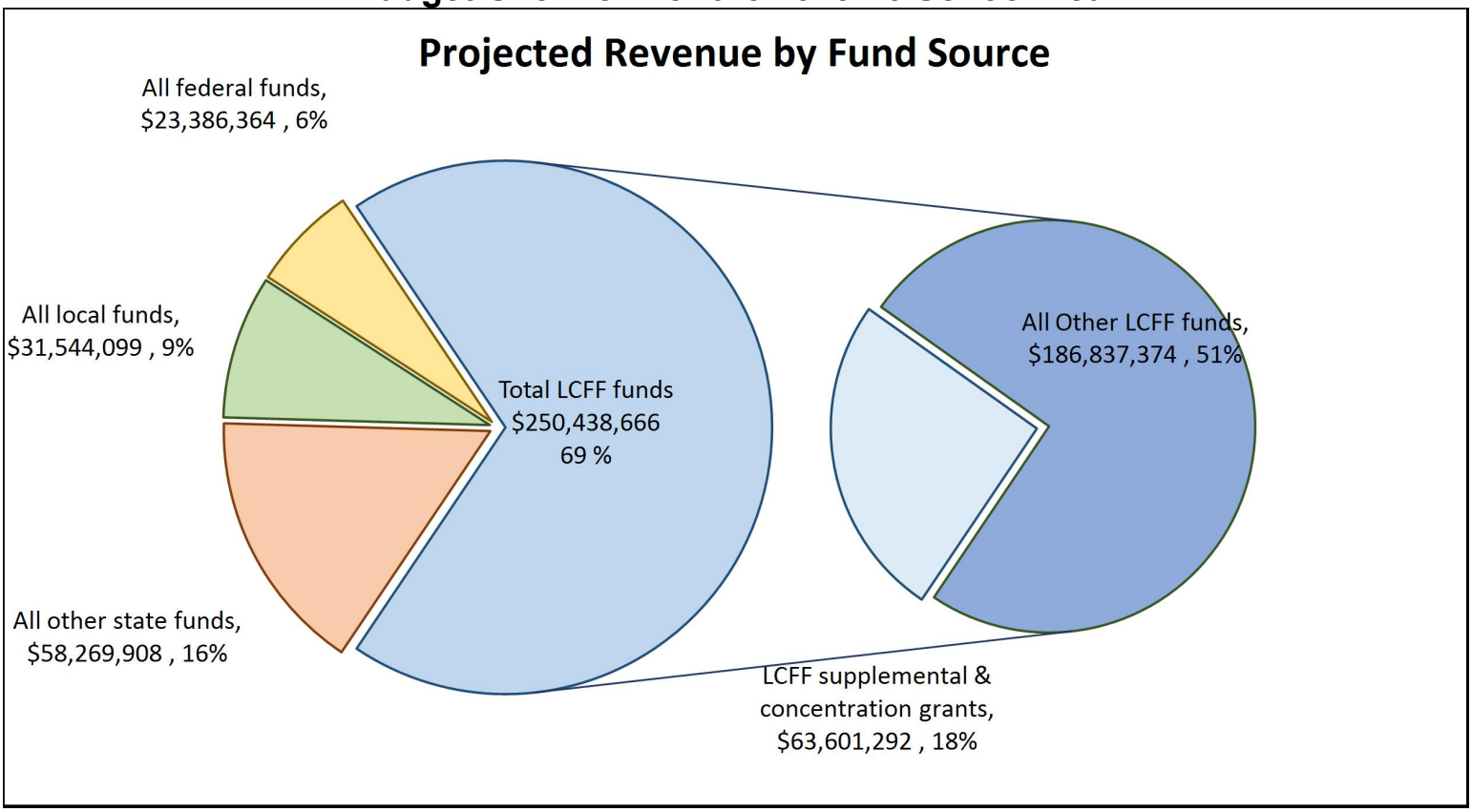
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Unified School District
CDS Code: 01 61192 000000
School Year: 2025-26
LEA contact information:
Sandra Escobedo
Director of Supplemental and Concentration Services
sescobedo@husd.k12.ca.us
(510) 784-2600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

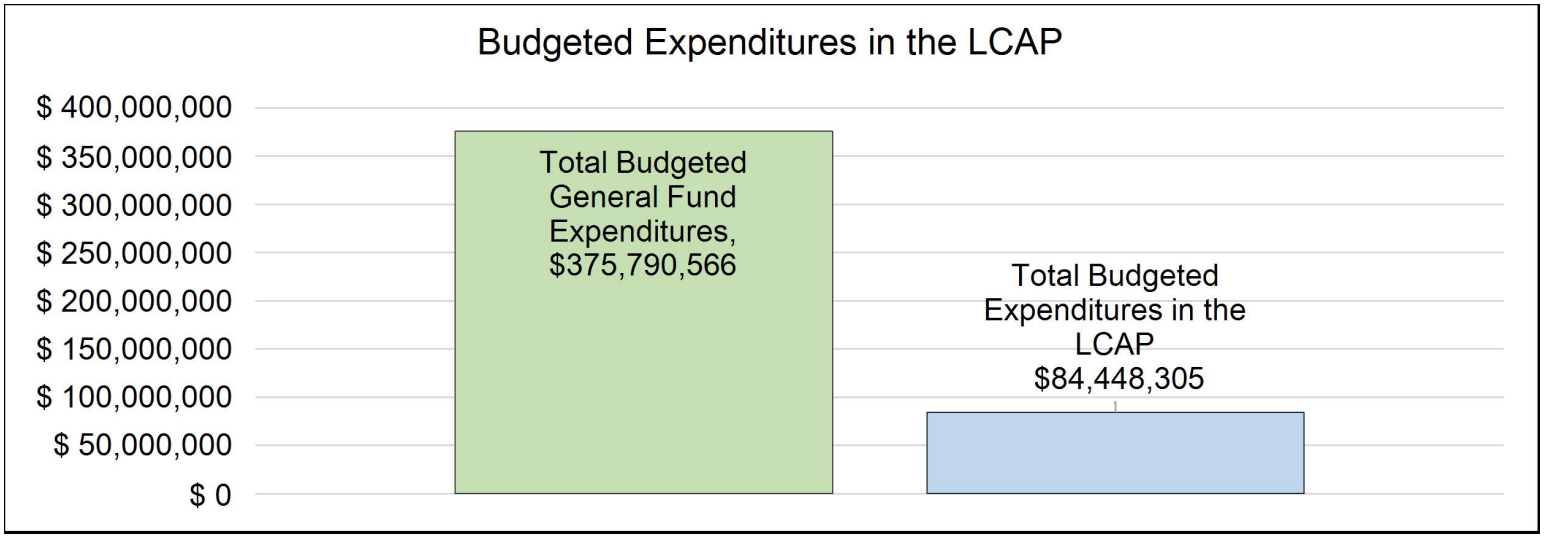


This chart shows the total general purpose revenue Hayward Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Unified School District is $363,639,037, of which $250,438,666 is Local Control Funding Formula (LCFF), $58,269,908. is other state funds, $31,544,099. is local funds, and $23,386,364. is federal funds. Of the $250,438,666 in LCFF Funds, $63,601,292 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hayward Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hayward Unified School District plans to spend $375,790,566 for the 2025-26 school year. Of that amount, $84,448,305 is tied to actions/services in the LCAP and $291,342,261 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

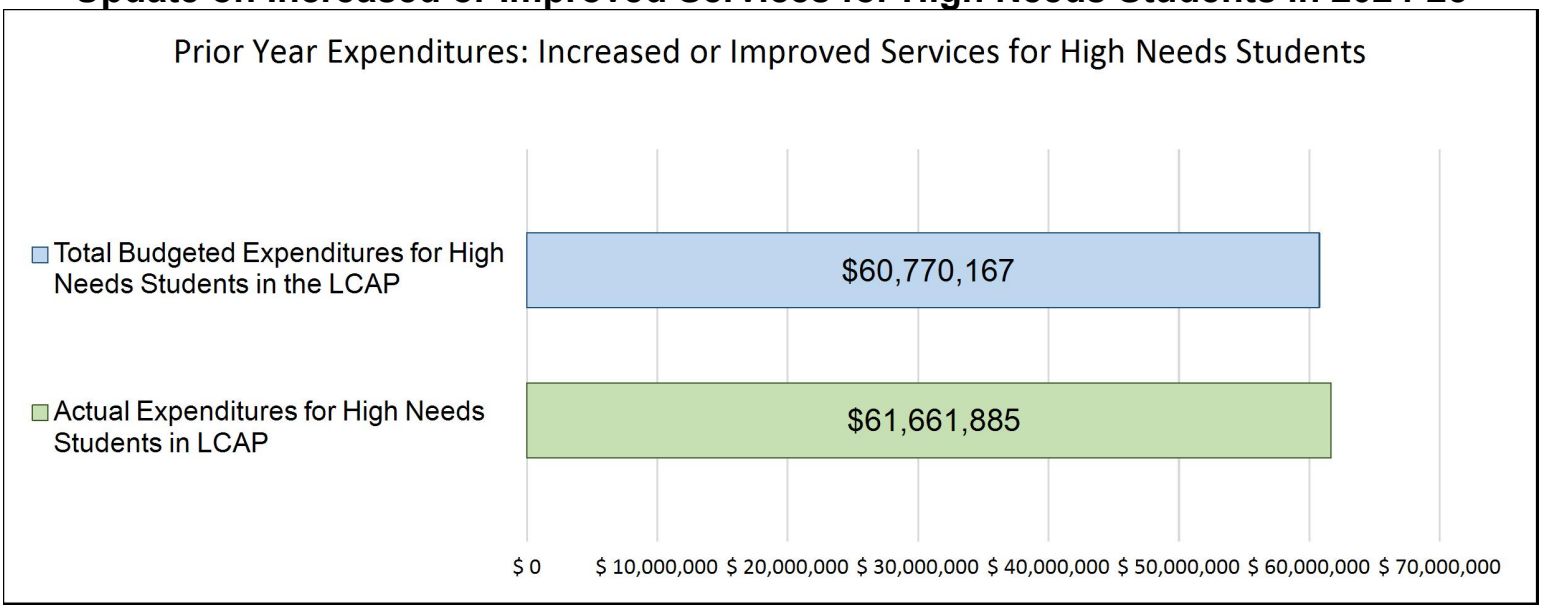
Classroom salaries are for the most part not included in the LCAP. In addition the LCAP does not include District administrative costs, debt service. maintenance and operations costs nor certain pupil support services such as transportation

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hayward Unified School District is projecting it will receive $63,601,292 based on the enrollment of foster youth, English learner, and low-income students. Hayward Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hayward Unified School District plans to spend $84,448,304 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hayward Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hayward Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hayward Unified School District's LCAP budgeted $60,770,167 for planned actions to increase or improve services for high needs students. Hayward Unified School District actually spent $61,661,885 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $891,718 had the following impact on Hayward Unified School District’s ability to increase or improve services for high needs students:

Certain costs were shifted to restricted grants, and LCFF funded services also increased, so services overall actually increased for students with high needs.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Unified School District	Sandra Escobedo Director of Supplemental and Concentration Services	sescobedo@husd.k12.ca.us (510) 784-2600

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Hayward Unified School District (HUSD) serves a diverse student population in the East Bay. For 2023-24, the district's demographics, based on the recent California Dashboard records, show a composition of 66.4% Latino/a/x 8.4% Asian, 7.2% African American and other represented groups. Among non-charter students, 30.1% are English Learners, 13.8% are Students with Disabilities, 3.2% are Homeless, 0.2% are Foster Youth and 80.4% are socioeconomically disadvantaged. HUSD prioritizes Anti-Bias/Anti-Racism (ABAR) principles across all district initiatives, including Literacy, Visual and Performing Arts (VAPA), Facilities, Math and Multilingual Learner (MLs) Master Plans.

HUSD includes 28 schools: 19 elementary, 5 middle, 3 comprehensive high schools, and 1 continuation school. Ten elementary schools offer dual language programs, with options for Spanish/English or Mandarin/English. Two secondary schools provide the World House program for newcomer English Learner (ELs)/MLs, serving approximately 437 students this year.

HUSD prioritizes equitable access to education, particularly for underserved students. To support college and career readiness, schools offer the AVID program, select sites provide Puente, and the high schools offer Advance Placement (AP) and Career Technical Education (CTE) courses.

HUSD has been identified for Differentiated Assistance; the Student Groups that qualify are African American, English Learner/Multi-Lingual Learner (EL/ML), Homeless Youth, Long-term English Learners and students with disabilities. The indicators that qualified them are English Language Arts (ELA), Mathematics, Graduation Rates and Suspension.

Brenkwitz Continuation School is designated as an Equity Multiplier school in 2024-25 due to its students 89.58% being identified as Socially Economically Disadvantaged and the students having a Non-Stability Rate 67.57%. Based on the California Dashboard, the 2023-24 graduation rate increase to 70.5% from 62.4%. This year, the school will receive an additional $243,214 in Equity Multiplier funding to support student needs. On the California Dashboard, Brenkwitz's Long Term ELs are currently in the Red, very low and it increased significantly from 51.9% to 60.9%. English Learners also are in the red, very low and it increased significantly designation from 53.2% to 60.0%.

Despite facing challenges such as declining enrollment, HUSD remains committed to providing quality education and supporting student success by continuing to offer special programs.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the California Dashboard for Hayward USD, our district has the following ratings:
- Orange for English Learner Progress, Suspension Rate, English Language Arts, and Mathematics.
- Yellow for Chronic Absenteeism and Graduation Rate.
- Green for College and Career status.

Student groups are presented in the data as follows:

Chronic Absenteeism:
- Yellow for All Students (26.8%)
- Yellow for English Learners, Long Term English Learners (LTELs), Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino, Hispanic, Pacific Islander, White, and Two or More Races.
- Orange for Foster Youth.

Suspension:
-Orange for All Students (5.6%)
- Red for African American and Homeless Youth.
- Orange for Socioeconomically Disadvantaged, Long-Term English Learners, Foster Youth, Hispanic, Asian, American Indian/Alaska Native, White, Two or More Races.
- Yellow for Pacific Islander and Students with Disabilities.
- Green for English Learners and Filipino.

Graduation Rate:
- Yellow for All Students (77.4%)
- Red for English Learners, Long-Term English Learners, Homeless Youth, Students with Disabilities.

- Orange for Pacific Islander and Two or More Races.
- Yellow for Hispanic and Socioeconomically Disadvantaged.
- Green for African American, Asian, Filipino, White.

English Language Arts:
- Orange for All Students (-55.4)
- Red for English Learners, Foster Youth, Hispanic, Homeless Youth, Long-Term English Learners, Students with Disabilities.
- Orange for African American, Asian, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, White.
- Green for Filipino.

Mathematics:
- Orange for All Students (-91.4)
- Red for African American, English Learners, Foster Youth, Hispanic, Homeless Youth, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities.
- Orange for Asian, Long-Term English Learners, Two or More Races.
- Yellow for Filipino, White.

College/Career:
- Green for All Students (46.1%)
- Yellow for English Learners, Homeless Youth, Long-Term English Learners (LTEL), Two or More Races, Pacific Islander, Students with Disabilities.
- Green for African American, Filipino, Hispanic, Socioeconomically Disadvantaged, White.
- Blue for Asian.

English Learner Progress Indicator is currently at 42.7%, with English Learners being in the Orange category and LTELs in the Yellow category.

Summary of Key Actions and Outcomes Addressing Performance Gaps

In alignment with the California School Dashboard and state guidance, Hayward Unified School District (HUSD) is implementing districtwide and site-specific strategies to address academic, attendance, and engagement disparities among historically underserved student groups including English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and socioeconomically disadvantaged students. These groups continue to perform in the Red and Orange levels in key Dashboard indicators such as English Language Arts, Mathematics, Graduation Rate, and Suspension Rate.

To address these gaps, HUSD has prioritized equity-driven strategies, including Best First Instruction, a Multi-Tiered System of Supports (MTSS), Multilingual professional development and support, social-emotional learning (SEL), culturally responsive practices, and strengthened community partnerships. Best First Instruction includes implementing a district-wide literacy strategy grounded in evidence-based instruction and equity. This ongoing work includes the development of instructional guidance, leadership development for site administrators, professional learning for educators, and targeted support for students. The strategy emphasizes culturally and linguistically

responsive practices and strong family engagement to ensure all students build the foundational skills needed for reading success.

The district is advancing educational equity by prioritizing the success of its diverse Multilingual Learner population. ML students are exceeding peers in key performance areas, and LTELs are showing notable academic growth. This progress is driven by strategic professional development efforts that build educator capacity to deliver inclusive, high-impact instruction tailored to the needs of ML students.

Additional, notable actions include expanding MTSS Climate Teams, hiring additional Social-Emotional Counselors, establishing classroom wellness spaces, and delivering trauma-informed and inclusive professional development. The Coordination of Services Team (COST) and Student Support Teams (SSTs) have facilitated over 4,000 COST requests and 3,600 Tier 2 and 3 referrals this year.

Progress and Outcomes

Chronic absenteeism declined by 13.1%, earning a Yellow indicator and highlighting the impact of site-led re-engagement strategies.

Graduation rates increased by 3.4% (to 77.4%), improving from Red to Yellow on the Dashboard.

These improvements reflect HUSD's focus on student connectedness, supportive climates, and targeted graduation interventions.

Ongoing Challenges

Despite gains in attendance and graduation, academic performance remains a critical area for growth—particularly for English Learners, Foster Youth, Students with Disabilities, and Long-Term English Learners, who continue to score in the lowest bands on state assessments. A key barrier is the lack of consistent local assessment data to monitor student progress throughout the year. While tools like FastBridge and Houghton Mifflin Harcourt (HMH) are in use, they are not universally implemented. To address these challenges, HUSD is working to re-establish a districtwide formative assessment system and strengthen instructional coherence through implementation teams formed during the 2024 Systemic Instructional Review (SIR) process. These teams are analyzing instructional practices and data use to guide systemwide improvement.

Learning Recovery Emergency Block Grant (LREBG)
Although all Learning Recovery Emergency Block Grant (LREBG) funds for the 2024–25 school year have been expended, HUSD is applying for additional LREBG funds, pending approval in June. If approved, the LREBG funds will be used to expand recruitment and retention of teachers and staff. Based on the Needs Assessment that was conducted in Spring 2025 we determined that the best use of future LREBG funds is to support Goal 3, actions 1 and 2 in the following ways:

*Ensuring all students and families are served by highly qualified, well-supported staff, especially in high-need and hard-to-fill positions.
*Continue and support the hiring and retention of diverse staff who reflect the demographics of the student population and are prepared to recognize and dismantle systemic racism within educational systems.
*Expanding innovative recruitment strategies, such as hosting and attending virtual career fairs, offering contingent contracts, and supporting permit teachers to complete credentialing through higher education residency programs.

If the funds are approved in the state budget, then the dollars and actions will be be added as part of the LCAP Mid-Year Report and the 2026-27 Annual Update.

Last year, we identified student group performance at specific sites that were in the red performance level. Throughout the LCAP, specific actions will be aligned to address the needs of our most vulnerable student groups and schools. The required actions are outlined in the "Low Indicator/Required Actions" document in the Appendix, which can be found here: https://shorturl.at/yhZnE

Through these coordinated and data-informed efforts, HUSD remains committed to eliminating systemic inequities, accelerating learning recovery, and improving academic outcomes for all students—particularly those most in need of support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hayward USD (HUSD) continues to engage in Differentiated Assistance (DA) in collaboration with the Alameda County Office of Education (ACOE) to support improved outcomes for identified student groups. The district remains eligible for DA in the following areas:

ELA/MATH: English Learner/Multi-Lingual Learner, Homeless Youth, Long Term English Learner, African American, Students with Disabilities
Graduation: English Learner/Multi-Lingual Learner, Homeless Youth, Long Term English Learner, Students with Disabilities
Suspension: African American, Homeless Youth

Systemic Instructional Review (SIR) and Next Steps
Last year, HUSD underwent a Systemic Instructional Review (SIR) facilitated by WestEd, which resulted in 18 recommendations for district-wide improvement. The district is currently prioritizing 3–4 key recommendations to focus efforts on the most impactful areas for student success.

To drive implementation, Improvement Teams will be established around these priority recommendations. These teams will:
-Identify root causes of systemic challenges impacting student achievement and equity.
-Analyze existing structures and policies to understand how they contribute to current outcomes.
-Develop and implement targeted strategies to improve instructional practices, student engagement, and school climate.

Through this structured continuous improvement process, HUSD aims to create a more effective and equitable education system that supports the academic and social-emotional well-being of all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Based on the 2024 CA School Dashboard, the following schools were identified for Comprehensive Support and Improvement (CSI):
-Tennyson High School: CSI Low Graduation Rates
-Chavez Middle School: CSI Low Performing
-Glassbrook Elementary: CSI Low Performing

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

HUSD is committed to supporting its eligible schools in developing and implementing Comprehensive Support and Improvement (CSI) plans that address the root causes of underperformance. To ensure a data-driven approach, HUSD will provide school leaders with comprehensive student achievement data and key indicators to analyze factors contributing to low academic performance and graduation rates. These data sources include the past two years of CAASPP results, local assessments, stakeholder input from site committees, parent groups, and student focus groups, as well as California School Dashboard performance indicators.

To ensure effective resource allocation, HUSD will align CSI funding with site-level spending plans, supporting both immediate interventions and long-term academic improvement strategies. The district will provide evidence-based interventions tailored to student needs, with a focus on English Language Arts, Mathematics, and school connectedness. These supports will be integrated into the district's instructional framework and include:
-Targeted student services, such as transition bridge programs for middle and high school students and standardized test preparation courses.
-Credit recovery programs, including expanded course offerings at alternative education high schools to support on-time graduation.
-Addressing inequitable outcomes, ensuring that all students have access to rigorous coursework, instructional materials, and academic supports.

HUSD is currently supporting its identified high schools and a continuation school through targeted interventions to address credit deficiencies and increase student engagement. Presently, schools are:
-Employing bilingual attendance clerks to conduct personalized outreach to students and families, improving re-engagement and attendance for historically underserved populations.
-Expanding alternative credit recovery pathways, including flexible course options such as online programs and competency-based models, to ensure that students have multiple opportunities to earn back lost credits.

To further improve outcomes for identified schools, HUSD plans to implement a districtwide Credit Recovery Program that includes:

-Refining grading policies to align with equitable assessment practices and ensure consistency across high schools.
-Strengthening systems to track graduation requirements and provide earlier, more proactive intervention for students who are at risk of falling behind.
-Implementing structured attendance interventions, such as Saturday School and tailored support strategies, with a focus on students facing chronic absenteeism.
-Broadening credit recovery options to ensure that all students, including English learners, foster youth, and low-income students, can access supportive, culturally responsive pathways toward graduation.

HUSD also recognizes the critical role of professional development in improving student outcomes. As part of the CSI plan, the district will provide ongoing, high-quality professional learning opportunities to enhance teacher effectiveness. This will include:
-Culturally and linguistically responsive teaching strategies to address diverse learning needs.
-Specialized training in mathematics instruction, focusing on conceptual understanding and problem-solving skills.
-Social-emotional learning (SEL) training to strengthen school climate and student engagement.

Through these targeted actions, HUSD will ensure that students in CSI-identified schools receive the necessary support to improve academic performance, increase graduation rates, and foster a positive school climate. The effectiveness of these initiatives will be monitored through data-driven decision-making, including regular performance reviews, stakeholder feedback, and continuous progress monitoring.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA will continuously monitor student achievement data, refining data point reviews conducted by site administrators at each qualifying school during monthly meetings.

Using a continuous improvement framework, school leaders will:
-Identify root causes of underperformance in English Language Arts, Mathematics, and school connectedness.
-Develop and refine site-specific CSI plans based on ongoing data analysis.
-Implement targeted interventions and assess their effectiveness through monthly progress reviews, including:
-Student performance data from local and state assessments.
-Report card analysis to track academic growth.

- Stakeholder surveys to evaluate school climate and student engagement.

Additionally, the district will examine survey data from families, students, and staff, integrating findings into CSI planning to identify additional support needs.

Financial monitoring will also be a key component, with monthly expenditure reviews ensuring CSI funds are equitably allocated and aligned with student improvement priorities. Educational Partner input will guide budget decisions, reinforcing fiscal transparency and accountability.

To foster collaborative decision-making, regular School Site Council meetings will include updates on intervention effectiveness, ensuring

that staff, families, and educational partners remain informed. Additionally, monthly professional learning community (PLC) meetings with school leaders will provide a structured forum for:
-Reviewing progress and adjusting strategies as needed.
-Sharing best practices for instructional improvement.
-Ensuring a cohesive and responsive approach to student needs.

This structured, data-informed approach will strengthen accountability, refine interventions, and drive measurable improvements in student outcomes.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents: Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC) APICI, ASSAI, Parent Ambassadors	To ensure meaningful input from our educational partners, we conducted a comprehensive engagement process involving surveys, committee meetings, and targeted outreach sessions. These efforts were designed to gather insights from diverse groups, including parents of low-income students, English Learners, students with disabilities, and other key stakeholders. As part of our engagement strategy, we distributed a district-wide survey https://shorturl.at/KbHFH) to all members of the HUSD community, including parents, to collect broad feedback on budget priorities and areas of student need. In addition, we held a series of meetings with key advisory groups: -African American Student Achievement Initiative (AASAI): Engaged parents on January 16, 2025, to discuss the academic experiences of African American students and identify strategies to improve outcomes. -District English Learner Advisory Committee (DELAC): Convened on January 22, 2025, as part of a regularly scheduled meeting. Parents of English Learners reviewed the LCAP and provided feedback on how to address the needs of their students.

Educational Partner(s)	Process for Engagement
	-Parent Advisory Committee (PAC): Met on December 12, 2024, and January 28, 2025, via Zoom. Parents of low-income students, English Learners, and students in Special Education provided valuable input on budget priorities. -Asian Pacific Islander Community Initiative (APICI): Presented on February 5, 2025, to a group of parents representing students from various Asian backgrounds. Discussions focused on specific challenges and opportunities to support their children's educational success. -Special Education Town Hall Meeting: Held on February 27, 2025, to provide a space for parents of students with disabilities to voice concerns, ask questions, and complete surveys regarding their students' needs.
Students:	-The Student Advisory Committee met on February 12 and 26, 2025 with representatives from three comprehensive schools and one continuation school. Student input for the LCAP was gathered through in-person presentations and a district-wide survey. At Brenkwitz Continuation School Feb. 26, 2025 Mt. Eden High School on February 10, 2025, Tennyson High School on February 14, 2025, and Hayward High School February 24th, 2025.
Teachers:	We gathered teacher input through a district-wide survey and various presentations at councils with teacher representativies from each school site. -Elementary Curriculum Council on January 21, 2025, -Bilingual Curriculum Council on January 23, 2025 -Secondary Curriculum Council January 28, 2025 -Middle School Counselors on January 31, 2025. Teacher Representatives were encouraged to share the LCAP survey and presentation with their colleagues.
Principals and administrators:	Principal and administrator input was gathered through a district-wide survey, and additional feedback was provided during a meeting on February 10th.

Educational Partner(s)	Process for Engagement
Other school personnel:	This year, a district-wide survey was conducted to gather input from classified staff. Additionally, Community Specialists and the Family Engagement Specialist provided feedback during an in-person presentation on February 7th, 2025.
Local Bargaining:	The LCAP was presented to the Hayward Education Association on February 25th. Association of Educational Office and Technical Employees (AEOTE) reviewed the presentation independently, provided feedback via the LCAP Survey and declined a district office presentation. The Service Employees International Union (SEIU) provided feedback through the district-wide survey and was not available for a district office presentation. Association of California School Administrators provided feedback via the survey and presentation.
SELPA:	The SELPA Director provided written feedback via email on April 11, 2025
Equity Multiplier for Brenkwitz:	During a school activity at Brenkwitz on March 21, 2025, students were given time to share their feedback on the Equity Multiplier. Brenkwitz Staff, provided feedback at their staff meeting on April 9th, 2025. Parents provided input on April 18th, 2025 at Coffee with the principal.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2025–26 LCAP was informed by extensive input from students, families, educators, and community partners. Across multiple engagement opportunities, educational partners voiced strong support for actions centered on academic recovery, social-emotional well-being, equity, and inclusive practices. While the LEA faced significant budget fiscal constraints requiring adjustments in staffing levels and service delivery, the adopted LCAP reflects a commitment to prioritizing the highest-impact areas identified by our community.

Academic Support and Learning Opportunities:
Educational partners emphasized the urgency of addressing learning gaps and expanding student access to advanced coursework and career pathways. In response, the LCAP maintains and adapts academic supports including credit recovery, tutoring, and interventions in math and reading—although in some cases at reduced staffing levels. HUSD is alsom maintaing its English Learners Specialists positions for English Learner/Multi Lingual Support. Partner input also informed the integration of dual enrollment, world languages, financial literacy beginning in middle school, and career technical education (CTE). However, due to budget limitations, the LEA had to pause the STEM programming, and no new actions or positions were added in this area.

Whole Child Development:

Feedback strongly prioritized mental health services, SEL, enrichment programs, and summer learning opportunities. In response, the LCAP preserves Social Emotional Learning Counselors at all school sites, ensuring access to mental health support across the district. School sites have a percentage of an full time employment (FTE) Social Emotional Counselors in place. Coordination of Study Teams (COST) positions were also maintained.

Equity, Inclusion, and Student Groups:
There was a strong call to continue affinity-based student group supports and enhance services for multilingual learners, Asian American Pacific Islander (AAPI), African American students, Latino students, students with disabilities, and newcomers. Although $5,000 affinity grants are currently paused, the LCAP maintains bilingual paraprofessional and staff supports. Notably, positions for English Learner Specialists have been preserved without change. Actions supporting inclusive practices, ABAR professional learning, and improved transitions to college remain aligned to community input.

