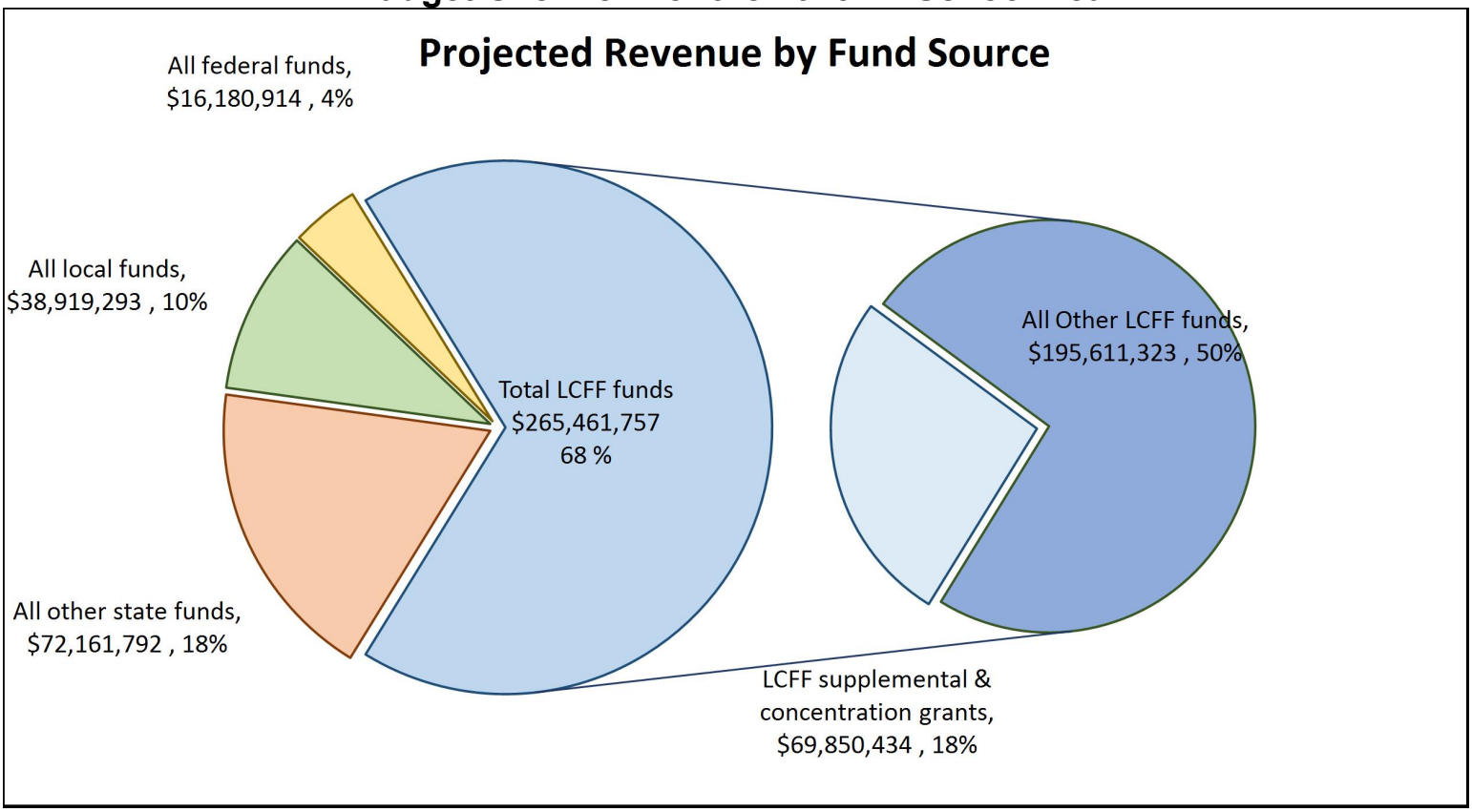
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Unified School District
CDS Code: 01 61192 000000
School Year: 2026-27
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 2026-27 School Year

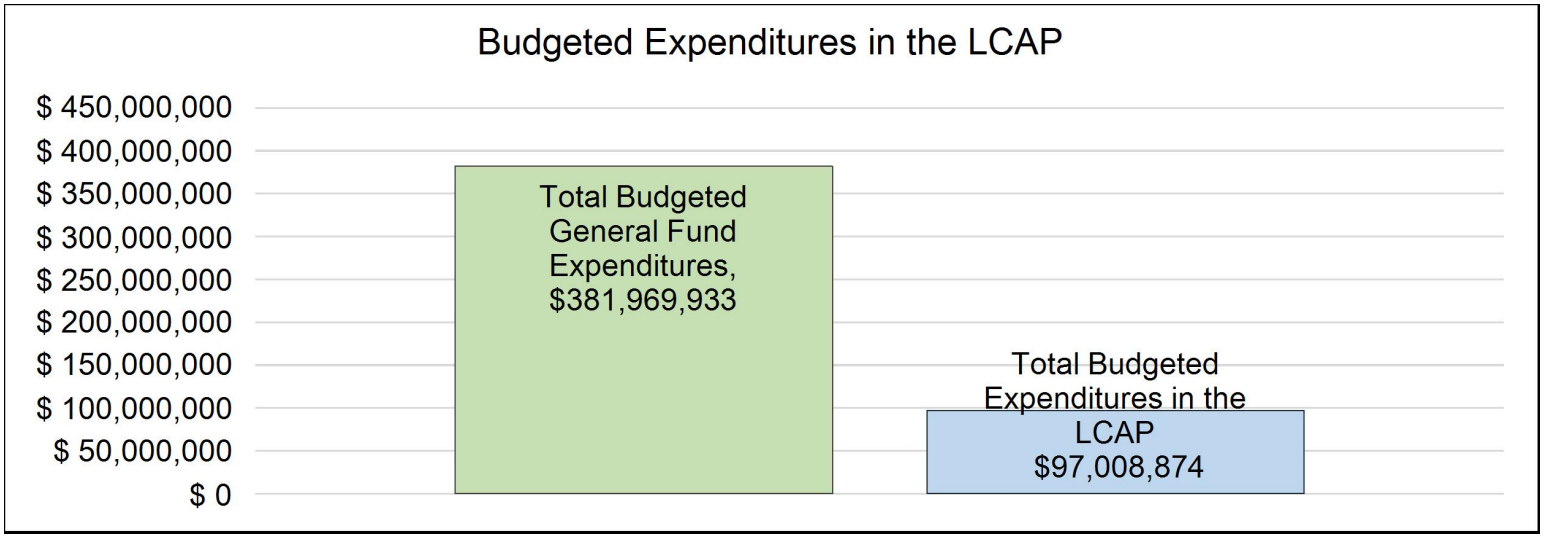


This chart shows the total general purpose revenue Hayward Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Unified School District is $392,723,756, of which $265,461,757 is Local Control Funding Formula (LCFF), $72,161,792 is other state funds, $38,919,293 is local funds, and $16,180,914 is federal funds. Of the $265,461,757 in LCFF Funds, $69,850,434 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 2026-27. 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 $381,969,933 for the 2026-27 school year. Of that amount, $97,008,874 is tied to actions/services in the LCAP and $284,961,059 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

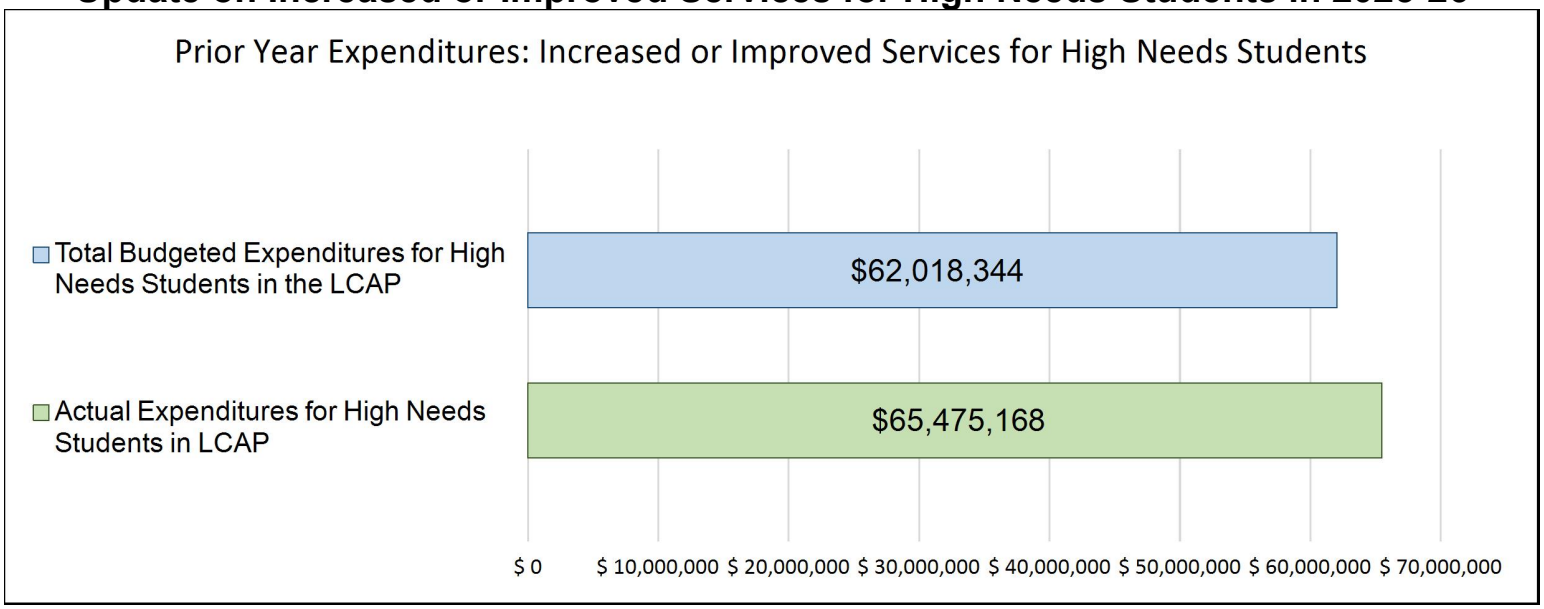
Most costs for base services, including most instructional (general and special education), after-school program (YEP), administration, insurance, utilities, custodial/facility maintenance and other operational cost centers are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Hayward Unified School District is projecting it will receive $69,850,434 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 $69,850,434 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 2025-26



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 2025-26, Hayward Unified School District's LCAP budgeted $62,018,344 for planned actions to increase or improve services for high needs students. Hayward Unified School District actually spent $65,475,168 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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. Based on the 2025 CBEDS report, the district's student demographic composition for the 2025–26 school year includes 65.44% Hispanic/Latino, 9.90% Asian, 6.75% Filipino, 6.64% African American, 3.37% White, 2.87% Pacific Islander, 0.19% American Indian, and 4.13% identifying with multiple races.

For the 2024–25 California Dashboard indicators, HUSD serves approximately 17,377 students, of whom 78.3% are socioeconomically disadvantaged, 31.2% are English Learners, and 0.2% are Foster Youth.
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 Anti-Bias/Anti-Racism (ABAR) principles across district initiatives, including the Literacy, Visual and Performing Arts (VAPA), Facilities, Mathematics, and Multilingual Learner (ML) Master Plans, to ensure equitable access to high-quality educational opportunities and supports for all students.

Equity Multiplier funding is allocated to school sites with high levels of student need, based on criteria including elevated non-stability rates and high percentages of socioeconomically disadvantaged students. These funds are intended to support targeted strategies that improve academic outcomes and student engagement for students furthest from opportunity.

For the 2025–26 school year, Brenkwitz Continuation High School meets the eligibility criteria, with a non-stability rate of 82.7% and 86.6% of students identified as socioeconomically disadvantaged. This marks Brenkwitz's third year receiving Equity Multiplier funding. The school has also demonstrated improvement in its graduation rate, increasing from 62.4% to 78.3% in the most recent reporting cycle. Based on this designation, Brenkwitz will receive approximately $224,632 in Equity Multiplier funding to address identified student needs and strengthen academic and engagement outcomes.

Faith Ringgold School of Arts and Science also met the eligibility criteria, with a non-stability rate of 29.9% and 94.0% of students identified as socioeconomically disadvantaged. This would have been the school's first year receiving Equity Multiplier funding. However, due to the planned school closure, the district will not receive Equity Multiplier funding for this site.

Hayward Unified School District (HUSD) was identified for Differentiated Assistance based on performance indicators for specific student groups, including African American students, English Learners/Multilingual Learners (EL/ML), Homeless Youth, Long-Term English Learners (LTEL), and Students with Disabilities. The indicators that resulted in this identification included English Language Arts (ELA), Mathematics, Graduation Rate, and Suspension.
Through targeted improvement efforts, HUSD has exited Differentiated Assistance status for most student groups. Currently, Foster Youth and Long-Term English Learners (LTEL) remain identified for Differentiated Assistance for the following indicators: Foster Youth: ELA, Mathematics, Suspension, and Chronic Absenteeism. LTELs remain identified for English Learner Progress Indicator (ELPI) and Graduation Rate.
The district continues to implement systemwide improvement strategies to address these indicators and improve outcomes for these student groups.

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.

Updated Summary of Key Actions and Outcomes Addressing Performance Gaps
In alignment with the California School Dashboard, Hayward Unified School District (HUSD) continues to demonstrate measurable progress in key outcome areas, while also facing persistent challenges in academic achievement and equity gaps across student groups.
Progress and Positive Trends

HUSD has made notable gains in several priority areas:
Graduation Rate (Green): Increased by 2.8% to 80.2%, with significant gains among Pacific Islander (+24.4%) and Two or More Races (+20.6%) student groups.
College & Career Readiness (Green): Improved by 2.0% to 50.3%, with strong growth among Filipino, Pacific Islander, and Two or More Races students.
ELA Performance (Yellow): Increased by 6.4 points, indicating early impact of literacy-focused strategies.
Suspension Rate (Yellow): Declined slightly to 5.2%, reflecting continued focus on restorative practices.
Chronic Absenteeism: Decreased by 2.3 points to 24.5%, showing progress in re-engagement efforts.

