student empowerment groups expanded opportunities for student voice and identity-based engagement.

Counseling services, Student Study Teams (SSTs), COST referrals, individual student support meetings, and college and career readiness activities provided additional layers of academic and social-emotional support. These systems helped identify student needs, coordinate interventions, and connect students and families with appropriate resources.

The school also strengthened attendance and intervention systems through regular student check-ins, attendance monitoring, family outreach, tutoring services, and restorative approaches. CSI funding provided additional opportunities to expand intervention services, increase student support staffing, strengthen tutoring programs, and improve coordination of services for students requiring additional support.

Physical Education and Athletics programs continued to contribute to student engagement, wellness, leadership development, and school connectedness. Through participation in physical education classes, athletic programs, and extracurricular activities, students were provided opportunities to develop teamwork, responsibility, healthy habits, and positive relationships with peers and staff.

Overall, implementation of these strategies contributed to a stronger sense of community and increased opportunities for students to connect with school. While challenges remain, stakeholder feedback, participation data, and school climate indicators suggest continued progress toward creating a more inclusive, supportive, and relationship-centered school environment.

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

As implementation progressed, additional needs were identified related to student attendance, intervention services, social-emotional supports, and school connectedness. As a result, the school expanded several planned activities through the integration of Comprehensive Support and Improvement (CSI) funding and additional student support resources.

One significant difference was the expansion of intervention and student support services. Additional staffing and resources were allocated to strengthen attendance interventions, tutoring coordination, restorative practices, student mentoring, and case management services. These supports allowed the school to provide more targeted assistance to students experiencing academic, behavioral, attendance, or social-emotional challenges.

The school also increased its focus on restorative practices, student leadership opportunities, and programs designed to strengthen belonging and engagement. Expanded support for student organizations, mentoring programs, and school climate initiatives created additional opportunities for students to connect with peers and trusted adults.

Another adjustment involved the continued development of wellness and intervention supports, including the use of restorative practices, student check-ins, attendance monitoring, and coordinated services through SST and COST processes. These efforts provided a more comprehensive and proactive system of support than originally envisioned.

Overall, implementation evolved to emphasize a more integrated approach to student support, combining academic, behavioral, attendance, wellness, and engagement strategies to better meet the diverse needs of 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.

Based on the analysis of school climate data, attendance data, stakeholder feedback, and implementation outcomes, Tennyson High School will continue strengthening its relationship-centered approach through expanded student supports, engagement opportunities, and intervention systems.

For the 2026-27 school year, the school will continue prioritizing student connectedness, belonging, and positive school culture through restorative practices, Link Crew, student leadership programs, athletics, clubs, and schoolwide engagement activities. Additional emphasis will be placed on strengthening opportunities for student voice, mentorship, and participation in school life.

The school will also continue expanding counseling, social-emotional learning, attendance interventions, tutoring services, and coordinated student support systems. Staff will utilize data to identify student needs, monitor progress, and provide targeted interventions designed to improve attendance, engagement, academic performance, and overall well-being.

Physical Education and Athletics will continue supporting student wellness, engagement, teamwork, leadership development, and school connectedness through participation opportunities, wellness activities, and relationship-building experiences.

These changes can be found in Goal 5 under:

- Strategy 1: Student Connectedness, Belonging, and Relationship-Centered School Culture
- Strategy 2: Counseling, Social-Emotional Learning, and Student Support Systems
- Strategy 3: Student Engagement, Attendance, Wellness, and Academic Success

Annual outcomes and metrics will continue to include California Healthy Kids Survey (CHKS) data, student and staff climate surveys, attendance data, suspension rates, student participation in activities and athletics, counseling and intervention data, and other indicators of school connectedness and engagement.

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.

Identified Need

Analysis of attendance data, chronic absenteeism rates, student engagement data, counseling referrals, SST and COST data, family feedback, and stakeholder input indicates a continued need to improve student attendance and reduce chronic absenteeism at Tennyson High School.

While the school has made progress in strengthening student connectedness and providing intervention supports, chronic absenteeism continues to be a significant barrier to student achievement, engagement, graduation, and overall school success. Students who are chronically absent are more likely to experience academic difficulties, course failures, lower levels of school connectedness, and reduced access to college and career opportunities.

Attendance challenges are often linked to multiple factors, including transportation barriers, family responsibilities, health concerns, social-emotional needs, housing instability, and disengagement from school. As a result, Tennyson High School recognizes that improving attendance requires a coordinated, multi-tiered approach that addresses both the academic and non-academic barriers students may face.

To address these needs, the school will continue utilizing the RAISE Committee to regularly review attendance data, monitor intervention effectiveness, identify students requiring additional support, and coordinate schoolwide attendance improvement efforts. Through collaboration among administrators, counselors, the Youth Intervention Specialist, teachers, attendance staff, family engagement personnel, and student support teams, the school will implement targeted interventions designed to improve attendance, strengthen student engagement, and increase school connectedness.

These efforts are intended to reduce chronic absenteeism, improve student attendance, strengthen family partnerships, and ensure that students have equitable access to the educational opportunities and support services necessary for success.