Family and Community Engagement:
Families requested more multilingual communication and expanded engagement opportunities. In response, the LCAP continues to support professional development aligned with equity-driven service standards and maintains two district-wide translation positions. Additionally, pending funding availability, the district hopes to add a 0.50 FTE Farsi/Dari translator to better support specific language needs. While budget constraints necessitated reductions, Family Engagement Specialists have been retained across the district, although many are now funded at 0.50 FTE instead of full-time. This ensures continued presence while acknowledging financial limits.

Staffing and Professional Learning:
Educational partners emphasized prioritizing funding for staff who directly support students and ensuring relevant, content-specific professional development. While staffing allocations reflect reductions in certain areas, the LEA retained critical student-facing positions. English Learner Specialists, nurse positions, and SEL Counselors remain unchanged in their staffing structure, reinforcing the LEA’s commitment to essential student supports.

Technology Access and Sustainability:
Partners advocated for restoring 1:1 device access, especially in grades 5–12, and enhancing technology support for educators. These priorities informed actions to update staff devices and expand technology-related professional learning, though growth in this area remains constrained by funding.

School Resources and Infrastructure:
Community feedback to maintain safe and well-resourced campuses guided efforts to sustain library services and equitable access to instructional materials. It maintain the Campus supervisors. While financial constraints limit expansion, the LCAP preserves existing commitments wherever possible to ensure consistent experiences across sites.

Equity Multiplier Focus – Brenkwitz Continuation School:
At Brenkwitz, designated as an Equity Multiplier School, educational partners—including families, educators, and students—identified the need for strengthened academic recovery and social-emotional supports. In direct response, the LCAP includes culturally responsive credit recovery models, mental health services, and targeted actions aligned to the site’s needs.

Despite fiscal challenges, this LCAP was shaped by the voices of our educational partners and remains anchored in the values of equity, opportunity, and shared responsibility for student success.

This collaborative process ensured that the adopted LCAP reflects community priorities and promotes equity, opportunity, and success for all students, particularly those who are historically underserved.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Deeper Learning: HUSD will increase students' deeper learning experiences, particularly for our students furthest from opportunity, by building staff capacity to teach and interact with students in culturally and linguistically responsive ways.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is foundational to HUSD's Strategic Plan and encompasses systemwide instructional priorities such as structured literacy, culturally relevant pedagogy, math intervention, and improved access to Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment opportunities. It also integrates professional development for teachers and leadership teams focused on anti-bias and anti-racist practices.
It was developed in direct response to performance data from the 2024 California School Dashboard, and extensive input from educational partners across the Hayward Unified School District (HUSD). Educational partners consistently emphasized the need to improve academic achievement for all students, particularly for English Learners/Multi-Lingual Learners (EL/MLs), Students with Disabilities (SWDs), Socioeconomically Disadvantaged (SED) students, and other student groups furthest from opportunity.

Despite gains in graduation rates, across most student groups for HUSD, it improved from 73.1% to 76.8% in addition, EL/MLs improved from 47.1% to 56.9%; African American students from 72.3% to 84.8%; Students with Disabilities improved from 60.1% to 67.4%; Foster Youth Students improved from 46.2% to 54.5% and Homeless Youth improved from 33.3% to 49.2%. Overall academic proficiency remains a significant concern. Fewer than half of students are meeting grade-level standards in English Language Arts and Math by grade 11. The 2023–24 CAASPP results highlight this need, with EL/MLs scoring -93.9 in ELA and -120.7 in Math; SWDs scoring -126 in ELA and -154.5 in Math; and SED students scoring -64.2 in ELA and -99.7 in Math. (Data Source: 2024 Dataquest Report)

The Reclassified Fluent English Proficient (RFEP) rate for the 2023–24 school year was 12.6%, with 42.7% of EL/MLs showing progress toward English proficiency demonstrating a need for stronger English learner supports. (Metric 1.4)

To support the implementation of this goal, HUSD continues to conduct a Systemic Instructional Review (SIR) in partnership with the Alameda County Office of Education. Based on SIR findings, cross-functional Improvement Teams will address systemic root causes, analyze existing policies, and lead targeted strategies to improve instruction, student engagement, and school climate.

This goal reflects a clear and urgent call to ensure that instructional strategies and educational investments are well-funded, strategically planned, and effectively implemented to improve student outcome, especially for our unduplicated student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1) Maintain 100% Williams Compliance	1) 2023-2024 Williams Compliance: 100%	1) 2024-2025 Williams Compliance: 100%		Williams Compliance: 100%	No change
1.2	2) Distance from standard for all students - CAASPP Math Distance from standard for all students - CAASPP ELA	2) 22-23 CAASPP points away from standard Math: HUSD = -91.1 African American = -118.5 EL/ML = -119 SWD = -155.1 Foster Youth = -145.3 Homeless Youth = -168.2 Socioeconomically Disadvantaged = -98.9 ELA: HUSD = -47.9 African American = -56.4 EL/ML = -84.8 SWD = -122.3 Foster Youth = -115.8 Homeless Youth = -135.2 Socioeconomically Disadvantaged = -56.1	2) 23-24 CAASPP points away from standard Math: HUSD = -91.4 African American = -119 Hispanic = -106.9 (New Baseline) EL/ML = -120.7 SWD = -154.5 Foster Youth = -165.7 Homeless Youth = -176.6 Socioeconomically Disadvantaged = -99.7 ELA: HUSD = -55.4 African American = -67.8 Hispanic = -71.1 (New Baseline) EL/ML = -93.9 SWD = -126		2) 26-27 CAASPP points away from standard Math: HUSD = -61.1 African American = -88.5 Hispanic = -86.9 EL/ML = -89 SWD = -125.1 Foster Youth = -115.3 Homeless Youth = -138.2 Socioeconomically Disadvantaged = -61.1 ELA: HUSD = -23.9 African American = -32.4 Hispanic = -51.1 EL/ML = -60.8 SWD = -98.3 Foster Youth = -91.8	Math: HUSD = -0.3 African American = -0.5 EL/ML = -1.6 SWD = 0.6 Foster Youth = -20.4 Homeless Youth = -8.4 Socioeconomically Disadvantaged = -0.8 ELA: HUSD = -7.5 African American = -11.4 EL/ML = -9.1 SWD = -3.7 Foster Youth = -0.4 Homeless Youth = -20.6 Socioeconomically Disadvantaged = -8.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth = -116.2 Homeless Youth = -155.7 Socioeconomically Disadvantaged = -64.2 (Data source: 2024 CA Dashboard)		Homeless Youth = -111.2 Socioeconomically Disadvantaged = -32.1	
1.3	3) The percent of EL/ML students making progress toward English language proficiency on the ELPAC	3) 22-23 EL/ML Progress towards English Proficiency on the ELPAC: 44.7%	3) 23-24 EL/ML Progress towards English Proficiency on the ELPAC: 42.7% (Data source: 2024 CA Dashboard)		3) 26-27 Target EL/ML Progress towards English Proficiency on the ELPAC: 50.7%	-2.0%
1.4	4) The percent of EL/ML students reclassified as Fluent English Proficient	4) 22-23 EL/ML Reclassification Rate: 13.4%	4) 23-24 EL/ML Reclassification Rate: 12.6% (Data source: 2024 CALPADS Report)		4) 26-27 Target EL/ML Reclassification Rate: =14% or above	-0.8%
1.5	5) The percent of students who passed an advanced placement (AP) examination with a score of 3 or higher	5) 22-23 Students passing the Advanced Placement Exams with a (3+): 53.3% 3+ Pass rate by selected student groups: English Learners = 75%	5) 23-24 Students passing the Advanced Placement Exams with a (3+): 62.92%		5) 26-27 Students passing the Advanced Placement Exams with a (3+): 62.3% 3+ Pass rate by selected student groups:	HUSD = 9.62% English Learners = -9.62% Socioeconomically Disadvantaged = 12.09% Foster Youth = No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged = 50.3% Foster Youth = 0%	3+ Pass rate by selected student groups: English Learners = 65.38% Socioeconomically Disadvantaged = 62.39% Foster Youth = 0% (Data source: 2024 College Board)		English Learners = 84% Socioeconomically Disadvantaged = 59.3% Foster Youth = 9%	
1.6	6) The percent of 11th grade students who exceeded standards on CAASPP - ELA	6) 22-23 16.48% of 11th graders exceeded standards on the CAASPP ELA assessment The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 0% Socioeconomically Disadvantaged = 15.83% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested	6) 23-24 16.1% of 11th graders exceeded standards on the CAASPP ELA assessment The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 0.64% Socioeconomically Disadvantaged = 14.8% Foster Youth = In order to protect student privacy, data is suppressed because fewer		6) 26-27 19.48% of 11th graders exceeded standards on the CAASPP ELA assessment The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 3% Socioeconomically Disadvantaged = 18.83% Foster Youth = **	-0.38% of 11th graders exceeded standards on the CAASPP ELA assessment English Learners = 0.64% Socioeconomically Disadvantaged = -1.03% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			than 11 students tested (Data Source: CAASPP)			
1.7	7) The percent of students successfully completing CTE sequences	7) 22-23 Students successfully completing CTE sequences:79.29%	7) 23-24 Students successfully completing CTE sequences: 82.23% (Data Source: 2024 Infinite Campus Report)		7) 26-27 Students successfully completing CTE sequences: 88.29%	2.94%
1.8	8) The percent of students who meet A-G requirements AND complete a CTE pathway	8) 22-23 The percent of students who meet A-G requirements and completed a CTE pathway: 6.0% EL/ML =2.0% Socioeconomically Disadvantaged = 5.4% Foster Youth = 0%	8) 23-24 The percent of students who meet A-G requirements and completed a CTE pathway: 6.0% EL/ML = 1.8% Socioeconomically Disadvantaged = 5.6% Foster Youth = 0 (Data Source: 2024 CA Dashboard)		8) 26-27 The target percent of students who graduate and complete a CTE pathway: 12.0% EL/ML = 8.0% Socioeconomically Disadvantaged = 11.4% Foster Youth = 6%	The change in the percent of students who graduated and completed a CTE pathway: no change EL/ML = -0.2% Socioeconomically Disadvantaged = 0.2% Foster Youth = No change
1.9	9) The percent of students enrolled in and completing Algebra for the first time, including	9) Students passing Algebra for the first time:	9) Students passing Algebra for the first time:		9) Students passing Algebra for the first time:	Students passing Algebra for the first time:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	unduplicated pupils and African American students	23-24 (S1) HUSD = 70.24% African Americans = 67.68% Students with Disabilities = 70.59% EL/ML = 48.62% 22-23 (EOY) HUSD = 57.63% African Americans = 65% Students with Disabilities = 64.77% EL/ML = 46.34%	24-25 (S1) HUSD = 73.05% African Americans = 70.19% Students with Disabilities = 68.46% EL/ML = 48.08% 23-24 (EOY) HUSD = 62.67% African Americans = 61.8 % Students with Disabilities = 66.2% EL/ML = 38.99% (Data Source: 2024 and 2025 Infinite Campus Report)		26-27 (S1) HUSD = 80.24% African Americans = 77.68% Students with Disabilities = 80.59% EL/ML = 58.62% 25-26 (EOY) HUSD = 67.63% African Americans = 75% Students with Disabilities = 74.77% EL/ML = 56.34%	24-25 (S1) HUSD = 2.81% African Americans = 2.51% Students with Disabilities = -2.13% EL/ML = -0.54% 23-24 (EOY) HUSD = 5.04% African Americans = -3.2% Students with Disabilities = 1.43% EL/ML = -7.35%
1.10	10) The percent of students meeting A-G requirements	10) 22-23 Students successfully meeting A-G requirements: HUSD = 38.1% African Americans = 29.6% Students with Disabilities = 8.6% EL/ML = 14.2% Foster Youth= 0% Socioeconomically Disadvantaged = 34.7%	10) 23-24 Students successfully meeting A-G requirements: HUSD = 38.8% African Americans = 37.9% Students with Disabilities = 11.9% EL/ML = 17% Foster Youth= 16.7%		10) 2026-2027 Students successfully meeting A-G requirements: HUSD = 47.1% African Americans = 38.6% Students with Disabilities = 17.6% EL/ML = 23.2% Foster Youth = 9%	Students successfully meeting A-G requirements: HUSD = 0.7% African Americans = 8.3% Students with Disabilities = 3.3% EL/ML = 2.8% Foster Youth= 16.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged = 37.6% (Data Source: 2024 Dataquest)		Socioeconomically Disadvantaged = 43.7%	Socioeconomically Disadvantaged = 2.9% The target growth for Foster Youth has been met and it will be increased by 3%.
1.11	11) Ensure that all core adoptions including those adopted by the SBE will be aligned with current standards, e.g. CCSS, NGSS, ELD, CWLS, etc.	11) 22-23 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. 21-22 7-12 ELA adoption is aligned to current standards. We have finished World Language adoption in spring, 2023 with first year implementation in fall, 2023. 2023-24 Social Studies adoption for K-8 will occur as well as Ethnic Studies 2024-25 Science 2025-26 Math	11) As of the 2023-24 school year, K-12 ELA, Grades 7-12 ELD and K-5 math core adoptions are aligned to common core state standards. World Language adoption was completed in spring, 2023 with full implementation in fall, 2023. Social Studies adoption (Grades K-8), Science (Grades 7-12) and Health (Grades 9-12) are scheduled and on-track to be completed by spring, 2025. Mathematics (Grades TK-12) is		11) By 2026-2027 K-12 ELA and ELD core adoptions will be aligned to current standards along with History/Social Science (K-8), Science (7-12), Health (Grade 9), World Language (7-12). The following adoptions are still forthcoming: Mathematics (K-12) in 2025-26, Social Studies (9-12) and Ethnic Studies in 2025-26 (pending availability of funding)	Board adoption of the following standard aligned textbooks occurred on 5/7/25: History/Social Science (K-8) Health (Grade 9) Science (Grades 7-12) World Language adoption is in full implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			scheduled for adoption in 2025			
1.12	12) Access for EL/MLs to ELD and CCSS	12) 23- 24 TK-6 EL/MLs received designated ELD in their classroom as needed. In school year 23-24, 89.9% of 7-12 EL/MLs are enrolled in a designated ELD course	12) 24- 25 TK-6 EL/MLs received designated ELD in their classroom as needed. In school year 24-25, 71.77% of 7-12 EL/MLs are enrolled in a designated ELD course (Data Source: 2025 Infinite Campus Report)		12) 2026-2027 100% of TK-6 EL/MLs receive designated ELD in their classroom as needed. In school year 26-27, 92.8% of 7-12 EL/MLs are enrolled in a designated ELD course	-18.1%
1.13	13) Monitor and increase student enrollment in STEAM courses in Secondary schools by 5% annually over three years.	13) 23-24 16.6% of secondary students are enrolled in STEAM courses	13) 24-25 15.2% of secondary students are enrolled in STEAM courses (Data Source: 2025 Infinite Campus Report)		13) 26-27 31.6% of secondary students are enrolled in STEAM courses	-1.4%
1.14	14) Increase K-12 student opportunities to participate in the VAPA program in conjunction with the VAPA Master Plan	14) 23-24 All elementary students in Grades 1 - 4 have prep music (1hr per week). 48.5% of 5th and 6th grade students are enrolled in a VAPA course.	14) 24-25 All elementary students in Grades 1 - 4 have prep music (1hr per week). 48.8% of 5th and 6th grade students		14) 26-27 100% of elementary students in Grades 1 - 4 will have prep music (1hr per week). 78.5% of 5th and 6th grade students	All elementary students in Grades 1 - 4: No change 5th and 6th grade students: 0.3% All secondary sites: 13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All secondary sites offer at least one VAPA course. 30.1% of total secondary students were enrolled in at least one VAPA course	are enrolled in a VAPA course. All secondary sites offer at least one VAPA course. 43.6% of total secondary students were enrolled in at least one VAPA course (Data Source: 2025 Infinite Campus Report)		are enrolled in a VAPA course. All secondary sites offer at least one VAPA course. 60.1% of total secondary students were enrolled in at least one VAPA course	
1.15	15) Maintain program access and completion rates for students enrolled in a K-6 Dual Language Program	15) 23-24 8.9% of K-6 students are enrolled in the DLI program; 81.48% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6	15) 24-25 10.6% of K-6 students are enrolled in the DLI program; 64.5% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6 (Data Source: 2025 Infinite Campus Report)		15) 11.9% of K-6 students are enrolled in the DLI program; 84.48% of the 6th-grade DLI students complete the DLI program by staying enrolled between grades K-6	DLI enrollment: 1.7%; -16.98% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6
1.16	16) 100% of students have sufficient access to standards-aligned instructional materials	16) 23-24 Students have sufficient access to standards-aligned instructional materials: 100%	16) 24-25 Students have sufficient access to standards-aligned instructional materials: 100%		16) 26-27 Students have sufficient access to standards-aligned instructional materials: 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	17) The percent of students who graduate college and/or career ready	17) 22-23 35.5% of students who graduated college and/or career ready	17) 23-24 46.1% of students who graduated college and/or career ready (Data source: 2024 CA Dashboard)		17) 26-27 44.5% of students graduate college and/or career ready	10.6%
1.18	18) The percent of SpED students enrolled in General Education courses at least 80% of the school day	18) 23-24 58.25% of SpEd students are in general education at least 80% of their day	18) 24-25 59.92% of SpEd students are in general education at least 80% of their day (Data Source: 2025 SEIS Report)		18) 26-27 62.75% of SpEd students are in general education at least 80% of their day	1.67
1.19	19) The percent of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable, as established via yearly audit.	19) 100% of schools offered courses described in Ed. Code 51210 and Ed. Code 51220, with the exception of Driver's Education.	19) 100% of schools offered courses described in Ed. Code 51210 and Ed. Code 51220, with the exception of Driver's Education. (Data Source: 2025 Infinite Campus Report)		19) 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220,	Maintained
1.20	20) Percent of teachers who participate in professional development in CA Academic Content	20) 23-24 78% of teachers participated in centrally offered district professional development in CA Academic Content	20) 24-25 95% of teachers participated in centrally offered district professional		20) 26-27 87% of teachers will participate in centrally offered district professional	Teachers that participated in centrally offered District professional development:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and Curriculum Framework.	Standards and Curriculum Framework. 50% of teachers have participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.	development in CA Academic Content Standards and Curriculum Framework. 47% of teachers have participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework. (Data Source: 2025 Department Report)		development while 59% of teachers will participate in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.	17%; Teachers that participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework: -3%
1.21	21) Percent of teachers who participate in professional development focused on English Language Development (ELD) strategies.	21) 23-24 16% of teachers who participated in professional development focused specifically on English Language Development (ELD) strategies for multilingual learners.	21) 24-25 25% of teachers who participated in professional development focused specifically on English Language Development (ELD) strategies for multilingual learners. (Data Source: 2025 Department Report)		21) 26-27 25% of teachers will participate in professional development that specifically focuses on English Language Development (ELD) strategies for multilingual learners.	Teachers that participated in professional development specifically focused on English Language Development (ELD) strategies for multilingual learners: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	22) The percent of low-income, English Learner and Foster Youth students who participate in an after-school program.	22) 23-24 Percent of students that participated in the after school program: EL/ML = 45% Socioeconomically Disadvantaged = 47.1% Foster Youth = 27.9%	22) 24-25 Percent of students that participated in the after school program: EL/ML = 42.1% Socioeconomically Disadvantaged = 41.5% Foster Youth = 42.8% (Data Source: 2025 Department Report)		22) 26-27 Percent of students that participated in the after school program: EL/ML = 48% Socioeconomically Disadvantaged = 50.1% Foster Youth = 30.9%	Percent of students that participated in the after school program: EL/ML = -2.9% Socioeconomically Disadvantaged = -5.6% Foster Youth = 14.9%
1.23	23) The percent of students who graduate and complete a CTE Pathway	23) 22-23 The percent of students who graduated and completed a CTE pathway: 22% EL/ML = 12.5% Socioeconomically Disadvantaged = 11.33% Foster Youth = 0%	23) 23-24 The percent of students who graduated and completed a CTE pathway: 23.4% EL/ML = 11.8% Socioeconomically Disadvantaged = 23.7% Foster Youth = In order to protect student privacy, data is suppressed		23) 26-27 The target percent of students who graduate and complete a CTE pathway: 28% EL/ML = 18.5% Socioeconomically Disadvantaged = 17.33% Foster Youth = 6%	The percent of students who graduated and completed a CTE pathway: 1.4% EL/ML = -0.7% Socioeconomically Disadvantaged = 12.37% Foster Youth = In order to protect student privacy, data is suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: 2024 Infinite Campus Report)			
1.24	24) The percent of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year), with a target decrease of 2% annually to ultimately achieve a chronic absentee rate of 10% or less	24) 22-23 Chronic Absenteeism: HUSD = 39.2% African Amer.= 44.4% SWD = 48.4% EL/ML = 41.3% Homeless Youth = 56.6% Foster = 60.3% Socioeconomically Disadvantaged = 41%	24) 23-24 Chronic Absenteeism: HUSD = 28.8% African Amer.= 39.7% SWD = 36.6% EL/ML = 28.6% Homeless Youth = 54.1% Foster = 44.1% Socioeconomically Disadvantaged =51.8% (Data Source: 2024 Dataquest Report)		24) 26-27 Chronic Absenteeism: HUSD = 33.2% African Amer.= 38.4% SWD = 42.4% EL/ML = 35.3% Homeless Youth = 50.6% Foster = 54.3% Socioeconomically Disadvantaged = 35%	Chronic Absenteeism: HUSD = -10.4% African Amer.= -4.7% SWD = -11.8% EL/ML = -12.7% Homeless Youth = -2.5% Foster = -16.2% Socioeconomically Disadvantaged = 10.8%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

1.1 Anti-Bias Anti-Racist (ABAR) Instructional Practices
HUSD advanced key elements of its ABAR work this year, including districtwide professional development sessions and stakeholder engagement. However, budget constraints significantly impacted implementation. Planned initiatives such as additional Teaching for Black Lives (TFBL) cohorts were postponed, and professional development was scaled back. The shift from external tools like Panorama to internal data collection via Padlets ensured continued feedback from students, staff, and families, but required more manual effort from district staff.

Challenges:
-Delays in site-based funding disbursement slowed program rollout.
-Persistent disparities remain for African American and Homeless Youth in suspension data.

-Some success was noted in moving Foster Youth and White students out of the "Red" suspension category.

Overall, the district remained committed to ABAR goals by using available internal resources and sustaining programming aligned to equity, even amid fiscal challenges.

1.2 Professional Learning
Professional learning was implemented successfully across the district, supporting instructional alignment in literacy, math, and deeper learning strategies. Despite full implementation, the CAASPP Distance from Standard data showed a slight decline in overall student performance from 2022–23 to 2023–24. HUSD's average distance from standard in ELA declined from -47.9 to -55.4, and in Math from -91.1 to -91.4. Similar trends were seen across key subgroups, including English Learners and Socioeconomically Disadvantaged students. While the professional development infrastructure is strong, these results suggest that additional support is needed to ensure PD translates to measurable academic gains—particularly for historically underserved student groups. (Metric 1.20)

1.3 Best First Instruction

Overall Implementation
Tutoring and Academic Interventions:
After-school tutoring in early reading foundational skills was successfully delivered at multiple elementary sites, engaging a significant number of students. However, staffing shortages and inconsistent student attendance presented implementation challenges, particularly for small-group interventions. In response, HUSD adapted its model by leveraging site-based staff (teachers, paraeducators, and support staff) during staggered instructional blocks to maintain service delivery, albeit at reduced capacity.

Strategic Literacy Plan:
The district fully implemented a universal screening process for K–6 to identify students at risk of reading difficulty. Partnerships with programs such as Ignite!Reading and internal deployment of UFLI-trained literacy paraeducators reached hundreds of students across grades K–6. Professional development efforts supported implementation fidelity through training in foundational reading skills, data analysis, and differentiated instruction. These trainings were offered to teachers, EL specialists, and literacy staff, although participation was voluntary, limiting systemwide impact.

Parent Engagement:
Staff facilitated family literacy events and workshops, helping families understand HUSD's literacy plan and how to support their children at home. This inclusive approach aimed to build a shared understanding of literacy development and districtwide expectations.

Implementation Challenges and Modifications:
Despite successful tutoring and screening efforts, planned hiring of reading teachers for every site was only partially realized. Instead, literacy paraeducators were deployed to 13 sites to provide intervention services using UFLI. This pivot enabled continuity of services, albeit not to the originally intended scale. Another challenge was the voluntary nature of professional learning, which limited consistent participation. Some schools opted out of key districtwide trainings, highlighting the need for stronger alignment and expectations around shared instructional practices.

Non-Implemented Actions:
Several planned initiatives under this component were not implemented during the reporting period. These include instructional advancements in secondary ELA, expanded professional learning, strategic math plan activities, textbook adoptions, and ethnic studies. The status of these actions suggests either deferral or redirection of resources and focus toward foundational literacy interventions.

1.4 Multilingual Learners and Language Acquisition

As part of Hayward Unified School District's commitment to advancing culturally and linguistically responsive teaching, several key components of the Multilingual Learner Plan were successfully implemented. These include professional development for staff, the expansion of the Dual Language Program, the World House program for newcomer students, deployment of Multilingual Learner specialists, administration of the ELPAC, targeted supports for Long-Term English Learners (LTELs), and engagement through the District English Learner Advisory Committee (DELAC).

Despite these successes, the district encountered notable implementation challenges. Efforts to expand Dual Language programs into secondary schools and scale up districtwide professional learning were limited by time constraints, staffing shortages, and budget limitations. Additionally, the district was unable to hire a fourth EL Program Specialist as initially planned. This position has since been eliminated due to these constraints.

1.5 Personalized Learning
At the secondary level, Prop 28 funds were strategically used to preserve under-enrolled VAPA courses that might have otherwise been cut. This approach supported program regrowth post-COVID and maintained opportunities for students to engage in performing arts. Smaller class sizes also enabled smoother mid-year student transitions. This was a successful adaptation that preserved student access to key personalized learning pathways.

1.6 Building District Common Assessments and Data-Driven Instruction
Successful Implementation:
The LCAP Survey was presented to educational partners as described above.
EL/ML Assessments at the HUB were implemented as planned.
Trained principals on the use of data to provide support to their staff.

Implementation Challenges: N/A

Modified Implementation:
The collaboration with Dual Language teachers and the literacy team was more focused on identifying a reading difficulties screener that meets state requirements.

Non-Implementation:
Students were not provided with an incentive.

1.7 College and Career Readiness

Significant progress was made in expanding college and career readiness supports:
-College and Career Presentations began as early as 6th grade, including account creation and platform navigation on CaliforniaColleges.edu.
-Through the Bay Area K–16 Collaborative, HUSD secured dedicated college advisors at each comprehensive high school (14–18 hours/week), beginning in 2024–25.
-An MOU with CSU East Bay was approved, offering guaranteed admission for eligible HUSD students.
-AVID and Puente programs were sustained with robust enrollment:
-AVID: 273 MS, 319 HS students
-Puente: 221 MS, 283 HS students

CTE Expansion:
-Career pathways expanded across TK–12 with highlights including:
-Cherryland Elementary Makerspace
-AWS Girls' Tech Day and Tech Camps
-New Peer Advocacy and Photography pathways
-Golden State Pathways Grant awarded for developing a Careers in Education Pathway

This action was a clear success, with growth in college prep and career exploration opportunities across the district.

1.8 Visual and Performing Arts (VAPA) & STEAM
VAPA professional learning sessions successfully engaged 25 elementary teachers, building capacity in arts instruction.
Budget constraints, however, prevented implementation of the Schedule Model contract, limiting some planned structural support for program expansion.
While PD goals were met, the full vision for arts program structure was impacted by fiscal limitations.

1.9 Induction Program

Implementation of HUSD’s Teacher Induction Program continues to align closely with the district’s broader commitment to culturally and linguistically responsive teaching. While the district’s planned actions included full administrative engagement and mentor matching by credential, some implementation differences emerged.

Not all site administrators consistently participate in Induction consultations or provide structured input on candidate growth through evaluations or check-ins. To mitigate this, Induction leaders have continued to strengthen communication and collaboration protocols, reinforcing the importance of administrative involvement in mentoring outcomes.

Although the district aims to pair each candidate with a mentor holding the same credential and authorization, staffing realities have required a more flexible approach. When exact credential matches are unavailable, candidates are instead supported by mentors aligned by teaching context (e.g., grade level or content area). A triad support model is implemented, drawing on a secondary mentor or peer teacher who can offer specialized expertise. Induction TOSAs (Teachers on Special Assignment) provide direct site-based support in cases where classroom teachers or retirees are not available to serve as mentors.

Other logistical barriers have included limited substitute teacher availability, which sometimes hinders candidates from completing state-required peer observations. Despite these challenges, the program has experienced key successes: candidates benefit from robust workshop offerings and consistent integration of district instructional priorities. These efforts are guided by ongoing evaluation data, which inform both the content and delivery of support sessions.

Overall, while adjustments have been necessary, the Induction Program remains a strong implementation model, demonstrating adaptability and continued progress toward the district's equity-focused instructional goals.

1.10 Deeper Learning Activities

Successful Implementation:
N/A

Implementation Challenges:
Challenging to get each school site to be intentional and targeted with the student group expenditures. AB/AR AOSA and School Directors needed to constantly check in and remind site leaders about the process, input and scheduling of the events/activities, varied site participation GATE program had varied expenses and student experience based on who was the site lead and their capacity and interest, some students missed the assessment dates and were not able to participate SISP programming was questioned by families

Modified Implementation:
District supported sites with ideas on funding use. Sites delayed events and activities based on contract development and changing vendor cost. SISP programming was implemented, including the student school events, GSA club support and the sanctuary resolution

Non-Implementation:
Some sites were not able to use their student group funding as the administrator missed the window to use the funds with the budget shortfall budget freeze.