These improvements reflect the district's investment in Best First Instruction, MTSS, culturally responsive practices, and expanded social-emotional supports, including COST teams and wellness initiatives .

Ongoing Challenges and Equity Gaps
Despite areas of growth, significant disparities persist, particularly for historically underserved student groups:
Mathematics (Orange): While improving slightly (+2.5 points), performance remains 88.8 points below standard, with multiple student groups (e.g., Foster Youth, Long-Term English Learners, Students with Disabilities) in the Red.
English Learner Progress (Orange): Declined by 4.0% to 38.7%, indicating a critical need to strengthen language acquisition systems.
Chronic Absenteeism: Although improved overall, remains high for Homeless (54.2%) and Foster Youth (50%), both in Red.
Graduation Rate Disparities: English Learners (61.6%), Homeless (51.5%), and Long-Term English Learners (66.3%) remain in Red, despite modest gains.
ELA and Math Achievement Gaps:
English Learners, Students with Disabilities, Homeless, and Foster Youth remain far below standard, particularly in Math (many exceeding 100–170 points below standard).
Long-Term English Learners and Foster Youth show declines or minimal growth in key areas.

Implications for Action
The data reinforces several critical priorities:
Strengthen Tier 1 Instruction: Continue scaling coherent, districtwide literacy and math strategies with consistent implementation.
Intensify Support for Multilingual Learners: Reverse declines in English Learner progress through targeted Integrated ELD, progress monitoring, and teacher capacity-building.
Accelerate Math Improvement: Prioritize mathematics as a systemwide focus, particularly for students in Red and Orange performance levels.
Deepen MTSS and Attendance Systems: Sustain gains in attendance while intensifying support for Homeless and Foster Youth.

In the California Dashboard for Hayward USD, our district has the following ratings:

Green
The graduation rate increased 2.8% to 80.2%
College/Career readiness improved 2% to 50.3%.

Yellow
Academic performance on the ELA CASSPP increased 6.4 points to 49 points below standard.
The suspension rate declined 0.4% to 5.2%

Orange
Academic performance on the Math CASSPP increased 2.5 points to 88.8 points below standard.
English Learners making progress declined 4.0% to 38.7%.
Chronic absenteeism declined 2.3 points to 24.5%.

Student groups are presented in the data as follows:

English Language Arts
Green
Asian: increased 6.6 points to 2.6 points below standard.
Filipino: increased 7.1 points to 23.1 points above standard..
Yellow
African-American: increased 9.4 points to 58.4 points below standard.
Latinx: increased 5.4 points to 65.7 points below standard.
Pacific Islander: increased 9.3 points to 40.7 points below standard.
White: increased 5.2 points to 17 points below standard.
Two or More Races: increased 16 points to 8.5 points below standard.
Socioeconomically Disadvantaged: increased 5.4 points to 58.8 points below standard.
Orange
English Learners: increased 4.9 points to 88.9 points below standard.
Homeless: increased 20 points to 135.7 points below standard.
Students with Disabilities: increased 15.1 points to 110.8 points below standard.
Red
Long-Term English Learners: increased 1.5 points to 113.1 points below standard.
Foster Youth declined 42.1 points to 158.3 points below standard.

Mathematics
Green
Filipino: increased 3.5 points to 21.9 points below standard..
Yellow
Asian: increased 5.7 points to 27.1 points below standard.
Pacific Islander: increased 11.2 points to 86.1 points below standard.
Orange
African-American: increased 5.1 points to 113.9 points below standard.
White: increased 2.0 points to 52.3 points below standard.
Two or More Races: increased 1.4 points to 56.9 points below standard.
English Learners: increased 3.3 points to 117.4 points below standard.
Homeless: increased 23.5 points to 153.1 points below standard.
Students with Disabilities: increased 10.1 points to 144.3 points below standard.
Red
Latinx: increased 1.2 points to 105.7 points below standard.
Long-Term English Learners: declined 4.6 points to 165.1 points below standard.
Socioeconomically Disadvantaged: increased 1.4 points to 98.3 points below standard.
Foster Youth declined 12.4 points to 178.1 points below standard.

Graduation Rate
Blue
Filipino: increased 2.3% to 95.0%.
Pacific Islander: increased 24.4% to 97.5%.
Green
Two or More Races: increased 20.6% to 92.9%.
Socioeconomically Disadvantaged: increases 3.7% to 80%.
Yellow
Latinx: increased 2.6% to 76.0%.
Students with Disabilities: increased 5.5% to 73.2%
Orange
African-American: declined 1.3% to 83.7%.
Asian: declined 4.1% to 86.8%.
White: declined 1.5% to 86%.
Red
English Learners: increased 0.9% to 61.6%.
Long-Term English Learners: declined 1.3% to 66.3%.
Homeless: declined 1.3% to 51.5%

Chronic Absenteeism
Yellow
Asian: declined 3.2 points to 13.7%.
Pacific islander: declined 9.2 points to 30.6.
White: declined 4.7 points to 20.2%.
Orange
African-American: declined 1.6 points to 37.1%.
Filipino: increased 0.3 points to 13.2%.
Latinx: declined 1.9 points to 25.9%.
Two or More Races: declined 2.0 points to 23.2%
English Learners: declined 2.9 points to 23.7%.
Long-Term English Learners: declined 2.2 points to 23.4%.
Students with Disabilities: declined 2.2 points to 31.1%
Socioeconomically Disadvantaged: declined 2.4 points to 26%.
Red
Homeless: increased 2.6 points to 54.2%
Foster Youth: increased 15.8 points to 50%

Suspension Rate
Green

Filipino: maintained 0.1% to 2.0.
Asian: declined 0.3% to 2.7..
Yellow
African-American: declined 2.0% to 10.1%
English Learners: maintained 0.1% to 4.5.
Pacific islander: declined 0.9% to 5.5.
White: declined 0.7% to 5.2.
Orange
Latinx: maintained 0.2% to 5.2.
Two or More Races: increased 0.6% to 6.4.
Long-Term English Learners: declined 0.8% to 8.7.
Students with Disabilities: maintained 0.0% to 7.0
Socioeconomically Disadvantaged: increased 0.6% to 6.4.
Homeless: declined 1.0% to 10.
Red
Foster Youth: increased 4.7% to 17.2.

Learning Recovery Emergency Block Grant (LREBG)
HUSD will continue to utilize remaining Learning Recovery Emergency Block Grant funds to support recruitment and retention efforts aligned to Goal 3, Actions 1 and 2. The Spring 2026 Needs Assessment identified staffing shortages and vacancies in hard-to-fill positions as a barrier to providing consistent instructional and support services for students, particularly English learners, students with disabilities, and other students requiring additional academic and social-emotional supports.
LREBG funds will support recruitment, retention, credentialing pathways, and staffing strategies designed to increase access to qualified educators and support personnel. These efforts include virtual career fairs, contingent contracts, teacher residency programs, and support for permit teachers to earn full credentials.
These investments are intended to increase students' access to credentialed and appropriately assigned staff because qualified educators are necessary to deliver evidence-based instruction, specialized services, intervention supports, and learning recovery opportunities identified through the district's needs assessment. By reducing vacancies and improving staffing stability, the district will be better positioned to provide consistent instructional services and support improved student outcomes.
The use of these funds will be monitored and reported through the LCAP Annual Update process.

Two years ago, 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://docs.google.com/spreadsheets/d/1iBi3SuuuRvwsvgu36CdiEnqzGYz6jpU6UsdPKAhh0go/edit?usp=sharing
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: Foster Youth
Suspension: Foster Youth
Chronic Absenteeism: Foster Youth
ELPI: Long Term English Learner (LTEL)
Graduation: LTEL

Systemic Instructional Review (SIR)
Hayward Unified School District continues to implement the Systemic Instructional Review (SIR) process to strengthen instructional systems and improve outcomes for student groups identified through the California Dashboard. Through this process, cross-functional improvement teams analyze district data, conduct root cause analysis, and develop targeted strategies aligned to three priority areas: Professional Learning and Instructional Support, Curriculum and Instructional Alignment, and Data Use and Program Evaluation.
The district uses a continuous improvement approach through Plan–Do–Study–Act (PDSA) cycles, allowing teams to test strategies, review data, and refine practices that support student success. This work includes gathering staff feedback through surveys and empathy interviews, identifying system barriers, and developing resources to strengthen professional learning, instructional alignment, and the use of data across schools.

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.

Hayward Unified School District continues to support Tennyson High School, which is identified for Comprehensive Support and Improvement (CSI) due to a low graduation rate. Based on the California Dashboard, Tennyson High School's three-year graduation rate average is 64.92%, below the state threshold of 68% for CSI identification. The district is working closely with the school to implement targeted strategies, align resources, and monitor progress to increase graduation rates and improve student outcomes.

Support for Identified Schools

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

Hayward Unified School District (HUSD) is committed to supporting schools identified for Comprehensive Support and Improvement (CSI) in developing and implementing improvement plans that address the root causes of underperformance. Tennyson High School is identified for

CSI due to low graduation rates and is implementing a Schoolwide Program aligned with the district's Local Control and Accountability Plan (LCAP).

To support the development and implementation of the CSI plan, HUSD provides school leaders with comprehensive data and technical assistance to analyze factors contributing to low academic performance and graduation outcomes. These data sources include CAASPP results, local assessment data, graduation and attendance trends, student group performance data, stakeholder input, and California School Dashboard indicators. This analysis supports the identification of root causes and the development of targeted improvement strategies. HUSD aligns CSI funding with site-level planning efforts to support both immediate student interventions and long-term system improvements. These efforts are integrated with districtwide initiatives, including the Systemic Instructional Review (SIR), Best First Instruction, and Multi-Tiered Systems of Support (MTSS).

District support for CSI schools includes:
Targeted academic support in English Language Arts and Mathematics aligned with district curriculum, instructional frameworks, and professional learning.
Expanded student support systems, including Coordination of Services Team (COST) processes and access to social-emotional and wellness supports to address barriers to learning.
Graduation and engagement supports, including strengthened systems to monitor credit accumulation, identify students at risk of falling behind, and provide timely interventions to support on-time graduation.
Attendance and re-engagement strategies, including collaboration with Child Welfare and Attendance (CWA) and school-site teams to address chronic absenteeism and increase student engagement.
Equitable access to rigorous coursework and academic resources to ensure students have opportunities to meet graduation and college and career readiness requirements.
HUSD also provides ongoing professional learning and coaching to support the implementation of effective instructional practices and student engagement strategies. Professional learning focuses on strengthening culturally responsive instruction, data-informed decision-making, and relationship-centered school practices to improve outcomes for historically underserved student groups.
Through these coordinated efforts, HUSD works closely with CSI-identified schools to implement improvement strategies, monitor progress, and adjust support as needed. The effectiveness of these initiatives is reviewed through ongoing data analysis, school-site collaboration, and stakeholder feedback, ensuring continuous improvement in student achievement, engagement, and graduation outcomes.

Monitoring and Evaluating Effectiveness

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

Hayward Unified School District (HUSD) will monitor and evaluate the effectiveness of improvement efforts through a continuous improvement process that includes regular data review, collaboration with school leadership teams, and educational partner engagement. Progress will be monitored using multiple data sources, including California School Dashboard indicators, CAASPP results, graduation rates, chronic absenteeism, local assessments, and student group performance data.
District and site leaders will participate in regular meetings to review student achievement data and assess progress toward improvement goals. Through these data cycles, school leaders will identify root causes of underperformance, refine site-level strategies, and monitor the

effectiveness of interventions using assessment results, course completion and credit accumulation data, attendance trends, and school climate survey results.
Particular attention will be given to the performance of historically underserved student groups, including English Learners, Long-Term English Learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students. Data will be reviewed regularly to ensure that improvement efforts are resulting in measurable progress for these student groups.
Implementation of CSI strategies will be monitored through alignment between school-level plans (SPSA), the district LCAP, and the Systemic Instructional Review (SIR) priorities, ensuring coherence between instructional improvement efforts, professional learning, and student support systems.
The district will also conduct regular reviews of CSI expenditures and site budgets to ensure funds are strategically aligned with improvement goals. Schools will provide updates to School Site Councils and other educational partners, maintaining transparency and shared accountability.
Through this structured monitoring process, HUSD will evaluate the impact of improvement efforts and make adjustments as needed to support improved student outcomes, increased graduation rates, and stronger student engagement. Progress will be measured through improvements in California School Dashboard indicators, including movement from Red to Orange, Yellow, and Green performance levels for identified student groups and schools.