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 parent and guardian participation in school events, workshops, communication platforms, and leadership opportunities by 10%, as measured through attendance records, participation data, Infinite Campus usage, and parent survey responses.	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>Strategy 1: Family Communication, Outreach, and Access to Information</p> <p>Description:</p> <p>Tennyson High School will strengthen communication between school and home by providing families with timely, accessible, and meaningful information regarding student progress, attendance, graduation requirements, college and career opportunities, and school events. The Family Engagement Specialist (FES), Parent Ambassadors, counselors, teachers, and administrators will utilize multiple communication platforms to ensure families remain informed and connected to the school community.</p> <p>The school will continue improving communication systems through the use of Infinite Campus, the school website, social media, newsletters, marquee announcements, calendars, and direct outreach to families. Parent Ambassadors will play an expanded role in supporting communication efforts, helping families access information, navigate school systems, and connect with available resources. Translation and interpretation services will be provided whenever possible to ensure equitable access for all families.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Infinite Campus training and support • School website updates and maintenance • Monthly newsletters and school calendars • Social media communication • Marquee announcements • Parent instructional videos 	All students	<p>5000 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 as well as athletic meetings 10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Academic Family Intervention Outreach for all students- For all at risk 9-12th students. (Hours for At Risk Committee)</p>

	<ul style="list-style-type: none"> • Translation and interpretation services • Parent outreach and communication • Summer and evening family engagement opportunities • Parent Ambassador outreach support <p>Measures:</p> <ul style="list-style-type: none"> • Infinite Campus usage data • Parent surveys • Website and communication engagement data • Family participation data • Parent feedback regarding school communication 		
<p>6.2</p>	<p>Strategy 2: Parent Education, Capacity Building, and Family Support</p> <p>Description:</p> <p>Tennyson High School will provide parents and guardians with educational opportunities, resources, and individualized support designed to strengthen their ability to support student success. Through workshops, family case management, guest speakers, and resource referrals, families will gain access to information and services that support academic achievement, attendance, social-emotional well-being, and post-secondary planning.</p> <p>The Family Engagement Specialist will continue working closely with families to connect them with school and community resources, provide individualized support, and address barriers that may impact student success. Parent Ambassadors will support workshop participation, family outreach, and peer-to-peer support by helping families navigate school systems and access available services.</p> <p>Workshops and informational sessions will focus on topics identified by families, including college and career readiness, financial aid, technology literacy, attendance, academic monitoring, social-emotional wellness, graduation requirements, and available student support services.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Parent workshops • College and career readiness workshops • Financial aid and scholarship workshops • Technology literacy training • Social-emotional learning and wellness workshops • Family case management • Community resource referrals • Guest speakers • Individual parent support meetings • Parent Ambassador peer support 		<p>5000</p> <p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Fingerfood for parent committee meetings</p>

	<p>Measures:</p> <ul style="list-style-type: none"> • Workshop attendance and sign-in sheets • Parent surveys • Family participation data • Family and Community Engagement Rubric • Parent feedback and needs assessments 		
<p>6.3</p>	<p>Strategy 3: Parent Leadership, Family Partnerships, and Community Engagement</p> <p>Description:</p> <p>Tennyson High School will increase opportunities for families to actively participate in school life and strengthen partnerships between families, students, and staff. Through school events, athletic programs, parent leadership opportunities, and community-building activities, families will be encouraged to engage in meaningful ways that support student achievement, school connectedness, and a positive school culture.</p> <p>Due to the reduction of the Family Engagement Specialist position from 100% to 50%, Parent Ambassadors will assume an expanded leadership role in supporting family engagement efforts. Parent Ambassadors will assist with outreach, event planning, workshop promotion, family mentoring, welcoming new families, and increasing participation in school activities and leadership groups.</p> <p>The school will continue hosting events such as Back-to-School Night, Expo Night, AP Night, 8th Grade Orientation, parent field trips, and family engagement activities that provide opportunities for families to connect with school staff and learn about available programs and services. Athletics and extracurricular activities will continue to serve as important opportunities for family involvement, community pride, and student celebration.</p> <p>The Family Engagement Specialist and Parent Ambassadors will continue supporting family participation in SSC, ELAC, Coffee with the Principal, and other leadership and advisory groups to ensure family voice remains an important part of school decision-making.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Back-to-School Night • Expo Night • AP Night • 8th Grade Orientation • Parent field trips • Parent Ambassador Program • Parent leadership development 		

	<ul style="list-style-type: none"> • SSC participation • ELAC participation • Coffee with the Principal • Athletic family engagement events • Student recognition events and celebrations • Family participation in school activities and community events • Parent-to-parent mentoring and outreach <p>Measures:</p> <ul style="list-style-type: none"> • Event attendance data • Parent participation rates • Athletic family engagement participation • SSC and ELAC participation • Parent surveys • Family feedback regarding school connectedness and engagement • Parent Ambassador participation data 		
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Annual Review

SPSA Year Reviewed: 2025-26

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 remains committed to strengthening partnerships between families and the school community. Our goal is to increase parent and guardian engagement by creating meaningful opportunities for families to access information, participate in school activities, support their students' academic success, and build strong relationships with school staff.

Our school serves a diverse population that includes English Learners, immigrant families, and working families who often face barriers related to language, transportation, work schedules, and familiarity with the educational system. Recognizing these challenges, the school has focused on increasing communication, expanding family support services, and creating multiple pathways for family engagement.

During the school year, the Family Engagement Specialist, Parent Ambassadors, counselors, teachers, and administrators worked collaboratively to increase family participation through workshops, family events, parent meetings, outreach efforts, and schoolwide activities. Communication was strengthened through the use of Infinite Campus, newsletters, social media, school calendars, the school website, marquee announcements, and direct outreach to families.

The school continued hosting events such as Back-to-School Night, Expo Night, AP Information Nights, parent workshops, ELAC meetings, Coffee with the Principal, and other family engagement opportunities. Families were provided with information related to college and career readiness, financial aid, academic monitoring, technology literacy, attendance, social-emotional wellness, and available student support services. Family case management and individualized support also helped connect families with resources and services that supported student success.