Across the district, key instructional priorities in professional learning, ABAR practices, college and career readiness, and VAPA access were advanced, with several successful adaptations in the face of fiscal challenges.
-Professional development and instructional leadership structures were implemented as planned and remain central to HUSD's deeper learning efforts.
-Budget constraints posed challenges for ABAR expansion and arts infrastructure but were mitigated by creative solutions and resource reallocation.
-Multilingual education and data systems showed implementation gaps that will require renewed focus.
The Systemic Instructional Review (SIR) and its resulting improvement strategies continue to inform and guide instructional reforms across departments. This year's experiences highlight the district's commitment to equity, deeper learning, and strategic responsiveness to both challenges and opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Anti-Bias Anti-Racist (ABAR) Instructional Practices
Material Differences in Budget vs. Actual Expenditures:
Significant changes occurred due to a district-wide budget freeze, which impacted key initiatives. While funding had been allocated for external professional development—including Teaching for Black Lives (TFBL) cohorts and Liberated Ethnic Studies workshops—those activities were either postponed or scaled back. Instead, HUSD pivoted to leveraging internal ABAR leaders to provide training, maintaining continuity while reducing costs.

Additionally, the planned renewal of the Panorama feedback survey contract did not occur due to budget cuts. The district instead used lower-cost, in-house strategies (e.g., Padlets, community conversations) to gather Educational Partner feedback. Site-based programming experienced implementation delays due to access issues at the school level, though alternative resources, like the SchoolYardRap Black History Bundle, were provided to meet instructional goals. The Safe and Inclusive TOSA position has been abolished due to budget cuts.

Differences in Percentage of Improved Services:
Planned improvements were based on full implementation of the original initiatives, so actual percentages of improved services were slightly lower than projected. However, the strategic focus on impactful training and alternative programming helped minimize the gap.

Impact Summary:
Despite the budget constraints, the district upheld its ABAR commitments by prioritizing core initiatives, adapting data collection strategies, and offering creative program alternatives, ensuring progress toward equity and inclusivity continued.

1.2 Professional Learning
Successful Implementation, Aligned to Budgeted Plans:
Planned professional development in literacy, mathematics, inclusion, intervention, and content-specific areas such as Ethnic Studies and Advanced Placement was implemented successfully. All sessions were anchored in Deeper Learning strategies, consistent with the district's vision.

Instructional support from TOSAs was delivered as planned, including monthly collaboration, coaching, data talks, and instructional walkthroughs. Similarly, Instructional Leadership Teams (ILTs) operated effectively with a summer institute and monthly site-based meetings focused on data-driven literacy and math instruction, matching original budgeted expectations.

Differences in Expenditures or Service Percentages:
There were significant material differences, discretionary professional development was reduced whereas there were also costs that were higher. VAPA related professional development was included in goal 1 action 8. TOSA positions were eliminated from the LCAP as well as one administrator.

1.3 Best First Instruction
During the 2024–25 implementation of Goal 1, material differences occurred between budgeted and actual expenditures due to realignment of staffing and instructional priorities. The Director of Secondary Schools position was eliminated as the following contracts due to budget cuts: CORE Learning's "Getting Reading Right" and Newsela, Los Angeles County Office of Education (LACOE) and Fair Schools LLC. There were material differences between budgeted and actual expenditures due to adjustments in program implementation and staffing. While funds were originally allocated for a Director of Secondary Schools position, that position has been removed due to strategic realignment and budget prioritization starting in 2025-2026. Resources were instead directed toward literacy-focused initiatives such as CORE Learning's "Getting Reading Right" and Newsela, including support from the Los Angeles County Office of Education for implementation. These shifts also influenced a redistribution of funds intended to increase or improve services, slightly adjusting the estimated percentages compared to the planned amounts.

1.4 Multilingual Learners and Language Acquisition

Staffing Difference Affecting Implementation:
The district was unable to fill the fourth English Learner Program Specialist position, which was a key part of the initial plan. As a result, the position was collapsed, representing a cost savings but also a reduction in support capacity for multilingual learners.

Impact Summary:
While overall support continued, the inability to fully staff the department likely led to reduced services for multilingual learners, impacting the district's ability to meet its intended levels of instructional support and capacity-building in this area.

1.5 Personalized Learning
Funding Reallocation Based on Enrollment Needs:
At the secondary level, Prop 28 funds were used to preserve under-enrolled courses that otherwise would have been collapsed. This pivot helped maintain personalized learning options for students despite potential enrollment-driven cuts.

Impact Summary:
While there may have been differences between the originally budgeted LCAP funds and actual expenditures (replaced in part by Prop 28 funding), the planned level of service was upheld, protecting course access and personalization at the secondary level.

1.6 Building District Common Assessments and Data-Driven Practices
There was an abolishment due to budget cuts of 1.0 FTE assessment technician, two technology TOSAs, and a reduction of three full time bilingual assessments to .75 FTE each. For the LCAP Survey, we will no longer be using the Panorama Survey this year, due to budget cuts.

1.7 College and Career Readiness
The material differences was based on an increase of school personnel such as school counselors being funded from LCFF.

1.8 Visual and Performing Arts (VAPA) and STEAM

Expenditure Differences:
There were increased costs for programming and materials and supplies. The district prioritized student course materials and supplies and held on restarting the Schedule Model work.

Percentage of Improved Services:
The student facing actions were funded including the VAPA and STEAM focus actions. The Art Teacher leads were in place, supplemental materials were provided to teachers and professional learning was provided.

1.9 Induction Program
Differences in Expenditures or Service Percentages:
The material differences are in the following: We had one position that worked .75. In addition, coach stipends, substitute costs and additional Virtual requisitions were not made. This is conjunction with overstating the amount allocated, and fewer nonpersonnel costs resulted in less expenditures, (fewer VRs due to budget constraints).
1.10 Deeper Learning Activities
There were material differences as a result of mid year budget reductions in SPSA budgets.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 Anti-Bias/Anti-Racism (ABAR) Initiatives
HUSD's ABAR initiatives have shown meaningful progress toward advancing equity and fostering inclusive learning environments for underserved student groups. Key successes include:
The district reduced chronic absenteeism from 39.2% in 2022–23 to 28.8% in 2023–24, showing strong progress toward the goal. Significant improvements were made for English Learners, Students with Disabilities, and Foster Youth. These gains are aligned to the district's Anti-Bias/Anti-Racism (ABAR) work, which focused on building student belonging and engagement. While progress was made, chronic absenteeism remains high for Homeless Youth and Socioeconomically Disadvantaged students, and will continue to be a focus moving forward. (1.24 Chronic Absenteeism).

1.2 Professional Learning
Professional learning efforts have been effective in enhancing instructional practice and supporting districtwide goals of deeper learning. Key outcomes include:
-High Participation: 98% of staff participated in the district's launch-day, conference-style PD at the beginning of the year.
-Instructional Leadership Teams: 100% of ILTs are utilizing data dashboards to drive instruction and support student outcomes, showing strong alignment with the district's continuous improvement strategy.

Impact Areas:

Awareness: Educators reported a stronger understanding of math and literacy instructional strategies.
Capacity: Staff grew their ability to implement inclusive, research-based practices aligned to the instructional framework.
Practice: Student benchmark and summative data are being used to inform real-time instructional decisions.

This action is proving highly effective in building instructional capacity and supporting culturally and linguistically responsive teaching aligned to HUSD's strategic vision however it has not impacted the State metric - CAASPP for ELA . (Metric 1.2)

1.3 Best First Instruction
Significant progress was made in English Language Arts (ELA) at the fifth-grade level based on CAASPP (California Assessment of Student Performance and Progress) results across multiple school sites. Lorin Eden improved from 29% to 48%, Burbank from 32% to 42%, and Eldridge from 23% to 35%. Stonebrae showed growth from 49% to 59%, Tyrrell from 22% to 32%, Schafer Park from 32% to 40%, and Cherryland from 19% to 26%.
These gains reflect targeted efforts to improve reading outcomes and instructional support for students. HUSD made partial progress toward improving student outcomes through the Best First Instruction initiative. The district fully implemented early reading screenings and expanded foundational literacy supports at elementary sites through tutoring, UFLI-trained paraeducators, and partnerships like Ignite!Reading. Despite these efforts, staffing shortages and voluntary PD participation limited consistent implementation across schools.

Based on CAASPP data, ELA performance declined, with HUSD's average distance from standard moving from -47.9 to -55.4, and subgroup gaps widening—particularly for EL/ML students (from -84.8 to -93.9) and Socioeconomically Disadvantaged students (from -56.1 to -64.2). Math performance also declined slightly, from -91.1 to -91.4 overall. (Metric 1.2)

In addition, the EL/ML reclassification rate dropped from 13.4% to 12.6%, underscoring the need for stronger alignment between instructional support and language acquisition outcomes. While early literacy interventions were expanded, the data suggests further work is needed to increase systemwide participation in professional learning and strengthen instructional consistency to close achievement gaps. (Metric 1.4)

1.4 Multilingual Learners and Language Acquisition
The goal of increasing the Reclassification as Fluent English Proficient (RFEP) rate has not yet been achieved. The RFEP rate declined from 13.4% in 2022–23 to 12.6% in 2023–24, indicating that more targeted support is needed. However, the actions implemented under this goal have contributed to positive outcomes across other key performance indicators for English Learners (EL/MLs) and Long-Term English Learners (LTELs).
Highlights include:
Chronic absenteeism dropped by 13.7 percentage points for EL/MLs and 7.1 points for LTELs.
Graduation rates increased by 8.9 points for EL/MLs and 2.6 points for LTELs.
Suspension rates declined slightly for both groups.
College and Career Readiness improved by 14.9 points (EL/MLs) and 12.8 points (LTELs).
Math proficiency among LTELs rose by 6.3 points.
While RFEP rates remain below target, these broader gains suggest the district's strategies—such as academic interventions, multilingual programming, and professional development—are supporting overall student success. Continued refinement of reclassification strategies will be key to accelerating progress in this area. (Metric 1.4)

1.5 Personalized Learning
HUSD's personalized learning efforts—such as sustaining Visual and Performing Arts (VAPA) through Prop 28 and expanding elective access—have positively influenced student engagement and retention, especially among students needing flexible pathways. However, academic data from Metric 1.2 indicates that these efforts have not yet produced measurable gains in student achievement. CAASPP ELA and Math scores declined slightly from 2022–23 to 2023–24, and subgroup gaps widened, particularly for English Learners and Socioeconomically Disadvantaged students. While the initiative is effective in preserving student access to enrichment, it has not yet translated into improved academic outcomes for unduplicated pupils. Moving forward, these strategies will be more closely integrated with core instructional supports and monitored for academic impact. (Metric 1.2)

1.6 Building District Common Assessments and Data-Driven Instruction
The development of districtwide assessment infrastructure, including support from 2.0 FTE Assessment TOSAs and 3.0 FTE Technicians, has established the foundation for a more data-informed instructional system. Training sessions and CAASPP academies have improved educator capacity to use real-time data. However, this action has not yet resulted in significant gains in academic outcomes. CAASPP data for 2023–24 shows flat or slightly declining performance in ELA and Math across most subgroups, including English Learners, African American students, and Socioeconomically Disadvantaged students. The action is partially effective—systems and staff development are in place, but consistent implementation and impact on student learning are still emerging. Further refinement is needed to ensure that data tools lead to actionable instructional decisions across all sites. (Metric 1.2)

1.7 College and Career Readiness
HUSD has made measurable progress in preparing students for postsecondary success. The graduation rate increased from 73.1% to 76.8%, with notable gains for English Learners (+9.8%), Foster Youth (+8.3%), and Homeless Youth (+15.9%). These improvements reflect strengthened academic supports and engagement strategies for underserved groups. (Metric 2.5)

In addition, the percentage of students meeting A–G requirements increased from 38.1% to 38.8%, with gains across key subgroups, including African American students (+8.3%) and Students with Disabilities (+3.3%). (Metric 1.10)

Completion of CTE pathways also improved, rising from 22% to 23.4%, with a significant increase among Socioeconomically Disadvantaged students (+12.37%). Although some subgroups saw slight declines, such as EL/MLs (-0.7%), overall participation and pathway completion continue to trend upward. (Metric 1.23)

These combined gains in graduation, A–G, and CTE completion demonstrate that HUSD’s college and career readiness actions are having a positive impact, especially for historically underserved students. Continued refinement of supports and alignment across pathways will be critical to sustaining this momentum. (Metrics 1.10, 1.23, 2.5)

1.8 Visual and Performing Arts and STEAM
Action 1.8 has helped advance inclusive access to hands-on, culturally responsive learning through VAPA and STEAM programming. This aligns with college and career readiness goals by providing meaningful CTE-aligned experiences that contribute to both A–G and CTE pathway completion. Overall, the percentage of students completing both A–G and a CTE pathway increased. Subgroup analysis shows significant gains for Socioeconomically Disadvantaged students, who increased from 11.33% in 2022–23 to 23.7% in 2024–25, nearly

doubling their rate. However, English Learners and Multilingual Learners declined slightly from 12.5% to 11.8%. While this action has proven effective for some unduplicated students, particularly SED youth, the results also show a need for targeted strategies to better support EL/MLs and Foster Youth in accessing and completing rigorous, college- and career-aligned pathways. Future efforts will focus on closing these gaps. (Metric 1.23)

1.9 Induction Program
As part of Action 1.9 – Induction Program, Hayward Unified School District (HUSD) has made substantial progress in building educator capacity through targeted professional development. In 2024–25, 95% of teachers participated in centrally offered professional development aligned with the California Academic Content Standards and Curriculum Framework—an increase from 78% the previous year. Participation in optional supplementary PD held steady at 47%, reflecting continued interest in deeper instructional growth.

In parallel, HUSD has undertaken a strategic refinement of its Induction Program to better support early-career educators. Based on mentor and candidate feedback and in collaboration with its regional Induction partner, the district is improving its Individual Learning Plan (ILP) and Induction review process to ensure stronger alignment with California's Induction standards.

To better serve mid-year hires and those transitioning from intern or student teacher roles, HUSD is exploring the implementation of additional cohort start times, ensuring timely and equitable support for all new teachers. The district is also strengthening its coordination with Human Resources (HR) to identify Induction-eligible candidates earlier and more consistently—through enhanced follow-up on intake forms, proactive tracking of credentialing status, and improved communication around staffing transitions.

These actions represent a focused investment in teacher development and a continuous improvement approach that supports standards-aligned, culturally responsive instruction across all classrooms. To date, these actions have proven highly effective in supporting new educators and advancing HUSD's equity-centered instructional vision. The district has maintained full compliance with state induction requirements, with 100% of new hires holding Preliminary credentials enrolled in the Teacher Induction Program on time, matched with a mentor, and beginning their Individual Learning Plans (ILPs) within mandated time frames.

Equally significant, all participating candidates have completed the program within the designated two-year period, reflecting the program's structured support and effective oversight. This strong completion rate indicates that the Induction Program is both accessible and impactful in guiding early-career teachers toward deeper learning and culturally responsive practice.

A continuing challenge remains in mentor matching. While all candidates are assigned mentors, HUSD is not always able to pair candidates with mentors holding the same credential type and authorization. This gap, though minor, highlights an area for further refinement to strengthen subject-aligned mentorship and content-specific guidance.

Overall, the Induction Program is a cornerstone of HUSD's educator development efforts and continues to contribute meaningfully to instructional equity and capacity-building across the district. (Metric 1.20)

1.10 Deeper Learning Activities
Action 1.10 has shown promising progress in increasing A–G completion rates among HUSD's historically underserved student groups. From 2022–23 to 2023–24, the districtwide A–G completion rate rose from 38.1% to 38.8%, with significant growth among African American

students (+8.3 percentage points), Students with Disabilities (+3.3), and English Learners (+2.8). Notably, Foster Youth saw the greatest improvement, from 0% to 16.7%.

This progress reflects the effectiveness of targeted programming, including culturally responsive African American Student Achievement Initiative (AASAI) efforts, expanded GATE access using bias-free assessments, and school site-specific interventions funded through the SPSA process. These programs are helping to improve student engagement, academic persistence, and college readiness, especially among English Learners, low-income students, and Foster Youth.

While there is still work to do to meet long-term A–G targets, the data indicates that these investments are contributing meaningfully to closing opportunity gaps and advancing equitable outcomes. (Metric 1.10)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Changes:
No changes were made to the overall Goal 1 statement.
The district remains committed to improving academic outcomes and reducing equity gaps in literacy, numeracy, school climate, and postsecondary readiness for all students, with a focus on unduplicated youth and historically underserved groups.

Metric Modifications:
To align with updated state reporting tools and local implementation priorities, the following metric changes were made:
-Metric 1.2 (ELA/Math CAASPP): Refined to disaggregate results for English Learners/Multilingual Learners (EL/ML) and Long-Term English Learners (LTELs).
-Metric 1.2 Socioeconomically Disadvantaged baseline changed.
-Metric 1.2 Hispanic was added to the target for Year 3
-Metric 1.8 (College and Career Readiness): Baseline and Target Year 3 updated per revised Dashboard results.
-Metric 1.2, 1.8, 1.12, 1.14, 1.15 Target for year 3 changed
-Metrics 1.11, 1.12, 1.14, 1.15 (Deeper Learning/Engagement): Updated for data clarity and more reliable local tracking.
-Metric 1.24 (Student Belonging): Added to monitor engagement aligned with ABAR and culturally responsive strategies.

Action Modifications
Budgetary constraints, staffing reductions, and effectiveness analysis led to the following modifications. Where actions were determined to be ineffective or unsustainable, the district redesigned or consolidated services.

Action 1.1 – ABAR Initiatives:
-Component: Safe and Inclusive TOSA role eliminated.
-Change: ABAR efforts will continue with site and district leadership coordination, with a narrowed focus on belonging.

Action 1.2 – Professional Learning

-Component: PD paused midyear due to budget constraints.
-Change: Future PD will be reprioritized to directly align with deeper learning instructional goals.

Action 1.3 – Best First Instruction
-Component: Contracts with CORE, Newsela, and LACOE ended; Director of Secondary removed.
-Change: Instructional focus redirected toward classroom-based supports with internal staff.

Action 1.4 – Multilingual Learners
-Component: Discontinuation of BE GLAD, Summit K–12, and EL Achieve.
-Change: Supports reorganized by subgroups (e.g., Newcomers, LTEL); LTEL-specific monitoring introduced.

Action 1.5 – Personalized Learning
-Change: Prop 28 funds redirected to maintain VAPA access through creative programming.

Action 1.6 – District Assessments
-Change: Reduced technical staff capacity; eliminated Technology Teacher and Bilingual Data Tech FTEs.

Action 1.7 – College & Career Readiness
-Change: Deeper targeting of EL, Foster Youth, and Low-Income subgroups with no major structural changes.

Action 1.8 – VAPA/STEAM
-Component: STEAM and VAPA PD paused due to staffing cuts.
-Change: Core VAPA sustained via teacher leads; STEAM programming suspended.

Action 1.9 – Induction
-Change: ILP process revised; added cohort flexibility for late hires; improved HR collaboration.

Action 1.10 – Deeper Learning
-Component: Student engagement grants paused; GATE and SISP TOSA roles eliminated.
-Change: Funding redirected; equity programs to be re-evaluated when fiscally feasible.

Expected Outcomes
Following updates to staffing, resource allocations, and revised metrics, the following Year 3 outcomes have been adjusted:

Reduced Targets
Metrics 1.14 and 1.15 (Student Engagement): Targets have been lowered to reflect a decrease in centralized support for enrichment and affinity programs.
Metric 1.8 (College and Career Readiness): Adjusted to align with updated California School Dashboard baselines and subgroup performance data.

New Outcome Added
Metric 1.24 (Sense of Belonging): Introduced to measure improvements in school climate and inclusion at both the site and system levels, tied to ABAR (Anti-Bias, Anti-Racism) efforts and redesigned engagement strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	Hayward Unified School District believes that addressing the needs of the most underserved students requires a commitment to educational equity. HUSD is determined to develop systems, policies, and practices that promote opportunity and success regardless of race, language, sexual orientation, zip code, or any other factor. In an effort to ensure this work continues to be focused and supported, HUSD will continue to implement the August of 2020 adopted Equity and Anti-Bias/Anti-Racism (AB/AR) policies. Anti-Bias/Anti-Racism (AB/AR) The district will maintain the Administrator on Special Assignment (AOSA) for Equity and Anti-Racism in collaboration with the district Equity Oversight Committee. The AOSA will work with the school AB/AR influencers to lean deeply into racial and other forms of equity work to help educators and staff to continue deconstructing unconscious personal biases and beliefs, develop the knowledge and skills to challenge them when they arise, thereby moving closer to systemic equity transformation. The AB/AR professional learning sessions will shift to be integrated into district professional learning calendared days and by the AB/AR AOSA and additional staff. The AB/AR AOSA will co-lead the district Equity Oversight committee focusing on ensuring EL/ML's, Foster Youth and Homeless Youth have educational equity, focusing on access, opportunity and the removal of systemic barriers to their academic success. The committee will ensure educational partner voices, including students, parents, and labor partners, as key to ongoing policy development recommendations, revisions and implementation.	$398,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AB/AR Professional Learning The AB/AR AOSA will continue to collaborate with represented bargaining units to support, develop and provide integrated ABAR/district professional learning differentiated modules for all district staff. The AB/AR professional learning, Equity Oversight Committee, and activities will continue to be supported by all district divisions and will be reviewed based on the session feedback, surveys, and student and community voice. The district will continue to gather feedback to the success and effectiveness of the implementation of the strategies developed for the implementation of the AB/AR and Ethnic Studies policies. The AB/AR AOSA will continue to lead the Ethnic Studies implementation and will support Safe and Inclusive programming supporting students and staff ensuring inclusivity. The AB/AR AOSA will continue to provide a mid and end of year report for the Board of Education.		
1.2	Professional Learning and Instructional Leadership	Professional Learning Professional Learning of teachers, administrators and other staff is central to HUSD's core values. We are committed to recruiting and retaining and training the highest quality staff. The best way to ensure continuous improvement and improved outcomes for students is to invest in our staff. The district will provide teachers and site administrators 3 district days of meaningful professional development to support the capacity of educators with standards based instruction to strengthen classroom evidenced based practices with literacy, mathematics, providing culturally and linguistically responsive teaching, and deeper learning experiences that incorporate students' identities, culture and language. Professional learning opportunities will be focused and provided to teachers to support instructional strategies for literacy, math inclusion, and intervention. Secondary Ethnic Studies, Mathematics, Literacy, and Advanced Placement (AP), professional development will be offered to	$906,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers to build capacity in offering students high levels of academic engagement. The district will offer professional development in the area of mathematics focusing on the new math strategic plan, engaging evidenced based instructional practices, assessments and the integration of software to deepen students' understanding of math concepts. DLI Teachers/Systematic ELD HUSD will provide professional development and MLL TOSA coaching for teachers of dual language learners, addressing the need for specific training on the best practices and evidence-based strategies to support second language acquisition. The MLL TOSA's will support the effective use of language-specific materials, planning for cross-linguistic transfer between English and the target language will be promoted. Systematic English Language Development (ELD) Refresher Courses for Elementary and Secondary teachers and Systematic ELD Institute for Elementary & Secondary teachers new to ELD will also be offered In addition, HUSD will provide Personalized Learning on language scaffolds for teachers new to teaching Sheltered ELA that supports dual identified EL/ML's with an IEP. Teachers on Special Assignment (TOSA) The district will maintain an allocation of TOSAs focusing on SIR and Differentiated Assistance using the LCAP, MLL (3 FTE), Induction (3 FTE), Assessment, (2.0 FTE), College and Career (1.0 FTE) The district TOSA's will support the implementation and coaching of the professional development strategies. The TOSAs will support teachers in classrooms using evidence based teaching strategies, provide learning sessions, and will host voluntary monthly drop in content professional learning opportunities to collaborate with other district teachers to share best teaching practices. Grading The district will align its grading policies to ensure equity for all students. HUSD will work to update the grading policy and practices, in collaboration with the SCC and with site teacher input. The district will continue working collaboratively with the Secondary Curriculum Council (SCC), staff, and students and families to review and identify the essential content standards and will pilot alternative grading practices.		

Action #	Title	Description	Total Funds	Contributing
1.3	Best First Instruction	Strategic Literacy Plan The district will continue to implement evidence-based literacy strategies based on the Science of Reading and instructional practices to support increasing academic achievement and engagement for students who are English Learners, Students with an IEP, and low income students. The district Literacy AOSA will ground evidence based practice in the ongoing development and will work with the district SIR and CCEIS teams to build common assessments, enhanced best first instruction to support reading instruction, and literacy training for teachers, administrators, and staff. Reading by 3rd Grade The district will maintain the Elementary Literacy Administrator on Special Assignment (AOSA) who will continue to lead the focus on implementing evidence-based literacy practices across the elementary schools. The district will continue to mandate and support the use of a Universal Screener following the district adopted calendar for administration and move forward with using the assessment flow-chart documents to support addressing students' results, with emphasis on addressing students' areas of unfinished learning. Guidance and differentiation will be built into both the whole-group and small-group instruction in the staggered reading program to support the development of literacy foundational skills with special focus on opportunity for English learners, students in low-income designation, foster youth, and Homeless Youth or unaccompanied minors. Reading in Grades 4-6 Teachers will utilize the district literacy guidance documents for grades 4-6 to guide their instruction and to follow the referenced materials and assessment timelines. The district will continue to mandate and support the use of a Universal Screener following the district adopted calendar for administration and move forward with using the assessment flow-chart documents to support addressing students' results, with emphasis on addressing students' areas of unfinished learning. Guidance and differentiation will be built into both the whole-group and small-group instruction in the staggered reading program with special focus on opportunity for English learners, students in low-income designation, foster youth, and Homeless Youth or unaccompanied minors. Literacy para-	$2,445,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educators will provide intervention/acceleration literacy support in the intermediate elementary grades. Literacy Para Educators The district will maintain the elementary literacy para educators at elementary school sites. The para educators will focus on the intermediate students using SIPPS, UFLI or other evidence-based, site adopted, reading intervention program aligned with the district's evidence-based practices aligned with research provided by the Science of Reading. The program(s) will provide intensive, small-group, supplementary literacy intervention proven to increase literacy achievement of striving readers with systematically designed lessons to support phonemic awareness, phonics, and automaticity leading to improved reading comprehension. The supplemental, evidence-based, systematic and explicit (phonics based), accelerated beginning Spanish reading program will provide intervention for students who are not meeting grade-level reading expectations in Spanish. Secondary (7-12) ELA During the 25-26 school year the secondary ELA subject matter teachers will implement best practices and utilize the district adopted ELA materials for teaching content and disciplinary literacy. In addition, the ELA subject matter will continue developing instructional strategies that support implementation of the core HMH curriculum and assessments and develop the ELA essential standards through the Curriculum Council. The secondary ELA teachers will continue to implement the HMH growth measure assessment following the district adopted timelines. Literacy Professional Learning The district mandated Professional Learning days will include Language and Literacy sessions focusing on evidenced-based instructional practices, implementation of the scope and sequence guidance documents and assessment for teachers and administrators. Mathematics The district will focus on the implementation of the newly adopted Math Strategic Plan focusing on instructional pedagogy with professional development opportunities on professional development days and		

Action #	Title	Description	Total Funds	Contributing
		minimum days that supports standards based instruction and the use of engagement strategies for our African American and Pacific Islander students, English learners, low income and foster youth and Homeless Youth or unaccompanied minors. Additional no cost professional development will be offered to staff through the ACOE, Silicon Valley Mathematics Initiative and local math associations. Math Strategic Plan The district will build awareness and build the work plan for year 1 implementation of the new TK-12 Strategic Mathematics plan. The district will continue to focus on Algebra Readiness through the focus on TK-3 foundational and play based math in collaboration with ACOE and through the Algebra professional learning with the CSU CAPP grant. Online math platforms will be purchased and utilized to strengthen/deepen instruction, to have real world connections for all students, including our English learners, low income and foster youth and Homeless Youth or unaccompanied minors and provide students/families support outside of the classroom. HUSD will continue with the online, supplemental math enrichment program in Spanish and English to provide additional mathematical practice for students in Spanish dual language programs. The online program analytics provide data for teachers to plan small-group instruction based on student need. This additional online program is needed for the Dual language Spanish classrooms as this is available in Spanish. Online licenses will be purchased, Delta Math for Mathematics, IXL and Raz-Kids will also be purchased for supplemental use including in Special Education. Textbook Adoptions and Supplemental Materials The district will continue to update instructional materials following our adoption plan, pending funding. In the 2025-26 the district will allocate professional learning time for teachers to learn the new state adopted universal screener, content adoptions. In the 2026-27 school year Secondary Social Science, Math and supplemental materials/technology licenses as needed. Adoptions will be piloted ensuring they are culturally responsive instructional materials that are blended to include digital and textbook and support Ethnic Studies and Advanced Placement course supplementary curriculum.		