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) Asian Pacific Islander Community Initiative (APICI), African American Student Achievement Initiative (AASAI), Parent Ambassadors and Special Education Town Hall.	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 educational Ppners. As part of our engagement strategy, we distributed a district-wide survey to all members of the HUSD community, including parents, to collect broad feedback on budget priorities and areas of student need. https://docs.google.com/forms/d/e/1FAIpQLSctE1TjKU5f2SPfEhz6sU-E4_yYEuUPIE_K1HxY40UeI7zuLg/viewform In addition, we held a series of meetings with key advisory groups: -Asian Pacific Islander Community Initiative (APICI): Presented on December 3, 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. -District English Learner Advisory Committee (DELAC): Convened on November 19, 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
	-African American Student Achievement Initiative (AASAI): Engaged parents on November 20, 2025, to discuss the academic experiences of African American students and identify strategies to improve outcomes. -Parent Advisory Committee (PAC): Met on December 16, 2025. Parents of low-income students, English Learners, and students in Special Education provided valuable input on budget priorities. -Parent Ambassadors: Met on December 1, 2025, Parent Ambassadors serve as parent leaders at their school sites, providing feedback on concerns and issues impacting their school communities. -Special Education Town Hall Meeting: Held on November 18, 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 December 10, 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 December 10, 2025 Mt. Eden High School on December 12, 2025, Tennyson High School on December 17, 2025, and Hayward High School on December 5, 2025.
Townhall Meetings for Staff and Community	We gathered teacher input through a district-wide survey and various presentations at councils with teacher representativies from each school site. Town Hall @ Bret Harte MS- November 13, 2025 Town Hall @ Mt. Eden HS - November 15, 2025 Town Hall @ Tennyson HS -December 2, 2025 Town Hall -Virtual Community -December 11, 2025 ALL staff, students, and community were encouraged to share the LCAP survey and presentation with their colleagues.

Educational Partner(s)	Process for Engagement
Principals and administrators:	Principal and administrator input was gathered through a district-wide survey, and additional feedback was provided during a meeting on November 20, 2025.
Local Bargaining:	The LCAP was presented to the Hayward Education Association on December 19th, 2025. Association of Educational Office and Technical Employees (AEOTE), provided feedback on November 20, 2025. via the LCAP Survey and declined a district office presentation. The Service Employees International Union (SEIU) provided feedback on December 19, 2025.
SELPA:	The SELPA Director provided written feedback via email on March 11, 2026
Equity Multiplier for Brenkwitz:	During a school activity at Brenkwitz on April 8, 2026, students were given time to share their feedback on the Equity Multiplier. Brenkwitz Staff, provided feedback at their staff meeting on April 8th, 2026. Parents and students provided input on May 6, 2026.

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, mathematics intervention, and expanded access to Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment opportunities. It also integrates ongoing professional learning for teachers and leadership teams focused on anti-bias, anti-racist, and culturally responsive practices.

This goal was developed in response to performance data from the California School Dashboard and extensive educational partner input across HUSD. Educational partners consistently emphasized the need to improve academic achievement for all students, particularly English Learners/Multi-Lingual Learners (EL/MLs), Students with Disabilities (SWDs), Socioeconomically Disadvantaged (SED) students, and other groups furthest from opportunity.

While graduation rates have continued to improve across student groups, academic performance remains a significant concern. Recent data shows continued gains in graduation outcomes, including increases for EL/MLs, African American students, Students with Disabilities, Foster Youth, and students experiencing homelessness. However, CAASPP results indicate only modest improvement, with Distance from Standard improving but remaining below grade-level expectations (e.g., mathematics improved from approximately -91.4 to -88.8 and ELA from -55.4 to -49.0).

English learner progress remains an area of need, with reclassification rates declining (12.6% to 10.1%) despite ongoing investments in ELD instruction and supports, indicating a need to strengthen language development systems and access to rigorous instruction.

To support this goal, HUSD continues implementation of a Systemic Instructional Review (SIR) in partnership with the Alameda County Office of Education. Improvement Teams are addressing root causes through alignment of curriculum, instruction, assessment, and professional learning, with a focus on strengthening Tier 1 instruction and targeted interventions.

This goal reflects an urgent need to ensure that instructional strategies and educational investments are strategically aligned and effectively implemented because high-quality, consistent instruction and access to rigorous coursework are necessary to improve academic outcomes for unduplicated pupils.

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%	1) 2025-2026 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) 24-25 CAASPP points away from standard Math: HUSD = -88.8 African American = -113.9 Hispanic = -105.7 EL/ML = -117.4 SWD = -144.3 Foster Youth = -178.1 Homeless Youth = -153.1 Socioeconomically Disadvantaged = -98.3 ELA: HUSD = -49 African American = -58.4 Hispanic = -65.7 EL/ML = -88.9 SWD = -110.8 Foster Youth = -158.3	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 = 2.3 African American = 4.6 Hispanic = 1.2 EL/ML = 1.6 SWD = 10.8 Foster Youth = -32.8 Homeless Youth = +15.1 Socioeconomically Disadvantaged = 0.6 ELA: HUSD = -1.1 African American = -2.0 Hispanic = 5.4 EL/ML = -4.1 SWD = +11.5 Foster Youth = -42.5 Homeless Youth = -0.5

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 = -135.7 Socioeconomically Disadvantaged = -58.8 (Data source: 2025 CA Dashboard)	Homeless Youth = -111.2 Socioeconomically Disadvantaged = -32.1	Socioeconomically Disadvantaged = -2.7
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) 24-25 EL/ML Progress towards English Proficiency on the ELPAC: 38.7% (Data source: 2025 CA Dashboard)	3) 26-27 Target EL/ML Progress towards English Proficiency on the ELPAC: 50.7%	-6.0%
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) 24-25 EL Reclassification Rate: 10.1%	4) 26-27 Target EL/ML Reclassification Rate: =14% or above	-3.3%
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% Socioeconomically Disadvantaged = 50.3% Foster Youth = 0%	5) 23-24 Students passing the Advanced Placement Exams with a (3+): 62.92% 3+ Pass rate by selected student groups: English Learners = 65.38%	5) 24-25 Students passing the Advanced Placement Exams with a (3+): 69.96% 3+ Pass rate by selected student groups: English Learners = 40.91%	5) 26-27 Students passing the Advanced Placement Exams with a (3+): 73% 3+ Pass rate by selected student groups: English Learners = 84%	HUSD = 16.66% English Learners = -34.09% Socioeconomically Disadvantaged = 18.34% Foster Youth = No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged = 62.39% Foster Youth = 0% (Data source: 2024 College Board)	Socioeconomically Disadvantaged = 68.64% Foster Youth = 0%	Socioeconomically Disadvantaged = 71% 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 than 11 students tested (Data Source: CAASPP)	6) 24-25 16.88% 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 = 14.27% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested	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 = **	0.4% of 11th graders exceeded standards on the CAASPP ELA assessment English Learners = 0% Socioeconomically Disadvantaged = -1.56% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested
1.7	7) The percent of students successfully	7) 22-23 Students successfully completing	7) 23-24 Students successfully	7) 24-25 Students successfully	7) 26-27 Students successfully	3.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completing CTE sequences	CTE sequences:79.29%	completing CTE sequences: 82.23% (Data Source: 2024 Infinite Campus Report)	completing CTE sequences: 82.67% (Data Source: 2025 Infinite Campus Report)	completing CTE sequences: 88.29%	
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) 24-25 The percent of students who meet A-G requirements and completed a CTE pathway: 6.5% EL/ML = 2.5% Socioeconomically Disadvantaged = 6.3% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested (Data Source: 2025 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: 0.5% EL/ML = 0.5% Socioeconomically Disadvantaged = 0.9% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested
1.9	9) The percent of students enrolled in and completing Algebra for the first time, including unduplicated pupils and African American students	9) Students passing Algebra for the first time: 23-24 (S1) HUSD = 70.24% African Americans = 67.68%	9) Students passing Algebra for the first time: 24-25 (S1) HUSD = 73.05% African Americans = 70.19%	9) Students passing Algebra for the first time: 25-26 (S1) HUSD = 72.77% African Americans = 58.49%	9) Students passing Algebra for the first time: 26-27 (S1) HUSD = 80.24% African Americans = 77.68%	Students passing Algebra for the first time: 24-25 (S1) HUSD = 2.53% African Americans = -9.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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)	Students with Disabilities = 58.21% EL= 50.57% 24-25 (EOY) HUSD = 67.73% African Americans = 63.73% Students with Disabilities = 65.77% EL = 41.18% (Data Source: 2025 Infinite Campus Report)	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%	Students with Disabilities = -12.38% EL/ML = 1.95% 23-24 (EOY) HUSD = 10.1% African Americans = -1.27% Students with Disabilities = 1.0% EL/ML = -5.16%
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% Socioeconomically Disadvantaged = 37.6% (Data Source: 2024 Dataquest)	10) 24-25 Students successfully meeting A-G requirements: HUSD = 33.5% African Americans = 30% Students with Disabilities = 9.2% EL/ML = 13.5% Foster Youth= In order to protect student privacy, data is suppressed because fewer than 11 students tested	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% Socioeconomically Disadvantaged = 43.7%	Students successfully meeting A-G requirements: HUSD = -4.6% African Americans = 0.4% Students with Disabilities = 0.6% EL/ML = -0.7% 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
				Socioeconomically Disadvantaged = 32.4%		Socioeconomically Disadvantaged = -2.3%
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 scheduled for adoption in 2025	As of the 2024-25 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. Social Studies adoption (Grades K-8) and Health (grades 9-12) were completed in spring, 2025 and were purchased/implemented in fall, 2025. While the Science (Grades 7-12) adoption was reviewed and approved by the HUSD School Board in spring, 2025, HUSD staff are identifying the necessary funding to purchase the full Science (Grades	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)	History/Social Science (K-8) and Health (Grade 9) standards-aligned textbook adoption occurred on 5/7/25 and full purchase and implementation of these curricula occurred in fall, 2025. Science (Grades 7-12) for secondary schools board adoption occurred in spring, 2025. Actual purchase of Grades 7-12 science adoption is projected to occur in summer, 2026 (pending availability of funding).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7-12) adoption as soon as funding is available. Mathematics (Grades TK -12) has been postponed for adoption until the 2026 school year.		
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) TK-6 ELs received designated ELD in their classroom as needed. In school year 24-25, 64.90% of 7-12 ELs 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	-25%
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) 24-25 13.69% 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	-2.91%
1.14	14) Increase K-12 student opportunities to participate in the VAPA program in conjunction	14) 23-24 All elementary students in Grades 1 - 4 have prep music (1hr per week).	14) 24-25 All elementary students in Grades 1 - 4 have prep	14) 25-26 All elementary students in Grades 1 - 4 have prep	14) 26-27 100% of elementary students in Grades 1 - 4 will have prep	All elementary students in Grades 1 - 4: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with the VAPA Master Plan	48.5% of 5th and 6th grade students are enrolled in a VAPA course. All secondary sites offer at least one VAPA course. 30.1% of total secondary students were enrolled in at least one VAPA course	music (1hr per week). 48.8% of 5th and 6th grade students 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)	music (1hr per week). 46.6% of 5th and 6th grade students are enrolled in a VAPA course. All secondary sites offer at least one VAPA course. 51.9% of total secondary students were enrolled in at least one VAPA course (Data Source: 2025 Infinite Campus)	music (1hr per week). 78.5% of 5th and 6th grade students 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	5th and 6th grade students: -1.9% All secondary sites: 21.8%%
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) 25-26 11.6% of K-6 students are enrolled in the DLI program; 83.02% 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: 2.7%; 1.54% 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	16) 23-24 Students have sufficient access to standards-aligned	16) 24-25 Students have sufficient access to	25-26 Students have sufficient access to	16) 26-27 Students have sufficient access to	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials	instructional materials: 100%	standards-aligned instructional materials: 100%	standards-aligned instructional materials: 100%	standards-aligned instructional materials: 100%	
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) 24-25 50.3% of students who graduated college and/or career ready (Data source: 2025 CA Dashboard)	17) 26-27 55% of students graduate college and/or career ready	14.8%
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) 25-26 62.54% of SpEd students are in general education at least 80% of their day (Data Source: 2025 SEIS Report)	18) 26-27 65% of SpEd students are in general education at least 80% of their day	4.29%
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 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,	0%
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	20) 24-25 95% of teachers participated in centrally offered district	20) 25-26 83% of teachers participated in centrally offered district	20) 26-27 87% of teachers will participate in centrally offered district	Teachers that participated in centrally offered District

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and Curriculum Framework.	Academic Content Standards and Curriculum Framework. 50% of teachers have participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.	professional 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)	professional development in CA Academic Content Standards and Curriculum Framework. (Data Source: 2025 Department Report)	professional development while 59% of teachers will participate in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.	professional development: 5%;
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) 25-26 9.7% of teachers participated in professional development focused specifically on English Language Development (ELD) strategies for multilingual learners. (Data Source: 2026 Department Reports)	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: -6.3%

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) 25-26 Percent of students that participated in the after school program: EL/ML = 37.9% Socioeconomically Disadvantaged = 42.6% Foster Youth = 90% (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 = 95%	Percent of students that participated in the after school program: EL/ML = -7.1% Socioeconomically Disadvantaged = -4.5% Foster Youth = 62.1%
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 (Data Source: 2024 Infinite Campus Report)	23) 24-25 The percent of students who graduated and completed a CTE pathway: 27.18% EL/ML = 20.25% Socioeconomically Disadvantaged = 27.32% Foster Youth = In order to protect student privacy, data is suppressed (Data Source: 2025 Infinite Campus Report)	23) 26-27 The target percent of students who graduate and complete a CTE pathway: 28% EL/ML = 22% Socioeconomically Disadvantaged = 30% Foster Youth = 6%	The percent of students who graduated and completed a CTE pathway: 5.18% EL/ML = 7.75% Socioeconomically Disadvantaged = 15.99% 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
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) 24-25 Chronic Absenteeism: HUSD = 26.6% African Amer.= 38.4% SWD = 34.0% EL/ML = 26.0% Homeless Youth = 57.9% Foster = 55.4% Socioeconomically Disadvantaged =28.2%	24) 26-27 Chronic Absenteeism: HUSD = 25% African Amer.= 36% SWD = 30% EL/ML = 25% Homeless Youth = 50.6% Foster = 54.3% Socioeconomically Disadvantaged = 25%	Chronic Absenteeism: HUSD = -12.6% African Amer.= -6.0% SWD = -14.4% EL/ML = -15.3% Homeless Youth = 1.3% Foster = -4.9% Socioeconomically Disadvantaged = -12.8%

Goal Analysis [2025-26]

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.