Athletics and extracurricular activities played an important role in strengthening family engagement by providing opportunities for families to participate in competitions, recognition events, informational meetings, and school celebrations. These activities helped build stronger connections between families, students, coaches, teachers, and staff while increasing school pride and community involvement.

Overall, participation in family engagement opportunities continued to grow, and feedback from families indicates that increased communication, workshops, and support services have strengthened family-school partnerships. As the school prepares for a reduction in Family Engagement Specialist staffing, greater emphasis will be placed on developing parent leadership capacity through the Parent Ambassador Program to help sustain and expand family engagement efforts. This collaborative approach will help ensure that families remain informed, connected, and actively engaged in supporting student success.

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

As implementation progressed, the school identified a need to move beyond simply providing information to families and focus more intentionally on building family capacity, leadership, and engagement. While communication efforts increased significantly, participation data and family feedback indicated that many families continued to need additional support navigating school systems, understanding academic requirements, monitoring student progress, and accessing available resources.

As a result, greater emphasis was placed on workshops, individualized support, family case management, and direct outreach through the Family Engagement Specialist and Parent Ambassadors. The school also expanded efforts to provide information through multiple communication channels and increase opportunities for families to engage in school activities outside of traditional school hours.

Another adjustment involved strengthening family engagement through athletics, extracurricular programs, and schoolwide events. These activities provided additional opportunities for families to connect with the school community, celebrate student success, and build relationships with school staff.

A significant change for the 2026-27 school year is the reduction of the Family Engagement Specialist position from 100% to 50%. To maintain and expand family engagement efforts despite reduced staffing, the school will increase the utilization of Parent Ambassadors as key partners in outreach, communication, workshop promotion, event support, and family mentoring. Parent Ambassadors will play a larger role in helping families navigate school systems, access resources, and remain connected to the school community.

These adjustments reflect the school's commitment to building sustainable family engagement systems that leverage both staff and parent leadership to support student success.

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 stakeholder feedback, participation data, and implementation outcomes, Tennyson High School will continue strengthening family engagement through expanded communication, parent education opportunities, leadership development, and family-school partnerships.

For the 2026-27 school year, the school will place additional emphasis on increasing meaningful use of communication platforms such as Infinite Campus and strengthening family understanding of academic expectations, graduation requirements, attendance, college and career readiness, and available support services.

Due to the reduction of the Family Engagement Specialist position from 100% to 50%, the Parent Ambassador Program will be expanded to increase parent leadership and strengthen family outreach efforts. Parent Ambassadors will take on greater responsibility in supporting communication efforts, welcoming new families, promoting workshops and events, providing peer-to-peer support, and increasing family participation in school activities and advisory groups.

The school will continue expanding family workshops, family case management supports, and opportunities for parent leadership and participation through SSC, ELAC, Coffee with the Principal, Parent Ambassadors, athletics, and other school organizations. Athletics, extracurricular activities, and schoolwide events will continue to serve as important opportunities for family engagement and community building.

These changes can be found in Goal 6 under:

- Strategy 1: Family Communication and Access to Information
- Strategy 2: Parent Education, Capacity Building, and Family Support
- Strategy 3: Parent Leadership, Family Partnerships, and Community Engagement

Annual outcomes and metrics will continue to include parent participation rates, workshop attendance, Infinite Campus usage data, family surveys, Family and Community Engagement Rubric indicators, participation in school events and leadership opportunities, and Parent Ambassador engagement data.

These revisions reflect the school's continued commitment to building strong partnerships with families and ensuring that all parents and guardians have meaningful opportunities to support their students and engage in the school 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.

Identified Need

Analysis of attendance data, chronic absenteeism rates, student engagement data, graduation data, counseling referrals, SST and COST data, family feedback, and stakeholder input indicates a continued need to improve student attendance and reduce chronic absenteeism at Tennyson High School.

While the school has made progress in strengthening student connectedness and providing intervention supports, chronic absenteeism continues to be a significant barrier to student achievement, engagement, and graduation. Students who are chronically absent are more likely to experience academic difficulties, course failures, lower levels of school connectedness, and reduced access to college and career opportunities.

Attendance challenges are often linked to multiple factors, including transportation barriers, family responsibilities, health concerns, social-emotional needs, housing instability, and disengagement from school. Data also indicate that some student groups continue to experience higher rates of absenteeism and require additional intervention and support.

To address these needs, Tennyson High School will continue implementing a comprehensive attendance improvement system that includes attendance monitoring, family outreach, student check-ins, counseling supports, SST and COST interventions, restorative practices, tutoring, mentoring, athletics and extracurricular engagement, and coordinated case management services.

The RAISE Committee will continue serving as the primary team responsible for reviewing attendance data, monitoring intervention effectiveness, identifying attendance trends, and coordinating schoolwide attendance improvement efforts. Through collaboration among administrators, counselors, the Youth Intervention Specialist, teachers, attendance staff, family engagement personnel, and student support teams, the school will implement targeted interventions designed to improve attendance, strengthen student engagement, and increase school connectedness.

These efforts are intended to reduce chronic absenteeism, improve attendance rates, strengthen family partnerships, and ensure that all students have equitable access to the educational opportunities and support services necessary for success.