Action #	Title	Description	Total Funds	Contributing
		Ethnic Studies Implementation The district ABAR AOSA will continue to support the implementation of the US History Ethnic Studies aligned course and the Ethnic Studies course to ensure that multiple cultural and ethnic perspectives are reflected in the implementation of materials and instruction for Ethnic Studies, including going beyond slavery when covering African history. The units, lessons, activities, and theoretical perspectives for topics will be taught from an asset-based, decolonizing perspective that is rooted in and shaped by our communities' knowledge and self, stories, systems, social movements, and solidarity. Following our board policy for Ethnic Studies the the district will ensure the multiple cultural and ethnic perspectives are reflected including Africana/Black/African American Studies, American Indian/Alaskan Native/Native American/Indigenous Studies, Asian American Studies, Pacific Islander Studies, Arab American Studies, and Chicana/o/x and Latina/o/x Studies, all groups that contend with racism, white supremacy culture, anti-Blackness, anti-Indigeneity, and nation within-nation relationships. Additional hours may be allocated to review new Ethnic Studies courses using the adopted rubric. The district will purchase supplemental culturally and linguistically responsive diverse literature written by authors of color and instructional materials will represent various backgrounds for use in new Ethnic Study courses. Tutoring Each elementary school will be given a standard allocation using Community Schools/ELOP for teacher led intervention in ELA and Math for students based on data. There will be guidance on the tutorial that includes pre/post assessment data, evidence based materials and structures for the sessions. The district will continue to partner with the Hayward public library, NAACP and Chabot/TRIO for tutorial services as available to support our most impacted student populations: students designated as low income, foster youth, and English Learners. Graduation All high school students will have access to opportunities to graduate, including our Newcomer students and students with an IEP, foster and Homeless Youth. LCAP funding will be used for (2) credit recovery online programs, Cyber High and Subject, at each school site to ensure all		

Action #	Title	Description	Total Funds	Contributing
		students are eligible to graduate with A-G requirements met. In 25-26 the district will discuss and finalize updated graduation and grading policies to ensure equitable access to earn their high school diplomas. Additional support for our students with IEPs will be supported by Hayward Adult School, programming and Disabled Student Programs Services at Chabot's college and other local programs.		
1.4	Multilingual Language Learners and Language Acquisition	Multilingual Learner Master Plan Consistent with the goals of the Multilingual Learner Master Plan, HUSD will plan for an allocation of sections of English Language Development (ELD) at all secondary schools to ensure all EL/MLs receive language support. The Dual Language programs will continue to work towards being fully implemented at participating elementary schools including academics and cultural appropriate activities. The language allocations model (80/20) will be aligned across both One-Way and Two-Way programs and supported. Professional Development HUSD will provide professional development by the EL Program Specialists to dual language teachers to support the language allocation plan and ELD training for all teachers. Specific measures that we will use are ELPI, CAASPP ELA ELs, CAASPP Math ELs. Dual Language Programs The Multilingual Department will provide support to school sites that are transitioning their language allocation models-80/20. Specific measures that we will use are ELPI, CAASPP ELA ELs, CAASPP Math EL/MLs. The district will continue to assess middle school expansion of Dual Language programs as funding becomes available. Newcomer Supports HUSD will continue to maintain its World House program at Cesar Chavez Middle School and at Tennyson High School. This program supports students who have been in the United States for 2 years or fewer and whose primary language is not English. The program features both Bilingual and Sheltered content area courses and a full range of English	$7,094,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Development (ELD) courses, including a specialized course for students who have low or no literacy in their primary language. The district will continue to support the contractual class sizes in the World House program. Specific measures that we will use are ELPI, EL/ML Graduation Rate (for World House). Bilingual Instructional Assistants HUSD will continue to provide bilingual instructional assistants (as available and by language need as demonstrated by number of newly arrived languages spoken) to K-12 sites with high concentrations of newly arrived students, including World House. They will offer primary language support and help newcomers at the high school to meet graduation requirements. Long-Term English Learners HUSD will deliver targeted intervention for long-term English Learners to increase their access to core content and increase their rate of reclassification. Starting in 2025, the ELPI on the Dashboard included specific information on Long-Term English Learners. Specific measures that we will use LTEL Dashboard and the EL/ML Graduation Rate. Personnel to support Multilingual Learners Individual site EL Specialists focus on providing academic support and intervention in small groups, as well as compliance and progress monitoring. Specific measures that measure this are ELPI and RFEP Rates. EL/ML Program Specialist-District The district will maintain the EL Program Specialists (3.0 FTE) to provide support for school site EL Specialists, Biliteracy and dual language instruction, and support site administrators to ensure that all EL/MLs receive integrated and designated ELD regardless of program placement. The EL Program Specialists will support instructional practices to build teacher capacity and support Integrated and Designated ELD. They will coordinate and/or provide professional development and coordinate the purchase of evidenced based supplemental materials, as needed. DELAC		

Action #	Title	Description	Total Funds	Contributing
		Our District English Learner Advisory Committee (DELAC) is composed of parents of English Learners and the voice for all EL/ML parents to our Board of Education. It provides support to the site English Learner Advisory Committees (ELACs) and also advises the school district governing board on the implementation of the Multilingual Plan, conducts a district-wide needs assessment, and recommends programs, goals, and services for English/Multilingual Learners.		
1.5	Personalized Learning	Elementary Level: Increased Personalization Learning In an effort to support the academic outcomes for English learners, low income and foster youth and Homeless Youth or unaccompanied minors and all students, Elementary School Combination classes and staff to student ratios is a priority in order to increase personalized learning opportunity. HUSD will continue to prioritize class sizes and minimize elementary school combination classes when possible. Secondary Level: Maintain Programs and Courses Prioritize recruitment of students for Career Pathways, Visual and Performing Arts, Theater, Choir in an effort to engage and provide students access to the programs and opportunities for the school year. Additional FTE will be allocated to support multilingual learner programs at middle schools as applicable for the Newcomer students.	$2,742,189.00	Yes
1.6	Building District Common Assessments and Data Driven	Data and Use of Common Assessments Staffing The district will continue to build local and common assessments in collaboration with classroom teachers and Curriculum Council.The district will maintain staffing 2.0 FTE Assessment TOSAs (1 TOSA at elementary, 1 TOSA at secondary), 3.0 FTE Assessment Technicians (DO, classified) to support the assessment data analysis and to support the federal, state	$3,158,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and local accountability mandates. With guidance and coordination from the Director of Curriculum, Instruction, and Assessment, the day-to-day implementation of the district-wide data reports, bi-annual site and district dashboards, student progress reports, report cards, and quarterly or trimester benchmark assessments will be coordinated. The TOSA's and Technicians will provide site professional development of assessments, including benchmarks and summative California Assessment of Student Progress and Proficiency (CAASPP) academies and CAASPP Claims workshops. School site technology teacher leaders(TTL) positions and stipends will be maintained to support the technology use, instructional integration and district technology 1:1 Chromebook implementation plan. Assessment Development The district will identify and adopt culturally responsive assessments for student placement and monitoring academic progress. The grade level and subject matter chairs will work together to identify local assessments to be reviewed and adopted by curriculum councils. The assessment data will be used to drive instruction, create intervention groupings and to accelerate student learning as appropriate. The implementation and professional development plan will be aligned with the SIR and includes the focus on using data derived from a Kinder-6th Grade literacy screener and targeted literacy assessments to establish reading levels and interventions for growth in student literacy levels. At the elementary level, the district will continue to provide assessment platforms, professional learning/guidance and test administration time to support universal screening, diagnostic reporting, and progress monitoring to combine Computer-Adaptive Testing (CAT) with Curriculum-Based Measures (CBM) housed in Illuminate, the HUSD online student data warehouse. This platform will bolster staff's ability to identify targeted groups of students for follow-up support and intervention in the areas of English/Spanish Language Arts, Mathematics, attendance and social-emotional behaviors. The district will fund the cost of the Illuminate program and provide ongoing training to support the use. In secondary grade, the district will consistently implement the Growth Measure English Language Arts assessments. This assessment focuses on reading levels and student groupings. Growth Measure data will drive		

Action #	Title	Description	Total Funds	Contributing
		intervention/support instruction during class time as well as before, after or during school-day interventions at two middle schools. In Mathematics, based on the recommendation provided by the HUSD Strategic Math Plan including local benchmark assessments will be implemented consistently across both the elementary and secondary grade spans in 2025-26. This local student assessment data will be collected and shared with site administration, department chairs, and site-based instructional leadership teams in the form of a bi-annual dashboard linked to specific data sets of students noted in the aggregate dashboard data set. Multilingual Learner Assessments The district will maintain LCAP funding for (3) part time Bilingual Assessment Technicians will continue to assess English Learners who are enrolling in California public schools for the first time, giving the English Language Proficiency Assessment for California Initial Assessment (ELPAC IA). The Assessment Technicians at the HUB will complete essential tasks such as: Programmatic talks with parents/guardians, LAS and/or Pre-LAS assessment for Spanish-speaking students, Communicate with previous schools/districts of EL/MLs, Update CALPADS LCAP funding will continue for (3) full time EL Program Specialists, (1 elementary, 1 secondary, 1 EL/Migrant Ed) will collaborate with the ARE department, site EL Specialists, and classroom practitioners to assess EL/MLs in our schools. This includes, Universal Screener assessments (K-6), Common assessments that may be used as part of the reclassification criteria, ELPAC Summative Assessment and Bilingual Pathways assessments EL Program Specialists will provide ELD coaching and assist in the shift for the DLI model and support administration of formative common assessments for dual language program students per the Multilingual Learner Plan. The assessment results, along with those from state assessments, and a report on advancement on CA Standards for ELD, as well as other state standards, will help determine progress for the English		

Action #	Title	Description	Total Funds	Contributing
		Language Proficiency Indicator of our EL/ML students in dual language programs and SEI programs. LCAP Input The LCAP input presentation and survey will continue to be available on the district website for input. The district will host an input session to share ideas on ways to better use the data to target areas of focus. A focused approach will be implemented at the secondary student input including adding incentives to support participation. All high school students will have the opportunity to provide annual input to the LCAP as part of our annual Educational Partners Input process. The LCAP informational slides/presentation and survey will be available to students to complete during the school day, in a school determined course, date and period. The Department of Assessment, Research, and Evaluation will collaborate with other district divisions to collect data and assess the efficacy of district initiatives described in this LCAP, and provide an annual report.		
1.7	College and Career Readiness	College and Career Readiness HUSD will continue with California Colleges, and each high school student, including EL/ML learners, low income and foster youth and Homeless Youth or unaccompanied minors will receive a systematic baseline of guidance and support as they plan and prepare for college and/or career, which includes an educational plan that consists of a post-secondary education plan, a career plan, and a financial aid plan. Identify key activities that students should complete each year in order to develop meaningful postsecondary plans and have developed standards-aligned lesson plans connected to these activities. School Counselors School Counselors will continue to support students' college and career readiness by supporting A-G completion and academic programming. AVID and Puente The district will continue to fund the program fees for AVID and Puente to offer students college readiness programming to support their college	$9,072,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		readiness. Advancement Via Individual Determination (AVID) and Puente are college preparatory elective programs that specifically support first-generation college-going students and connect students with a counselor and tutors. The programs will recruit a diverse student group that includes qualified students who are English learners, Pacific Islander, African American, low income and foster youth and Homeless Youth or unaccompanied minors. Career Technical Education (CTE) HUSD's priority is to provide all students with equitable access to district programs, support services, and other opportunities for success. The CTE pathways serve all students, embrace the rich diversity in our district, particularly those who are furthest from opportunity, including foster youth and Homeless Youth. This priority is also reflected in district policy and our management philosophy to promote equity and inclusion in the district. HUSD is focused on ensuring our students who are furthest from opportunity to meet or exceed the standards and enroll, participate, and successfully complete CTE courses and pathways. We are part of a K12 Strong Workforce Program (SWP) grant that provides case management and support for our students who are furthest from opportunity. The students will have access to a case manager who will monitor their grades, provide tutoring, resources, and other targeted services. Destination College Advising Corps (DCAC) The district will continue our partnership with the Destination College Advising Corps (DCAC) and Early Academic Outreach Program (EAOP). DCAC/EAOP provides intensive one-on-one college advising services to students. The goal of DCAC/EAOP is to increase the college-going rate of students at schools and provide comprehensive college awareness, mentorship, resources, preparation, advising, and information through the efforts of dedicated College Adviser Fellows. DCAC/EAOP provides virtual and in-person college readiness events and activities to more than 5,000 HUSD high school students with a focus to support nearly 1,300 seniors, including Newcomers and Students with an IEP through direct and specific college advising, strengthening whole-school college-going culture and culturally and linguistically responsive academic enrichment experiences. DCAC/EAOP are committed to increasing the numbers of historically		

Action #	Title	Description	Total Funds	Contributing
		underrepresented, first-generation, and low-income students who have access to and success in post-secondary options. Transcript Support LCAP funding will be used to maintain Parchment as a trusted document management platform that offers students secure, easy access to their academic credentials. The program is used by institutions and employers worldwide and enables our students to efficiently request, verify, and deliver transcripts, diplomas, and other credentials.		
1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	VAPA Strategic Plan The district will continue to implement Visual and Performing Arts (VAPA) Strategic Plan, ensuring all students have opportunity to engage in VAPA programming, including English learners, low income and foster youth, and Homeless Youth or unaccompanied minors. Elementary Art Leads The district will continue to support the implementation of the Art Integration approaches that place students at the center of the learning process, provide culturally responsive alternative instructional strategies through Arts Integration and increase the proficiency of teachers in Arts Integration approaches. The elementary Art Leads will be maintained to support this work at the school sites. Course Offerings Elementary Course Offerings School sites offer music prep classes for 1-4th grade students at all our elementary schools. Choir and Instrumental Music is offered to all 5th and 6th grade students. Elementary Science prep is offered at specific sites. STEAM in Literacy class for 1st-6th students is offered at Eden Gardens. Elementary Science Prep is offered at five elementary school sites. Secondary Student access and success in STEAM, Career Technical Education (CTE), and VAPA courses will be improved for all students and especially for Low Income, EL/ML and Foster Youth, including African Americans and	$6,515,841.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students with Exceptional Needs. This work will be site lead and supported when possible by our Pathway/CTE TOSA. Work based learning and internships will be offered to students as a method to apply their learning and have experiences outside of school and classroom spaces. To meet the requirements of AB 285, there will be professional learning communities for secondary teachers on the causes and effects of climate change, and on the methods to mitigate and adapt to climate change, with a focus on project based learning as a vehicle for supporting students to develop climate change solutions. Secondary Science Professional Learning The implementation of the NGSS standards across science courses and Climate Change in secondary science will continue. Professional learning will be provided during district PD days, as well as supporting teachers during science subject matter, to support the new curriculum adoptions. STEAM Courses and Programs The district will continue to fund the Mathematics Engineering Science Achievement (MESA) program. MESA is an after-school program coordinated in our district by California State University East Bay (CSUEB) that develops students' interest in math, engineering, and science. Students will use math, engineering, and science skills to develop projects (i.e., build drones) to participate in the annual MESA competition. The program will continue at Chavez, Winton and Tennyson as part of our STEAM focus and to engage our English Learners, Newcomers and low income students in hands-on science learning activities and experiences. Climate Education The district will continue to partner with California State University East Bay with the STEAM and Climate Change (bridge CELI grant) instruction and activities and evaluate the grant STEAM programming including staff and student experiences. Teacher participation in the learning and planning sessions will be compensated using site grant funding.		
1.9	Induction Program	New Teacher Induction Program	$541,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue to offer the teacher induction program in an effort to retain highly qualified teachers. The (3.0 FTE) Induction Teachers on Special Assignment (TOSAs) will continue to offer new teachers support as they complete their Induction plans to clear their credentials. The TOSAs will continue to engage the new teachers in focusing their instruction through the lens of equity, using culturally and linguistically responsive materials to engage students and creating engaging safe spaces for students to be seen and valued in their classrooms. Ethnic Studies and Inclusion pedagogy will be included in the Induction program and while onboarding new teachers. The candidates will also be supported by district-paid mentors that will assist the new teachers with coaching on supporting and teaching the diverse population of students, including English Learners, Newcomers, socioeconomically disadvantaged and students with an IEP, in their classrooms during their participation in the program. Sinclair Research surveys will continue to be used to collect data on the impact and experiences of the candidates, mentors, and administrators.		
1.10	Deeper Learning Activities	African American Student Achievement Initiative (AASAI) The district will continue to offer innovative programs for African American students to increase access to deeper learning through the core curriculum, and culturally and linguistically rich programs and opportunities to build engagement and connectedness to school. The AASAI Administrator will continue to host the district monthly meetings and will lead the implementation of AASAI 2.0, year 3, including Family Engagement Action Plans (FEAP) Schools projects. There will be black student centered programs, including Black African Student Union (BASU) offered during the school year at elementary, middle and high schools that support a focus on engagement and connectedness to school, college readiness and technology. Gifted And Talented Education (GATE) In the 2025-2026 school year the district will maintain the adopted Naglieri Nonverbal Ability Test (NNAT) and implement a bias-free, culturally and linguistically responsive assessment tool for qualification into the program.	$2,814,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The site GATE teacher and teacher lead will prepare programming that is culturally responsive, based on student interest, and is accessible for all GATE identified students, including Homeless Youth and English Learners. School Plan Student Achievement (SPSA) Continue to allocate funds to school sites based on the number of eligible pupils to provide specific intervention programs and services, as detailed in the School Plan for Student Achievement (SPSA) and in alignment with the Local Control Accountability Plan. This plan will be monitored by the site principal, school site councils, and district office personnel.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HUSD will work collaboratively with families, community partners, and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Supports.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to foster 'Relationship-Centered Schools' where students, families, and staff feel supported, valued, and connected. Grounded in research highlighting the pivotal role of nurturing relationships in promoting academic, social, and personal success, the goal reflects extensive educational partner input and a commitment to equity-driven, healing-centered practices.

Feedback from students, staff, families, and community partners gathered through surveys, educational partner input from parents, staff, and students, highlighted the need for stronger engagement, social-emotional supports, and inclusive school environments. Additionally, 2023–24 baseline data underscored persistent challenges tied to attendance, discipline, and student connection, particularly for our most vulnerable student groups.

HUSD’s focus is to intentionally build positive relationships as the foundation for deeper learning, improved school climate, and equitable outcomes. Social-emotional development for both students and staff is central to this goal, along with ensuring that students are seen, heard, and empowered to engage meaningfully in their education.

Key improvements and continued needs reflected in our data include:

- Average Daily Attendance** increased from 90.4% to 92.1%, with a district goal of reaching 95%. (infinite Campus Report)
- Chronic Absenteeism** declined significantly from 39.2% to 28.8%, with reductions across key student groups. (Dataquest)
- Suspension Rates** rose slightly overall (5.1% to 5.6%), with increases among African American, Homeless Youth, and low-income students, though declines were seen for English Learners/Multi Lingual Learners and Students with Disabilities. (Dataquest)
- Expulsion Rate** remained low (0.1%) but saw a small increase among Homeless Youth. (Dataquest)
- Dropout Rates** held mostly steady, with a notable reduction for foster youth (from 30.8% to 27.3%). (Dataquest)

While progress has been made, these figures reinforce the importance of sustained and focused action. To meet these needs, HUSD is investing in:

- 22 full-time Social-Emotional Counselors serving 28 school sites

- COST specialists to coordinate supports aligned with the Multi-Tiered System of Supports (MTSS)
- Family Engagement Specialists to train and empower families in supporting students' academic and social-emotional needs
- Restorative practices and trauma-informed care to improve climate and reduce exclusionary discipline
- School nurses to ensure students' health needs are met so they can attend and engage daily

By intentionally cultivating strong, trust-based relationships across our learning communities, HUSD aims to disrupt systemic inequities and ensure that every student—especially those historically underserved—has equitable access to meaningful, supportive, and empowering educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1) The amount of parents participating in Parent University, with a focus on recruiting parents of unduplicated pupils	1) 23-24 Participation in Parent University: 14,570 (as of 5/2/24)	1) 24-25 Participation in Parent University: 12,543 (as of 4/8/25) (Data Source: 2025 Department Report)		1) 26-27 Participation in Parent University: 18,941 (Will increase new Target to 20,968)	Participation in Parent University: surpassed by 2,027
2.2	2) 100% of school sites will have parent representatives on School Site Council (SSC) and English Learner Advisory Committee (ELAC) and will hold elections to replace parent representatives as needed, with a focus on recruiting parents of unduplicated pupils	2) 22-23 96.4% of school sites in the District have ELAC. 96.5% of school sites have a parent representative in SSC	2) 23-24 96.4% of school sites in the District have ELAC. 100% of school sites have a parent representative in SSC (Data Source: 2025 Department Report)		2) 26-27 100% of school sites in the District have ELAC. 100% of school sites have a parent representative in SSC	School sites in the District have ELAC: 0%. School sites that have a parent representative: 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	3) The percent of high school students who have dropped out of school, with a target decrease of 1% annually	3) 22-23 High school dropout rate 18.3% Drop out rate by selected groups: English Learners = 35.9% Socioeconomically Disadvantaged = 19.6% Foster Youth = 30.8%	3) 23-24 High school dropout rate 15.5 % Drop out rate by selected groups: English Learners = 30.0% Socioeconomically Disadvantaged = 16.2% Foster Youth = 27.3% (Data Source: 2024 Dataquest)		3) 26-27 High school dropout rate 15.3% Drop out rate by selected groups: English Learners = 32.9% Socioeconomically Disadvantaged = 16.6% Foster Youth = 27.8% (Will increase new target by a drop of 5% for each group)	High school dropout rate: -2.8% Drop out rate by selected groups: English Learners = -5.9% Socioeconomically Disadvantaged = -3.4% Foster Youth = -3.5%
2.4	4) The percent of middle school students who have dropped out, with a target rate of less than 1%	4) 22-23 Middle school drop out rate 0.07% Drop out rate by selected groups: English Learners = 0.14% Socioeconomically Disadvantaged = 0.07% Foster Youth = 0%	4) 23-24 Middle school drop out rate 0.08% Drop out rate by selected groups: English Learners = 0.18% Socioeconomically Disadvantaged = 0.09% Foster Youth = 0% (Data Source: 2024 CALPADS Report)		4) 26-27 Middle school drop out rate =1% Drop out rate by selected groups: >1% English Learners = >1% Socioeconomically Disadvantaged = >1% Foster Youth = >1%	4) 23-24 Middle school drop out rate: 0.01% Drop out rate by selected groups: English Learners = 0.04% Socioeconomically Disadvantaged = 0.02% Foster Youth = No change
2.5	5) Increase high school graduation rate by 2-4% for all students,	5) 22-23 High School Graduation rate: HUSD = 73.1.%	5) 23-24 High School Graduation rate:		5) 26-27 High School Graduation rate:	High School Graduation rate: HUSD = 3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	unduplicated students, African American students, students with disabilities, English Learners, students with exceptional needs, and students with foster or homeless status	African Amer. = 72.3% SWD = 60.1% EL/ML = 47.1% SED = 71.2% Foster = 46.2% Homeless Youth = 33.3%	HUSD = 76.8.% African Amer. = 84.8% SWD = 67.4% EL/ML = 56.9% SED = 75.6% Foster = 54.5% Homeless Youth = 49.2% (Data Source: 2024 Dataquest Report)		HUSD = 79.1.% African Amer. = 78.3%. SWD = 66.1% EL/ML = 53.1% SED = 77.2% Foster = 52.2% Homeless Youth = 39.3% (Will increase Target Year 3 graduation rates for the the following groups: African Americans, SWD, EL/ML, Foster Youth)	African Amer. = 12.5% SWD = 7.3% EL/ML = 9.8% SED = 4.4% Foster = 8.3% Homeless Youth = 15.9%
2.6	6) The percent of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year), with a target decrease of 2% annually to ultimately achieve an chronic absentee rate of 10% or less	6) 22-23 Chronic Absenteeism: HUSD = 39.2% African Amer.= 44.4% SWD = 48.4% EL/ML = 41.3% Homeless Youth = 56.6% Foster = 60.3% Socioeconomically Disadvantaged = 41%	6) 23-24 Chronic Absenteeism: HUSD = 28.8% African Amer.= 39.7% SWD = 36.6% EL/ML = 28.6% Homeless Youth = 54.1% Foster = 44.1% Socioeconomically Disadvantaged =51.8% (Data Source: 2024 Dataquest Report)		6) 26-27 Chronic Absenteeism: HUSD = 33.2% African Amer.= 38.4% SWD = 42.4% EL/ML = 35.3% Homeless Youth = 50.6% Foster = 54.3% Socioeconomically Disadvantaged = 35% (Will increase the student groups that surpassed the Target Year 3 by the expected growth.)	Chronic Absenteeism: HUSD = -10.4% African Amer.= -4.7% SWD = -11.8% EL/ML = -12.7% Homeless Youth = -2.5% Foster = -16.2% Socioeconomically Disadvantaged = 10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	7) Maintain an Average Daily Attendance rate at or above 95% at all sites and as an overall district wide average; increase ADA by 0.25% until goal is met	7) 23-24 ADA 90.4%	7) 24-25 ADA 92.1% (Data Source: 2025 Infinite Campus Report)		7) 26-27 ADA 95%	ADA: 1.7%
2.8	8) The percent of students expelled, with a target district expulsion rate of less than 0.09%	8) 22-23 Expulsion Rate:* HUSD = 0.1% African Amer. = 0.2% SWD = 0.1% EL/ML = 0.1% Homeless Youth = 0.0% Foster = 0.0% Socioeconomically Disadvantaged = 0.1%	8) 23-24 Expulsion Rate: HUSD = 0.1% African Amer. = 0.1% SWD = 0.1% EL/ML = 0.1% Homeless Youth = 0.3% Foster = 0.0% Socioeconomically Disadvantaged = 0.1% (Data Source: 2024 Dataquest Report)		8) Expulsion Rate: less than 0.09% HUSD = <0.09% African Amer. = <0.09% SWD = <0.09% EL/ML = <0.09% Homeless Youth = <0.09% Foster = <0.09% Socioeconomically Disadvantaged = <0.09%	Expulsion Rate: HUSD = No change African Amer. = -0.1% SWD = No change EL/ML = No change Homeless Youth = -0.3% Foster = No change Socioeconomically Disadvantaged = No change
2.9	9) The percent of students suspended once or more, with a target district suspension rate below 3.6%	9) 22-23 Suspension Rate HUSD = 5.1% African Amer. = 11.3% SWD = 7.2% EL/ML = 4.7% Homeless Youth = 7.9% Foster = 14.5% Socioeconomically Disadvantaged = 5.5%	9) 23-24 Suspension Rate HUSD = 5.6% African Amer. = 12.0% SWD = 6.8% EL/ML = 4.4% Homeless Youth = 11.0% Foster = 12.0%		9) Suspension Rate: less than 3.6% overall HUSD = <3.6% African Amer. = <3.6% SWD = <3.6% EL/ML = <3.6% Homeless Youth = <3.6% Foster = <3.6%	Suspension Rate HUSD = 0.5% African Amer. = 0.7% SWD = -0.4% EL/ML = -0.3% Homeless Youth = 3.1% Foster = -2.5% Socioeconomically Disadvantaged = 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged = 5.9% (Data Source: 2024 Dataquest Report)		Socioeconomically Disadvantaged = <3.6%	
2.10	10) The percent of students who report feeling safe and connected at school, with a target increase of 5% annually	10) 22-23 CHKS Safety: 5th Grade: 73% 7th Grade: 54% 9th Grade: 44% 11th Grade: 46% Connected: 5th Grade: 70% 7th Grade: 56% 9th Grade: 45% 11th Grade: 54%	10) 23-24 CHKS Safety: 5th Grade: 71% 7th Grade: 55% 9th Grade: 45% 11th Grade: 42% Connected: 5th Grade: 66% 7th Grade: 55% 9th Grade: 46% 11th Grade: 50% (Data Source: 2024 California Healthy Kids Survey)		10) 26-27 CHKS Safety: 5th Grade: 88% 7th Grade: 69% 9th Grade: 59% 11th Grade: 61% Connected: 5th Grade: 85% 7th Grade: 71% 9th Grade: 60% 11th Grade: 69%	10) 23-24 CHKS Safety: 5th Grade: -2% 7th Grade: 1% 9th Grade: 1% 11th Grade: -4% Connected: 5th Grade: -4% 7th Grade: -1% 9th Grade: 1% 11th Grade: -4%
2.11	11) Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 1% annually	11) For the beginning of the 24-25 school year, there will be a minimum of four Power Sessions that will train and give resources to families of Students with Disabilities to ensure students have	1) During the 24-25 school year (as of 4/8/25), three Town Hall session have been held with two in the Fall semester and one in the spring		11) There will be four Power sessions yearly with a minimum of 80 parents in attendance	Power sessions: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic success at school.	Fifteen Hayward families have participated in the Community Advisory Committee meetings as of 3/20/25 (Data Source: 2025 Department Report)			
2.12	12) Increase the number of parents/guardians who complete the California School Parent Survey by 50 parents annually	12) 7,133 parents/guardians completed the California School Parent Survey as of 6/4/24	Data expected 6/7/25		12) 7,283 parents/guardians will complete the California School parent Survey	Data expected 6/7/25
2.13	13) The number of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner or Foster Youth Students	13) 0 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students were offered to staff during the 23-24 school year.	13) 6 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students has been offered to staff during the 24-25 school year. (Data Source: 2025 Department Report)		13) 6 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students will be offered to staff during the 26-27 school year.	6 sessions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	14) The number of professional development sessions offered to staff at the school level focused specifically on partnering with families of Students with Disabilities	14) 0 professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities during the 23-24 school year.	14) 1 professional development session has been offered to staff focused specifically on partnering with families of Students with Disabilities during the 24-25 school year. (Data Source: 2025 Department Report)		14) Four professional development sessions will be offered to staff at the school level focused specifically on partnering with families of Students with Disabilities during the 26-27 school year.	1 session
2.15	15) Increase by 1% annually the number of parents/guardians that report they agree or strongly agree their child is safe at school, on the California School Parent Survey.	15) Per the 22-23 California Parent School Survey, 87% of parents agreed or strongly agreed that their child is safe at school.	15) Per the 23-24 California Parent School Survey, 89% of parents agreed or strongly agreed that their child is safe at school.		15) Maintain a 90% or higher response rate of Parents who agree or strongly agree their child is safe at school	2%
2.16	16) The percent of teachers who participate in professional development sessions focused on intervention strategies for students with disabilities	16) 0% of teachers participated in professional development focused on intervention strategies for Students with Disabilities	15% of teachers have participated in professional development focused on intervention strategies for Students with Disabilities in addition to providing all		16) 9% of teachers will participate in professional development focused on intervention strategies for Students with Disabilities (Will increase the	15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			special education staff with a full day training in August 2024. (Data Source: 2025 Department Report)		number of teacher participating by annual expected growth.)	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Hayward Unified School District made considerable progress in implementing the planned actions under Goal 2 to support the whole child through coordinated services, relationship-centered strategies, and equity-based interventions. Across all nine actions, the District advanced efforts to improve student well-being, engagement, connectedness, and academic outcomes. Implementation successes include increased access to mental health services, the establishment of strong MTSS frameworks at pilot sites, deeper family engagement, and a measurable reduction in chronic absenteeism. At the same time, the District navigated significant challenges—most notably staffing shortages, limited funding, inconsistent site-level capacity, and initiative fatigue that impacted the full or consistent implementation of some strategies. The following analysis outlines successes, challenges, and modifications for each action, and identifies instances where planned actions were not implemented or were implemented in ways that differed from the original LCAP description.