1.1Anti-Bias, Anti-racists ABAR
Due to districtwide budget reductions, several planned ABAR-related investments were modified. The Administrator on Special Assignment (AOSA) for Equity and Anti-Bias/Anti-Racism position was eliminated, and funding for ABAR Influencer stipends ($28,000) and ABAR student activities was removed.
Despite these reductions, the district continued implementation of Anti-Bias/Anti-Racism (ABAR) initiatives through existing departments, site-based leadership, and the Equity Oversight Committee. Professional learning related to ABAR was integrated into existing districtwide training opportunities to maintain a focus on equity and inclusive instructional practices.

1.2 Professional Learning and Instructional Leadership
During the 2025–2026 school year, HUSD implemented this action by providing coordinated, districtwide professional learning and coaching to strengthen standards-based instruction, culturally and linguistically responsive teaching, and evidence-based instructional practices.
The district held three districtwide professional development days, with participation from over 1,100 staff in August and over 1,000 staff in November, focused on literacy, mathematics, inclusive practices, and culturally responsive instruction. Professional learning was aligned to the district's Math Strategic Plan, literacy priorities, and the use of instructional technology and assessments to support Best First Instruction.

To support implementation, the district maintained Teachers on Special Assignment (TOSAs), including Multilingual Learner, Induction, Assessment, and College and Career TOSAs, who provided ongoing coaching, classroom support, and professional learning across school sites. Multilingual Learner TOSAs (3.0 FTE) supported teachers through ELD Institutes, Systematic ELD training, and strategies for supporting multilingual learners, including students with IEPs.
At the secondary level, professional learning supported Ethnic Studies, Advanced Placement (AP), literacy, and mathematics, with a focus on increasing access to rigorous coursework.
These efforts were supported by districtwide assessment implementation, including over 5,200 students completing the HMH Growth Measure and 3,500+ students participating in mathematics benchmark assessments, providing data to guide instruction and professional learning.

1.3: Best First Instruction
The district implemented key components of Best First Instruction to strengthen Tier 1 literacy and mathematics practices. Actions included implementation of evidence-based literacy strategies, administration of universal screeners (e.g.Multitudes K–2), and use of assessment data to guide differentiated instruction and small-group supports. Literacy paraeducators provided targeted daily interventions aligned to evidence-based programs (e.g., SIPPS, UFLI).

The Mathematics Strategic Plan was implemented through professional learning and instructional coaching, with teachers participating in math training cohorts and applying assessment-aligned instructional strategies. Additional professional learning was provided across grade spans, including TK–8 cohorts and focused sessions for grades 4–6 and 6–8.

Instructional materials were implemented through textbook adoptions, including training on new elementary/middle history materials and integration of digital resources.

1.4 Multi Lingual Learner
The district implemented key components of the Multilingual Learner Master Plan, including professional learning for Integrated and Designated ELD, site-based coaching, and targeted support for English learners. Dual Language programs continued with alignment to the 80/20 model, and site EL Specialists and bilingual instructional assistants provided small-group instruction, progress monitoring, and newcomer support. The World House program served 344 students, and Summit K12 supported 1,265 English learners with targeted language development.
Implementation challenges included the scale of need across sites, with over 5,300 students requiring ELPAC assessment, and a decline in reclassification rates (12.6% to 10.1%), indicating the need for stronger language development support. In response, the district increased EL Specialist allocations and expanded coaching and professional learning support.
All major actions were implemented; however, expansion of Dual Language programs at the middle school level remains dependent on future funding.

1.5 Personalized Learning
The district prioritized reducing combination classes and maintaining staffing ratios at elementary schools while expanding access to secondary programs, including Career Pathways, VAPA, and newcomer supports. Additional FTE was allocated to support multilingual learners at secondary sites.

Implementation challenges included staffing shortages, budget constraints, and enrollment shifts, which limited the ability to fully eliminate combination classes and expand all programs. Educational Partner feedback consistently emphasized the importance of smaller class sizes, qualified staff, and access to engaging programs.Despite these challenges, core actions were implemented, including maintaining program offerings and prioritizing staffing to support student engagement and academic access.

1.6 Common Assessments
The district implemented common and local assessments, including universal screening (K–6), Growth Measure ELA, and mathematics benchmarks, supported by Assessment TOSAs, technicians, and site-based professional learning. Illuminate was used to monitor student progress and support identification of students for targeted intervention.
Implementation challenges included inconsistent use of data across sites and varying levels of staff capacity to analyze and apply assessment results. In response, the district provided ongoing professional learning and site-based support to strengthen data-driven instructional practices.

1.7 College and Career Readiness
The district implemented college and career readiness supports through California Colleges, school counseling services, AVID and Puente programs, Career Technical Education pathways, and transcript access via Parchment. Students developed postsecondary, career, and financial aid plans, with targeted recruitment and supports for unduplicated pupils. Implementation challenges included staffing capacity and ensuring consistent accesss to counseling and program participation across sites; however, core services were maintained, including A-G support, case management through CTE pathways, and college readiness programming.

1.8 Visual and Performing Arts (VAPA)
The district implemented the VAPA Strategic Plan by expanding elementary music access, increasing use of the Performing Arts Center (PAC), and developing new VAPA course offerings in Partnership with YEP. All elementary sites staffed music teachers, and participation in grades 5-6 increased from 43% to 50%. Additionally, 24 student and community events were hosted at the PAC to increase engagement. At the secondary level, students accessed VAPA, CTE, STEAM-aligned coursework, supported by teacher professional learning and pathway development. Implemenation challenges included declines in overall VAPA enrollment (3,079 to 2,542) and ensuring consistent access across sites.

1.9 Induction Program
The district continued implemented of the Induction Program through onboarding, mentor-teacher collaboration, Individual Learning Plans (ILPs) and the California Standards for the Teaching Profession (CSTP) aligned to equity-focused instructional practices. New teachers participated and received in weekly mentoring, coaching, and professional learning focused on culturally responsive instruction and supporting diverse student groups.
Implementation was successful, with strong participation and high mentor readiness; however, challenges remain in sustaining long-term teacher retention despite strong initial support through Induction.

1.10 Deeper Learning Activities
The district implemented AASAI, GATE, and SPSA site-based supports to increase access, engagement, and academic opportunities for targeted student groups. AASAI programming included student engagement opportunities (e.g., BASU), family engagement, and site-based initiatives; however, implementation was reduced to primarily parent engagement activities due to funding constraints.

GATE testing using the NNAT was implemented districtwide for most third-grade students, with the exception of two elementary schools. LCFF funds were allocated to school sites through SPSA plans to provide targeted interventions as well as paying for positions; however, implementation was inconsistent, as some sites did not fully expend allocated funds and after-school programming varied across schools.

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-racists ABAR
Material differences between budgeted and estimated actual expenditures are due to districtwide budget reductions, including the elimination of the AOSA for Equity and ABAR position, resulting in lower expenditures than originally planned.
The district continued ABAR implementation through existing staff, district departments, and the Equity Oversight Committee, with professional learning embedded into existing structures.

1.2 Professional Learning and Instructional Leadership
Despite lower expenditures in some areas, the district maintained core services by leveraging existing staff, TOSAs, and districtwide professional learning structures, including PD days serving over 1,000 staff and ongoing assessment implementation.
These adjustments ensured continued support for instructional improvement and student outcomes.

1.3: Best First Instruction
Expenditure Differences
Material differences resulted from the elimination of one Elementary Literacy AOSA position, reducing planned expenditures. Literacy services continued through site-based staff providing screening and targeted interventions for unduplicated pupils.
Percentage of Improved Services
There were no material differences in the percentage of improved services. The district maintained services for unduplicated pupils through literacy, mathematics, tutoring, and targeted interventions aligned to identified achievement gaps.

1.4 Multi Lingual Learner
Mid-year expenditures totaled $6,249,033 compared to the budgeted $7,094,215. The difference resulted from staffing adjustments and phased implementation, including increased site-based EL Specialist allocations using a per-pupil model, which shifted resources to direct services for multilingual learners.
There were no material differences in the percentage of improved services. Services for English Learners and Multilingual Learners were maintained through ELD instruction, Dual Language programs, newcomer support, and targeted interventions, ensuring continued access to language development and academic support.

1.5 Personalized Learning
Differences in expenditures were primarily due to staffing adjustments and site-based allocation decisions to prioritize direct services.
There were no material differences in the percentage of improved services. Services were maintained through staffing, program access, and targeted support because these resources directly increased access to instruction and engagement for unduplicated pupils.

1.6 Common Assessments

Material differences between budgeted and estimated actual expenditures occurred because actual expenditures were approximately 33% lower than budgeted. This variance may be attributed, in part, to staffing adjustments during the year, including the reduction of the Assessment Bilingual Technician positions at the HUB from 1.0 FTE to 0.75 FTE. Despite the reduced expenditures, the district continued to provide assessment and language support services to students and families through available staffing and resources.

1.7 College and Career Readiness
Material differences between budgeted and estimated actual expenditures were less than 20% of the budgeted amount. The variance was primarily due to reduced district allocations for the AVID and Puente programs, as well as decreased expenditures for counselor attendance at conferences and professional learning opportunities. Despite these expenditure differences, the district continued to implement the core components of the action and provide AVID, Puente, and college and career readiness supports to students.

1.8 VAPA
There were no material differences in expenditures or the percentage of improved services.Funding supported VAPA staffing, course development, and access to facilities because these services increase student engagement and participation, particularly for unduplicated pupils.

1.9 Induction
Expenditures are projected to be higher than originally budgeted due to increased costs associated with mentor stipends, professional learning, and expanded support for new teachers.
This increase reflects the district's prioritization of Induction support because mentoring, coaching, and professional learning are necessary to build teacher capacity to effectively serve unduplicated pupils and improve instructional quality.

1.10 Deeper Learning Activities
Material differences occurred as some LCFF funds allocated to school sites were not fully expended.
This underspending resulted from inconsistent site-level implementation and varying capacity to execute planned interventions and after-school programs. As a result, not all intended services for unduplicated pupils were delivered at the planned level.

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

1.1 Anti-Bias, Anti-racists (ABAR)
During the three-year LCAP cycle, ABAR actions contributed to increased staff awareness and improved engagement for some unduplicated student groups. Chronic absenteeism decreased for English Learners/Multilingual Learners (26.0%) and Socioeconomically Disadvantaged students (28.2%) compared to prior Dashboard levels.
However, rates remain high for Foster Youth (55.4%) and students experiencing homelessness (57.9%), indicating continued barriers.
Overall, the actions were partially effective, with progress for some groups and a continued need for targeted support for the most vulnerable students.

1.2 Professional Learning and Instructional Leadership
During the three-year LCAP cycle, the district implemented districtwide and targeted professional learning to strengthen instructional practices. Over 1,100 staff participated in August 2025 PD and over 1,000 staff in November 2025, with a focus on literacy, mathematics,

Special Education, ABAR, and instructional practices. Additional math-focused sessions were provided for grades TK-3 and grades 4-8 teachers to support standards-based instruction.
Student performance data show modest improvement, with CAASPP Distance from Standard improving in Mathematics (-91.4 to -88.8) and ELA (-55.4 to -49.0).
Overall, the action was partially effective, as professional learning strengthened educator capacity and contributed to incremental gains; however, continued and more targeted support is needed to accelerate student outcomes.

1.3: Best First Instruction
The district implemented literacy and mathematics strategies to strengthen instruction, including literacy screening, small-group interventions, and professional learning aligned to the Math Strategic Plan.
Student outcomes showed modest improvement, with CAASPP Distance from Standard improving in mathematics (-91.4 to -88.8) and ELA (-55.4 to -49.0), indicating incremental progress, although performance remains below standard.
The actions were partially effective because they strengthened instructional practices and targeted support for unduplicated pupils, which contributed to improved outcomes; however, continued implementation and refinement are necessary to accelerate progress and close achievement gaps.

1.4 Multi Lingual Learner
The district implemented ELD instruction, professional learning, newcomer supports (World House), and targeted interventions (e.g., Summit K12) to improve outcomes for multilingual learners.
Results were mixed. Graduation rates (61.6%) and College/Career readiness (31.2%, +4%) improved, and 11 students earned the Seal of Biliteracy; however, reclassification declined (12.6% to 10.1%).
The actions were partially effective because targeted support increased access to instruction and contributed to gains in graduation and readiness, but inconsistent progress in language acquisition indicates a need to strengthen ELD implementation and interventions to accelerate outcomes.

1.5 Personalized Learning
The actions were partially effective as progress was observed across key Goal 1 metrics. Performance on CAASPP (Metric 1.2) improved, with Distance from Standard increasing from -55.4 to -49.0 in ELA and from -91.4 to -88.8 in mathematics, indicating incremental progress toward grade-level standards. Graduation rates (Metric 2.5) also increased across student groups, reflecting improvement in student completion outcomes.

These outcomes occurred because maintaining access to personalized learning structures, including staffing and program supports, increased student engagement and progress toward graduation. However, CAASPP performance remains below standard and chronic absenteeism remains elevated (26.6%), indicating that inconsistent implementation of personalized instruction due to staffing and class size constraints may have limited the extent of academic acceleration.

1.6 Common Assessments
The actions were partially effective as ELA Distance from Standard improved from -55.4 to -49.0 and mathematics improved from -91.4 to -88.8 (Metric 1.2).

These improvements occurred because common assessments and data systems supported identification of student needs and informed intervention planning; however, inconsistent implementation of data-driven instructional practices limited the extent to which instruction was adjusted, which constrained further progress.