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	95% Average Attendance Rate	95% Average Attendance Rate
Graduation Rate	69.9% Graduation Rate	75% 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	<p>Strategy 1: Attendance Monitoring, Early Intervention, and RAISE Committee Coordination</p> <p>Description:</p> <p>Tennyson High School will implement a comprehensive, data-driven attendance improvement system focused on early identification, intervention, and ongoing progress monitoring. The RAISE Committee will continue serving as the primary team responsible for reviewing attendance data, monitoring intervention effectiveness, identifying attendance trends, and</p>	<p>Tennyson High School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p>	<p>50000 LCFF Supplemental and Concentration Funds</p> <p>50% Attendance Clerk for RAISE 5000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Attendance Raise Committee-Extra Hours (Summer and School Year) - Certificated</p>

	<p>coordinating schoolwide attendance improvement efforts.</p> <p>The school will utilize attendance reports, chronic absenteeism data, and early warning indicators to identify students in need of support. Families will be contacted promptly, and interventions will be implemented before attendance concerns become chronic. A 50% Attendance Clerk position will provide additional support for attendance monitoring, communication, outreach, and documentation.</p> <p>A 20% Attendance Intervention Teacher will work closely with students, families, counselors, administrators, and support staff to coordinate attendance interventions, monitor progress, develop attendance improvement plans, and support students experiencing attendance challenges.</p> <p>Activities:</p> <ul style="list-style-type: none"> • RAISE Committee attendance reviews • Attendance monitoring and data analysis • Early warning and identification systems • Attendance intervention planning • Family outreach and communication • Attendance Clerk support services • Attendance Intervention Teacher support • Attendance improvement plans • Attendance recognition and incentive programs <p>Measures:</p> <ul style="list-style-type: none"> • Average Daily Attendance (ADA) • Chronic absenteeism rates • Attendance intervention participation • Family outreach logs • Attendance improvement data • Attendance reports 		<p>3500 Comprehensive Support and Improvement (CSI)</p> <p>Extra Hours for Attendance Clerk for Raise (Summer and School Year) 4100 LCFF Supplemental and Concentration Funds</p> <p>Extra Hours for Community School Specialist for Raise (Summer and School Year) 3900 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Extra Hours for FES for RAISE (Summer and School Year)</p>
<p>7.2</p>	<p>Strategy 2: Student Intervention, Restorative Supports, and Family Case Management</p> <p>Description:</p> <p>Tennyson High School will provide targeted intervention and support services for students experiencing attendance challenges through coordinated efforts involving administrators, counselors, the Restorative Justice Counselor, CWA support staff, and the COST team.</p> <p>Students identified as chronically absent will receive individualized support through attendance meetings, family conferences, attendance contracts, reentry plans, counseling services, restorative practices, home visits when appropriate, and referrals to community-based resources. The school will maintain a regular Coordination of Services Team (COST) process to identify barriers</p>	<p>Monitor and support student graduation in 4 years</p>	<p>26000 Comprehensive Support and Improvement (CSI)</p> <p>20% Raise Intervention</p>

	<p>impacting attendance and connect students and families with appropriate services and supports.</p> <p>The Restorative Justice Counselor will continue supporting students through relationship-building, conflict resolution, restorative practices, and interventions designed to increase student engagement, improve school connectedness, and reduce barriers to attendance.</p> <p>Activities:</p> <ul style="list-style-type: none"> • COST meetings and interventions • Family attendance conferences • Truancy meetings • Home visits • Attendance contracts • Reentry plans • Restorative practices and interventions • Counseling referrals and support • Community resource referrals • Family case management <p>Measures:</p> <ul style="list-style-type: none"> • COST referral data • Truancy meeting participation • Attendance contract completion • Student attendance improvement • Counseling and intervention participation • Home visit documentation 		
<p>7.3</p>	<p>Strategy 3: Student Engagement, School Connectedness, and Graduation Supports</p> <p>Description:</p> <p>Tennyson High School recognizes that attendance improves when students feel connected, supported, and engaged in school. The school will continue expanding opportunities that promote belonging, academic success, and post-secondary readiness through athletics, clubs, student leadership programs, tutoring, restorative practices, and college and career readiness initiatives.</p> <p>Students will be encouraged to participate in extracurricular activities, leadership opportunities, and academic support programs that strengthen relationships with peers and trusted adults. The school will continue supporting credit recovery opportunities and targeted academic interventions designed to keep students on track toward graduation.</p> <p>EAOP and college and career readiness programs will provide additional intervention supports for students by helping them connect attendance, academic achievement, graduation, and postsecondary opportunities. These efforts will reinforce the importance of regular attendance and student engagement in achieving long-term</p>		<p>40000 Comprehensive Support and Improvement (CSI) Early Academic Outreach Program</p>

	<p>success.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Athletics and extracurricular participation • Student leadership opportunities • Tutoring and academic support • Credit recovery opportunities • EAOP programming and interventions • College and career readiness activities • Attendance incentives and recognition • Student engagement activities • Graduation monitoring and support <p>Measures:</p> <ul style="list-style-type: none"> • Attendance rates • Graduation rates • Credit attainment data • Tutoring participation • EAOP participation • Student engagement data • Participation in athletics and extracurricular activities • College and career readiness participation 		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

Over the past several years, Tennyson High School has experienced challenges related to chronic absenteeism and student attendance. Attendance continues to be one of the strongest indicators of student success, academic achievement, and graduation outcomes. Data analysis indicates that students who experience chronic absenteeism are more likely to struggle academically, disengage from school, and fall behind in earning credits toward graduation.

To address these challenges, the school has implemented a variety of attendance supports and interventions, including attendance monitoring, truancy meetings, attendance contracts, counseling supports, SST and COST referrals, home visits, restorative practices, and family outreach. Administrators, counselors, attendance staff, community partners, and student support teams have worked collaboratively to identify students in need of support and connect them with appropriate interventions.