2.1 Coordination of Services to Support the Whole Student
The Coordination of Services Team (COST) was robustly implemented, with over 4,000 requests and 3,600 referrals processed, reflecting a 5% improvement in service connection times. Partnerships with 30 community organizations and collaboration across 20+ departments fostered a more aligned support system. Hiring social-emotional counselors led to over 300 student referrals, boosting access to mental health services. MTSS efforts, bolstered by the Community Schools model, led to a 13% drop in chronic absenteeism. All CS-funded schools engaged stakeholders through site-based teams, while family engagement improved, with over 75% of families reporting increased access to support. Challenges included staffing shortages, rising student needs, language access barriers, and systemic capacity constraints, including delays from a transition to a new data platform.

2.2 Enhance Professional Development and Programs Around Relationship-Centered School Strategies
Equity-based, whole-child programming was successfully piloted at five focus schools, with early positive outcomes for African American Focus Scholars in academics, behavior, and attendance. MTSS Climate Teams were established and trained, supported by the adoption of

statewide MTSS implementation resources. After-school staff were trained in culturally responsive and trauma-informed practices. However, leadership changes and budget constraints hindered consistency and scale. A shift toward strategic alignment of MTSS, SEL, and climate work was initiated, though initiative fatigue and unclear coherence across sites posed challenges.

2.3 Institutionalize an Emphasis on Social-Emotional Learning (SEL)
SEL efforts expanded with the creation of wellness and calm spaces, and widespread training in Restorative Practices. Student leadership and family engagement around SEL were also promoted. However, sustainability challenges—especially in funding, coaching capacity, and PD scheduling—limited reach. The initiative was narrowed to select schools due to limited resources. Some planned student-led initiatives, like SEL videos and Queen's Circles expansion, were not implemented.

2.4 Improve Student Feelings of School Safety through Relationships and Structures of Support
Significant progress was made districtwide, with Calm Corners, Restorative Practices, and SEL integrated into PD and learning environments. Student leadership via Climate Clubs was expanded. Despite funding and scheduling constraints, targeted implementation allowed deeper work at selected sites. A notable addition was CPI Train-the-Trainer sessions for proactive behavior management. Systemic challenges remain in consistently implementing SEL across academic instruction.

2.5 Reduce Exclusionary Discipline and Support School Connectedness
Efforts to reduce exclusionary practices mirrored those in action 2.4, with focused PD, climate clubs, and Restorative Practices. Key challenges persisted around funding, coaching, and consistent SEL integration. As in 2.4, limited resources required a more targeted approach. CPI training was implemented to enhance staff capacity for de-escalation and behavior support.

2.6 Increase Parent Education and Involvement
The district strengthened parent engagement through diverse initiatives like Parent Power Sessions, Café Dad, API community outreach, and newcomer-focused events. A new Special Education workshop series was developed in collaboration with parents. Parent survey indicators showed positive growth across all areas, from feeling welcomed to volunteering. Staff received extensive training in culturally responsive and trauma-informed engagement. One event was reduced due to budget limitations, and parent education around youth vaping was offered in modified form.

2.7 Promote Attendance and Reduce Chronic Absenteeism
Inconsistencies in how CWA Outreach Workers collaborate with school staff emerged as a key challenge. Variability in meeting frequency and unclear expectations limited impact. Coordination with special education around chronic absenteeism notifications was also underdeveloped. These issues highlighted the need for clearer goals, agendas, and training.

2.8 Improve Students’ Health and Well-Being
The Health Services team executed screenings, staff training, and compliance measures as planned. Participation in IEP/504 processes and support for newcomer students were key successes. However, inaccurate student data required nurses to double-check and manually track screenings, indicating a need for improved system accuracy.

2.9 Students with Disabilities

Progress included CPI trainer certification, regular IEP development training, weekly PD with program specialists, and a curriculum audit. Principals received optional de-escalation training, but lack of mandate limited its reach. Budget concerns shifted focus from expansion to sustainability, and the closure of the Special Ed office for several months diverted resources. Needed PD on inclusivity and Universal Design for Learning remains pending.

Overall, Hayward Unified School District demonstrated meaningful implementation of its Goal 2 actions, even while facing systemic and structural barriers. The District effectively leveraged community partnerships, strategic staffing, and professional development to support the whole child and respond to growing student needs, especially in mental health and school climate. While several actions were adapted—either narrowed in scope or delayed due to resource limitations—the intent of Goal 2 remained central to all work across departments and school sites. Lessons learned from this implementation cycle will inform the District's strategy to scale successful practices, align overlapping initiatives under a unified MTSS framework, and ensure equitable access to services and supports across all schools in the 2025–26 academic year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Coordination of Services to Support the Whole Student
Hayward Unified School District (HUSD) employed 28 Community School Specialists (CSS), with 15 funded through LCAP, to ensure ongoing support for students' social-emotional and academic needs.To address staffing shortages and transitions, CSS team members provided up to 5 extra hours weekly to support schools without full-time staff. This additional coverage benefited at least 10 school sites, maintaining continuity of essential student services during staff absences or vacancies. There were a total of 4.5 positions cut due to our budget deficit.

2.2 Enhance Professional Development and Programs Around Relationship-Centered School Strategies
Grant funding supported the launch of MTSS programming at focus sites, along with professional development, coaching, and leadership building. Programs such as Lit Scholars, backed by CCEIS/CIM and Expanded Learning funds, were implemented with positive impacts, particularly for African American students. Investments were also made in data systems, engagement tools, and intervention strategies. However, implementation faced challenges including staffing reassignments and limited general fund investments, which hindered districtwide MTSS expansion. Some initiatives, like districtwide MTSS training, were delayed or scaled back due to these resource constraints. Another change, due to budget cuts is the abolishment of the Administrator on Special Assignment (1.0 FTE) for CCEIS and MTSS.

2.3 Institutionalize an Emphasis on Social-Emotional Learning
The Student Behavioral Health Incentive Program (SBHIP) grant funded 50% of the SEL Administrator's salary, reducing reliance on LCAP dollars. LCFF funds will support one Climate TOSAs next year (down from three due to a mid-year staffing change). The TOSAs support a wide range of SEL initiatives including Wellness Spaces, Calm Corners, SEL curriculum (Zones of Regulation), Restorative Practices, Student Climate Leaders, and middle school girls' mentorship circles. Despite staff transitions, services reportedly improved by 50%.

2.4 Improve Student Feelings of School Safety through Relationships and Structures of Support

The SBHIP grant similarly funded 50% of the SEL Administrator's salary, which led to no change in LCAP allocations. The team of Climate TOSAs, reduced from four (one position was vacant) to one midyear, will continue supporting climate and SEL initiatives across 29 schools. Services, bolstered by TOSA support and grant funding, showed a 50% improvement.

2.5 Reduce Exclusionary Discipline and Support School Connectedness
There was no need for LCAP funding in this area due to SBHIP grant coverage of $108,702, or 50% of the SEL Administrator's salary. Two TOSA positions will be abolish, one TOSA position will continue supporting SEL initiatives across 29 schools. Services—ranging from SEL curriculum to Restorative Practices—have continued uninterrupted, with a reported 50% improvement in service delivery. The Safe and Inclusive School TOSA will be abolished due to budget cuts.

2.6 Increase Parent Education and Involvement
This year, we are decreasing the number of Family Engagement Specialists by a total of 9.5 that are assigned to the school sites due to budget cuts.

2.7 Promote Attendance and Reduce Chronic Absenteeism
The amount of a contract was initially projected to cost $52,000 and final cost was 131,800.00 for the K-3 A2A initiative aimed at addressing chronic absenteeism.

2.8 Improve Students' Health and Well-Being
Due to a previously vacant position being filled in 2023–24, staffing expenditures were lower than expected. Typically, vacancies are filled by higher-cost contract nurses, so this hiring led to cost savings.

2.9 Students with Disabilities
Special education costs exceeded projections, as identified in the FCMAT report. The need to use agency staff to fill vacancies contributed to higher expenditures. However, service quality improved due to stabilization of agency teachers, both in-person and virtual, which helped reduce compensatory service claims.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 Coordination of Services to Support the Whole Student
The 2023–24 implementation of chronic absenteeism strategies demonstrated meaningful progress in expanding equitable access to academic, wellness, and social-emotional supports. The districtwide rate declined from 39.2% to 28.8%, with notable gains for Foster Youth, SWD, and EL/ML students, indicating strong impact from targeted interventions coordinated through COST and Community Schools.

Community School Site Teams have increased parent and guardian involvement, promoting shared decision-making, while Community School Specialists (CSS) have deepened support through trauma-informed, culturally responsive training. The evolving COST process—now more collaborative and data-informed through Salesforce—has improved case management and service alignment.
Despite these gains, system-level challenges remain. Disconnected data systems, space limitations for confidential services, and staffing shortages reduce efficiency. CSS staff have filled critical gaps by working additional hours, but this has strained capacity. Implementation of

a consistent districtwide MTSS framework is still uneven, and improved onboarding and marketing are needed to strengthen awareness and use of available supports.

The rise in absenteeism among Socioeconomically Disadvantaged students (from 41% to 51.8%) and limited progress for Homeless and African American students highlight equity gaps in reach and effectiveness. Addressing these disparities will require stronger infrastructure, clearer service coordination, and more responsive outreach strategies in the year ahead. (Metric 2.6)

2.2 Enhance Professional Development and Programs Around Relationship-Centered School Strategies
Targeted professional development under the CCEIS/CIM for Significant Disproportionality plan has been effective in supporting African American Focus Scholars, as reflected in improvements in attendance, academic habits, and zero suspension rates. Implementation of PDSA cycles and student empathy interviews fostered deeper engagement, while School Climate Teams supported inclusive Tier I environments. Despite these promising results at pilot sites, family engagement remained limited, and systemic scalability across all school sites has not yet been achieved. The foundation for Equity-Based MTSS is strong at focus schools, but broader implementation is needed to sustain and expand impact.

2.3 Institutionalize an Emphasis on Social-Emotional Learning (SEL)
Between 2022–23 and 2023–24, CHKS results reflected minimal improvement in students' perceptions of school safety and connectedness. For instance, 5th-grade safety dropped from 73% to 71%, and connectedness declined from 70% to 66%. Similar small shifts occurred across other grade levels, indicating that early implementation of SEL strategies had not yet produced consistent results.

Staff engagement in SEL-related professional development has been strong, with trainings focused on climate-building, restorative practices, and culturally responsive strategies. These sessions enhanced educator skill sets and aligned with MTSS goals. However, the district has not yet developed consistent tools to evaluate how these efforts impact student outcomes. The absence of structured follow-up with staff limits understanding of implementation fidelity and overall effectiveness.

While foundational work in SEL is underway, the district must strengthen evaluation systems and staff feedback loops to ensure professional learning translates into improved school climate. CHKS data will continue to inform adjustments to strategies and supports. (Metric 2.10)

2.4 Improve Student Feelings of School Safety through Relationships and Structures of Support
To improve school safety and student connection, the district expanded adult supervision and SEL supports, including training staff in restorative practices, empathy, and emotional regulation. These efforts aimed to ensure students are supported by trusted adults and resilient school environments.

Staff engagement in SEL training has been strong, and professional development has equipped educators with tools to foster positive school climates. However, CHKS data from 2022–23 to 2023–24 showed minimal gains. For example, 5th-grade safety declined from 73% to 71%, and connectedness from 70% to 66%. Similar declines appeared in upper grades, indicating that student experiences have not yet matched the district's investment.

As with similar actions, the lack of systems to assess student-level outcomes limits the district's ability to evaluate effectiveness or adjust implementation. Moving forward, improved tracking and follow-up will be critical to ensure that adult-student relationships are consistently contributing to safer, more connected schools. (Metric 2.10)

2.5 Reduce Exclusionary Discipline and Support School Connectedness
HUSD has implemented multi-tiered strategies to reduce exclusionary practices and improve school climate, including PBIS at the elementary level, Restorative Practices at secondary sites, and the Safe and Inclusive Schools Program (SISP) districtwide. Training around positive behavior interventions, de-escalation, and inclusive practices has been well-received, with consistently high staff participation. These efforts have enhanced educator capacity to reduce suspension and build school connectedness.

Despite this, 2023–24 suspension data shows increases across several student groups: HUSD overall rose from 5.1% to 5.6%, with African American students increasing from 11.3% to 12.0%, and Homeless Youth from 7.9% to 11.0%. CHKS results also show declines in student perceptions of safety and connectedness across key grades. For example, 11th-grade safety dropped from 46% to 42%, and connectedness from 54% to 50%.

As with Actions 2.3 and 2.4, the district currently lacks the evaluative infrastructure to assess how training and interventions are translating to measurable student outcomes. Without tools to monitor reductions in exclusionary discipline or improvements in student belonging, HUSD cannot fully validate or refine its approach.
Going forward, the district will prioritize developing systems to evaluate implementation fidelity and track student-level outcomes. This will support more responsive adjustments and ensure efforts are effectively addressing disproportionality and improving school climate. (Metrics 2.9 and 2.10)

2.6 Increase Parent Education and Involvement
This action has been highly effective in advancing Goal 2. Initiatives such as Parent Power Sessions, the "My Child and Special Education" series, and culturally targeted programs like Café Dad and the API Community Initiative have deepened trust and collaboration with families. These efforts have expanded parent understanding of SEL, trauma-informed care, and academic support, fostering stronger home-school partnerships. Survey data reflect increased parent engagement and a growing sense of partnership. Staff training in culturally responsive and trauma-informed family engagement has further contributed to this success.

As of 2023–24, participation in Parent University reached 14,570, demonstrating strong interest and broad reach across the district. These programs are strategically aligned with HUSD's MTSS framework, offering universal through intensive levels of family support.

However, while participation rates and qualitative feedback are strong, the district lacks mechanisms to assess how increased family engagement influences student academic or social-emotional outcomes. For example, CAASPP data from 2023–24 shows that significant achievement gaps remain for unduplicated pupils, particularly Homeless Youth, Foster Youth, and English Learners.

To better understand impact and guide program refinement, HUSD will strengthen its evaluation infrastructure to link family engagement efforts with student performance and connectedness outcomes. This will ensure ongoing efforts are both responsive and results-driven. (Metrics 2.1 and 1.2)

2.7 Promote Attendance and Reduce Chronic Absenteeism
HUSD's implementation of School Status and early outreach protocols has significantly reduced chronic absenteeism—from 39.2% in 2022–23 to 28.8% in 2023–24. Principals have played a key role in this progress by leading schoolwide efforts that include recognition awards, incentives, and increased parent engagement, reinforcing the importance of daily attendance.

These site-led strategies have been especially effective in building a culture of attendance, aligned with MTSS goals for Tier 1 support. Supporting these efforts, the K–3 A2A Attend initiative contributed to double-digit declines in chronic absence and over 26,000 fewer absences, showing strong outcomes in early grades.

Despite these successes, absenteeism remains disproportionately high among Homeless (54.1%) and Foster Youth (44.1%), requiring more intensive, personalized intervention. Additionally, the district lacks systems to assess which strategies are driving the most impact. (Metric 2.6)

2.8 Improve Students' Health and Well-Being
HUSD's credentialed school nurses play a vital role in supporting student attendance and well-being by providing medical care, health screenings, and direct support for students with complex needs. They also ensure compliance with IEPs, 504 plans, and immunization requirements.

From 2022–23 to 2023–24, HUSD's chronic absenteeism rate decreased from 39.2% to 28.8%. This improvement is partially attributed to consistent implementation of immunization exclusions and strengthened partnerships with community health providers, which have improved health compliance and reduced time away from school.

These efforts promote a safer school environment and are well-aligned with MTSS by reducing health-related barriers to learning—especially for students from families with limited access to care. Nurses also act as liaisons between schools and medical providers, helping connect families with needed services.

However, absenteeism remains high for vulnerable subgroups, including Homeless (54.1%) and Foster Youth (44.1%), suggesting that further integration of health supports with attendance interventions is needed. (Metric 2.6)

2.9 Students with Disabilities
HUSD has expanded targeted professional development for special education staff, paraprofessionals, and Program Specialists, focusing on UDL, IEP development, and parent engagement. These efforts, paired with curriculum audits and alignment to Common Core, aim to improve educational outcomes for students with disabilities.

From 2022–23 to 2023–24, graduation rates increased across key subgroups: SWD (+7.3%), EL/ML (+9.8%), and Homeless Youth (+15.9%), reflecting the positive impact of strengthened instructional practices and transition supports.

Progress has also been made in training Crisis Prevention Intervention (CPD)-certified staff, promoting safer, de-escalation-informed practices that support inclusion and student well-being. However, the lack of a cohesive, fully funded training calendar—along with staffing and budget limitations—has hindered consistent implementation.

Despite improvements, graduation rates for SWD (67.4%) and Homeless Youth (49.2%) remain below the district average (76.8%), signaling the need for expanded training access, sustained funding, and increased system coordination.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Changes:
No changes were made to the overall Goal 2 statement. The goal continues to emphasize relationship-centered schools and the integration of social-emotional supports within the district's Multi-Tiered System of Supports (MTSS). This focus remains grounded in stakeholder input and aligned with research on the impact of positive relationships on student outcomes.

Metric Modifications: To ensure alignment with updated baseline data and clearer connections to implementation focus, the following metric adjustments were made:
-Metrics 2.1, 2.3, 2.6, 2.9, and 2.16 targets were revised based on 2023–24 baseline data.
-Metric 2.3, related to suspension rates, was updated using DataQuest to ensure accurate tracking.
-Chronic absenteeism target was revised to reflect current progress.
-Family engagement metrics remain in use, with growing emphasis on linking participation to student outcomes.

Action Modifications:

Action 2.1 – Coordination of Services to Support the Whole Student
-Component: COST model staffing reductions.
-Change: 4.5 COST Specialist positions were eliminated, these positions were unsustainable with our current budget constraints; referral protocols were streamlined for high-priority cases.

Action 2.2 – Enhance Professional Development and Programs Around Relationship-Centered School Strategies
-Component: Elimination of Safe and Inclusive Schools TOSA due to the position being unsustainable due to budget cuts.
-Change: Shift from site-level to centralized MTSS implementation using a new handbook and interdepartmental collaboration.

Action 2.3 – Institutionalize an Emphasis on Social-Emotional Learning (SEL)
-Component: Scaling back of site-based SEL initiatives
-Change: Due to sustainability challenges in funding, coaching capacity, and PD scheduling, SEL efforts were narrowed to select schools. While wellness spaces and Restorative Practices training were maintained, resource limitations prevented full implementation of student-led initiatives such as SEL videos and Queen's Circles.

Action 2.4 – Improve Student Feelings of School Safety through Relationships and Structures of Support
-Component: Climate TOSA support (Three FTEs) scaled back as a result of budget constraints, the positions were unsustainable.
-Change: Remaining TOSA who is redeployed to provide broader school coverage.

Action 2.5 – Reduce Exclusionary Discipline and Support School Connectedness
-Component: Discipline data reporting updated.
-Change: Metric 2.3 revised; monitoring tools refined for subgroup equity to improve effectiveness.

Action 2.6 – Increase Parent Education and Involvement
-Component: Family engagement event continuation, this is sustainable.
-Change: Maintained Parent Power Sessions and Café Dad; began evaluation tool development.

Action 2.7 – Promote Attendance and Reduce Chronic Absenteeism
-Component: Health outreach added to attendance strategy.
-Change: Implemented text/call/email outreach for immunizations; SARB training expanded. This strategy will improve the effectiveness on increasing attendance and reducing Chronic absenteeism.

Action 2.8 – Improve Students' Health and Well-Being
-Component: Collaboration with site nurses enhanced.
-Change: Focused outreach on reducing health-based absences; improved access to on-site care, and improved services for our students.

Action 2.9 – Students with Disabilities
-Component: Tier 3 oversight transitioned to Special Education.
-Change: Removed SPED metrics from general education responsibility; training/onboarding increased under SPED, this will improve effectiveness.

Expected Outcomes:
2.1 (Parent University): Target increased to 20,968 to reflect renewed recruitment efforts after participation declined in 2024–25.
2.3 (Dropout Rate): Revised targets call for a 5% reduction for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, aligning with focused re-engagement strategies.
2.6 (Chronic Absenteeism): Adjusted subgroup targets reflect continued support for groups showing growth (e.g., SWD, EL/ML) and intensified efforts for Homeless and Foster Youth.
2.8 (Expulsion Rate): Target remains <0.09%, with increased monitoring of Homeless Youth due to a spike to 0.3%.
2.9 (Suspension Rate): Targets revised to reflect subgroup trends and equity gaps, with increased focus on restorative practices for Foster and Homeless Youth.
2.15 (Parent Perception of Safety): Target raised to =90%, reflecting growth to 89% and ongoing investments in climate and safety.
2.16 (SPED PD Participation): Target increased from 0% to 15%, supporting sustained training for general education staff working with students with disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Services to Support the Whole Student	Coordination of Services Team (COST) strives to connect students with the necessary support and resources to ensure they come to school every day, are in good health, are ready to learn, perform well academically, and are developing the social/emotional skills necessary to be successful in school and life. We will continue to expand support to COST for coordination, collaboration, and follow-up at school sites. In addition, we will continue to integrate data on our interventions and outcomes to better inform and continually improve our efforts. In order to enhance support for students and families, we will continue to work on expanding the number of Community School sites to build additional partnerships and bring in new resources for students. We will also: -Increase the implementation of Community School site teams and continue with hosting a districtwide Community Schools steering committee. The site teams will focus on identifying and addressing the individual needs of school sites based on the Community School framework. The steering committee will convene throughout the school year to review district-wide data and guide the Community School framework implementation in HUSD; • Explicitly invite and increase parent and student voices in key decision-making forums (such as workgroups that examine and improve policies, programs, and practices), as well as capture student voice through the use of district-wide surveys and focus groups in order to conduct root analysis of the data; • focus on engaging students who are considered those furthest from opportunity and whose voices are underrepresented; and • integrate trauma-informed care into our multi-tiered system of support. In addition, COST data will be reviewed by school teams quarterly to better inform and continually improve our efforts. COST overview data will be	$3,832,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		shared quarterly to inform the school community and educational partners. Ensure there are non-profit organizations and MOU's for outside service agencies as needed for the student (i.e Turbercio Vazquez, La Familia, etc.)		
2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	Elementary TK-Sixth Grade The District Equity-Based CA Multi-Tiered Systems of Support (MTSS) framework will be developed and launched using the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan's focus schools (Cherryland, East Ave., Fairview, Park and Stonebrae) as models for applicable practices and strategies. The HUSD Equity-Based MTSS handbook will guide the development, promotion, implementation, assessment, and modification of tiered services to support students with base-level supportive climate and culture as well as tiered supports and interventions. CCEIS and related data will be reviewed at least quarterly to identify student themes of need and reflect and revise interventions and the Equity-Based MTSS processes and procedures. HUSD will continue to work with the MTSS leadership team to gather data, identify, develop, pilot, and align evidence-based Universal, Supplemental, and Intensified (Tier I, II, and III) strategies and practices in collaboration with the CCEIS-identified schools with the intent to promote an Equity-Based CA MTSS across the district. This includes providing professional development to staff, technical assistance on the Equity-Based CA MTSS Framework, and developing the handbook to outline all applicable practices and strategies. This alignment has the expected outcome of supporting students who may be unnecessarily classified as Special Education, Emotional Disturbance, and Other Health Impairment, by addressing social-emotional and behavioral needs early on through an Equity-Based MTSS. Additional community of practice, educational partner, train-the-trainer, and/or professional opportunities will also be designed and provided two to four times a year for classified and certificated staff, educational partners, and families in the following areas, consistent with the major strategies implemented for relationship-centered schools.	$196,736.00	No

Action #	Title	Description	Total Funds	Contributing
		• Supporting student populations who are considered those furthest from opportunity (Including students identified as Homeless Youth, newcomers and students with disabilities, English Learners, and African American students) • Implementing Functioned-Based and/or Positive Behavior Intervention and Supports • Community Building and/or Culturally Responsive Relationships and/or Restorative Practices • Transformative Social and Emotional Learning (T-SEL) • Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and (Agender) LGBTQIA+/Safe and Inclusive Schools Improvement • Trauma-Informed Practices • Special Education Inclusive Practices TK-12th Staff will participate in the file review and Empathy File Review and Empathy. The file review is to better understand the students' journey towards the identification of disproportionately.		
2.3	Institutionalize an Emphasis on Social-Emotional Learning	Identifying an evidence-based SEL curriculum for schools, offering SEL training support for teachers, and providing SEL lessons and activities for classroom use will strengthen institutionalizing SEL across school sites. Systematizing these measures are intended to boost the future CHKS percentages and assist in improving student's SEL skills, combating high absenteeism, disproportionate suspensions, and disruptive behaviors that threaten positive school culture and climate. The SEL 3 Signature Practices will continue to be integrated and promoted across schools and district settings as a means to systematize SEL across the district. SEL professional learning opportunities will be offered to staff. Three Priority Areas of SEL: Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity	$737,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. SEL is essential to ensure student success in school, work, and community. All students must have opportunities to build SEL skills and receive an asset-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Priority # 2: Build Capacity Build the capacity of both students and adults through an intentional focus on relationship centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies in service of equity. Priority # 3: Partner with Families and Community Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care. Elementary Actions and Associated Priority Areas: Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity Priority # 2: Build Capacity Calm Corners will be set up in some HUSD classrooms to further assist students with their self-regulation skills without having to miss the instructional environment. In collaboration with ACOE, HUSD will offer 17 identified high-needs schools with kits to install Calm Corners in all classrooms, along with a Train-the-Trainer model for teachers at the 17 schools. Creating Student Climate Clubs at some HUSD sites. Staff will be trained to support a group of students to push into classes who will offer monthly, short stress-management, de-escalation strategies. This will build capacity of students to teach other students. This school-wide approach will improve overall school culture and climate by institutionalizing common and best practices across campuses Identify an evidence-based SEL curriculum for elementary school implementation. Priority # 3: Partner with Families and Community		

Action #	Title	Description	Total Funds	Contributing
		Continue presenting at district events for families and parents to share and explain about SEL. Secondary Actions and Associated Priority Areas: Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity Priority # 2: Build Capacity Wellness Centers will be installed at our middle schools as well as our Continuation High School to help students learn self regulation as a tool for school and beyond. Calm Corners will also be set up in some HUSD classrooms to further assist students in their self regulation efforts without having to miss time from the instructional environment. In collaboration with ACOE, HUSD will offer 17 identified high-needs schools with kits to install Calm Corners in all classrooms, along with a Train-the-Trainer model for teachers at the 17 schools. Creating Student Climate Clubs at some HUSD sites. Staff will be trained to support a group of students to push into classes who will offer monthly, short stress-management, de-escalation strategies. This will build capacity of students to teach other students. This school-wide approach will improve overall school culture and climate by institutionalizing common and best practices across campuses. Expand Queen's Circle to the two other comprehensive high schools. Queen's Circle is a mentorship opportunity for high school girls to mentor their feeder middle school students. A year-long series of relationship building circles will be co-created with adult assistance and co-facilitated by students. A portion of the circle time will include breakout sessions for high school girls to mentor girls from their feeder middle school. Priority # 3: Partner with Families and Community Continue presenting at district events for families and parents to share and explain about SEL.		
2.4	Improve Student Feelings of School	All school sites will have regular adult supervision with an intentional focus on building positive relationships with students, teaching and modeling	$7,191,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Safety through Relationships and Structures of Support	empathy/perspective-taking, non-violent communication, de-escalation skills, reflection and accountability, and emotional self-regulation. This includes classified and certificated school staff (Campus Safety Officers, Detention Room Supervisors, Noon Duty Supervisors, Teachers, Administrators, etc.) Maintain support staff to supervise students at school and provide training and supervision with the intentional focus to promote positive relationships between students and trusted adults who provide positive modeling, a listening ear, direct instruction in skills and behaviors, activities that promote mental health and wellness, and connection to mental health services as needed within a resilience- building framework. This includes classified and certificated school staff (Campus Safety Officers, Detention Room Supervisors, Noon Duty Supervisors, Teachers, and Administrators). Expand the number of Social Emotional Counselors (as funding allows) at all schools in order to respond to student needs around trauma, grief, and related social and emotional needs. All students, staff, and families will have opportunities to develop social-emotional competencies through direct instruction, practice, and support, as outlined in the Social Emotional Learning (SEL) Strategic Plan.		
2.5	Reduce Exclusionary Discipline and Support School Connectedness	HUSD is taking ongoing, immediate, and future actions to reduce exclusionary practices such as out of school suspension, in school suspension and expulsion. HUSD has utilized Positive Behavior Intervention Systems at the Elementary level and Restorative Justice/Practices at the secondary level for over 7 years. In 2021 HUSD formed a Restorative practices work group composed of Educators, community members, parents, students and Labor Partners with the goal of creating a Restorative Practices Board Policy as well as a strategic plan for implementing restorative practices. As a part of our strategic plan the HUSD school climate team comprised of the Director of Student Placement, Administrator of Social Emotional Learning and School Climate Teachers on Special Assignment are providing ongoing training for	$831,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers and school administrators in social emotional learning, restorative practices, positive behavior interventions, de-escalation, and various tier one behavior interventions. All administrators are provided annual training on due process and the use of restorative practices and other means of correction as an alternative to exclusionary practices. Elementary Schools At the elementary level we will work to expand our network of PBIS schools as well as expanding our use of restorative practices and relationship building through community matters training and professional development. School climate teams at the elementary level will identify the areas of need specific to the school, various age groups, and sub groups. The team will then work with the professional development team to provide training and resources to staff and administration that is designed to address that need. Secondary Schools Specifically at our middle schools and high schools the school climate teams will work to replace exclusionary practices such as suspension with restorative other means of correction such as restorative conversations, and connections to services for students through our COST system. The School Climate team will also identify areas of need specific to each school and sub group of students. The team will then work with the professional development team to provide training and resources to staff and administration that is designed to address that need. HUSD will continue to implement Restorative Practices (RP), Positive Behavior Interventions and Supports (PBIS), and Safe and Inclusive Schools Program (SISP) at all schools through ongoing professional learning (classified and certificated), revising structures and protocols, and implementing regular restorative practices at all levels for all students. This strategy will be supported through ongoing coaching and direct support to the sites and will emphasize trauma-informed care throughout. Implementing RP promotes and strengthens relationships, increases reflective practices and accountability, and supports student and adult skills development with respect to empathy/perspective-taking, non-violent communication, de-escalation and emotional self-regulation. In addition, anti-bullying training will be provided. Restorative Practices are essential in		