1.7 College and Career Readiness
The actions were partially effective as progress was observed across multiple metrics. The College and Career Indicator increased to 31.2% (+4%). Graduation rates (Metric 2.5) improved from 73.1% (2022–23) to 79.6% (2024–25), including gains for English Learners (47.1% to 58.2%) and Students with Disabilities (60.1% to 72.0%).
A–G completion (Metric 1.10) increased from 38.1% (2022–23) to 38.8% (2023–24), then declined to 33.5% (2024–25), with mixed subgroup trends (e.g., African American: 29.6% to 30%; EL: 14.2% to 13.5%; SWD: 8.6% to 9.2%).
The percent of students who graduate and complete a CTE Pathway: CTE pathway completion (Metric 1.23) improved from 22% (2022–23) to 27.18% (2024–25), including increases for English Learners (12.5% to 20.25%) and socioeconomically disadvantaged students (11.33% to 27.32%).
These outcomes occurred because expanded access to A–G guidance, CTE pathways, and planning tools increased participation in postsecondary preparation. However, inconsistent A–G completion and overall readiness levels indicate that access and completion remain uneven across student groups, particularly for unduplicated pupils.

1.8 VAPA
Overall, this action was effective in expanding access to VAPA, STEAM, and career-connected learning opportunities, resulting in modest improvements in college and career pathway completion and increased participation among unduplicated student groups.
Metric 1.8 improved from 6.0% in 2023–24 to 6.5% in 2024–25, representing a 0.5 percentage point increase in the percentage of students meeting A-G requirements and completing a CTE pathway. Improvements were also observed for English Learners/Multilingual Learners (1.8% to 2.5%) and Socioeconomically Disadvantaged students (5.6% to 6.3%), indicating progress in expanding access to college and career pathways for historically underserved students.
Implementation data demonstrates strong participation in VAPA programming. During the 2025–26 school year, 1,385 students in grades 5–6 participated in elementary music programs, including choir, strings, and band, representing approximately 50% participation, an increase from 43%. In addition, the Performing Arts Center hosted 24 student, family, and community engagement events, and the district expanded elementary VAPA access through the development of feeder-pattern courses such as World Music Exploration, Social Justice Choir, and Musical Theater.
Lag data also indicate increased participation among student groups. Total VAPA enrollment increased from 2,542 to 3,079 students, with participation among English Learners increasing from 19.2% to 23.1% and Socioeconomically Disadvantaged students increasing from 84.0% to 86.6%. Participation among students with disabilities remained relatively stable (12.9% to 12.4%).
These results suggest that the district's investments in VAPA access, music programming, Performing Arts Center utilization, MESA, climate education initiatives, and pathway development have successfully increased student participation and engagement. However, the overall percentage of students completing both A-G requirements and a CTE pathway remains below the district's long-term target of 12%, indicating a continued need to strengthen pathway completion and college and career readiness outcomes for all students, particularly unduplicated student groups.

1.9 Induction

The New Teacher Induction Program was effective in supporting new teacher development and increasing participation in professional learning opportunities aligned to California Academic Content Standards and Curriculum Frameworks. Through ongoing coaching and mentoring provided by the district's 3.0 FTE Induction TOSAs and district-paid mentors, new teachers received support in culturally and linguistically responsive instruction, inclusionary practices, and strategies to meet the needs of diverse learners.

Metric 1.20 showed improvement over the LCAP cycle, with participation in centrally offered district professional development increasing from 78% in 2023–24 to 83% in 2025–26, and peaking at 95% in 2024–25. These results indicate that the district successfully expanded access to professional learning and built educator capacity through Induction and ongoing district provided support.

The Teacher Induction Program enrolls 100% of all qualified teachers who hold a Preliminary Credential, either at the start of the school year or the calendar year depending upon the issuance date of their Preliminary Credential. The data shows a rise in the number of new teachers in the Teacher Induction Program from 59 candidates in 2023-24 to 63 in 2024-25 to 79 in 2025-26. The number of new teachers mentored and coached through the Teacher Induction Program depends annually on the number of teachers who have earned their Preliminary Credentials. The Teacher Induction Program supports new teachers in incorporating district provided professional development into their individualized learning plans through coaching and mentoring. The action was partially effective in supporting new teachers through mentoring, coaching, and onboarding structures designed to improve instructional practice and retention. However, participation rates declined for district provided professional development from the prior year, suggesting a continued need to strengthen engagement in professional learning opportunities and sustain high levels of participation over time. Overall, the action contributed to building teacher capacity and supporting high-quality instruction across the district.

1.10 Deeper Learning Activities
The actions were partially effective as access to enrichment and engagement opportunities increased through GATE identification and site-based programs. However, outcomes on A–G completion (Metric 1.10) showed mixed results, with districtwide rates increasing from 38.1% (2022–23) to 38.8% (2023–24), followed by a decline to 33.5% (2024–25). Subgroup trends were also inconsistent, including African American students (29.6% to 30%), Students with Disabilities (8.6% to 9.2%), English Learners (14.2% to 13.5%), and socioeconomically disadvantaged students (34.7% to 32.4%).

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.

Metrics Modifications / Expected Outcomes

No changes were made to the majority of Goal 1 metrics. The district will continue monitoring student achievement, English learner progress, college and career readiness, attendance, engagement, and implementation outcomes using existing measures.

Data collection processes for certain professional learning activities will be strengthened to improve documentation and monitoring of participation.

Adjustments were made to the following Year 3 target (Expected Outcomes) to better reflect current performance trends, implementation progress, and achievable growth trajectories:

Metric 1.5: Students passing Advanced Placement exams with a score of 3 or higher revised from 62.3% to 73%; Socioeconomically Disadvantaged students revised from 59.3% to 71%.

Metric 1.17: Percent of students graduating College and Career Ready revised from 44.5% to 55%.

Metric 1.18: Percent of students with disabilities enrolled in general education settings at least 80% of the school day revised from 62.54% to 65%.

Metric 1.22: Percent of low-income, English learner, and foster youth students participating in after-school programs revised from 30.9% to 95%.

Metric 1.23: Percent of students graduating after completing a CTE pathway revised from 18.5% to 22% for English Learners/Multilingual Learners and from 17.33% to 30% for Socioeconomically Disadvantaged students.

Metric 1.24: Chronic absenteeism targets were revised as follows:
-HUSD: 33.2% to 25%
-African American: 38.4% to 36%
-Students with Disabilities: 42.4% to 30%
-English Learners/Multilingual Learners: 35.3% to 30%
-Socioeconomically Disadvantaged: 35% to 25%

Actions Modifications
Action 1.1 – Anti-Bias, Anti-Racist (ABAR): Due to budget reductions, the AOSA for Equity and ABAR position was eliminated. Implementation will continue through existing district departments, site-based leadership teams, and the Equity Oversight Committee, with professional learning embedded into existing district structures.

Action 1.2 – Professional Learning and Instructional Leadership: Professional learning delivery will be modified to prioritize internally developed training and support provided through district departments and Teachers on Special Assignment (TOSAs).

Action 1.3 – Best First Instruction: The Elementary Literacy AOSA position was eliminated due to budget constraints. Literacy implementation will continue through site-based staff, ongoing use of the Universal Screener, and continued refinement of reading data systems.

Action 1.4 – Multilingual Learners: EL Specialist allocations were increased using a per-pupil allocation model to expand targeted site-based support and services for multilingual learners.

Action 1.5 – Personalized Learning: The district will continue prioritizing staffing allocations to reduce combination classes where feasible and expand access to secondary programs based on enrollment and available resources.

Action 1.6 – Common Assessments: Expectations and professional learning related to assessment administration, data analysis, intervention grouping, and progress monitoring will be strengthened across all sites.

Action 1.7 – College and Career Readiness: The Destination College Advising Corps (DCAC) program will be discontinued due to funding changes. College and career readiness services will continue through counselors, AVID, Puente, CTE pathways, and California Colleges.

Action 1.9 – Induction: The district will continue strengthening mentoring, coaching, and equity-centered professional learning to support teacher retention and instructional effectiveness.

Action 1.10 – Deeper Learning Activities: AASAI funding will be reduced to focus on parent engagement efforts. Monitoring of SPSA implementation. GATE testing will be implemented consistently across elementary sites, and expectations for after-school programing.

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 continue the work for Equity and Anti-Racism in collaboration with the district Equity Oversight Committee. The AB/AR professional learning sessions will shift to be integrated into district professional learning calendared days and it will continue 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.	$69,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Educational Services will continue to lead the Ethnic Studies implementation and will support Safe and Inclusive programming supporting students and staff ensuring inclusivity. Educational Services Department 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 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.	$74,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$1,427,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reading by 3rd Grade 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-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		

Action #	Title	Description	Total Funds	Contributing
		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 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,		

Action #	Title	Description	Total Funds	Contributing
		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. Ethnic Studies Implementation HUSD 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,		

Action #	Title	Description	Total Funds	Contributing
		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. 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 students are eligible to graduate with A-G requirements met.		
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	$7,418,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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.	$2,301,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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	$2,232,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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	$7,145,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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. 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.		

Action #	Title	Description	Total Funds	Contributing
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 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	$7,199,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$731,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.	$173,491.00	Yes

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 role of strong relationships in promoting academic, social, and personal success, the goal reflects extensive educational partner input and a continued commitment to equity-driven, healing-centered practices.

Feedback from students, staff, families, and community partners consistently highlights the need for stronger engagement, expanded social-emotional supports, and more inclusive school environments. While prior data identified significant challenges in attendance, discipline, and student connectedness, more recent data shows early improvement alongside continued disparities for student groups furthest from opportunity.

HUSD’s focus remains on building positive relationships as the foundation for improved school climate, student engagement, and equitable outcomes. Social-emotional development for both students and staff continues to be central, ensuring students are seen, heard, and supported in their learning environments.

Key improvements and continued needs reflected in updated data include:

Average Daily Attendance increased from 92.1% to approximately 92.5%, progressing toward the district goal of 95%.
Chronic Absenteeism declined from 28.8% to approximately 26.6%, indicating improvement but remaining above target levels.
Suspension Rates decreased from 5.6% to approximately 5.2%, reflecting progress in reducing exclusionary discipline; however, disproportionality persists for African American students, students experiencing homelessness, and socioeconomically disadvantaged students.
Expulsion Rate remains low (~0.1%).
Dropout Rates remain relatively stable, with continued improvement for foster youth.

While progress is evident, these data points reinforce the need for sustained and targeted efforts to address root causes of disengagement and inequity.

In response, HUSD continues to invest in:

Social-emotional and mental health supports, including counselors and Wellness Centers
COST systems aligned to MTSS to coordinate academic, behavioral, and social-emotional supports
Family Engagement strategies to strengthen relationships and communication
Restorative practices and trauma-informed approaches to improve school climate and reduce disparities
Student health services to address barriers to attendance and engagement

By strengthening relationship-based systems of support, HUSD aims to reduce absenteeism and disciplinary disparities, increase student connectedness, and ensure that all students—particularly unduplicated pupils—have access to safe, supportive, and engaging learning environments.