The school's RAISE Committee has played an increasingly important role in reviewing attendance data, monitoring student progress, identifying attendance trends, and coordinating intervention efforts. Through regular review of attendance data and student support needs, the committee has helped ensure that students experiencing attendance challenges receive timely and targeted support.

The Restorative Justice Counselor has continued supporting students through relationship-building, conflict resolution, restorative practices, and interventions designed to increase student engagement and school connectedness. These efforts have contributed to a more supportive school environment while helping address barriers that impact attendance.

While attendance challenges remain, the school has strengthened its systems for identifying and supporting students experiencing attendance concerns. Continued collaboration among school staff, families, and community partners has

laid the foundation for a more coordinated and proactive approach to reducing chronic absenteeism and increasing student engagement.

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

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

As the school reviewed attendance data and intervention outcomes, it became clear that attendance improvement efforts required a more focused and sustainable support structure. Several originally proposed staffing models and intervention approaches were adjusted to better align with available resources and identified student needs.

A significant difference is that the school will not be utilizing Youth Intervention Specialist positions as originally envisioned. Instead, attendance interventions will be supported through a combination of the Restorative Justice Counselor, counseling staff, administrators, community partners, COST processes, and targeted attendance support personnel.

To strengthen attendance systems, the school will add a 50% Attendance Clerk position to support attendance monitoring, outreach, documentation, and communication with families. In addition, a 20% Attendance Intervention Teacher position will provide focused support for students experiencing attendance challenges through progress monitoring, attendance interventions, family communication, and coordination of support services.

The school has also increased emphasis on the RAISE Committee as the primary structure for reviewing attendance data, monitoring intervention effectiveness, and coordinating schoolwide attendance improvement efforts. Additional support will continue through CWA services, home visits, attendance contracts, reentry plans, restorative practices, and community partnerships.

These adjustments reflect a shift toward a more coordinated and data-driven attendance support model that prioritizes early intervention, relationship-building, and targeted supports for students most at risk of chronic absenteeism.

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.

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.

Based on attendance data, chronic absenteeism trends, stakeholder feedback, and intervention outcomes, Tennyson High School will continue strengthening its attendance improvement efforts through a coordinated system of monitoring, intervention, family engagement, and student support.

For the 2026-27 school year, the school will formalize the role of the RAISE Committee as the primary team responsible for attendance data review, intervention monitoring, and attendance improvement planning. Additional staffing support will be provided through a 50% Attendance Clerk position and a 20% Attendance Intervention Teacher position to increase the school's capacity for attendance monitoring, family outreach, and student intervention.

The school will continue implementing attendance contracts, truancy meetings, home visits, reentry plans, restorative practices, counseling supports, COST interventions, and family case management services. Increased attention will also be given to strengthening student engagement and school connectedness through athletics, extracurricular activities, tutoring, college and career readiness programs, EAOP services, and other supports that encourage regular school attendance.

These changes can be found in Goal 7 under:

- Strategy 1: Attendance Monitoring, Early Intervention, and RAISE Committee Coordination
- Strategy 2: Student Intervention, Restorative Supports, and Family Case Management
- Strategy 3: Student Engagement, School Connectedness, and Graduation Supports

Annual outcomes and metrics will continue to include Average Daily Attendance (ADA), chronic absenteeism rates, attendance intervention participation, family outreach data, graduation rates, student engagement indicators, and attendance improvement outcomes.

These revisions reflect the school's commitment to addressing chronic absenteeism through proactive intervention, relationship-centered practices, family partnerships, and coordinated systems of support designed to improve student attendance and long-term success.

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.

Identified Need

Analysis of California School Dashboard indicators, CAASPP performance data, attendance data, English Learner data, WASC findings, local assessment data, and stakeholder feedback indicates a continued need to strengthen instructional systems, student achievement, student engagement, and support services at Tennyson High School.

While the school has made progress in several areas, student achievement data indicate that significant work remains in both English Language Arts and Mathematics. Performance on state assessments continues to demonstrate the need for stronger instructional alignment, effective use of data, targeted interventions, and consistent implementation of high-quality instructional practices across departments.

The school continues to experience growth in student enrollment, particularly among Latino students, English Learners, newcomer students, and students requiring additional academic and social-emotional supports. Tennyson High School currently serves a large English Learner population and remains committed to ensuring that all students have equitable access to rigorous instruction, language supports, and opportunities for academic success.

Attendance and chronic absenteeism continue to impact student achievement and graduation outcomes. Although chronic absenteeism rates have improved, attendance remains an area requiring ongoing attention and intervention. In addition, the number of students experiencing housing instability and homelessness continues to increase, creating additional barriers to student success and requiring expanded coordination of support services.

As a designated Community School, Tennyson High School recognizes the importance of addressing both academic and non-academic barriers to learning. The school will continue utilizing the WASC Continuous Improvement process, California School Dashboard data, stakeholder input, and Cycles of Inquiry to evaluate programs, monitor progress, and refine strategies that improve student outcomes.

To address these needs, the school will focus on strengthening instructional systems, improving data-driven decision-making, increasing student engagement and connectedness, expanding family and community partnerships, and enhancing supports for English Learners, students experiencing homelessness, and other student groups requiring additional intervention. These efforts are intended to support continuous school improvement and ensure that all students graduate college, career, and community ready.

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	Successful completion of the WASC Mid-Cycle Progress Review scheduled for October 2026.