Action #	Title	Description	Total Funds	Contributing
		a trauma-informed framework that celebrates difference and takes action to address systems of inequity that result in disproportionate exclusionary discipline and lack of school connectedness for students according to patterns of race/ethnicity, identity, economics, and learning differences. Within a Restorative framework, TOSA's within the student services department are collaborating with school site educators and administrators to establish climate/school discipline teams that will develop and implement structures/protocols in support of safety, positive behavior development, personal and community accountability, and self-governance based on the individual needs of each school. These groups and the structures they develop will grow student leadership, nurture skills of self-advocacy, increase school connectedness, create shared community values, and increase community identity and shared responsibility for a positive learning environment for all members of the school community. Implementing PBIS strengthens student relationships and pro-social skills and includes regular review of behavior data and ongoing cycles of reflection, individual and structural needs assessment, teaching, re-teaching, recognition, and celebration in response to the data and the learning needs of students. We are currently implementing PBIS at district schools and programs through professional learning (classified and certificated), establishing collaboratively-developed common schoolwide expectations within individual school communities, providing direct instruction to students about expected behaviors with positive reinforcement and celebration of skills growth, and ensuring repeated opportunities to practice the skills and behaviors that create an inclusive, welcoming, supportive, and engaging educational environment for all learners. Additional PBIS Coaching support (1.0 FTE) has been added to provide support for PBIS implementing schools. Safe and Inclusive Schools Program (SISP) will be implemented at all district schools and programs through professional learning (classified and certificated), revising structures and protocols to meet the changing needs of students and families in alignment with changing laws and best practices, increasing visibility and representation of historically marginalized populations through core and supplemental curriculum, direct instruction with students to promote inclusion, understanding, and prevent		

Action #	Title	Description	Total Funds	Contributing
		bias and/or bullying behaviors, and an assurance of safety, support, and welcome/belonging for all members of the learning community and expressly for LGBTQIA+ students, families, and staff. The ABAR AOSA will support students and staff around inclusivity. Ensure Youth Intervention Specialists receive adequate training to support Restorative Practices and/or Positive Behavior Intervention Strategies to support students.		
2.6	Increase Parent Education and Involvement	We will implement Parent University, which offers a research-based framework striving to help parents navigate the school system while supporting the overall academic and social-emotional well-being of students. This initiative offers a variety of programs, such as Parent Power Sessions, Family Classes, Academic Excellence Days (Backpack Giveaway, Families United Conference & Parent Recognition Night), Cafe Dad, Asian and Pacific Islander Community Initiative, and Parent Ambassadors to help meet the diverse needs of families in Hayward. The programs are qualitatively and quantitatively evaluated annually and adjusted to meet the needs of all families. We will implement Special Education Parent Power Sessions and workshops to address topics related to navigating the education system and understanding IEPs and site-based processes, as well as to provide a forum for parents to express their needs and concerns. We will increase outreach to parents to obtain higher rates of response by 50 surveys annually for the California Parent Survey. Throughout the survey responses we will increase the number of parents -feeling welcomed to participate in HUSD schools by 1%. -attending general school meetings, for example, an open house or back-to-school night by 1%. -volunteering in their child's classroom or elsewhere in HUSD schools by 1%. -feeling like HUSD schools seek their opinion before making important decisions by 1%. -feeling like HUSD schools encourage parents to be an active partner with the school in educating their children by 1%.	$802,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will expand parent education and engagement with an emphasis on incoming students, such as Pre-K, T-K, K, and newcomers on key topics, such as navigating the education system and understanding IEPs and site-based processes. We will host at least 2 Community without Borders events that target families with students new to the country over the past 5 years. Those events will focus on strengthening parent guardians' understanding on how to navigate the US and HUSD education system to increase student performance and connection to services. We will increase efforts to support parent engagement at the sites by expanding access to Family Engagement Outreach and Equity Specialists. We will increase our ability to affect change by reviewing our Parent Engagement Policy every other year, and making recommendations as needed to the HUSD School board. In addition, we will build staff capacity centered on family engagement best practices that may include: 1. Understanding what engagement looks like for different cultures and communities. 2. Creating welcoming environments in schools. 3. Employing additional strategies of engaging parents that are culturally and linguistically competent. 4. Increasing opportunities for our diverse community to gather, including parents and staff; and 5. Recruiting and hiring staff with the competencies of engaging the community. We will offer at least 5 Professional Development sessions to family engagement staff focused on how to support and serve low-income, English Learner, and/or Foster Youth students. The goal is to help increase services at the school site level and to intentionally work on increasing unduplicated student families participation rates (Professional Development - Year 1: 5 PDs, Year 2: 6 PDs, Year 3: 7 PDs).		
2.7	Promote Attendance and Reduce Chronic Absenteeism	All schools will implement School Status (formerly A2A) software to monitor excessive absenteeism and unexcused absences (truancy). School Status will send official notices to families when students reach	$405,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		milestone absences. School staff will outreach to students & their parents/guardians to intervene early when students are excessively absent or truant. Timely outreach will offer resources & support to resolve barriers to attendance. The Child Welfare and Attendance (CWA) Department (4 CWA Outreach Workers) will support school staff with attendance intervention strategies, collaborate with school staff to utilize absence data to inform the local and district communities about attendance issues. Chronic Absence rates should be reduced by 2% annually until schools are at or below 10%. Collaborate with site administrators to implement standards to set protocols for engaging in communication with parents (attendance conferences, attendance information, absence outreach) and determining when to establish automated calls to parents for attendance. Schools will share attendance data and related information monthly reinforcing the importance of daily attendance and the impact of absences to students, parents and the school. Information will be shared via newsletters, websites, family, coffee with the principal and other community meetings. The CWA Department will support school staff monthly to access and interpret attendance data from School Status and Infinite Campus. CWA, Attendance Clerks, school administrators, and appropriate school staff including the Coordination of Services Team and Family Engagement Specialists, will meet monthly to review data and how best to share with the school community. School sites will invite parents and staff to participate in attendance workgroups (example-at a coffee with the principal meeting) to assess attendance needs at the site and come up with next steps. This group will collaborate with the site's ELAC, which is responsible for advising the school on attendance needs. HUSD's four (4) CWA Outreach Workers will meet with school attendance staff biweekly to review chronically absent and truant students to support student referrals to appropriate school and community resources. School Administration, Attendance Clerks, and CWA Outreach workers will identify chronically absent and truant students and support identification of those students for COST referral and other relevant support. CWA Outreach		

Action #	Title	Description	Total Funds	Contributing
		Workers will regularly participate in school-based COST meetings to support student referral to appropriate intervention. Notification will also be sent to the site's Special Education staff if a student with a disability is chronically absent. Office Support Staff will be trained on the SARB process on a yearly basis. The School Attendance Review Board (SARB) process will be used to support families to access local and county resources to resolve barriers causing excessive absence and truancy.		
2.8	Improve Students' Health and Well-Being	The credentialed school nurses of Hayward are an integral part of maintaining the health and safety of our students. This includes but is not limited to vision and hearing assessments outside of mandated grade levels when a need is identified, providing hands on training for specialized health care procedures, providing hands on medical care for students with complex medical needs, encouraging self sufficiency for students in regards to their personal health needs, and remaining abreast of current information and trends in all concerns regarding public health both local and on a larger scale. School Nurses also act as liaisons between the medical community and the schools helping maintain students' health, connect families and students with services, and ensure that all health needs are being met. They are industry experts in all matters medical and provide a breadth of knowledge that cannot be provided otherwise. Credentialed school nurses also keep the district in compliance by performing/participating in child find efforts, IEPs, initial and triennial assessments for Special Education when there is a medical component, maintaining immunization compliance, joint participation in 504s, and by encouraging overall health, thus increasing school attendance. HUSD will continue to increase the access to professional development opportunities to provide support to staff, families, and students. We will continue to offer access to avenues which can provide direct services to health and mental health services for students, families, and staff.	$3,289,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Students with Disabilities	Professional Development Funds aligned to provide paraprofessionals access to core training in Universal Design Learning (UDL) Targeted Training on UDL designed to meet the needs of Elementary, Middle, and High School environments Special Education Teachers will participate in on going training on Individual Education Program (IEP) development with a focus on parent participating and maximizing supports in General Education Implementation of a menu of ongoing professional development sessions for site-based trainings. Provide professional development to Program Specialists in communication strategies and facilitation to promote parent engagement Technical assistance from Special Education Department to support implementation of new training and education methods and materials. Improve ELA and Math educational outcomes for students with disabilities. Our Students with Disabilities being served are 29.9% of EL/ML, SED - 78.7%, Foster Youth - 0.6% Curriculum Audit of curriculum tools utilized by Elementary, Middle and High School teachers. Alignment of resources to Common Core Standards. Develop and provide digital and print resources to Special Education staff . The district will provide support for our students with disabilities to transition to appropriate programs including the Chabot's Disable Student Programs and Services.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to advance HUSD's commitment to Service Excellence as articulated in the district's Strategic Plan (established January 2019). At its core, this goal supports the recruitment and retention of a highly qualified, diverse workforce that reflects the racial, cultural, and linguistic backgrounds of the students we serve. Educational partners have expressed a clear need for school environments that are not only welcoming and inclusive but also efficient and service-oriented.

To fulfill this vision, HUSD is implementing Service Excellence training across departments to foster professional, empathetic, and culturally responsive interactions with students, families, and colleagues. Teacher and staff retention rates will serve as key indicators of the district's progress in creating supportive and sustainable work environments.

A critical component of this goal addresses language access. According to DataQuest, 57% of HUSD families (10,378 students) speak a language other than English at home, spanning 44 different languages. Spanish is the most common, with 7,589 EL/ML and RFEP students, followed by Tagalog (228), Vietnamese (233), Hindi (159), Farsi (143), and Punjabi (93). In alignment with Education Code Section 48985, which requires schools to provide translations when 15% or more of families speak a single language, HUSD prioritizes Spanish-language interpretation and translation services to ensure equitable access to information and full participation in school and district events. These services are especially critical during parent meetings and in districtwide communications.

In addition to Spanish, HUSD is also working to provide additional translation and interpretation support for Vietnamese, Hindi, Farsi, and Punjabi families wherever possible, acknowledging the significant presence of these language communities and their essential role in our school system.

To meet the growing need for specialized staff, HUSD has implemented recruitment and retention bonuses for bilingual, Math, Science, and Special Education teachers, with a focus on attracting candidates with skills aligned to program needs (e.g., Dual Language Immersion). These efforts help ensure every family receives the respect, clarity, and access needed to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1) Retention and Recruiting of Diverse staff which reflects our current student demographics	1) 23 - 24 Credentialed Employee FTE Hispanic = 27.73% American Indian = 0.24% African American = 12.03% Asian = 10.93% Pacific Islander = 1.66% Filipino = 4.48% White = 36.86% Multiple = 1.54% Decline to state or Missing = 4.54% 23 - 24 Classified Employee FTE Hispanic = 39.27% American Indian = 1.8% African American = 16.9% Asian = 7.35% Pacific Islander = 2.69% Filipino = 5.63% White = 21.06% Multiple = -- Decline to state or Missing = 5.31% (Reference Only) 23 - 24 Student Demographics	1) 24 - 25 Credentialed Employee FTE Hispanic = 29.56% American Indian = 0.16% African American = 12.01% Asian = 12.40% Pacific Islander = 1.98% Filipino = 5.34% White = 33.86% Multiple = 1.78% Decline to state or Missing = 2.91% 24 - 25 Classified Employee FTE Hispanic = 39.69% American Indian =0.47 % African American = 14.86% Asian = 6.15% Pacific Islander =2.33 % Filipino = 5.91% White = 14.16% Multiple = 11.75% Decline to state or Missing = 4.67% (Reference Only)		1) 26 - 27 Credentialed Employee FTE Hispanic = 37.73% American Indian = 0.24% African American = 12.03% Asian = 10.93% Pacific Islander = 1.66% Filipino = 4.48% White = 36.86% Multiple = 1.54% Decline to state or Missing = 4.54% 26 - 27 Classified Employee FTE Hispanic = 49.27% American Indian = 1.8% African American = 16.9% Asian = 7.35% Pacific Islander = 2.69% Filipino = 5.63% White = 21.06% Multiple = -- Decline to state or Missing = 5.31%	1) 24 - 25 Credentialed Employee FTE Hispanic = 1.83% American Indian = -0.08% African American = -0.02% Asian = 1.47% Pacific Islander = 0.32% Filipino = 0.86% White = -3.0% Multiple = 0.24% Decline to state or Missing = -1.63% 24 - 25 Classified Employee FTE Hispanic = 0.42% American Indian =-1.33 % African American = -2.04% Asian = -1.2% Pacific Islander = -0.36 % Filipino = 0.28% White = -6.9% Multiple = 11.75% Decline to state or Missing = -0.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic =66.3% American Indian = 0.2% African American = 7.2% Asian = 8.5% Pacific Islander = 3.1% Filipino = 6.5% White = 3.6% Multiple = 4.2%	24 - 25 Student Demographics Hispanic =66.4% American Indian = 0.2% African American = 6.9% Asian = 8.9% Pacific Islander = 3.0% Filipino = 6.4% White = 3.3% Multiple = 4.2% (Data Source: 2025 CBEDS Report)		(*Student Demographics intentionally left blank)	(*Student Demographics intentionally left blank)
3.2	2) Increase Employee Retention by 2% in the following areas: Certificated Teachers: Certificated Administration: Classified Staff: Classified Management:	2) 23-24 Employee Retention: Certificated Teachers: 91.22% Certificated Administration: 84.85% Classified Staff: 92.41% Classified Management: 96.08%	2) 24-25 Employee Retention: Certificated Teachers: 92.06% Certificated Administration: 92.78% Classified Staff: 93.72% Classified Management: 92.59% (Data Source: 2025 Department Report)		2) 26-27 Employee Retention: Certificated Teachers: 95.22% Certificated Administration: 84.85% Classified Staff: 96.41% Classified Management: 100.00%	Employee Retention: Certificated Teachers: 0.84% Certificated Administration: 7.93% Classified Staff: 1.31% Classified Management: -3.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	3) Percent of Teacher Mis-assignments.	3) 0.2% of teachers were mis-assigned during the 23-24 school year	3) 0% of teachers are mis-assigned as of 11/27/24 (Data Source: 2025 Department Report)		3) 0% of teachers are mis-assigned.	Mis-assigned teachers: -0.2%
3.4	4) Classified staff (non-managerial) in the Local Educational Agency are appropriately assigned (METRIC DISCONTINUED FOR 2025-26)	4) 23-24 Classified staff (non-managerial) appropriately assigned: 100%	4) 24-25 "As classified do not require credentials, the following does not apply to classified" (METRIC DISCONTINUED FOR 2025-26)		4) 26-27 Classified staff (non-managerial) appropriately assigned: 100% (METRIC DISCONTINUED FOR 2025-26)	(METRIC DISCONTINUED FOR 2025-26)
3.5	5) Certificated Administrators are appropriately Credentialed for their position	5) 23-24 Certificated Administrators appropriately assigned and credentialed: 100%	5) Certificated Administrators appropriately assigned and credentialed: 100% (Data Source: 2025 Department Report)		5) 26-27 Certificated Administrators appropriately assigned and credentialed: 100%	No change
3.6	6) Classified Administrators are appropriately Credentialed for their position	6) 23-24 Classified Administrators appropriately assigned: 100%	6) 24-25 "As classified do not require credentials, the following do not apply to classified"		6) 26-27 Classified Administrators appropriately assigned: 100%	(METRIC DISCONTINUED FOR 2025-26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(METRIC DISCONTINUED FOR 2025-26)		(METRIC DISCONTINUED FOR 2025-26)		(METRIC DISCONTINUED FOR 2025-26)	
3.7	7) The percent of selected unduplicated student groups who graduated high school within 5 years: Students with Disabilities (SWDs), socioeconomically disadvantaged students (SEDs), English Learners/Multi Lingual Learners (EL/MLs), and Foster Youth (FYs) (METRIC DISCONTINUED FOR 2025-26)	7) 22-23 High School Graduation Rate within 5 years: SWD = 75.1% EL/ML = 63.5% LI = 81.5% FY = Data suppressed to protect student privacy	7) 23-24 High School Graduation Rate within 5 years: SWD = 63.2% EL/ML = 58.1% LI = 74.8% FY = 57.1% (Data Source: 2024 Dataquest)		7) 26-27 High School Graduation Rate within 5 years: SWD = 81.1% EL/ML = 69.5% SED = 87.5% FY = **	7) 23-24 High School Graduation Rate within 5 years: SWD = -11.9% EL/ML = -5.4% LI = -6.7% FY = --
3.8	8) District attendance rate, with goal to maintain an Average Daily Attendance (ADA) rate at or above 95% at all sites and as an overall district wide average; increase ADA by 0.25% until goal is met	8) 23-24 ADA 90.4% ADA among selected populations: English Learners = 90.5% Socioeconomically Disadvantaged = 90% Foster Youth = 85.3%	24-25 ADA 92.1% ADA among selected populations: English Learners = 92.2% Socioeconomically Disadvantaged = 92.0% Foster Youth = 86.9% (Data Source: 2025 Infinite Campus Report)		8) 26-27 ADA = 95% ADA among selected populations: English Learners = 95% Socioeconomically Disadvantaged = 95% Foster Youth = 95%	ADA: 1.7% ADA among selected populations: English Learners = 1.7% Socioeconomically Disadvantaged = 2.0% Foster Youth = 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	9) Vacancy rate for FTE of BCLAD Teachers, Special Education Teachers, Math Teachers, and Science Teachers.	9) 24-25 Vacancy Rate: BCLAD teachers: 4.55% Special Education teachers: 7.17% Math teachers: 5.14% Science teachers: 0.35%	(This is a new metric for 2025-26)		9) 26-27 Vacancy Rate: BCLAD teachers: 2.55% Special Education teachers: 5.17% Math teachers: 3.14% Science teachers: 0%	(This is a new metric for 2025-26)
3.10	10) The percent of school sites that meet the 15% translation threshold has at least one Office Manager, Attendance Clerk or Administrative Secretary that is bilingual.	10) 24-25 The percent of sites that have a bilingual Office Manager, Attendance Clerk or Administrative Secretary: Elementary School: 52.6% Middle School: 100% High School: 75%	(This is a new metric for 2025-26)		10) 26-27 The percent of sites that have a bilingual Office Manager, Attendance Clerk or Administrative Secretary: Elementary School: 100% Middle School: 100% High School: 100%	(This is a new metric for 2025-26)
3.11	11) The percent of PAC, DELAC, and DAC meetings and weekly newsletters translated or interpreted in the home languages of participating families	100% (2023-2024)	(This is a new metric for 2025-26)		11) 100%	(This is a new metric for 2025-26)

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

3.1 Overall, HUSD has made significant progress in implementing key components of Goal 3. The district executed most planned actions related to staff recruitment and retention, translation services, and onboarding. Notably, the 8.5% salary increase in 2023–24 contributed to our continued efforts to remain competitive in the region, bringing the total ongoing salary schedule increase to 35.10% over the last decade. (Action 3.1)

3.2 HUSD maintained hiring bonuses for hard-to-staff positions, including Special Education and Bilingual teachers, and continued providing stipends to support retention. We expanded recruitment outreach through virtual job fairs and leveraged partnerships with Higher Education institutions to support intern hiring and credentialing pathways, especially in Special Education and bilingual education. Mentoring programs were implemented across employee classifications, with a focus on early support for new hires. This year, we were able to recruit eight Special Education teachers from the Philipinnes.However, some implementation challenges emerged. Hiring in critical shortage areas—Math, Science, and Special Education—continues to be difficult despite financial incentives. Intern hiring has helped fill some gaps, but shortages remain, especially for bilingual instructional assistants and credentialed Special Education teachers. Another challenge has been ensuring consistent customer service training across all departments due to time and staffing constraints. (Action 3.2)

3.3 This action was not implemented due to budget constraints. The position was not funded, and no expenditures occurred. Given the high cost of outreach and ongoing declining enrollment, the district determined this approach was not financially feasible. Alternative, lower-cost strategies may be explored in the future as a result we will be discontinuing this action.

3.4 Translation services remained a central part of the implementation. The district supported 2.0 FTE Spanish translators, and a 0.5 FTE position for Farsi/Dari translation was added to the LCAP. While this continues to be an area of Educational Partner Input, we were unable to hire for this position due to budget cuts. Additionally, school sites and central office teams continued to fund ad hoc translation support for meetings and communication in multiple languages, including Chinese, Tagalog, Vietnamese, Arabic, and Hindi/Punjabi, ensuring families across language groups had access to information and engagement opportunities. (Action 3.4)

3.5 This action was fully implemented. In 2023–24, 19 administrators received targeted professional growth and coaching to strengthen instructional leadership and site management. All certificated administrators were appropriately assigned and credentialed, maintaining 100% compliance, as confirmed by the 2025 Department Report as a result we will discontinue the action.

3.6 This action was not implemented. Training for service departments and front-line staff, as well as the development of service standard goals and onboarding orientation, did not occur during the year. As a result of budget limitations and lack of implementatino, this action will be discontinued.

3.7 This action was not implemented. The district was unable to hire a Family Engagement Specialist to support Farsi/Dari-speaking families due to budget constraints. Additionally, the district-level Family Engagement Specialist position from the Superintendent’s Office—originally

established during the pandemic to support families with technology and navigation—was eliminated this year as part of broader budget reductions. As a result of budget limitations and lack of implementatino, this action will be discontinued.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were minimal material differences between budgeted and actual expenditures for this goal. Salary increases, bonuses, and stipends were budgeted and implemented as planned. However, the full allocation for additional translation services was not spent due to delays in hiring qualified translators for certain language groups. A 0.5 FTE position for Farsi/Dari translation was added to the LCAP. While this continues to be an area of Educational Partner Input, we were unable to hire for this position due to budget cuts. As a result, estimated actual expenditures were slightly lower than projected in this area, but site funds and hourly compensation for bilingual staff helped mitigate these gaps.

Planned percentages of improved services—particularly targeting unduplicated students through increased translation access and bilingual staffing—were met in most areas. Where there were shortfalls (e.g., in access to Farsi/Dari interpretation across all meetings), they are being addressed through staffing plans for the coming year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1HUSD has made ongoing efforts to improve staff recruitment and retention through competitive compensation, onboarding support, mentoring, and targeted diversity hiring. Since 2013–14, the district has implemented cumulative salary increases totaling 35.1%, including an 8.5% increase in 2023–24. These financial commitments have helped attract and retain educators, particularly in hard-to-fill and high-need roles. (Metric 3.1)
Staff diversity continues to improve incrementally. From 2023–24 to 2024–25, the percentage of Hispanic credentialed staff rose from 27.73% to 29.56%, and Asian staff from 10.93% to 12.40%. Similar gains occurred among classified staff, including an increase in Filipino and Pacific Islander representation. These shifts bring staff demographics closer to student demographics, supporting culturally responsive learning environments. (Metric 3.1)
Despite progress, gaps remain—particularly for Hispanic staff, who represent 29.56% of credentialed employees but 66.4% of the student population. Barriers to consistent implementation include limited funding for professional development and constraints around negotiated time for onboarding and mentoring. (Metric 3.1)

3.2 HUSD has implemented targeted strategies to attract and retain staff in critical areas, including bilingual, Special Education, Math, and Science positions. These have included recruitment events, hiring of interns, bilingual and Special Education stipends, and university partnerships to support credentialing pathways.
Despite these efforts, vacancy rates remain high in 2024–25: Special Education (7.17%), Math (5.14%), and BCLAD positions (4.55%), reflecting continued challenges in staffing hard-to-fill roles. Science vacancies are comparatively low at 0.35%. (Metric 3.9)

3.3 This action was not implemented; therefore, no outcomes were achieved. While declining enrollment remains a significant issue, the planned outreach strategy was not pursued due to cost concerns. As a result, the district was unable to assess its potential effectiveness.

Future efforts will focus on identifying more cost-effective ways to understand family needs and promote district programs. We have determine it is best to discontinue this action for the 2025-2026 school year.

3.4 HUSD has prioritized equitable family engagement by providing translation and interpretation services across meetings and communications. In 2023–24, 100% of PAC, DELAC, DAC meetings, and weekly newsletters were translated or interpreted in the home languages of participating families, demonstrating strong implementation of inclusive communication practices. (Metric 3.11)
The district currently supports 2.0 FTE Spanish translators, with additional translation support funded centrally, at school sites, and within the Special Education department for IEP meetings. A proposed 0.50 FTE for Farsi/Dari translation and expanded extra-hour opportunities aim to better meet the needs of Hayward's diverse linguistic community. (Metric 3.11)

3.5 In 2023–24, 19 administrators received professional growth and coaching focused on instructional leadership and site management. This support contributed to the district maintaining 100% of certificated administrators as appropriately assigned and credentialed, demonstrating alignment with state requirements and district standards for leadership. The coaching helped build administrative capacity in areas such as instructional guidance, operational leadership, and staff support. While the action was effective in sustaining credential compliance and leadership stability, additional outcome measures—such as school climate or staff retention—could further inform the impact of administrator development efforts. We are unable to fund this action and as a result we have determine it is best to discontinue this action for the 2025-2026 school year. (Metric 3.5)

3.6 This action was not implemented and is being removed due to budget constraints. As no training or service standard development occurred, there are no outcomes to evaluate. The district determined that, given limited resources, this initiative could not be prioritized at this time. We are unable to fund this action and as a result we have determine it is best to discontinue this action for the 2025-2026 school year. (Metric 3.2)

3.7 This action was partially implemented, the district was unable to hire a Family Engagement Specialist to support Farsi/Dari-speaking families due to budget constraints. Additionally, the district-level Family Engagement Specialist position from the Superintendent's Office—originally established during the pandemic to support families with technology and navigation—was eliminated this year as part of broader budget reductions. We are unable to fund this action and as a result we have determine it is best to discontinue this action for the 2025-2026 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In response to budget reductions and educational partner feedback, several strategic adjustments were made to Goal 3 for the 2024–25 LCAP:
Removed Actions Due to Budget Cuts and/or Limited Impact:
-Action 3.3 (Marketing) Action 3.3 Changed its title changed from last year.
-Action 3.5 (Professional Growth for School and District Administrators)
-Action 3.6 (Service Excellence Training)
-Action 3.7 (Family Advocacy and Fostering Positive Experiences in Response to Concerns)

Metric 3.1 Revision:
-The student demographic data has been relocated to the bottom of the metric as a baseline reference only. The focus now shifts to monitoring recruitment and retention efforts for certificated staff.
New Metrics Added:
-Metric 3.1 - increased the percent for the Hispanic employees in the "Target for Year 3 Outcome" to reflect desired growth.
-Metric 3.4 and 3.6 will be discontinued because when classified personnel is hired, they have to meet the requirements and classified management are not credentialed.