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) 25-26 Participation in Parent University: 6,648 (as of 5/7/26) (Data Source: 2026 Department Report)	1) 26-27 Participation in Parent University: 18,941 (Will increase new Target to 20,968)	Participation in Parent University: -7,922
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	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	2) 25-26 96.4% of school sites in the District have ELAC. 100% of school sites have a parent representative in SSC	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: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	recruiting parents of unduplicated pupils		(Data Source: 2025 Department Report)	(Data Source: 5/8/26 Department Report)		
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)	24-25 High school dropout rate 13.4% Drop out rate by selected groups: English Learners = 25.5% Socioeconomically Disadvantaged = 13.7% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested (Data Source: 2025 Dataquest)	3) 26-27 High school dropout rate 12% Drop out rate by selected groups: English Learners = 23% Socioeconomically Disadvantaged = 12% Foster Youth = 26%	High school dropout rate: -4.9% Drop out rate by selected groups: English Learners = -10.4% Socioeconomically Disadvantaged = -5.9% Foster Youth = N/A
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%	4) 24-25 Middle school drop out rate 0.12% Drop out rate by selected groups: English Learners = 0.31% Socioeconomically Disadvantaged = 0.14% Foster Youth = 0%	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: 0.05% Drop out rate by selected groups: English Learners = 0.17% Socioeconomically Disadvantaged = 0.07% Foster Youth = No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: 2024 CALPADS Report)	(Data Source: 2025 CALPADS Report)		
2.5	5) Increase high school graduation rate by 2-4% for all students, unduplicated students, African American students, students with disabilities, English Learners, students with exceptional needs, and students with foster or homeless status	5) 22-23 High School Graduation rate: HUSD = 73.1.% African Amer. = 72.3% SWD = 60.1% EL/ML = 47.1% SED = 71.2% Foster = 46.2% Homeless Youth = 33.3%	5) 23-24 High School Graduation rate: 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)	5) 24-25 High School Graduation rate: HUSD = 79.6.% African Amer. = 83.3% SWD = 72.0% EL/ML = 58.2% SED = 79.4% Foster = In order to protect student privacy, data is suppressed because fewer than 11 students tested Homeless Youth = 48.5% (Data Source: 2025 Dataquest Report)	5) 26-27 High School Graduation rate: HUSD = 83% African Amer. = 86%. SWD = 75% EL/ML = 60% SED = 83% Foster = 66% Homeless Youth = 52%	High School Graduation rate: HUSD = 6.5% African Amer. = 11% SWD = 11.9% EL/ML = 11.1% SED = 8.2% Foster = N/A Homeless Youth = 15.2%
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%	6) 24-25 Chronic Absenteeism: HUSD = 26.6% African Amer.= 38.4% SWD = 34.0% EL/ML = 26.0% Homeless Youth = 57.9% Foster = 55.4%	6) 26-27 Chronic Absenteeism: HUSD = 24% African Amer.= 36% SWD = 32% EL/ML = 24% Homeless Youth = 50.6% Foster = 54.3%	Chronic Absenteeism: HUSD = -12.6% African Amer.= -6.0% SWD = -14.4% EL/ML = -15.3% Homeless Youth = 1.3% Foster = -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged =51.8% (Data Source: 2024 Dataquest Report)	Socioeconomically Disadvantaged =28.2% (Data Source: 2025 Dataquest Report)	Socioeconomically Disadvantaged = 25%	Socioeconomically Disadvantaged = -12.8%
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) 25-26 ADA 92.2% (Data Source: 2026 Infinite Campus Report)	7) 26-27 ADA 95%	ADA: 1.8%
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) 24-25 Expulsion Rate: HUSD = 0.1% African Amer. = 0.3% SWD = 0.1% EL/ML = 0.0% Homeless Youth = 0.0% Foster = 0.0% Socioeconomically Disadvantaged = 0.1% (Data Source: 2025 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% Foster = <0% Socioeconomically Disadvantaged = <0.09%	Expulsion Rate: HUSD = No change African Amer. = 0.1% SWD = No change EL/ML = -0.1% Homeless Youth = No change 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%	9) 23-24 Suspension Rate HUSD = 5.6% African Amer. = 12.0% SWD = 6.8%	9) 24-25 Suspension Rate HUSD = 5.2% African Amer. = 10.1% SWD = 7.1%	9) Suspension Rate: less than 3.6% overall HUSD = <3.6% African Amer. =	Suspension Rate HUSD = 0.1% African Amer. = -1.2% SWD = -0.1% EL/ML = -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth = 7.9% Foster = 14.5% Socioeconomically Disadvantaged = 5.5%	EL/ML = 4.4% Homeless Youth = 11.0% Foster = 12.0% Socioeconomically Disadvantaged = 5.9% (Data Source: 2024 Dataquest Report)	EL/ML = 4.6% Homeless Youth = 10.0% Foster = 16.9% Socioeconomically Disadvantaged = 5.8% (Data Source: 2025 Dataquest Report)	<3.6% SWD = <3.6% EL/ML = <3.6% Homeless Youth = <3.6% Foster = <3.6% Socioeconomically Disadvantaged = <3.6%	Homeless Youth = 2.1% Foster = 2.4% Socioeconomically Disadvantaged = 0.3%
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) 24-25 CHKS Safety: 5th Grade: 72% 7th Grade: 56% 9th Grade: 42% 11th Grade: 40% Connected: 5th Grade: 68% 7th Grade: 54% 9th Grade: 51% 11th Grade: 57% (Data Source: 2025 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: -1% 7th Grade: 2% 9th Grade: -2% 11th Grade: -6% Connected: 5th Grade: -2% 7th Grade: -2% 9th Grade: 6% 11th Grade: 3%
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	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) During the 25-26 school year, three Town Hall sessions have been held as of 4/29/25. One family attended the Community	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
		students have 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)	Advisory Committee meeting in September. The November meeting was canceled due to no quorum and no workshops have been held to date and two HUSD attendees were present at January's meeting. (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	12) 4,768 parents/guardians completed the California School Parent Survey as of 6/4/25	12) 5,254 parents/guardians completed the California School Parent Survey as of 5/8/26	12) 7,283 parents/guardians will complete the California School parent Survey	-1879
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.	13) 7 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students has been offered to staff during the 25-26 school year.	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.	7 sessions (5/7/26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: 2025 Department Report)			
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) 6 professional development session has been offered to staff focused specifically on partnering with families of Students with Disabilities during the 25-26 school year.	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.	6 session (3/17/26)
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) Per the 24-25 California Parent School Survey, 88% 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	1%
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	16) 23.5% of teachers have participated in professional development focused on intervention strategies for	16) 27% of teachers will participate in professional development focused on intervention strategies for Students with	23.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			addition to providing all special education staff with a full day training in August 2024. (Data Source: 2025 Department Report)	Students with Disabilities. (Data Source: 2026 Department Report)	Disabilities (Will increase the number of teacher participating by annual expected growth.)	

Goal Analysis [2025-26]

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.

2.1 COST
Community School Specialist systems were implemented at all sites to coordinate services and connect unduplicated pupils to academic, behavioral, health, and social-emotional supports.
Lead data shows strong implementation, with 2,757 COST requests, 1,031 mental health referrals, and 2,131 students connected to services, while chronic absenteeism improved from 28.8% to 26.6% (–2.2 percentage points).

2.2 Enhance Professional Development and Programs Around RelationshipCentered School Strategies
The district implemented an Equity-Based MTSS framework through the CCEIS plan, focusing on four schools with high disproportionality for African American students (Hayward HS, Bret Harte MS, East Ave, Fairview). School climate teams were established, and Tier I and Tier II supports were strengthened through professional learning, coaching, and targeted interventions.
Implementation included root cause analysis, Education partners engagement, and alignment of academic, behavioral, and social-emotional supports to address disproportionality.
Challenges included managing overlapping CDE requirements and timelines, which increased implementation complexity. In response, the district refined its focus to targeted schools and prioritized support for identified students.

2.3: Institutionalize an Emphasis on Social-Emotional Learning
The district implemented a districtwide SEL framework to strengthen student well-being, safety, and connectedness through Tier I practices, including SEL 3 Signature Practices and staff professional learning.
At the elementary level, MTSS-aligned Climate Teams, 50 Calm Spaces, and staff training in Zones of Regulation supported student self-regulation. At the secondary level, Wellness Centers (5 of 7 sites) and student leadership programs expanded access to social-emotional supports.

Implementation was strong across sites, with expanded student leadership and SEL support; however, full implementation across all secondary sites remains an area for continued growth.

2.4: Improve Student Feelings of School Safety through Relationships and Structures of Support
The district increased student access to caring adults through Wellness Centers (5–6 secondary sites), SEL and restorative practices training, and expanded peer leadership programs. These efforts resulted in 1,395 Wellness Center visits and increased student access to trained staff and mentors.
Implementation challenges included incomplete Wellness Center coverage, variability in staff training, and continued student concerns about safety. In response, the district improved data tracking, expanded peer programs, and increased professional learning to strengthen consistency across sites.

2.5: Reduce Exclusionary Discipline and Support School Connectedness
The district implemented Restorative Practices, PBIS, and inclusive school climate strategies to reduce exclusionary discipline, with a focus on disproportionality for unduplicated pupils.
Implementation included professional learning, school climate teams analyzing discipline data, and use of student voice to identify root causes.
Implementation varied across sites, and disproportionality persists; in response, the district targeted schools with higher suspension rates and expanded data-informed supports.

2.6: Increase Parent Education and Involvement
The district implemented Parent University to expand family engagement, particularly for unduplicated pupils, through Parent Power Sessions, Parent Ambassadors, and targeted outreach events, reaching over 2,800 participants across activities.
Implementation focused on building family capacity to support student success through workshops, early childhood outreach, and specialized sessions (e.g., Special Education and newcomer supports).
Challenges included budget constraints that paused Family Classes and the Families United Conference; in response, the district prioritized high-impact engagement strategies and targeted outreach to unduplicated pupil families.

2.7: Promote Attendance and Reduce Chronic Absenteeism
The district implemented a comprehensive attendance strategy using School Status, coordinated systems (CWA, COST, sites), and targeted interventions (RAISE, PACT) to address chronic absenteeism for unduplicated pupils.
Implementation included regular data reviews, SARB processes (332 referrals; 190 processed), and structured collaboration to identify and support chronically absent students.
Challenges included the need for cross-system coordination and limited outcome data for Tier 3 interventions; in response, the district strengthened data systems, introduced targeted programs, and improved alignment across departments.

2.8: Improve Students' Health and Well-Being
The district implemented comprehensive student health services through credentialed nurses, including screenings for over 6,500 students, 99.4% immunization compliance, and daily medical support for approximately 60 students with complex needs.
Nurses supported IEPs, 504 plans, and coordination with medical providers to ensure student access to instruction.

Implementation challenges included increasing volume and complexity of student health needs; in response, services were prioritized for highest-need students and staff training was provided to support routine care.

2.9: Students with Disabilities
The district implemented professional development aligned to Universal Design for Learning (UDL), IEP development, and inclusive instructional practices across elementary, middle, and high school settings. Special Education teachers participated in ongoing training focused on strengthening IEP quality, increasing parent participation, and maximizing access to general education curriculum.
A menu of site-based professional learning sessions was provided, along with targeted training for paraprofessionals and Program Specialists to improve instructional support and family engagement. Technical assistance was provided by the Special Education Department to support implementation of instructional strategies and materials.
Lead data indicates increased access to differentiated instruction in ELA and mathematics and improved access to general education settings.

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 COST
Actual expenditures ($3,228,291) were lower than the allocated amount ($3,832,205) due to unfilled Community School Specialist positions following staffing reductions (24 FTE to 19 FTE).
Reduced staffing limited the district's ability to expand services and provide consistent follow-up support. Despite this, services remained principally directed toward unduplicated pupils by prioritizing students with the greatest needs and leveraging community partnerships (e.g., La Familia, Tiburcio Vásquez) to maintain access to mental health and social-emotional supports.

2.2 Enhance Professional Development and Programs Around RelationshipCentered School Strategies
Expenditures were primarily supported through grant funds (CCEIS/CIM and Expanded Learning), which funded MTSS training, coaching, and targeted interventions at focus sites.
Differences occurred due to reallocation of staffing roles and the absence of additional general fund investments, which limited expansion of MTSS infrastructure districtwide. As a result, some planned activities were scaled back, with resources prioritized toward direct services for African American students and other unduplicated pupils.
The district implemented an Equity-Based MTSS framework through the CCEIS plan, focusing on four schools with high disproportionality for African American students (Hayward HS, Bret Harte MS, East Ave, Fairview). School climate teams were established, and Tier I and Tier II supports were strengthened through professional learning, coaching, and targeted interventions.
Implementation included root cause analysis, Education partners engagement, and alignment of academic, behavioral, and social-emotional supports to address disproportionality.
Challenges included managing overlapping CDE requirements and timelines, which increased implementation complexity. In response, the district refined its focus to targeted schools and prioritized support for identified students.

2.3: Institutionalize an Emphasis on Social-Emotional Learning
Differences were due to staffing and implementation capacity, which limited full expansion of Wellness Centers across all secondary sites and resulted in lower-than-projected expenditures.

Core SEL services—including professional learning, Calm Spaces, and student leadership—were maintained and continued to support unduplicated pupils by promoting connectedness, self-regulation, and positive school climate.

2.4: Improve Student Feelings of School Safety through Relationships and Structures of Support
Actual expenditures ($7,460,209) exceeded the budgeted amount ($7,191,576) due to expanded implementation of SEL, Wellness Centers, and peer support programs in response to student safety needs.
This increase reflects expanded services for unduplicated pupils, including greater access to trained staff, Wellness Center supports, and peer mentoring, because these relationship-based supports address barriers to safety, engagement, and connectedness, as evidenced by increased student utilization (e.g., 1,395 Wellness Center visits and expanded peer mentorship).

2.5: Reduce Exclusionary Discipline and Support School Connectedness
Material differences between budgeted and estimated actual expenditures were less than the budgeted amount. The variance was primarily due to limitations in the implementation of Positive Behavioral Interventions and Supports (PBIS) and the Safe and Inclusive Schools Program resulting from reduced staffing capacity. Personnel available to support these initiatives was limited which reduced the district's ability to fully implement planned activities. Despite these challenges, the district continued to provide core school climate, behavioral, and student support services through available staff and resources.

2.6: Increase Parent Education and Involvement
Actual expenditures ($3,027,800) exceeded the budgeted amount ($802,979) due to expanded Parent University activities, increased staffing, and additional outreach efforts.
While services continued to be principally directed toward unduplicated pupil families, the increase in expenditures reflects expanded implementation of family engagement activities; however, a clear rationale demonstrating how these increases specifically improved services beyond prior levels will be further developed.

2.7: Promote Attendance and Reduce Chronic Absenteeism
The actual expenditure was lower than budgeted because the district selected a more cost-effective program than originally planned. As a result, the purchased program cost less than anticipated, leading to reduced expenditures for this action.

2.8: Improve Students' Health and Well-Being
Actual expenditures ($2,898,606) are lower than the allocated amount ($3,289,402) due to ongoing implementation, with remaining funds supporting continued services and staffing.
Services remain principally directed toward unduplicated pupils by providing direct health care, coordination with medical providers, and support for students with disabilities, because these services reduce health-related barriers to attendance and access to instruction.

2.9: Students with Disabilities
The district implemented professional learning and systems alignment to support students with disabilities, including UDL training, IEP development, and onboarding for new teachers.
Implementation included curriculum alignment, expanded access to standards-based coursework, and improved staffing stability to support instructional delivery.

Challenges included variability in staff capacity and alignment between general and special education; in response, the district increased coaching, onboarding support, and alignment of instruction and IEP implementation.

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

2.1 COST
The COST system effectively connected students to supports, with 2,757 requests, 1,031 mental health referrals, and 2,131 students served, alongside a reduction in chronic absenteeism from 28.8% to 26.6%.
Sustaining intensive case management remained challenging due to increasing demand for mental health and social-emotional supports. In response, sites prioritized highest-need students, and CCSPP-funded Community Schools (18 sites) maintained implementation.
All core actions were implemented; however, future expansion is limited due to budget reductions.

2.2 Enhance Professional Development and Programs Around RelationshipCentered School Strategies
The actions were partially effective, with early evidence of improved outcomes for focus students. Among 48 students in the CCEIS plan, academic performance improved in ELA and math, and chronic absenteeism decreased because targeted Tier II interventions addressed barriers such as engagement, behavior, and access to academic support.
School climate data showed mixed results, with increased connectedness in some grades (e.g., 9th grade +5 points) but slight declines in others, indicating that Tier I supports are improving but not yet consistently implemented.
Overall, effectiveness is emerging because MTSS systems are still in early implementation, and inconsistent fidelity across sites continues to limit broader impact.