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>Continuous Improvement Through Committee Structures and Data Monitoring</p> <p>Description:</p> <p>Tennyson High School will utilize existing committee structures to monitor progress toward schoolwide goals, evaluate program effectiveness, and support continuous school improvement. Rather than maintaining separate WASC Focus Groups, the school will embed WASC Action Plan monitoring into established committees to ensure that continuous improvement remains an ongoing part of school operations and decision-making.</p> <p>Committees such as School Site Council (SSC), Local Curriculum Council (LCC), Site-Based Decision Making (SBDM), RAISE Committee, Department Chairs, and other stakeholder groups will regularly review data, monitor implementation of SPSA and WASC goals, identify areas of need, and recommend adjustments to improve student outcomes. Each committee will include a standing WASC Action Plan agenda item to ensure ongoing monitoring and accountability.</p> <p>Teachers will continue collaborating through PLCs, department meetings, Cycles of Inquiry, and common assessment development to improve instructional practices and student achievement. Staff will regularly review student achievement, attendance, school climate, graduation, English Learner, and college and career readiness data to evaluate progress toward schoolwide goals.</p> <p>As a Community School, Tennyson High School will continue engaging students, families, staff, and community partners in the continuous improvement process to ensure programs, services, and interventions remain responsive to student and family needs.</p> <p>Activities:</p>	Tennyson High School Students	

	<ul style="list-style-type: none"> • WASC Action Plan monitoring through existing committees • Standing WASC agenda items in committee meetings • PLC collaboration and Cycles of Inquiry • Common assessment development and analysis • Schoolwide data reviews • SPSA progress monitoring • Stakeholder feedback collection and analysis • Continuous improvement planning • Student, family, staff, and community engagement • Coordination with district departments to support implementation and resource allocation <p>Measures:</p> <ul style="list-style-type: none"> • Committee agendas and meeting minutes • WASC Action Plan progress reports • PLC agendas and collaboration evidence • Common assessment data • California School Dashboard indicators • CAASPP, ELPAC, attendance, and graduation data • Student, family, and staff survey data • Evidence of implementation of schoolwide improvement initiatives 		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

Over the past several years, Tennyson High School has engaged in ongoing reflection, collaboration, and continuous improvement efforts to address schoolwide priorities identified through the WASC process, California School Dashboard data, local assessment data, and stakeholder feedback. These efforts have focused on improving student achievement, attendance, school climate, family engagement, and support systems for all students.

Through collaboration in PLCs, department meetings, leadership teams, and other school committees, staff have regularly analyzed data, reviewed progress toward schoolwide goals, and identified areas requiring additional support. This work has strengthened the school's capacity to make data-informed decisions and align resources to student needs.

The school successfully completed its WASC one-year progress reporting requirements and demonstrated evidence of growth in several areas, including instructional practices, intervention systems, student supports, and schoolwide collaboration. The WASC process has helped reinforce a culture of continuous improvement and collective responsibility for student success.

As a Community School, Tennyson High School has also expanded collaboration among staff, students, families, and community partners to address both academic and non-academic barriers to learning. These efforts have contributed to stronger systems of support and increased opportunities for stakeholder engagement in school improvement efforts.

Overall, implementation of the WASC Action Plan and SPSA goals has strengthened the school's ability to monitor progress, identify needs, and make adjustments designed to improve outcomes for students. The school remains committed to continuous improvement and ongoing evaluation of programs and services to ensure all students have access to the support and opportunities necessary for success.

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

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

One significant difference between the original implementation plan and current practice is the transition away from separate WASC Focus Groups and Home Groups. Rather than maintaining additional committee structures, the school has chosen to streamline continuous improvement efforts by embedding WASC monitoring and Action Plan review into existing committees and leadership structures.

Committees such as the School Site Council (SSC), Local Curriculum Council (LCC), Site-Based Decision Making (SBDM), RAISE Committee, department leadership teams, and PLCs will now assume greater responsibility for monitoring progress toward schoolwide goals and reviewing evidence related to the WASC Action Plan. This approach reduces duplication of effort while increasing accountability and alignment across school initiatives.

The school has also prioritized the use of existing collaboration structures and meeting time to support continuous improvement efforts rather than creating additional meetings or staffing structures. This adjustment allows staff to focus on implementation, monitoring, and problem-solving while maximizing available resources.

These changes reflect the school's commitment to creating sustainable systems for continuous improvement that are integrated into the daily work of the school rather than operating as separate initiatives.

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.

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.

Based on analysis of schoolwide data, stakeholder feedback, and progress monitoring efforts, Tennyson High School will continue utilizing the WASC Continuous Improvement process as a framework for evaluating programs, monitoring student outcomes, and refining school improvement efforts.

For the 2026-27 school year, the school will formally integrate WASC Action Plan monitoring into existing committee structures, including SSC, LCC, SBDM, RAISE Committee, department leadership teams, and PLCs. Each committee will include regular review of relevant WASC Action Plan items and schoolwide data to ensure ongoing monitoring and accountability.

The school will continue emphasizing data-driven decision-making through the use of California School Dashboard indicators, CAASPP and ELPAC results, attendance data, graduation data, school climate information, and stakeholder feedback. Committees will utilize these data sources to evaluate progress toward SPSA goals and identify areas requiring additional support or intervention.

These changes can be found in Goal 8 under:

- Strategy 1: Continuous Improvement Through Committee Structures and Data Monitoring

Annual outcomes and metrics will continue to include California School Dashboard indicators, student achievement data, attendance and graduation data, stakeholder feedback, committee documentation, and evidence of implementation of the WASC Action Plan and SPSA goals.