-Metrics 3.9, 3.10, and 3.11 have been introduced to better reflect the expanded scope and refined focus of this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Recruit and Retain Highly Qualified Teachers	Negotiate competitive compensation to attract and retain HUSD employees. In addition to compensation, provide initial onboarding training and also implement and report out as to why HUSD staff leaves the District. Create and continue developing a strong mentoring support program across the different classifications to support new staff. Promote the employment and retention of teachers and staff whose racial diversity reflects the student demographics of the community and who can recognize, interrupt, dismantle, and eliminate systemic racism. Ensuring that our students and families have access to staff who are highly qualified and trained. Increase our recruitment efforts in positions that are hard to fill, and ensure that we have support for our staff. Expand creative recruitment strategies: host/attend virtual career fair events through the year, provide contingent contracts, support permit teachers to attain full credential status through Higher Education residency programs.	$22,215,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Compensatory Increases: 2013-14 5.50% increase 2014-15 2.00% increase 2015-16 5.00% increase 2016-17 3.25% increase 2017-18 3.10% increase 2018-19 3.25% increase 2019-20 4.00% increase 2020-21 2.00% increase 2021-22 7.00% increase 2022-23 2.00% increase 2023-24. 8.50% increase Nominal total of 35.10% ongoing salary schedule increase		
3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Continue to attract, recruit and retain staff, this includes but not limited to para educators, counselors and additional classifications as needed. In addition, include the hiring of interns, when recruiting and retaining staff/teachers. Implement additional hiring bonuses to attract highly qualified and fully credentialed teachers for hard-to-hire and hard-to-retain positions. These positions include certificated bilingual teachers and Special Education teachers. Focus on educational programs that offer bilingual and/or special education credentialing. Increase recruitment events for classified bilingual staff by 5%. Leverage University partnerships for post baccalaureate learning opportunities in bilingual certification areas. In addition, focus on educational programs that offer bilingual and/or Special Education credentialing. Continue to implement recruitment events for classified and bilingual staff. Leverage university partnerships for post baccalaureate learning opportunities in bilingual certification areas.	$363,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to offer bilingual and Special Education stipends to teachers who maintain their credentialing in these areas in order to retain highly qualified staff. This includes both certificated and classified staff. There is a high need for bilingual instructional assistants as well as bilingual Family Engagement and Equity Specialists in Spanish. At the World House Program, we continue to hire and support newcomers with translation and interpretation in Spanish, Farsi/Dari, Hindi/Punjabi, Tagalog, Vietnamese, Chinese, Arabic, and other languages based on the needs of the students who are new to the country. In addition to language, there is a need to recruit and retain teachers in hard to find fields such as Math, Science, and Special Education.		
3.3	ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts	ACTION DISCONTINUED FOR 2025-26. HUSD has experienced declining enrollment over the past decade. The district loses approximately $10,000 in revenue for each student who leaves the district. An analysis of the data indicates that approximately one-third to half of students who leave are seeking a different educational and/or social experience. A staff member will work to better understand the specific reasons families leave, support marketing and outreach efforts to increase enrollment, and bring awareness to programs and opportunities offered by HUSD.		No
3.4	Translation/Interpretation Services	Provide translation/interpretation to our parents and community (2.0 FTE Spanish Translators). Our student population is very diverse, the language most commonly spoken in Hayward USD is Spanish. We need to ensure that interpretation in a primary language occurs at meetings as well as in our parent communication. Implement a .50 FTE for translation for Farsi/Dari. We are proposing an increase in the translation services available through the increase of the numbers of translators available as	$976,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		well as access to variety of languages. Currently, we offer extra hours for staff members who are willing to work extra hours. School sites use their site funds to pay for translations, and there is Central Office support as well as translators hired for the Special Education department to translate for the Individualized Education Plan (IEP) meetings.		
3.5	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators	ACTION DISCONTINUED FOR 2025-26. Continue to provide professional growth and coaching for administrators in the management and instructional growth of either a school or district site.	$0.00	
3.6	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators	ACTION DISCONTINUED FOR 2025-2026 Train service Departments and "front line staff" in welcoming and helpful quality customer service for all. Request service departments identify three major service standard goals and establish and communicate customer-focused timeline for major services. New employees will have an orientation as they are onboarded to their new position.		
3.7	DISCONTINUED for 2025-2026 Family Advocacy and Fostering Positive Experiences in Response to Concerns	HUSD endeavors to respond to parents with concerns when the issues have not been addressed to their satisfaction at the sites. At times, parents/guardians need the support of the district to resolve their concerns. Under these conditions, we will assign a district-level family engagement specialist from the Superintendent's office to hear the concerns, help them navigate the system, and engage with the appropriate district office personnel necessary to work towards a positive resolution. In addition, a Family Engagement Specialist will support Farsi/Dari students and families. The Family Engagement Specialist will also support families who speak Farsi/Dari and provide workshops to parents to help them learn how to navigate the system.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4: Operational Sustainability: HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Broad Goal: Enhancing Operational Sustainability and Equity As part of our commitment to the Strategic Plan, HUSD acknowledges the critical role that conducive learning environments play in fostering student and family engagement. Recognizing that outdated facilities and inadequate technology infrastructure can hinder this engagement, our district is dedicated to implementing robust systems, programs, and processes to ensure equitable access to opportunities for all students, both now and in the future. Leveraging our limited resources effectively is central to achieving this goal while aligning with our board's objectives. Operating within a framework of fiscal responsibility and with a steadfast commitment to Anti-Bias/Anti-Racism (AB/AR) principles, HUSD will prioritize equity in all decision-making processes. Urban areas often face challenges with aging school facilities, and HUSD is no exception. We will strategically prioritize facility usage to maximize efficiency, particularly as students return to school in the fall. Outdoor spaces will be optimized for teaching and learning, enhancing the overall educational experience for both students and staff. Furthermore, ensuring equitable access to technology is paramount. We are dedicated to providing students, teachers, and staff with the necessary tools and training to leverage instructional technology effectively. This includes optimizing technology access, providing relevant training, and ensuring the availability of appropriate software. To gauge our progress towards operational sustainability and equity, we will conduct thorough assessments of our facilities, enrollment capacities, and programs. Additionally, technology infrastructure needs will be assessed through surveys and analysis, ensuring that our efforts remain data-informed and aligned with our overarching goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The percent of students who have 1:1 device access	1) 23-24 100% of students have 1:1 access to a district-provided device	1) 24-25 100% of students have 1:1 access to a district-provided device		1) 100% of students have 1:1 access to a district-provided device	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: 2025 Department Report)			
4.2	The percentage of schools rated in "good" or "exemplary" condition, to be increased by 7% a year. (revision) Maintain the percent of schools rated in "good" or "exemplary" condition at no less than 32%	2) 23-24 School facilities maintained in "Good" or "Exemplary" repair: 36%	2) 24-25 School facilities maintained in "Good" or "Exemplary" repair: 32% (Data Source: 2025 FIT Report)		2) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 57% (revision) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 32%	-4%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2023–24, HUSD made steady progress toward implementing key components of its operational sustainability plan, with a focus on equitable upgrades to facilities, expanded access to technology, and improved safety systems across the district. The district met its goal of maintaining a 1:1 student-to-device ratio, ensuring 100% of students have access to a district-provided Chromebook. Technology infrastructure improvements—including upgraded wireless access points and expanded device management support—were implemented as planned, with positive feedback from both students and staff.

Implementation of facilities-related improvements, however, encountered some delays and challenges. While the original goal was to increase the percentage of schools rated “Good” or “Exemplary” on the Facilities Inspection Tool (FIT) by 7%, the actual percentage decreased from 36% to 32%. This decline was due in part to limited staffing in maintenance and custodial roles, aging infrastructure, and the high volume of deferred maintenance needs across sites. Though maintenance schedules and custodial routes were updated, inconsistent staffing levels limited their effectiveness.

Successes this year included the development of a needs-based facilities plan, increased hiring for custodial staff, expanded emergency preparedness through the District Safety Committee, and enhancements to physical safety infrastructure such as updated fire alarms and security cameras. A 0.5 FTE was added to improve coordination of safety planning and staff training. The district also improved transportation options for students participating in afterschool programs and conducted an analysis of enrollment, program demand, and facility capacity as part of a longer-term sustainability review.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district spent less than originally budgeted on some planned facilities upgrades due to contractor delays, staffing shortages, and supply chain issues. This contributed to the reduced percentage of sites achieving “Good” or “Exemplary” status on the FIT report. Estimated actual expenditures were also lower than projected in areas such as capital project implementation and facilities-related deferred maintenance. As a result, while the district planned for a 7% increase in facility ratings, the estimated actual improvement was instead a 4% decrease from baseline.

Conversely, expenditures for technology infrastructure were on track, and investments in educational technology staffing and device access met or exceeded expectations. Family technology support staffing was partially implemented but did not reach full capacity, resulting in minor savings in that area.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions related to technology access and equity were highly effective. HUSD successfully maintained a 1:1 device ratio, ensured network infrastructure upgrades at priority schools, and increased support through its Educational Information Technology team. These efforts have contributed to smoother digital learning experiences and higher levels of student and staff satisfaction. This action has proven to be effective as noted in Metric 4.1, 100% of our students have 1:1 access to a district-provided device.

However, facility improvements have been slower to implement. While we are still a district that maintains "Good" or Examplary repairs to our facilities, there was a drop of 4% from the initial baselilne which had the HUSD facilities at 36% based Metric 4.2. While strategic planning efforts—including the development of a long-term facilities master plan and an enrollment/capacity analysis—are underway, the impact of these actions has not yet translated into improved FIT ratings. The effectiveness of safety-related actions, such as upgrades to emergency communication systems and the ongoing work of the District Safety Committee, has been positive, though some implementation—such as identifying safe routes to school and increasing gender-neutral restroom access—remains in progress.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections and outcomes from 2024–25, HUSD will adjust implementation timelines and targets for facilities-related upgrades. Recognizing the complexity of addressing aging infrastructure districtwide, the goal for FIT rating improvement will be modified to reflect a more incremental rate of progress, paired with a stronger focus on staffing and preventive maintenance.

For 2025–26, the district will:
Prioritize projects that directly impact student learning environments, such as improving HVAC systems, classroom lighting, and safe outdoor spaces.
Strengthen coordination with site administrators to streamline technology onboarding and ensure rapid access to tools and platforms for both new staff and students.
Align bus route assessments with program access, especially for initiatives like World House, to ensure afterschool participation is feasible for newcomers and students in specialized programs.

Additionally, HUSD will continue its demographic and facilities analysis, with the possibility of future recommendations related to boundary adjustments, program consolidation, or school closures to ensure long-term sustainability and improved learning environments.
In sum, while technology equity has been a bright spot in implementation, facilities improvements require more time and targeted investment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	1) Create a needs-based equitable facilities plan that will include: * Maintaining dedicated Maintenance and Grounds Teams to best understand and support the needs of their sites. * Establishing, collaborating on, and communicating Maintenance and Grounds schedules to respond to urgent site needs and proactively address them. * Establishing, collaborating on, and communicating custodial routes to develop a standard level of cleaning across all sites. * Recruiting additional custodians, developing regular trainings, and purchasing additional equipment to support staff to meet the standards established. 2) Create a needs-based equitable technology plan that will include: * Implementing a one-to-one student-to-Chromebook ratio.	$7,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		* Ensuring progress on adding/improving network connectivity, technology infrastructure, and additional devices for schools. * Increasing staffing to the Educational Information Technology Staff to improve responsiveness and support on maintaining technology infrastructure and devices. * Adding a Family Support Technology Team to provide dedicated, consistent, and proactive technology support to students and families. Utilize existing structures (Site-Based Decision Making (SBDM), Local Curriculum Council (LCC), District Safety Committee, etc.) to help collect input and provide feedback to increase / improve: • access to network connectivity across each classroom, teaching and learning space; • set-up for newly enrolled student / staff to receive the technology; • the onboarding process of employees and provide training, access, and support for the employee to know district systems quicker based on the objectives of the position; • processes and protocols for communicating the needs of certificated and classified staff at the school site level; and • priorities, responsiveness, and awareness to the status and completion of facilities work orders.		
4.2	Use resources, including facilities, efficiently and effectively to support our own educational community.	Conduct a comprehensive analysis of facilities, capacity, programs (e.g., bilingual programs) versus enrollment trends to better serve our own educational community. Through this analysis, recommendations will be developed that may lead to changes in policy, programs, boundaries, and/or school closures. The district has 19,000 students, is projected to decline to 17,000 in six years, and is coming off of a high of 24,000 students 20 years ago. The declines in enrollment experienced, and projected, are related to: -Declines in birth rates in the area; -Families moving outside of the Bay Area to other counties and other states; and -Families transferring to other local schools (private, public, or charter).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The goal of this strategy is to improve conditions so much so that families choose Hayward USD to receive an optimal education. The improvement includes regular maintenance of our school facilities. Prioritize classrooms and facilities in general for the needs of the students, including but not limited classrooms for smaller class sizes. Assess capacity for additional or alternative bus routes to support educational programs like World House to ensure access to afterschool supports and programming.		
4.3	School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.	The District Safety Committee meets on an ongoing basis to review and approve an Emergency Operations Plan and template Comprehensive Site Safety Plan. The District Safety Committee is comprised of members from each School Site Safety Team and District Office Administrators. With the development of an EOP and CSSP. The District Safety Committee will meet regularly to collaborate, review plans, and establish emergency safety trainings. To ensure safety for our students and staff, across the school sites, provide and/or improve: • access to training on safety protocols including, but not limited to our emergency communication system (Share911); • safety aspects of the physical environment; • school surveillance cameras at our schools; • fire alarms and public address (PAs) systems; • gender neutral restrooms at all facilities; • transportation to students who would like to attend extra-curricular activities; and • identification of safe routes to school.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students at Brenkwitz Continuation School—especially Socioeconomically Disadvantaged students, Foster Youth, English Learners and Long Term English Learners—will meet all Equity Multiplier targets and demonstrate measurable progress on CAASPP ELA and Math, improved College/Career Indicator (CCI) outcomes, higher graduation rates, and increased achievement of grade-level academic standards.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Brenkwitz Continuation School serves students who are primarily credit-deficient upon entry from traditional high schools and follow a 190-unit alternative graduation pathway focused on re-engagement and college/career readiness. The school continues to qualify as an Equity Multiplier site in 2024–25 and 2025-2026 with 89.58% of students identified as Socioeconomically Disadvantaged and a Non-Stability Rate of 67.57%. Due to a graduation rate increase from 62.4% to 70.5% in 2023–24, Brenkwitz successfully exited Comprehensive Support and Improvement (CSI) status.

In 2024–25, Brenkwitz received $311,573 and is scheduled to receive in 2025-2026 an additional $243,214 to the funding it received last year, in Equity Multiplier funding to prioritize services for English Learners/Multi Lingual Learners (EL/MLs) and Long-Term English Learners (LTELs), who both remain in the Red (Very Low) performance band on the California Dashboard despite significant gains—EL/MLs from 53.2% to 60.0%, and LTELs from 51.9% to 60.9%.

To address these challenges and support continued growth, Brenkwitz will implement several strategic initiatives. These include hiring EL/ML-focused paraprofessionals, expanding credit recovery and career development opportunities to improve graduation rates, and enhancing counseling and case management services to strengthen educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	1) Graduation Rate for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	1) Dataquest 22-23 Graduation Rate: 62.4% EL/ML Graduation Rate: 53.2% Hispanic Graduation Rate: 62.1% Socioeconomically Disadvantaged Graduation Rate: 61.8%	1) 23-24 Graduation Rate: 70.5% EL/ML Graduation Rate: 60.0% LTEL Graduation Rate: 60.9% (New metric) Hispanic Graduation Rate: 71.1% Socioeconomically Disadvantaged Graduation Rate: 70.6%" (Data Source: 2024 CA Dashboard)		1) 26-27 Graduation Rate: 77.4% EL/ML Graduation Rate: 68.2% LTEL Graduation Rate: 70.9% Hispanic Graduation Rate: 77.1% Socioeconomically Disadvantaged Graduation Rate: 76.8%	Graduation Rate: 8.1% EL/ML Graduation Rate: 6.8% Hispanic Graduation Rate: 9% Socioeconomically Disadvantaged Graduation Rate: 8.8%
5.2	2) Students performance on CAASPP ELA distance from standard for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	2) 22-23 CAASPP ELA: -219.2 English Learners: -242.3 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -221 Socioeconomically Disadvantaged: -218	2) 23-24 CAASPP ELA: -283.7 English Learners: Data suppressed to protect student privacy Hispanic: -286.5 Socioeconomically Disadvantaged: -283.8 (Data Source: 2024 Dashboard)		2) 26-27 CAASPP ELA: -189.2 English Learners: -212.3 Hispanic: -191 Socioeconomically Disadvantaged: -188	CAASPP ELA: -64.5 English Learners: Data suppressed to protect student privacy Long Term English Learners: Data suppressed to protect student privacy Hispanic: -65.5 Socioeconomically Disadvantaged: -65.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	3) Students performance on CAASPP Math distance from standard for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	3) 22-23 CAASPP Math: -258.9 English Learners: -269.5 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -260.9 Socioeconomically Disadvantaged: -261.3	3) 23-24 CAASPP Math: -313.8 English Learners: -308.2 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -313.2 Socioeconomically Disadvantaged: -319.5 (Data Source: 2024 Dashboard)		3) 26-27 CAASPP Math: -234.9 English Learners: -245.5 Hispanic: -236.9 Socioeconomically Disadvantaged: -237.3	3) 23-24 CAASPP Math: -54.9 English Learners: -38.7 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -52.3 Socioeconomically Disadvantaged: -58.2
5.4	4) The Percent of prepared students who are college and career ready as indicated on the College and Career Indicator English Learner Long Term English Learners Hispanic Socioeconomically Disadvantaged	4) 22-23 College and Career Indicator All students: 1.6% (Prepared) EL/ML: 0% (Prepared) Hispanic: 0.7% (Prepared) Socioeconomically Disadvantaged: 1.7% (Prepared)	4) 23-24 College and Career Indicator All students: 7.9% (Prepared) EL/ML: 7.5% (Prepared) Long Term English Learners: 8.2% (Prepared)(Baseline established 24-25) Hispanic: 9.5% (Prepared) Socioeconomically Disadvantaged: 7.6% (Prepared)		College and Career Indicator All Students: 4.6% (Prepared) EL/ML: 3% (Prepared) Long Term English Learners: 10.2% (Prepared) Hispanic: 3.7% (Prepared) Socioeconomically Disadvantaged: 4.7% (Prepared)	College and Career Indicator All students: 6.3% (Prepared) EL/ML: 7.5% (Prepared) Hispanic: 8.8% (Prepared) Socioeconomically Disadvantaged: 5.9% (Prepared)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: 2024 Dashboard)			
5.5	5) Student Suspension Rate Students with Disabilities Hispanic English Learners Long Term English Learners	5) 22-23 Suspension Rate: Students with Disabilities: 11.4% Hispanic Students: 2.5% English Learners: 2.5% Long Term English Learners: 2.9%	5) 23-24 Suspension Rate: Students with Disabilities: 2.1% Hispanic Students: 2.0% English Learners: 3.1% Long Term English Learners: 3.3% (Data Source: 2024 Dashboard)		5) 26-27 Maintain a suspension rate at or below 3.6%: Students with Disabilities: >= 3.6%% Hispanic Students: >= 3.6% English Learners: >= 3.6% Long Term English Learners: >= 3.6%	Suspension Rate: Students with Disabilities: -9.3% Hispanic Students: -0.5% English Learners: 0.6% Long Term English Learners: 0.4%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

At Brenkwitz, a series of targeted actions were implemented to improve graduation outcomes and support student success. Key efforts included focused case management for credit-deficient seniors, expanded access to credit recovery programs, and partnerships with the Hayward Adult School, which created alternative pathways for students to complete their graduation requirements. The school also strengthened family engagement and formed a data-driven intervention team to ensure timely identification and support for at-risk students. These strategies contributed to a nearly 10% increase in graduation rates and supported the school's successful exit from program improvement status, reflecting notable improvement in academic achievement and school connectedness.
However, not all planned actions were fully implemented. Specifically, the school was unable to hire a 0.50 FTE paraprofessional and a 0.50 FTE counselor due to challenges in finding qualified candidates. These positions were essential for delivering direct student support and expanding intervention services. In response, Brenkwitz will refocus its hiring strategies and strengthen outreach efforts in the upcoming year to ensure these critical roles are filled, allowing the school to fully implement the supports designed for students with the highest need.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One of the primary challenges faced at Brenkwitz Continuation School was the inability to fill key staffing positions funded through the Equity Multiplier, specifically a 0.50 FTE paraprofessional and a 0.50 FTE counselor. These roles were essential to expanding student support and intervention services. As a result, a portion of the $311,573 allocated in the previous year remained unspent.

Despite these staffing challenges, Brenkwitz has received an additional $243,214 in Equity Multiplier funding for the current year. With this increased allocation, the school is renewing its recruitment and outreach efforts to fill the vacant positions and implement the full scope of targeted supports outlined in the Equity Multiplier plan. These efforts aim to ensure that students with the greatest needs receive the services necessary to improve academic outcomes and school connectedness.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Brenkwitz has made clear progress under Action 5.1 in improving graduation rates and college/career readiness for English Learners/Multilingual Learners (EL/MLs), Long-Term English Learners (LTELs), Hispanic students, and Socioeconomically Disadvantaged students. Expanded credit recovery, internships, attendance monitoring, and bilingual academic support contributed to significant gains:

Graduation Rates rose from 62.4% to 70.5%, with EL/ML (+6.8), Hispanic (+9.0), and Socioeconomically Disadvantaged students (+8.8) showing strong improvement. (Metric 5.1)

College and Career Indicator scores increased across all groups, with EL/ML rising from 0% to 7.5% and Hispanic students from 0.7% to 9.5%. (Metric 5.4)

However, CAASPP scores for ELA and Math declined, especially among Hispanic and Socioeconomically Disadvantaged students. These results underscore the need for more focused academic support, particularly in foundational literacy and numeracy. (Metrics 5.2, 5.3)

In summary, while students are graduating and accessing postsecondary pathways at higher rates, additional work is needed to improve core academic proficiency through targeted ELD strategies, reclassification supports, and culturally responsive instruction.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2025–2026 school year, Brenkwitz Continuation School will implement key positions that were previously unfilled, including a 0.50 FTE paraprofessional and a 0.50 FTE counselor, to provide expanded academic and socioemotional support. A portion of the new Equity Multiplier funding will also be directed toward a focused summer school program emphasizing English Language Arts, Mathematics, and credit recovery.

The core goals—raising graduation rates and improving College and Career Readiness—remain unchanged. However, with an increased funding allocation, Brenkwitz is expanding Action 5.1 to include additional supports specifically targeting students in the Red performance band, including English Learners and Long-Term English Learners (LTELs). These new actions aim to accelerate academic progress and close persistent achievement gaps through targeted, evidence-based interventions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase Graduation Rates at Brenkwitz	-Increase student attendance and monitoring. -Increase Credit Recovery opportunities that are teacher led, summer school opportunities and available through online platforms. -Increase opportunities for internships and apprenticeships. -Increase academic support with a .50 bilingual paraeducator. The paraeducator will assist in all subjects and Credit Recovery, reinforcing teacher-led lessons. They will act as a translator for students, parents, and staff, both for both oral and written communications, leading to increases in adult-student relationship and school connectedness. English Learners' Goals: Increase English Proficiency -Ensure integrated ELD instruction across the curriculum -Provide professional development on language acquisition strategies for Staff. -Use data to inform instruction and monitor EL/ML progress regularly. -Offer Culturally and Linguistically Inclusive Curricula. Long-term English Learners' Goals: Increase Reclassification Rates -Analyze reclassification criteria and ensure student support aligns with requirements. -Engage parents in reclassification and provide guidance workshops. -Develop individualized support plans for LTELs.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Increase academic support for students once they are in attendance at Brenkwitz.	-Improved and increased support via Social Emotional Learning assemblies and counseling. -Increasing academic case management for students in order to prepare them for graduation and to be college and career ready by hiring a .50 counselor that will support with case management. This position will provide direct counseling sessions, one-on-one or group counseling sessions, support EL's/ML's academic, social-emotional, and language needs. This position will monitor progress via attendance, progress reports, report cards and will provide host workshops to strengthen family involvement.	$161,573.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$63,601,292	$$7,691,548