2.3: Institutionalize an Emphasis on Social-Emotional Learning

The COST system connected students to supports, with 2,757 requests, 1,031 mental health referrals, and 2,131 students served, alongside a decrease in chronic absenteeism (28.8% to 26.6%). Sustaining intensive case management remained challenging due to increasing demand for mental health support. Sites prioritized highest-need students, and CCSPP-funded Community Schools (18 sites) maintained implementation. All core actions were implemented; however, future expansion is limited due to budget reductions.

2.4: Improve Student Feelings of School Safety through Relationships and Structures of Support
The actions were partially effective, as school connectedness improved (Grade 5: +2, Grade 9: +5, Grade 11: +7) because increased access to caring adults, Wellness Centers (1,395 visits), and peer mentoring strengthened relationships and student support systems.
However, safety declined in some grades (Grade 9: –3, Grade 11: –2) because access to support and staff training was inconsistent across sites.
Overall, effectiveness was limited by incomplete implementation of Wellness Centers and variability in restorative practices, which constrained consistent impact on student experience.

2.5: Reduce Exclusionary Discipline and Support School Connectedness

The actions were partially effective, as suspensions decreased from 582 to 362 (–220) because restorative practices, PBIS, and alternative interventions addressed behavior while keeping students engaged in instruction.

However, disproportionality and variation in implementation across sites indicate that continued strengthening of restorative systems and behavioral supports is needed to ensure consistent impact.

2.6: Increase Parent Education and Involvement
The actions were partially effective, as ADA increased (92.1% to 92.5%) and suspension rates decreased (5.6% to 5.2%) because family engagement strategies strengthened communication, trust, and relationships between schools and families.
These strategies supported improved outcomes by increasing family awareness and access to resources rather than directly impacting classroom instruction.
Effectiveness was limited because much of the work was centralized and not consistently implemented at the school site level to support instructional programs, and not all planned activities were implemented or reached all unduplicated pupil groups.

2.7: Promote Attendance and Reduce Chronic Absenteeism
The actions were partially effective, as chronic absenteeism decreased from 28.8% to 26.6% because early identification and coordinated outreach enabled timely intervention and connection to support.
However, absenteeism remains above target levels, and limited outcome data for SARB and newer programs (RAISE, PACT) indicates that sustained and more intensive interventions are still needed to address root causes and improve outcomes consistently.

2.8: Improve Students' Health and Well-Being
The actions were partially effective, as chronic absenteeism decreased from 28.8% to 26.6% because school nurses addressed health-related barriers, improving students' ability to attend school consistently.
High service levels (6,500+ screenings; daily care for ~60 students) indicate strong implementation; however, effectiveness is limited by increasing demand and complexity of student health needs, which constrain the district's ability to expand services.

2.9:
The actions were partially effective as graduation rates for Students with Disabilities increased from 67.1% to 72.0%.
This improvement occurred because professional development in UDL, IEP development, and inclusive practices increased staff capacity to provide differentiated instruction and align supports within general education. Lead data indicates increased access to differentiated instruction in ELA and math.
However, ELA and mathematics outcomes remain below standard, indicating that improved instructional practices have not yet resulted in consistent academic acceleration. The high overlap with socioeconomically disadvantaged (78.7%) and English Learners (29.9%) also indicates persistent barriers to access.
Overall, access to instruction and graduation outcomes improved because of strengthened instructional practices; however, continued focus is needed to improve academic achievement.

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.

Metrics Modifications / Expected Outcomes
-Metric 2.1 (Parent University Participation) Year 3 target was revised from 18,941 to 20,968 participants.

Year 3 targets were revised for the following metrics:
-Metric 2.3 – High School Dropout Rate: HUSD 15.3% to 12%; EL/ML 32.9% to 23%; Socioeconomically Disadvantaged 16.6% to 12%; Foster Youth 27.8% to 26%.
-Metric 2.5 – High School Graduation Rate: HUSD 79.1% to 83%; African American 78.3% to 86%; Students with Disabilities 66.1% to 75%; EL/ML 53.1% to 60%; Socioeconomically Disadvantaged 77.2% to 83%; Foster Youth 52.2% to 66%; Homeless Youth 39.3% to 52%.
-Metric 2.6 – Chronic Absenteeism: HUSD 33.2% to 24%; African American 38.4% to 36%; Students with Disabilities 42.4% to 32%; EL/ML 35.3% to 24%; Socioeconomically Disadvantaged 35% to 25%.
-Metric 2.8 – Expulsion Rate: Year 3 targets for Foster Youth and Homeless Youth were revised to 0%.
-Metric 2.16 – Teacher Participation in Professional Development Focused on Students with Disabilities: 9% to 30%.

Actions Modifications
-Action 2.1 Community School Specialist staffing will be reduced from 24 FTE to 19 FTE, with positions prioritized at Community School sites.
-Action 2.2 The district will continue implementation of the revised CCEIS Plan (2025–2027), including expanded Tier II support for African American students and refinement of MTSS-aligned behavior systems.
-Action 2.9 Professional learning will continue to focus on restorative practices, culturally responsive instruction, anti-bias practices, UDL, inclusive practices, and support for 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	$2,735,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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,	$188,583.00	No

Action #	Title	Description	Total Funds	Contributing
		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. • 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.		

Action #	Title	Description	Total Funds	Contributing
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 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	$395,327.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 Safety through Relationships and Structures of Support	All school sites will have regular adult supervision with an intentional focus on building positive relationships with students, teaching and modeling 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.	$7,098,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$439,137.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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. 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.	$1,859,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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%. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 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	$384,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	$3,050,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 .	$93,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will provide support for our students with disabilities to transition to appropriate programs including the Chabot's Disable Student Programs and Services.		

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 2024–25 DataQuest data, 57.8% of HUSD students (11,347 students) are English Learners or Fluent English Proficient students who speak a language other than English at home, representing more than 40 languages across the district. Spanish is the most common language, with 9,028 EL/FEP students (45.99%), followed by Persian (Farsi) (339), Vietnamese (299), Philippine languages (293), Hindi (239), and Punjabi (172).

In alignment with Education Code Section 48985, which requires translation and interpretation services when 15 percent or more of families speak a single primary language, HUSD prioritizes Spanish-language interpretation and translation services. This prioritization is necessary because a significant portion of the district's students are Spanish-speaking EL/FEP students, creating barriers to accessing school information and participating in decision-making when services are not provided in their primary language.

HUSD provides interpretation and translation services during parent meetings and in districtwide communications to ensure families can access and understand information in their primary language. This is critical because when families understand school expectations and student progress, they are better able to engage in their child's education and participate in school processes.

In addition to Spanish, HUSD continues to expand translation and interpretation services for other high-need language groups, including Vietnamese, Hindi, Farsi, and Punjabi, acknowledging the linguistic diversity of the district and the importance of inclusive communication systems.

To meet the growing need for specialized staff, HUSD has implemented recruitment and retention incentives 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 ensure that families receive clear, accessible communication and that students—particularly English learners and other unduplicated pupils—have equitable access to instruction and services that support their 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%	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%	1) 25 - 26 Credentialed Employee FTE Hispanic = 29.06% American Indian = 0.17% African American = 11.67% Asian = 12.17% Pacific Islander = 1.82% Filipino = 6.46% White = 33.28% Multiple = 2.65% Decline to state or Missing = 2.73% 25 - 26 Classified Employee FTE Hispanic = 39.95% American Indian =0.40 % African American = 14.69% Asian = 6.12%	1) 26 - 27 Credentialed Employee FTE Hispanic = 37.73% American Indian = 0.24% African American = 14% Asian = 14% Pacific Islander = 3% Filipino = 6% White = 36.86% Multiple = 3% Decline to state or Missing = 4.54% 26 - 27 Classified Employee FTE Hispanic = 49.27% American Indian = 1.8% African American =	1) 24 - 25 Credentialed Employee FTE Hispanic = 1.33% American Indian = -0.07% African American = -0.36% Asian = 1.24% Pacific Islander = 0.16% Filipino = 1.98% White = -3.58% Multiple = 1.11% Decline to state or Missing = -1.81% 24 - 25 Classified Employee FTE Hispanic = 0.68% American Indian =-1.40 % African American = -2.21% Asian = -1.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander = 2.69% Filipino = 5.63% White = 21.06% Multiple = -- Decline to state or Missing = 5.31% (Reference Only) 23 - 24 Student Demographics 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%	Pacific Islander =2.33 % Filipino = 5.91% White = 14.16% Multiple = 11.75% Decline to state or Missing = 4.67% (Reference Only) 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: 2024 CBEDS Report)	Pacific Islander =2.38 % Filipino = 6.59% White = 13.42% Multiple = 11.83% Decline to state or Missing = 4.61% (Reference Only) 25 - 26 Student Demographics Hispanic =65.44% American Indian = 0.19% African American = 6.64% Asian = 9.90% Pacific Islander = 2.87% Filipino = 6.75% White = 3.37% Multiple = 4.13% (Data Source: 2025 CBEDS Report	18% Asian = 9% Pacific Islander = 2.69% Filipino = 7% White = 21.06% Multiple = -- Decline to state or Missing = 5.31% (*Student Demographics intentionally left blank)	Pacific Islander = -0.31 % Filipino = 0.96% White = -7.64% Multiple = 11.83% Decline to state or Missing = -0.7% (*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%	2) 24-25 Employee Retention: Certificated Teachers: 92.06% Certificated Administration: 92.78% Classified Staff: 93.72%	2) 25-26 Employee Retention: Certificated Teachers: 89.9% Certificated Administration: 82.29%	2) 26-27 Employee Retention: Certificated Teachers: 95.22% Certificated Administration: 84.85%	Employee Retention: Certificated Teachers: -1.32% Certificated Administration: -2.56% Classified Staff: -1.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Classified Management: 96.08%	Classified Management: 92.59% (Data Source: 2025 Department Report)	Classified Staff: 91.24% Classified Management: 89.66% (Data Source: 2025 Department Report	Classified Staff: 96.41% Classified Management: 100.00%	Classified Management: -6.42%
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 as of 11/10/25 (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% (METRIC DISCONTINUED FOR 2025-26)	4) 24-25 "As classified do not require credentials, the following does not apply to classified" (METRIC DISCONTINUED FOR 2025-26)	(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) 25-26 Certificated Administrators appropriately assigned and credentialed: 100%	5) 26-27 Certificated Administrators appropriately assigned and credentialed: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	6) Classified Administrators are appropriately Credentialed for their position (METRIC DISCONTINUED FOR 2025-26)	6) 23-24 Classified Administrators appropriately assigned: 100%	6) 24-25 "As classified do not require credentials, the following do not apply to classified" (METRIC DISCONTINUED FOR 2025-26)	(METRIC DISCONTINUED FOR 2025-26)	6) 26-27 Classified Administrators appropriately assigned: 100% (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)	(METRIC DISCONTINUED FOR 2025-26)	7) 26-27 High School Graduation Rate within 5 years: SWD = 81.1% EL/ML = 69.5% SED = 87.5% FY = ** (METRIC DISCONTINUED FOR 2025-26)	(METRIC DISCONTINUED FOR 2025-26)
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%	25-26 ADA 92.2% ADA among selected populations: English Learners = 91.9% Socioeconomically Disadvantaged = 92.1%	8) 26-27 ADA = 95% ADA among selected populations: English Learners = 95% Socioeconomically Disadvantaged = 95%	ADA: 1.8% ADA among selected populations: English Learners = 1.4% Socioeconomically Disadvantaged = 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth = 86.9% (Data Source: 2025 Infinite Campus Report)	Foster Youth = 83.0% (Data Source: 2026 Infinite Campus Report)	Foster Youth = 95%	Foster Youth = -2.3%
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)	25-26 Vacancy Rate: BCLAD teachers: 2.52% Special Education teachers: 5.60% Math teachers: 4.35% Science teachers: 3.26%	9) 26-27 Vacancy Rate: BCLAD teachers: 2.55% Special Education teachers: 5.17% Math teachers: 3.14% Science teachers: 0%	BCLAD teachers: -2.03% Special Education teachers: -1.57% Math teachers: -0.79% Science teachers: 2.91%
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) 25-26 The percent of sites that have a bilingual Office Manager, Attendance Clerk or Administrative Secretary: Elementary School: 42% Middle School: 100% High School: 33%	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%	Elementary School: -10.6% Middle School: 0% High School: -42%
3.11	11) The percent of PAC, DELAC, and DAC meetings and weekly newsletters translated or interpreted in the home	100% (2023-2024)	(This is a new metric for 2025-26)	24-25 100% of PAC, DELAC and DAC meeting and weekly newsletters are translated or interpreted in the	11) 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	languages of participating families			home languages of participating families		

Goal Analysis [2025-26]

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: Recruit and Retain Highly Qualified Teachers
The district implemented strategies to recruit and retain staff, including negotiated compensation increases, expanded recruitment efforts (e.g., career fairs, residency pathways), onboarding, and mentoring support across classifications.
Implementation also focused on increasing workforce diversity and building staff capacity to serve unduplicated pupils through culturally responsive practices.
Challenges included persistent vacancies and declining certificated teacher retention (89.9%), which impacted staffing stability across sites. In response, the district expanded recruitment strategies and strengthened mentoring and onboarding systems. (Metric 3.1)

3.2: Attract and Retain Bilingual Staff and in Specialized Fields
The district implemented recruitment and retention strategies for bilingual (BCLAD), Special Education, and hard-to-fill positions through hiring incentives, university partnerships, intern pipelines, and expanded recruitment.
Efforts also increased access to biliterate staff to support English learners and newcomer programs; however, vacancies persist, including a 4.55% BCLAD vacancy rate, indicating ongoing recruitment challenges.