These revisions reflect the school's commitment to creating sustainable systems of continuous improvement that support

accountability, collaboration, and positive outcomes for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

Deeper learning- scientific literacy and mastery of NGSS for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with the district LCAP goal of increasing academic achievement, closing opportunity gaps, and ensuring all students are college, career, and community ready.

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.

Analysis of California Science Test (CAST) results, classroom assessment data, common formative assessments, and departmental review indicates a continued need to improve student achievement in science and strengthen scientific literacy across all grade levels.

Current CAST data indicates that only 9.16% of Tennyson High School students met or exceeded science standards. While students engage in a variety of laboratory and inquiry-based learning experiences, additional work is needed to strengthen students' ability to analyze data, interpret scientific information, engage in academic discourse, construct evidence-based explanations, and apply scientific concepts to real-world problems.

The science department also serves a large population of English Learners and multilingual students who require intentional language supports to fully access rigorous science content. Science instruction must continue to emphasize opportunities for students to listen, speak, read, and write using academic language while engaging in meaningful scientific inquiry.

To address these needs, the Science Department will focus on strengthening implementation of the Next Generation Science Standards (NGSS), developing common assessments and benchmarks, increasing opportunities for scientific writing and argumentation, utilizing structured academic discussion protocols, and implementing Sheltered Science strategies that support language development and content mastery.

These efforts are intended to increase CAST performance, improve scientific literacy, strengthen academic language development, and ensure all students have access to rigorous, engaging, and standards-aligned science instruction.

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
California Science Test (CAST)	9.16% of students met or exceeded standards on the CAST in 2024-25.	Increase the percentage of students meeting or exceeding standards on the CAST by at least 5 percentage points.
Common Science Assessments	Baseline data established through department-created benchmarks and common assessments.	Students will demonstrate growth on common assessments, CER writing tasks, and NGSS-aligned performance tasks.

Science Course Grades	Current science course grades indicate a need for continued support in scientific literacy and academic language development.	Increase the percentage of students earning a C or higher in science courses.
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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
9.1	<p>NGSS-Aligned Instruction, Common Assessments, and Scientific Literacy</p> <p>Description:</p> <p>The Science Department will collaborate to strengthen implementation of the Next Generation Science Standards (NGSS) through the development of common assessments, common benchmarks, shared laboratory experiences, and standards-aligned instructional practices. Teachers will engage in collaboration and Cycles of Inquiry to analyze student work, review assessment results, and refine instructional strategies.</p> <p>The department will establish common benchmarks across grade levels focused on Claim-Evidence-Reasoning (CER), scientific writing, data analysis, graph interpretation, laboratory skills, and scientific problem-solving. Common laboratory experiences and performance tasks will be developed to ensure consistency and rigor across science courses.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Development of common assessments and benchmarks • Common laboratory experiences • CER writing and scientific argumentation • Data analysis and graphing instruction • NGSS-aligned performance tasks • PLC collaboration and Cycles of Inquiry • Analysis of common assessment data <p>Measures:</p> <ul style="list-style-type: none"> • CAST results • Common assessment data • Student performance on CER writing tasks • Benchmark assessment results • Course grades 	All Science Students	<p>1500 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>After School Hours to develop vocabulary standards for CAST testing 6000 Comprehensive Support and Improvement (CSI)</p> <p>Hours for development of common assessments and work on NGSS standards</p>
9.2	<p>Sheltered Science, Academic Language, and Student Discourse</p> <p>Description:</p> <p>The Science Department will continue implementing Sheltered Science strategies designed to support English Learners and multilingual students in accessing rigorous science</p>		<p>3000 Comprehensive Support and Improvement (CSI)</p> <p>Collaboration time between programs</p>

	<p>content. Instruction will emphasize opportunities for students to listen, speak, read, and write using academic language while actively engaging in scientific inquiry.</p> <p>Teachers will utilize structured academic discussion protocols, Kagan cooperative learning structures, vocabulary development routines, sentence stems, and collaborative learning activities to increase student engagement and strengthen scientific communication skills. Students will regularly participate in discussions, investigations, and collaborative problem-solving tasks that require the use of evidence-based reasoning and academic language.</p> <p>The department will continue developing common science vocabulary supports, language objectives, and scaffolded instructional resources that promote both language development and content mastery.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Sheltered Science instructional practices • Kagan cooperative learning structures • Structured academic discussions • Science vocabulary development • Sentence stems and language supports • Collaborative learning activities • Academic discourse protocols • Integrated and designated language supports <p>Measures:</p> <ul style="list-style-type: none"> • CAST performance • Common assessment data • Student participation in academic discourse • Vocabulary and writing assessments • English Learner progress data 		
<p>9.3</p>	<p>Professional Learning, Collaboration, and Science Resources</p> <p>Description:</p> <p>Science teachers will engage in ongoing professional learning, collaboration, and curriculum development focused on improving student achievement and scientific literacy. Teachers will utilize collaboration time to develop common assessments, analyze student data, align curriculum, and refine instructional practices.</p> <p>The department will continue exploring instructional strategies that promote student engagement, scientific inquiry, deeper learning, and equitable access to science content. Additional instructional materials, laboratory equipment, and resources will be acquired as funding permits to support NGSS implementation and hands-on learning experiences.</p>		<p>30000 Comprehensive Support and Improvement (CSI)</p> <p>Project Based Learning-Extra Hours for Summer Training-8000 Comprehensive Support and Improvement (CSI)</p> <p>Project Based Learning Materials 1227 LCFF Supplemental and Concentration Funds</p> <p>Materials and Supplies for Science 1773 Comprehensive Support and Improvement (CSI)</p>

	<p>Activities:</p> <ul style="list-style-type: none"> • Department collaboration • Common assessment development • Data analysis and Cycles of Inquiry • Curriculum alignment • NGSS implementation planning • Science laboratory development • Professional development • Instructional materials and supplies <p>Measures:</p> <ul style="list-style-type: none"> • PLC documentation • Common assessment implementation • Department collaboration artifacts • CAST growth • Student achievement data 		Materials and Supplies for Science
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

During the 2025-26 school year, the Science Department continued to strengthen collaboration, curriculum alignment, and instructional practices in preparation for establishing science as a formal SPSA goal. Teachers worked collaboratively to review CAST data, analyze student performance, and identify instructional strategies designed to improve scientific literacy and student achievement.