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.739%	0.000%	$0.00	34.739%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Equity and Anti-Bias/Anti-Racism Training and Policies **Need:** According to the 2023 California Dashboard, our Foster Youth are in the Orange with a chronic absenteeism rate of 50% while our Socioeconomically Disadvantaged students and our English Learners are in the Yellow. Specifically, the Socioeconomically	This action supports the needs of unduplicated pupils—English Learners, foster youth, and low-income students—by continuing HUSD's commitment to Equity and Anti-Bias/Anti-Racism (AB/AR) practices. The Administrator on Special Assignment for Equity helps staff recognize and reduce bias that may affect how students are supported, which is especially important for students who often face barriers to engagement and success. The Equity Oversight Committee also works to ensure these students have access	Chronic Absenteeism (Metric 1.24)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students have a chronic absenteeism rate of 41.6% and the English Learners have a chronic absenteeism rate of 40.2%. **Scope:** LEA-wide	to resources and feel connected to school. One way we will measure the impact of this work is by monitoring chronic absenteeism rates, especially for our unduplicated students. When schools are more inclusive and responsive, students are more likely to attend consistently. Reducing chronic absenteeism helps us know if we are improving services and creating a more welcoming and supportive school environment for all students.	
1.2	**Action:** Professional Learning and Instructional Leadership **Need:** According to the 2023 California Dashboard, our Foster Youth, English Learners and Homeless students are in the Red for English Language Arts with a scores of -115.8, -84.8 and -135.2 respectively. These three groups are also in Red for Mathematics with Foster Youth scoring -145.3, English Learners scoring -119 and Homeless students scoring -168.2. **Scope:** LEA-wide	This LEA-wide action addresses the unique needs of unduplicated students by equipping educators with targeted, evidence-based professional development in literacy, math, culturally and linguistically responsive teaching, and ELD strategies. Focused training for Dual Language Immersion (DLI) and ELD teachers, supported by MLL TOSAs, builds capacity to support language acquisition and academic success for English learners. TOSAs and revised grading practices further ensure instructional equity and consistency.	Distance from Standard for All Students, CAASPP in ELA and Mathematics (Metric 1.2)
1.3	**Action:** Best First Instruction **Need:** Overall, based on the California Dashaboard, 2023, many of our students are currently not meeting grade level standards based on the CAASPP State Standards. Our	This comprehensive, LEA-wide action addresses the academic and language development needs of unduplicated student groups—English learners, low-income students, foster and homeless youth—by implementing a strategic literacy and math plan grounded in evidence-based practices, including the Science of Reading and the new Math Strategic Plan. Professional learning, universal	Annual CAASPP results (Metric 1.2) and Reclassification Rates (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students are performing in ELA and Math respectively. (-56.1,-98.9). Our English Learners are currently performing in the areas of ELA and Math respectively. (-84.8,-119). Our Foster Youth are currently performing in ELA and Math respectively. (-115.8,-145.3) **Scope:** LEA-wide	screeners, differentiated instruction, paraeducator support, and culturally responsive materials are strategically designed to close achievement gaps and accelerate foundational skills. Specialized supports, such as dual language and ELD-focused coaching, Ethnic Studies implementation, and targeted tutoring, ensure that instruction is responsive to students' cultural and linguistic backgrounds.	
1.4	**Action:** Multilingual Language Learners and Language Acquisition **Need:** English Learners made up of Long Term, Newcomers, and on-pace English Learners comprise 30.3% of the HUSD student population. (2023 Dashboard) **Scope:** LEA-wide	Dual Language Programs (including both One Way and Two Way Dual Language Immersion Programs) our Newcomer Program (World House), and our English Learner Programs at all sites, including Designated and Integrated English Language Development (ELD), through training and staffing. By continuing to support Dual Language and ELD teachers, EL/ML Students will see improved performance on the ELPAC and increased reclassification rate. In addition, with the continued staffing of an EL Specialist at each site, EL/MLs will benefit from having direct support on the CA ELD Standards by demonstrating on grade level performance or being matched with interventions/accelerations as needed.	The percent of EL/ML students reclassified as Fluent English Proficient (Metric 1.4)
1.5	**Action:** Personalized Learning **Need:** Smaller ratio of students to teachers to ensure students have more individualized learning experience, especially for our students who are English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	To address the needs of all our unduplicated pupils, HUSD is working to ensure that there are as few combination classes as possible at the elementary level while also providing as many course options for students in secondary grades. These efforts are designed to maximize students' access to grade level content, and will especially benefit our Socioeconomically Disadvantaged, EL/ML, and Foster Youth students who need more	The percent of unduplicated students making progress in the CAASPP. (Metric 1.2). We will also look at the graduation rate on Dataquest to monitor performance for our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dataquest states 73.7% of our students are Socioeconomically Disadvantaged, 30.5% are EL/MLs and 0.26% are Foster Youth. Overall our students are performing on the CAASPP for ELA - 47.9 and for Math, -91.1. Our socioeconomically disadvantaged students are performing in ELA and Math respectively. (-56.1,-98.9). Our English Learners are currently performing in the areas of ELA and Math respectively. (-84.8,-119). Our Foster Youth are currently performing in ELA and Math respectively. (-115.8,-145.3) Our overall graduation rate is 73.1% and our socioeconomically disadvantaged are at 71.2%, our English Learners are at 47.1% and our Foster Youth are at 46.2% **Scope:** LEA-wide	specialized attention, while also benefiting all students district wide. By reducing combination classes and maintaining course options for secondary students, all students will have greater access to grade level content.	unduplicated students. (Metric 2.5)
1.6	**Action:** Building District Common Assessments and Data Driven **Need:** There is a need to develop Local Assessments, implement a Scope and Sequence and Pacing Guides. Our sociaeconomically disadvanateg students are performing in ELA and Math respectively. (-56.1,-98.9). Our English Learnerss are currently perfomring in the areas of ELA and Math respectively. (-84.8,-119). Our Foster Youth are currently performing in ELA and Math respectively (-115.8,-145.3). In	To address the needs of all our unduplicated pupils, HUSD is continuing to develop new and utilize existing assessments (e.g. CAASPP and ELPAC) in ways that meaningfully impact instruction and increase access to grade level content. This action was as a result of the feedback received from the Systemic Instruction Report. In addition, there is input from the Educational Partners indicating a high support for Reading, the local assessments are an integral part of instruction. Data drives instruction on reading, mathematics and other subject areas. By providing teachers and students with meaningful assessment opportunities, the district will be able to identify the needs of unduplicated students to	The percent of unduplicated students making progress in the CAASPP. (Metric 1.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comparing these data outcomes to all our students, we are currently performing on CAASPP for ELA (-47.9) and for Math (-91.1). **Scope:** LEA-wide	better maximize opportunities for tier academic growth as measured on CAASPP and/or ELPAC.	
1.7	**Action:** College and Career Readiness **Need:** Currently our Four-Year adjusted graduation rate for our students district wide is 73.1% per Dataquest. We need to increase number of English Learners/ML, Foster Youth and Socioeconomically Disadvantaged who are College and Career Ready. The 2023 Dashboard states 10.7% of English Learners, 7.7% of Foster Youth and 32.2% of Socioeconomically Disadvantaged students are prepared. **Scope:** LEA-wide	HUSD is committed to preparing all students for college and career success by expanding access to high-quality Career Technical Education (CTE) programs across all four high schools. These programs are designed to engage students in real-world, hands-on learning experiences that build both academic and career-readiness skills. Current CTE offerings include the Multi-Media Pathway at Mt. Eden and Tennyson High Schools, Photography programs at Hayward, Mt. Eden, and Tennyson, a Sports Medicine Pathway available at Hayward, Mt. Eden, and Tennyson, and the Advanced Manufacturing Pathway at Brenkwitz. To ensure equity in access, HUSD has intentionally designed these programs to be available during the regular school day so that low-income students, English Learners, and Foster Youth—our unduplicated students—can participate without barriers related to after-school transportation or scheduling. In addition, CTE teachers receive training in differentiation strategies, allowing them to better support students with diverse learning needs, including English language development and trauma-informed practices for students facing adversity.	Graduation with A-G courses (Metric 1.10) ,Graduates that completed a CTE pathway (Metric 1.23) and Increased Rates of Graduation (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By aligning CTE programming with the needs of unduplicated students, HUSD is providing meaningful pathways to college and career readiness that empower students with the skills, confidence, and experience to pursue post-secondary opportunities. These efforts reflect the district's broader commitment to equity, access, and opportunity for all learners.	
1.8	**Action:** Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM) **Need:** Increased access to VAPA for our unduplicated students, Socioeconomically Disadvantaged (73%), English Learners (30%) and Foster Youth (0.26%). (2023 Dataquest) English Learners comprised 12.07% of students that participated in at least one STEM course while Socioeconomically Disadvantaged students made up 72.52% and Foster Youth made up 0.42% of participants. English Learners comprised 17.4% of students that participated in at least one VAPA course while Socioeconomically Disadvantaged students made up 75.3% and Foster Youth made up 0.97% of participants. 2.66% of English Learners participated in STEM courses while 10.64% of Foster Youth and 6.56% of Socioeconomically Disadvantaged students participated. In secondary, 9.5% of English Learners	Hayward Unified School District (HUSD) is committed to ensuring that every student—including our unduplicated students (Socioeconomically Disadvantaged, Foster Youth, and English Learners)—has access to high-quality Visual and Performing Arts (VAPA) and Science, Technology, Engineering, Arts, and Math (STEAM) education. With over 70% of students identified as Socioeconomically Disadvantaged and 30% as English Learners/Multilingual Learners, these programs are essential for promoting equity, creativity, and academic engagement. HUSD offers a wide range of arts and enrichment programs across school sites. These include music, choir, theater, and visual arts classes, as well as STEAM-based learning opportunities that integrate science, technology, engineering, and math through hands-on, creative exploration. Students participate in robust in-school arts programming such as "Art Is Education," which also provides professional development for teachers to build capacity in arts integration and culturally responsive instruction. This training helps ensure that all students—including English Learners and those who have experienced trauma	Tracking the percent of students who meet A-G requirements & complete a CTE pathway (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participated in VAPA courses while 61.7% of Foster Youth and 17.1% of Socioeconomically Disadvantaged students participated. **Scope:** LEA-wide	or instability—can meaningfully engage in arts-based learning. By embedding these programs into the regular school day, HUSD eliminates common access barriers, such as transportation and scheduling conflicts, that often impact unduplicated students. Furthermore, these programs foster student voice, expression, and identity, which are critical for student engagement and overall success. Through VAPA and STEAM, HUSD is actively expanding access to culturally relevant, high-interest learning experiences that not only spark creativity but also help students build skills in collaboration, communication, and problem-solving—essential for college, career, and life.	
1.9	**Action:** Induction Program **Need:** Increased need to train new teachers, this need arose from our Educational Partner input in 2022-2023. Under goal 3, we have an action of recruiting and retaining, this is part of supporting the work. **Scope:** LEA-wide	The Induction program requires participating teachers to focus instruction on unduplicated student groups including Low-Income students, English Learners/Multi-Lingual Learners (EL/MLs), and Foster Youth, with an emphasis on English Language Development and differentiation strategies. Based on CAASPP results, these groups demonstrate significant academic need: -Low-Income students:-56.1 (ELA), -91.1 (Math) -English Learners: -84.8 (ELA), -119 (Math) -Foster Youth: -115.8 (ELA), -145.3 (Math) Through targeted support, the goal is to increase academic achievement for these students in classrooms led by Induction program participants. (CA Dashboard 2022-2023)	District Wide Professional Development (Metric 1.20), Retention Data (Metric 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	**Action:** Deeper Learning Activities **Need:** Need to improve attendance rates and academic access for Socioeconomically Disadvantaged students (88.0%), English Learners (88.3%), Foster Youth (85.1%). (Data Source: 22-23 CALPADS Report 14.2) **Scope:** LEA-wide	To address the academic and engagement needs of unduplicated students—specifically Socioeconomically Disadvantaged students, English Learners, and Foster Youth—HUSD is implementing a wide range of deeper learning activities that promote equitable access to high-quality instruction and culturally responsive practices. These activities are designed to improve student outcomes in core academic areas, with a focus on increasing achievement as measured by CAASPP performance. The district is funding culturally and linguistically responsive programs that celebrate and affirm student identity through school-wide and classroom-based events centered on the histories, contributions, and cultures of Black, Latinx, and Asian Pacific Islander students. These activities include multicultural assemblies, heritage celebrations, student-led projects, and curriculum enrichment aligned with Culturally and Linguistically Relevant Pedagogy. Additionally, HUSD allocates Supplemental Funds at the school level—outlined in each School Plan for Student Achievement (SPSA)—to provide targeted support for unduplicated pupils. These supports include tutoring, mentoring, small-group instruction, and academic enrichment programs that deepen engagement in ELA, math, and other core content areas. Through these intentional strategies, the district ensures that unduplicated students receive both culturally affirming and academically rigorous	Tracking the percent of students meeting A-G requirements (Metric 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		learning experiences designed to accelerate growth and close opportunity gaps.	
2.1	**Action:** Coordination of Services to Support the Whole Student **Need:** Support Students with Social Emotional and Academic Needs- This is based on feedback from our Educational Partners. Our unduplicated students are performing as follows: -Low-Income students:-56.1 (ELA), -91.1 (Math) • English Learners: -84.8 (ELA), -119 (Math) -Foster Youth: -115.8 (ELA), -145.3 (Math) Our students need support in this area, Educational Partner input indicates that all types of interventions available are targetted to our studnets to ensure they have the support to make progress. (CA Dashboard 2022-2023) **Scope:** LEA-wide	Promoting student involvement, safety, and Coordination of Services Team (COST) services at our school sites will support our most vulnerable student populations (EL/MLs, socioeconomically disadvantaged, and Foster Youth) who typically have a greater need for these services. By investing in COST, the district is ensuring that students who need additional social-emotional and academic interventions receive them in a timely manner. The interventions will provide the necessary stability for students to be able to focus on academics and reach grade-level standards.	Chronic Absenteeism (Metric 2.6)
2.3	**Action:** Institutionalize an Emphasis on Social-Emotional Learning **Need:**	HUSD is committed to cultivating the whole child by continuing to implement Social-Emotional development for all students. HUSD is focusing on unduplicated students to: improve academic outcomes, improve student's social-emotional skills, improve student's sense of connectedness	California Healthy Kids Survey (Metric 2.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increase student's feelings of safety and school connected as noted on the California Healthy Kids Survey. Educational Partners have clearly indicated that Safety at school is a priority area for them. **Scope:** LEA-wide	to their school community, and improve student's sense of safety. Academic learning is strongly linked with Social-Emotional Learning (SEL). The evolving field of neuroscience continues to affirm essential links between Social-Emotional learning (SEL), academic performance, and healthy student development. Teaching and learning is a highly dynamic, demanding, and social process, therefore students need safe, inclusive, culturally responsive, academically engaging, and equitable learning environments where they can develop their SEL competencies including: greater self identity and awareness, productively engaging with others, making responsible decisions, acquiring lifelong self-management skills and cultivating agency as new challenges arise. These goals are strengthened when MTSS tier 1 practices are implemented. Student achievement of these developmental markers are particularly relevant for our unduplicated and historically marginalized students who are at a greater risk of feeling unsafe and or disconnected from school. When students perceive they are not accepted, seen, or welcomed, the impact manifests as student absenteeism and or demonstrating behaviors that interrupt their own and other's learning environments. High absenteeism and disruptive behaviors due to trauma and other influences, adversely impact the district's overall graduation rates. This is particularly concerning as disproportionate numbers of unduplicated students are more in need of social, emotional, and behavioral support, and have higher suspension rates than their peers. Supporting student's SEL	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		skill growth offers a remedy to keeping students in school, feeling safe and connected, as well as experiencing positive feelings about themselves. CHKS - Feeling Safe At School CHKS Feeling - Feeling More Connected SY 23 SY 24 SY 23 SY 24 5th 73% 5th 71% 5th 71% 5th 67% 7th 54% 7th 55% 7th 57% 7th 55% 9th 44% 9th 45% 9th 42% 9th 45% 11th 46% 11th 42% 11th 44% 11th 44%	
2.4	**Action:** Improve Student Feelings of School Safety through Relationships and Structures of Support **Need:** Increase student's feelings of safety and school connected as noted on the California Healthy Kids Survey. Educational Partners have clearly indicated that Safety at school is a priority area for them. In addition, continue implementing positive relationships with students and staff. **Scope:** LEA-wide	HUSD is committed to providing our students with access to caring adults who have been fully trained in Social-Emotional Learning practices at each school, with a particular emphasis on students who are unduplicated and may need greater access to caring adults in order to feel successful. By staffing our schools with caring adults who are fully trained in SEL practices and strategies, our unduplicated students will feel safer at school and therefore be better able to engage with and access academic content. The adults referenced here at the school site include but not limited to Campus Safety Officers, Detention Room Supervisors, and Noon Duty Supervisors. In this year's LCAP feedback, we had multiple students who stated concerns around school safety. In our district, we do not have School Resource Officers, so when we have physical conflicts at the secondary level, Campus Safety	California Healthy Kids Survey (Metric 2.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Officers provide a higher level of physical safety and emotional support to our students and staff. In our district, Detention Room Supervisors work with students in multiple ways at the school sites. At one of our sites, a detention room supervisor pushes into classrooms where students may struggle with self-regulation, and they support these students in and outside of the classroom. Noon Duty Supervisors have been instrumental in promoting the safety of our students in multiple ways, including during the pandemic. Noon Duty Supervisors provided key supports on required processes for students around social distancing when other staff where not available. Since they were consistently present at the school sites they are now an integral part in providing students with access to a caring adult.	
2.5	**Action:** Reduce Exclusionary Discipline and Support School Connectedness **Need:** Decrease high rates of suspension for our student groups in the red on the 2023 CA Dashboard. The following student groups were placed in the red due to an increase in their suspension rate - African American (11.32%), American Indian (13.2%), Foster Youth (15.4%) and White (5.1%). Currently, our English Learners are at 4.8% and socioeconomically disadvantaged are at 5.5%. All students' suspension rates is at 5.1%. **Scope:**	The creation of a school climate team at each school will increase access to training on Positive Behavior Intervention Services, Restorative Practices, trauma informed instruction, and Social Emotional Learning at the school site level which in turn will reduce suspension rates and provide for a positive learning environment for our students.	Suspension rates (Metric 2.9) , California Healthy Kids Survey (Metric (2.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Increase Parent Education and Involvement **Need:** Educational Partner Input clearly indicated that Parent Engagement is an area of priority. In addition, research clearly indicates that encouragning parent engagement in their students school work and expectation support student improvement in academic areas. The California Dashboard 2022-2023 clearly indicates improvement is needed: -Low-Income students:-56.1 (ELA), -91.1 (Math) • English Learners: -84.8 (ELA), -119 (Math) -Foster Youth: -115.8 (ELA), -145.3 (Math) **Scope:** LEA-wide	In response to feedback from Educational Partners, HUSD is continuing with its commitment to family engagement albeit at lower full time employment (FTE) at each school. It is doing this by expanding training opportunities specifically designed to support the families of unduplicated students—Socioeconomically Disadvantaged students, English Learners, and Foster Youth. Partners emphasized the importance of equipping families with the tools needed to better support academic achievement at home. To meet this need, the district will continue to provide Family Engagement Specialists at every school site to serve as trusted connectors between home and school. These specialists offer direct support to families, facilitate culturally relevant and linguistically accessible workshops, and help navigate academic expectations across grade levels. Parent workshops—offered in multiple languages—will focus on helping families understand grade-level standards in English Language Arts and Math. They will also provide practical, research-based strategies that parents can use at home to reinforce academic learning and classroom expectations. These efforts are grounded in the belief that strong family-school partnerships are essential to student success. By acting on the priorities identified through Educational Partner engagement, HUSD	CAASPP (Metric 1.2) Parent Participation in Parent University (Metric 2.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		is empowering families to become more active and confident participants in their children's education.	
2.7	**Action:** Promote Attendance and Reduce Chronic Absenteeism **Need:** Based on Educational Partner Input, there is a need to continue the focus on decreasing the chronic absenteeism of all students, specifically Socioeconomically Disadvantaged students, English Learners and Foster Youth. Dataquest lists the K-12 chronic absenteeism rates as 41.0% for Socioeconomically Disadvantaged students, 41.3% for English Learners and 60.3% for Foster Youth for the 22-23 school year. **Scope:** LEA-wide	The district is promoting attendance awareness at school sites, assessing data, and providing direct supports to families to help with overcoming the barriers that result in absenteeism. By increasing attendance (and attendance awareness) to 95% or higher, students are present to engage in and receive lesson instruction, resulting in greater academic achievement.	Chronic Absenteeism Rate (Metric 2.6)
2.8	**Action:** Improve Students' Health and Well-Being **Need:** Students need health support, monitoring and access to care. The need stems from the health conditions that our students have, and that have been shared by families. The nurses are working with medical providers, to ensure we provide appropriate care so students can access academics. **Scope:**	Unduplicated students receive additional access to school nurses. The nurses are able to connect students and families with care and services. Nurses work with families and school staff to identify and ensure that students and staff have the overall support for school student body and staff. It is important that students are able to stay healthy and attend school regularly.	Chronic Absenteeism (Metric 2.6), Vision and Hearing Screenings, Immunization Compliance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	**Action:** Students with Disabilities **Need:** Students with Disabilities academic performance, graduation rate and suspensions. In school year 2022-2023, the graduation rate of students with disabilities that are also Socioeconomically Disadvantaged is 53.1%, that are also EL/ML is 50.0% and that are Foster Youth is 20.0%. The suspension rate for students with disabilities that are also Socioeconomically Disadvantaged is 6.4%, that are EL/ML is 7.8% and that are Foster Youth is 18.2%. The current percentage of the total number of Students with Disabilities who are socioeconomically disadvantaged are 73.9% , EL/MLs are 25% L, and Foster Youth are 1.1%. (CALPADS Cumulative Enrollment) **Scope:** LEA-wide	In August of 2023, HUSD adopted board policy 0415.5 Inclusive Education recognizing that this approach has emerged as an effective evidence-based model for supporting diverse learners and optimizing student performance. With its emphasis on valuing diversity, maximizing access and student potential, and seeing differences as both an asset and a source of creativity and strength, Inclusive Education can help prepare diverse learners for an increasingly diverse workplace and world. To ameliorate the low performance rates both in English Language Arts, Math, and Graduation rates, HUSD will have systemic professional development for all district staff that prepares the personnel to support student learning for all students and sustains their ongoing efforts to create an inclusive educational environment. Our Students with Disabilities being served are 29.9% of EL/ML, SED - 78.7%, Foster Youth - 0.6%. To further address the chronic underperformance of SWD on statewide measures, it is necessary for the District to conduct an inventory and audit of the supplemental tools Special Education teachers are accessing. The District must identify essential tier 3 tools and bolster educators' use of these evidence-based interventions. In line with prior actions described herein, the District will provide de-escalation training to all staff. Furthermore, the district will train a cadre of trainers to provide Crisis Intervention and Prevention (CPI) to site teams. By bolstering staff skills in addressing behavioral excesses, a reduction in SWD suspensions will occur.	Increase graduation rates to 85%. (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Recruit and Retain Highly Qualified Teachers **Need:** Recruiting and retaining highly qualified teachers and staff. This need was identified based on feedback from Educational Partners, who emphasized the importance of stable, well-prepared educators to support student learning. In addition, Educational Partner Input highlighted the need for greater staff diversity and representation, particularly among teachers and support staff who reflect the cultural, linguistic, and racial backgrounds of our student population. This feedback underscores the importance of inclusive hiring practices and targeted recruitment strategies to ensure all students see themselves reflected in the adults who serve them. **Scope:** LEA-wide	Our goal is ultimately to increase services for students and families, while retaining highly qualified staff to work directly with our unduplicated students and their families. Teachers will provide a focus approach to instruction on unduplicated student groups including Low-Income students, English Learners/Multi Lingual Learners (EL/MLs), and Foster Youth, with an emphasis on English Language Development and differentiation strategies. Along with differentiation, our teachers receive Culturally Relevant Pedagogy. In addition Human Resources reaches out to Teacher Bilingual Programs to advertise and recruit teachers, an incentive is to have an additional monetary stipend to attract bilingual teachers and teachers in other hard to fill subject areas. Based on CAASPP results, these groups demonstrate significant academic need: -Low-Income students:-56.1 (ELA), -91.1 (Math) -English Learners: -84.8 (ELA), -119 (Math) -Foster Youth: -115.8 (ELA), -145.3 (Math) Through targeted support, the goal is to increase academic achievement for these students in classrooms led by Induction program participants. (CA Dashboard 2022-2023) We added two metrics to Goal 3 in order to more accurately measure the impact of highly qualified teachers on our Unduplicated Students.	Recruiting and Retention Rates (Metric 3.1), Graduation Rates (Metric 2.5)
3.2	**Action:**	To better support our English and Multilingual Learners (EL/MLs), the district is prioritizing efforts	Hiring Rates of Recruitment and Retention

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Attract and Retain Bilingual Staff and in Specialized Fields **Need:** In 2023 Dashboard the percentage of English Learners was 30.3%. Based on the 2022-2023 Dataquest report, the number of English Learners whose primary language is Spanish: 4,572 Farsi/Dari: 156, Hindi: 60 Punjabi: 82, Tagalog:124, Vietnamese: 136, Chinese-Mandarin: 22 Cantonese: 46 Arabic 50. Based on Educational Partner feedback (PAC), they requested support for families and students. **Scope:** LEA-wide	to increase access to credentialed, biliterate educators. One key strategy is focused on recruiting and retaining teachers who hold a BCLAD (Bilingual, Cross-cultural, Language and Academic Development) certification. These teachers are specifically trained to deliver effective instruction to students whose primary language is not English, ensuring access to grade-level content in a linguistically responsive way. Currently, our BCLAD teacher vacancy rate is 4.55%, which underscores a need for strategic recruitment. To address this, we are strengthening partnerships with universities to establish a pipeline for bilingual teacher candidates and expanding our outreach by presenting at the California Association for Bilingual Education (CABE) conference and similar forums. In addition to certificated staff, biliterate classified staff will continue to play a vital role in engaging families whose primary language is not English. These staff members provide translation and communication support, fostering stronger home-school connections and ensuring that families can fully participate in their child's education. Together, these actions are designed to enhance academic access and improve outcomes for our English Learner population.	for Bilingual Teachers/Staff.(Metric 3.9)
3.4	**Action:** Translation/Interpretation Services **Need:** In 2023 Dashboard the percentage of English Learners was 30.3%. Based on the 2022-2023 Dataquest report, the number of English Learners whose primary language is Spanish:	These services are designed to ensure that all families have access to district communications and meetings, both oral and written. This helps to boost family engagement in the district's services. By increasing access to translation services, both parents and students benefit from a shared understanding of school expectations and student performance.	Metric 3.11 The percent of PAC, DELAC, and DAC meetings and weekly newsletters translated or interpreted in the home languages of participating families

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	4,572 Farsi/Dari: 156. Based on Educational Partner feedback (PAC), they requested support for families and students. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All of our limited actions use an expenditure of LCFF funds and do not use a planned percentage of improved services. As a result, this prompt is not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Our World House program serves one of our neediest English Learner/Multilingual Learner (EL/ML) populations: newcomers in grades 7-12. As described in Goal 1 Action 4, HUSD provides additional staffing allocations to this program through both certificated (additional teachers to keep class sizes small, as well as an additional EL Specialist allocation) and classified (dedicated Bilingual Instructional Assistants to provide primary language translations for students in the classroom). In addition, as described in Goal 1, HUSD provides on site EL Specialists. These positions are increased based on the numbers of EL/MLs at sites. These positions provide direct services, including reading intervention, for students.

Our Coordination of Services Team (COST) specialists provide direct services to low income, foster youth, and EL/ML students experiencing trauma and/or require support with basic needs. As described in Goal 2 Action 1, our COST Specialists are allocated to all sites to provide direct support to these students.

As described in Goal 1 Action 3, our Literacy Committee will continue to implement the new Literacy Plan, which will support all unduplicated students with achieving grade level literacy in the core content areas. These efforts include summer training with the California Reading and Literature Project (CRLP). In addition, the coming year of implementation for the Literacy Plan will include a focus on bringing in robust Tier 2 and Tier 3 instruction and interventions (which includes reading intervention teachers and paraeducators) for students. Finally, we are implementing additional professional development for Mathematics teachers to provide targeted support for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:30
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$183,085,661	$63,601,292	34.739%	0.000%	34.739%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$63,601,292.00	$5,857,523.00	$7,656,276.00	$7,333,214.00	$84,448,305.00	$76,702,228.00	$7,746,077.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$246,865.00	$151,300.00	$398,165.00				$398,165.00	
1	1.2	Professional Learning and Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$906,439.00	$0.00	$906,439.00	$0.00	$0.00	$0.00	$906,439.00	
1	1.3	Best First Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$990,021.00	$1,455,447.00	$1,553,532.00	$760,211.00		$131,725.00	$2,445,468.00	
1	1.4	Multilingual Language Learners and Language Acquisition	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$6,484,511.00	$609,704.00	$3,570,414.00	$360,903.00		$3,162,898.00	$7,094,215.00	0%
1	1.5	Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,742,189.00	$0.00	$2,742,189.00				$2,742,189.00	0%
1	1.6	Building District Common Assessments and Data Driven	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,203,508.00	$954,599.00	$2,720,875.00	$88,875.00		$348,357.00	$3,158,107.00	
1	1.7	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,459,189.00	$613,181.00	$7,338,804.00	$1,498,680.00	$189,889.00	$44,997.00	$9,072,370.00	0%
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,503,841.00	$12,000.00	$5,972,734.00	$131,198.00	$411,909.00		$6,515,841.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$484,483.00	$57,350.00	$523,833.00	$18,000.00			$541,833.00	0%
1	1.10	Deeper Learning Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,985,422.00	$828,645.00	$1,253,883.00	$90,078.00		$1,470,106.00	$2,814,067.00	0%
2	2.1	Coordination of Services to Support the Whole Student	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,889,705.00	$942,500.00	$1,170,282.00	$2,027,973.00	$188,500.00	$445,450.00	$3,832,205.00	0%
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	All	No			Specific Schools: East Avenue, Cherryland, Fairview, Park, Stonebrae	Ongoing	$196,736.00	$0.00		$0.00		$196,736.00	$196,736.00	
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$497,439.00	$240,000.00	$622,128.00		$115,311.00		$737,439.00	
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,191,576.00	$0.00	$6,655,297.00	$151,736.00	$245,667.00	$138,876.00	$7,191,576.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$814,460.00	$16,661.00	$831,121.00	$0.00			$831,121.00	
2	2.6	Increase Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$761,065.00	$41,914.00	$362,509.00	$353,504.00		$86,966.00	$802,979.00	0%
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$405,291.00	$405,291.00	$0.00			$405,291.00	0%
2	2.8	Improve Students' Health and Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,663,189.00	$626,213.00	$3,289,402.00				$3,289,402.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.1	Recruit and Retain Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,215,876.00	$0.00	$22,215,876.00				$22,215,876.00	0%
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$233,906.00	$129,699.00	$129,699.00	$64,792.00	$0.00	$169,114.00	$363,605.00	0%
3	3.3	ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts	All	No												0%
3	3.4	Translation/Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$976,808.00	$0.00	$838,819.00			$137,989.00	$976,808.00	0%
3	3.5	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators							$0.00	$0.00	$0.00				$0.00	0%
3	3.6	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators														
3	3.7	DISCONTINUED for 2025-2026 Family Advocacy and Fostering Positive Experiences in Response to Concerns														
4	4.1	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	All Students with Disabilities	No				Ongoing	$7,000,000.00	$500,000.00			$6,500,000.00	$1,000,000.00	$7,500,000.00	
4	4.2	Use resources, including facilities, efficiently and effectively to support our own educational community.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.	All	No			All Schools	Ongoing	$5,000.00	$0.00	$0.00		$5,000.00		$5,000.00	
5	5.1	Increase Graduation Rates at Brenkwitz	All	No			All Schools	Ongoing	$150,000.00	$0.00		$150,000.00			$150,000.00	
5	5.2	Increase academic support for students once they are in attendance at Brenkwitz.	All	No			All Schools	Ongoing	$0.00	$161,573.00		$161,573.00			$161,573.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$183,085,661	$63,601,292	34.739%	0.000%	34.739%	$63,601,292.00	0.000%	34.739 %	**Total:**	$63,601,292.00
								LEA-wide Total:	$63,601,292.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$398,165.00	
1	**1.2**	Professional Learning and Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$906,439.00	
1	**1.3**	Best First Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,553,532.00	
1	**1.4**	Multilingual Language Learners and Language Acquisition	Yes	LEA-wide	English Learners	All Schools	$3,570,414.00	0%
1	**1.5**	Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,742,189.00	0%
1	**1.6**	Building District Common Assessments and Data Driven	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,720,875.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,338,804.00	0%
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,972,734.00	0%
1	1.9	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$523,833.00	0%
1	1.10	Deeper Learning Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,253,883.00	0%
2	2.1	Coordination of Services to Support the Whole Student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,170,282.00	0%
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	$622,128.00	
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,655,297.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$831,121.00	
2	2.6	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$362,509.00	0%
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,291.00	0%
2	2.8	Improve Students' Health and Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,289,402.00	0%
2	2.9	Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,215,876.00	0%
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	LEA-wide	English Learners Low Income	All Schools	$129,699.00	0%
3	3.4	Translation/Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$838,819.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,299,070.00	$105,421,141.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	$402,448.00	$398,165
1	**1.2**	Professional Learning and Instructional Leadership	Yes	$3,042,598.00	$920,033
1	**1.3**	Best First Instruction	Yes	$5,320,767.00	$3,259,641
1	**1.4**	Multilingual Language Learners and Language Acquisition	Yes	$6,622,324.00	$7,319,115
1	**1.5**	Personalized Learning	Yes	$2,685,369.00	$2,742,189
1	**1.6**	Building District Common Assessments and Data Driven	Yes	$1,826,608.00	$3,724,249
1	**1.7**	College and Career Readiness	Yes	$6,866,948.00	$9,198,681
1	**1.8**	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	$3,230,000.00	$7,447,376
1	**1.9**	Induction Program	Yes	$1,038,997.00	$618,671
1	**1.10**	Deeper Learning Activities	Yes	$4,452,237.00	$3,750,588

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Coordination of Services to Support the Whole Student	Yes	$2,035,000.00	$4,500,882
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	No	$400,000.00	$565,504
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	Yes	$700,000.00	$1,072,720
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	$3,000,000.00	$7,283,325
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	Yes	$400,000.00	$1,002,880
2	2.6	Increase Parent Education and Involvement	Yes	$2,759,240.00	$4,153,546
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	$575,000.00	$665,722
2	2.8	Improve Students' Health and Well-Being	Yes	$2,361,182.00	$3,463,474
2	2.9	Students with Disabilities	Yes	$300,000.00	0
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	$26,183,702.00	$33,193,362
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	$630,077.00	$1,216,493
3	3.3	Teacher Mis-assignments - DISCONTINUED FOR 2025-26	No	$0	$0
3	3.4	Translation/Interpretation Services	Yes	$650,000.00	$1,107,952

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Certificated Administrator Credentialing - DISCONTINUED FOR 2025-26	No	$0	$0
3	**3.6**	Classified Administrator Credentialing - DISCONTINUED FOR 2025-26	No	$0	$0
3	**3.7**	Family Advocacy/Fostering Positive Experiences in Response to Concerns -Discontinued FOR 2025-26	No	$0	$0
4	**4.1**	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	No	$7,500,000.00	$7,500,000
4	**4.2**	Use resources, including facilities, efficiently and effectively to support our own educational community.	No	$0.00	$0
4	**4.3**	School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.	No	$5,000.00	$5,000
5	**5.1**	Increase Graduation Rates at Brenkwitz	No	$150,000.00	$150,000
5	**5.2**	Increase Academic Support for students once they are in attendance at Brenkwitz.	No	$161,573.00	$161,573

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$61,126,897	$60,360,167.35	$61,661,885.00	($1,301,717.65)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	$402,448.80	$398,165		
1	1.2	Professional Learning and Instructional Leadership	Yes	$2,950,042.80	$175		
1	1.3	Best First Instruction	Yes	$2,641,891.58	$1,662,831		
1	1.4	Multilingual Language Learners and Language Acquisition	Yes	$6,265,324.00	$3,650,238		
1	1.5	Personalized Learning	Yes	$2,551,101.03	$2,742,189		
1	1.6	Building District Common Assessments and Data Driven	Yes	$1,826,608.39	$2,602,068		
1	1.7	College and Career Readiness	Yes	$5,129,153.00	$2,231,017		
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	$30,000.00	$3,852,648		
1	1.9	Induction Program	Yes	$888,997.20	$116,188		
1	1.10	Deeper Learning Activities	Yes	$2,033,076.00	$1,850,668		
2	2.1	Coordination of Services to Support the Whole Student	Yes	$834,350.00	$1,403,500		
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	Yes	$700,000.00	$618,346		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	$2,000,000.00	$3,294,495		
2	**2.5**	Reduce Exclusionary Discipline and Support School Connectedness	Yes	$100,000.00	$627,024		
2	**2.6**	Increase Parent Education and Involvement	Yes	$1,407,212.73	$595,726		
2	**2.7**	Promote Attendance and Reduce Chronic Absenteeism	Yes	$475,000.00	$405,291		
2	**2.8**	Improve Students' Health and Well-Being	Yes	$2,361,182.09	$1,374,066		
2	**2.9**	Students with Disabilities	Yes	$300,000.00	0		
3	**3.1**	Recruit and Retain Highly Qualified Teachers	Yes	$26,183,702.00	$33,193,362		
3	**3.2**	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	$630,077.73	$129,699		
3	**3.4**	Translation/Interpretation Services	Yes	$650,000.00	$914,189		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$183,171,578	$61,126,897	0	33.371%	$61,661,885.00	0.000%	33.663%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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