Department collaboration focused on increasing alignment with the Next Generation Science Standards (NGSS), developing common assessments, and strengthening opportunities for students to engage in scientific inquiry, academic discourse, data analysis, and evidence-based writing. Teachers also continued implementing Sheltered Science strategies to support English Learners and multilingual students in accessing rigorous science content.

The department has recognized the importance of structured student collaboration and academic discourse in science classrooms. As a result, teachers have incorporated cooperative learning structures and opportunities for students to engage in scientific discussions, explain their thinking, and apply scientific concepts through hands-on learning experiences.

While CAST performance indicates that significant work remains, the department has established a strong foundation for continuous improvement through collaboration, common assessment development, and a commitment to increasing student engagement and scientific literacy. The creation of this SPSA goal reflects the department's desire to build a more systematic approach to monitoring student progress and improving science outcomes for all students.

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

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

Because this is the first year that science has been established as a standalone SPSA goal, the department's initial focus has been on developing foundational systems for continuous improvement rather than implementing large-scale new programs. As teachers reviewed student achievement data and departmental needs, it became clear that

strengthening collaboration, common assessments, and instructional consistency would have a greater impact than investing heavily in new initiatives.

The department has prioritized the development of common benchmarks, common laboratory experiences, scientific writing tasks, and NGSS-aligned assessments. Collaboration time has been used to analyze student work, review instructional practices, and identify strategies that increase student engagement and scientific literacy.

Additionally, the department has placed greater emphasis on implementing structured academic discourse, Sheltered Science practices, and cooperative learning strategies to support student participation and language development. Resources and professional learning opportunities will continue to be evaluated to ensure alignment with departmental goals and student needs.

These adjustments reflect a strategic focus on building strong instructional systems that will support long-term improvement in science achievement.

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.

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.

As a result of departmental analysis and review of CAST data, Tennyson High School will continue building a comprehensive science improvement plan focused on student achievement, scientific literacy, and implementation of the Next Generation Science Standards (NGSS).

For the 2026-27 school year, the Science Department will formalize the use of common assessments and benchmarks across science courses, expand opportunities for scientific writing and Claim-Evidence-Reasoning (CER) tasks, and strengthen the use of structured academic discourse and cooperative learning strategies. Teachers will continue utilizing Sheltered Science practices to support English Learners and multilingual students while ensuring access to rigorous science instruction.

The department will also continue engaging in PLC collaboration and Cycles of Inquiry to analyze student data, monitor progress, and refine instructional practices. Additional emphasis will be placed on increasing student performance on the California Science Test (CAST) and improving students' ability to communicate scientific understanding through writing, discussion, and laboratory investigations.

These changes can be found in Goal 9 under:

- Strategy 1: NGSS-Aligned Instruction, Common Assessments, and Scientific Literacy
- Strategy 2: Sheltered Science, Academic Language, and Student Discourse
- Strategy 3: Professional Learning, Collaboration, and Science Resources

Annual outcomes and metrics will include CAST performance, common assessment data, science course success rates, scientific writing performance, and evidence of implementation of NGSS-aligned instructional practices.

These revisions reflect the department's commitment to building a sustainable system of continuous improvement that supports student achievement, scientific literacy, and college and career readiness.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$171,644.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$848,739.00
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)	\$548,513.00

Subtotal of additional federal funds included for this school: \$548,513.00

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 (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$213,353.00
LCFF Supplemental and Concentration Funds	\$86,873.00

Subtotal of state or local funds included for this school: \$300,226.00

Total of federal, state, and/or local funds for this school: \$848,739.00

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	54,055.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	204642	-8,711.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	548,513.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	213,353.00
LCFF Supplemental and Concentration Funds	86,873.00

Expenditures by Budget Reference

Budget Reference	Amount
	40,454.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	548,513.00
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	213,353.00
	LCFF Supplemental and Concentration Funds	86,873.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,180.00
Goal 2	152,800.00
Goal 3	160,872.00

Goal 4	16,000.00
Goal 5	279,887.00
Goal 6	20,000.00
Goal 7	132,500.00
Goal 9	51,500.00

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
Maricela Rodriguez	Parent or Community Member
LaDonna Dixon	Classroom Teacher
Jessica Diaz	Classroom Teacher
Ann Mason	Classroom Teacher
Elizabeth Albertson	Classroom Teacher
Iyobosa (Princess) Ehiorobo	Parent or Community Member
Manjit Keita	Secondary Student
Veronica A Estrada	Principal
Maryam Najibi	Secondary Student
Student	Secondary Student
Gabriela Preciado	Other School Staff
Jose Rosales	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/25.

Attested:

	Principal, Veronica Estrada on 6/5/2026
	SSC Chairperson, Gabriela Preciado on 6/5/2026
	ELAC Representative, Maria Consuelo Rocha on 6/5/2026

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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