3.3: ACTION DISCONTINUED FOR 2025-2026: Strengthen Enrollment and Marketing Efforts

3.4: Translation/Interpretation Services
The district provided translation and interpretation services, including 2.0 FTE Spanish translators and additional site and central office support for family communication and IEP meetings.
Implementation relied on a combination of dedicated staff and additional hours; however, the planned .50 FTE Farsi/Dari position was not implemented due to budget constraints, limiting capacity to support all language groups.

3.5: ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators
3.6: ACTION DISCONTINUED FOR 2025-2026: Service Excellence
3.7: ACTION DISCONTINUED FOR 2025-2026: Family Advocacy and Fostering Positive Experiences in Response to Concerns

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.

3.1: Recruit and Retain Highly Qualified Teachers
Expenditures increased due to negotiated salary increases and expanded recruitment and retention efforts.
These investments support unduplicated pupils because stable, qualified, and diverse staff provide consistent instruction and relationship-building, which increases access to high-quality learning environments. (Metric 3.2)

3.2: Attract and Retain Bilingual Staff and in Specialized Fields
Material differences between budgeted with actual expenditures approximately 19% lower than anticipated. The variance was primarily due to fewer recruitment activities and career fairs than originally planned, resulting in lower recruitment-related expenditures.
Despite the reduced expenditures, the district continued to implement the core components of the action, including recruitment and retention efforts for bilingual, Special Education, Math, and Science teachers; support for classified bilingual staff; university partnerships; hiring incentives; and bilingual and Special Education stipends. These efforts contributed to improvements in Metric 3.9, including reductions in vacancy rates for BCLAD teachers (4.55% to 2.52%), Special Education teachers (7.17% to 5.60%), and Math teachers (5.14% to 4.35%).

3.3: ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts

3.4: Translation/Interpretation Services
There were no material differences.

3.5: ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators
3.6: ACTION DISCONTINUED FOR 2025-2026: Service Excellence
3.7: ACTION DISCONTINUED FOR 2025-2026: Family Advocacy and Fostering Positive Experiences in Response to Concerns

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

3.1: Recruit and Retain Highly Qualified Teachers
The actions were partially effective because compensation increases and recruitment efforts improved the district’s ability to attract and support staff; however, ongoing vacancies and declining retention indicate that workforce stability remains a challenge. Through ongoing compensation improvements, mentoring supports, induction programs, recruitment efforts, and partnerships with teacher residency and credentialing programs, the district continued to attract and retain qualified staff. New employees received onboarding support, mentoring, and professional learning designed to strengthen instructional practice and support student success.
Metric 3.1 demonstrates incremental progress toward increasing workforce diversity. Between 2023–24 and 2025–26, the percentage of Hispanic credentialed staff increased from 27.73% to 29.06%, while Hispanic classified staff increased from 39.27% to 39.95%. The percentage of Asian and Filipino credentialed staff also increased during this period, while the percentage of employees identified as White declined, resulting in a workforce that more closely reflects district student demographics.
The district also continued implementing mentoring and support structures for new employees and expanded recruitment efforts for hard-to-fill positions. However, workforce demographics remain less reflective of the district's student population, particularly for Hispanic employees, who comprise approximately 65.44% of students but 29.06% of credentialed staff. Additional efforts are needed to strengthen recruitment, retention, and advancement opportunities for diverse staff.

This is significant because teacher instability disrupts continuity of instruction, reduces the effectiveness of Tier 1 teaching, and limits relationship-building with students, which are critical for improving academic outcomes, engagement, and attendance—particularly for unduplicated pupils. (Metric 3.2)
Overall, the action contributed to improved workforce diversity and employee support systems, but continued implementation will be necessary to further align staff demographics with the students and families served by the district.

3.2: Attract and Retain Bilingual Staff and in Specialized Fields
The actions were partially effective as vacancy rates (Metric 3.9) decreased across most priority areas, including BCLAD teachers (4.55% to 2.52%), Special Education teachers (7.17% to 5.60%), and Math teachers (5.14% to 4.35%). However, Science teacher vacancies increased (0.35% to 3.26%).
These outcomes occurred because recruitment strategies, incentives, and expanded hiring efforts increased the district's ability to fill high-need positions. However, remaining vacancies and increases in certain fields indicate that staffing stability is not yet consistent. This limits continuity of instruction and access to linguistically responsive and specialized teaching for English learners and other unduplicated pupils.

3.3: ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts

3.4: Translation/Interpretation Services
The actions were effective as 100% of PAC, DELAC, and DAC meetings and weekly newsletters were translated or interpreted in the home languages of participating families (Metric 3.11), maintaining full implementation from 2023-24 through 2024-25. These outcomes occurred because dedicated translation staff, additional hours for bilingual staff, and centralized and site-based supports ensured consistent access to interpretation and translated communications. This increased access to information for families because language barriers were reduced, allowing families to participate more fully in meetings, decision-making processes, and their students' education.
However, the inability to expand Farsi/Dari translation services indicates that access across all language groups is not yet fully comprehensive, which may limit engagement for some families.

3.5 ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators
3.6 ACTION DISCONTINUED FOR 2025-2026: Service Excellence
3.7 ACTION DISCONTINUED FOR 2025-2026: Family Advocacy and Fostering Positive Experiences in Response to Concerns

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.

Metrics Modifications / Expected Outcomes

Metric 3.1 (Credentialed Employee Full-Time Equivalency) Year 3 targets were revised as follows:
-African American: 12.03% to 14%
-Asian: 10.93% to 14%
-Pacific Islander: 1.66% to 3%
-Filipino: 4.48% to 6%
-Multiple Races: 1.53% to 3%

Metric 3.1 (Classified Employee Full-Time Equivalency) Year 3 targets were revised as follows:
-African American: 16.9% to 18%
-Asian: 7.35% to 9%
-Filipino: 5.63% to 7%

Actions Modifications
-Action 3.1 – Recruit and Retain Highly Qualified Teachers: The action description was updated to reflect funding and implementation through the Local Recruitment and Retention Block Grant (LRRBG) for the 2026–2027 school year. -Metric 2.5 was removed from Action 3.1 as a metric to monitor effectiveness as it is no longer an appropriate measure for this action.
-Action 3.2 – Attract and Retain Bilingual Staff and Staff in Specialized Fields: The action description was updated to reflect funding and implementation through the Local Recruitment and Retention Block Grant (LRRBG) for the 2026–2027 school year.
-Action 3.3 – Strengthen Enrollment and Marketing Efforts: This action was discontinued starting in the 2025–26 school year and remains discontinued for 2026–27.
-Action 3.4 – Translation and Interpretation Services: No changes were made to this action. The district will continue providing translation and interpretation services to support meaningful communication and engagement with families.
-Action 3.5 – Provide Professional Growth to School and District Administrators: This action was discontinued starting in the 2025–26 school year and remains discontinued for 2026–27.
-Action 3.6 – Service Excellence: This action was discontinued starting in the 2025–26 school year and remains discontinued for 2026–27.
-Action 3.7 – Family Advocacy and Fostering Positive Experiences in Response to Concerns: This action was discontinued starting in the 2025–26 school year and remains discontinued for 2026–27.

LREBG Action Modifications: Actions 3.1 and 3.2 are supported through LREBG funding and measured through Metrics 3.1 and 3.2. In response to staffing decreases identified in the Spring 2026 Needs Assessment, HUSD will continue recruitment and retention efforts to attract and retain highly qualified and diverse staff. These efforts are intended to improve continuity of instruction, increase access to qualified personnel, and support improved student outcomes. The estimated 2026–2027 LREBG allocation is $2,524,767, pending state approval.

Translation and interpretation services will continue to support equitable access to information and meaningful engagement for multilingual families.
Revised workforce diversity targets reflect the district's ongoing commitment to increasing representation among credentialed and classified staff while aligning targets with current workforce trends and recruitment efforts.
Although several actions were discontinued, the district will continue supporting service excellence through existing operational structures, personnel, and districtwide systems.

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. This action is supported through Learning Recovery Emergency Block Grant (LREBG) funding and will be measured through Metrics 3.1 and 3.2. The Spring 2026 Needs Assessment identified staffing shortages and turnover as barriers to providing consistent instruction and support services for students. To address these barriers, HUSD will continue efforts to recruit, hire, support, and retain highly qualified staff, including teachers, counselors, paraeducators, bilingual staff, special education staff, and other hard-to-fill positions. Strategies include competitive compensation, onboarding and mentoring programs, targeted recruitment efforts, virtual career fairs, contingent contracts, and support for permit teachers to earn full credentials through residency and higher education partnerships. These investments are intended to increase student access to qualified and appropriately credentialed staff because reducing vacancies and turnover improves continuity of instruction and ensures students receive the academic and support services needed to accelerate learning	$50,233,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recovery. Progress will be measured through staffing, retention, and student outcome metrics identified in Metrics 3.1 and 3.2. Research indicates that stable, highly qualified educators contribute to improved student outcomes, particularly for low-income students, English learners, and other historically underserved student groups. Research also demonstrates positive academic and social benefits when students have access to educators who reflect their racial and cultural backgrounds. The amount of LREBG funds for 26-27 is $2,524,7676.00, pending Governor's approval. Source: Learning Policy Institute (2017), Teacher Turnover: Why It Matters and What We Can Do About It; Gershenson et al. (2018), The Long-Run Impacts of Same-Race Teachers. 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.	$315,352.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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. This action is supported through Learning Recovery Emergency Block Grant (LREBG) funding and will be measured through Metrics 3.1 and 3.2. The Spring 2026 Needs Assessment identified shortages of bilingual staff, special education staff, and other hard-to-fill positions as barriers to providing consistent instructional and support services for students. HUSD will continue to recruit, hire, and retain highly qualified bilingual staff, special education staff, counselors, paraeducators, instructional assistants, and other hard-to-fill positions. Strategies include targeted recruitment		

Action #	Title	Description	Total Funds	Contributing
		efforts, university partnerships, internship opportunities, credentialing support, hiring incentives, and retention stipends for bilingual and special education credential holders.The district will also continue to provide translation and interpretation services to support multilingual students and families.These investments increase student access to qualified staff and support services because reducing vacancies improves continuity of instruction, communication with families, and access to academic and specialized supports needed to address unfinished learning. Research indicates that stable, highly qualified educators contribute to improved student outcomes, particularly for low-income students, English learners, and other historically underserved student groups. Research also demonstrates positive academic and social benefits when students have access to educators who reflect their racial and cultural backgrounds. The amount of LREBG funds for 26-27 is $2,524,7676.00, pending Governor's approval. Source: Learning Policy Institute (2017), Teacher Turnover: Why It Matters and What We Can Do About It; Gershenson et al. (2018), The Long-Run Impacts of Same-Race Teachers.		
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	$896,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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: Service Excellence	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	ACTION 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.		

Action #	Title	Description	Total Funds	Contributing

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.

This goal was developed to support operational sustainability and equitable access to resources in alignment with HUSD's Strategic Plan. The district recognizes that safe, functional facilities and reliable technology infrastructure are essential to fostering student engagement, supporting instruction, and ensuring equitable access to learning opportunities. HUSD continues to face challenges related to aging facilities and limited resources, requiring strategic prioritization of facility use and investments. The district is committed to maximizing existing spaces, including the use of outdoor learning environments, to support teaching and learning while maintaining safe and effective school environments. Ensuring equitable access to technology remains a priority. The district will continue to provide students, staff, and teachers with the tools, training, and support needed to effectively use instructional technology and enhance learning.
This goal is grounded in fiscal responsibility and a commitment to Anti-Bias/Anti-Racism (ABAR) principles, ensuring that decisions related to facilities, technology, and resource allocation prioritize equity and access for all students. To monitor progress, the district will continue to assess facility conditions, enrollment capacity, program needs, and technology infrastructure, using data to inform planning and ensure alignment with district 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 (Data Source: 2025 Department Report)	25-26 100% of students have 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
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) 25-26 School facilities maintained in "Good" or "Exemplary" repair: 34%	2) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 57% (revision) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 32%	-2%

Goal Analysis [2025-26]

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.

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.
During the 2025–2026 school year, HUSD implemented this action by maintaining an equitable facilities and technology plan to support safe, clean, and technology-rich learning environments across all school sites.
Key implementation included:
Maintaining Maintenance and Grounds teams and custodial systems to support site needs and standardize cleaning and maintenance practices
Implementing a 1:1 student device program, ensuring all students had access to district-provided devices
Supporting technology infrastructure and network connectivity improvements across school sites
Providing technology support for students, staff, and families, including onboarding and access to district systems
Utilizing district structures (SBDM, LCC, Safety Committee) to gather input and improve responsiveness to site needs
These efforts ensured consistent access to facilities and technology necessary to support teaching and learning.

4.2 Use resources, including facilities, efficiently and effectively to support our own educational community
During the 2025–2026 school year, HUSD continues to implement this action by conducting ongoing analysis of facilities, enrollment trends, and program capacity to ensure resources are used efficiently and aligned to student needs. The district reviewed declining enrollment trends

(from approximately 24,000 students historically to 19,000 currently, with projections of 17,000) and assessed implications for school site capacity, program placement, and facility usage.
District leadership engaged in planning processes to evaluate potential adjustments to programs, boundaries, and facility use, while prioritizing safe, functional learning environments and access to programs, including transportation considerations for specialized programs such as World House. The implications of this work resulted in the closure of Faith Ringgold School.

4.3 School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.
During the 2025–2026 school year, HUSD implemented this action by maintaining districtwide safety systems and planning structures to support safe and secure learning environments.
The District Safety Committee met regularly to review and update the Emergency Operations Plan (EOP) and Comprehensive Site Safety Plans (CSSPs), with participation from site teams and district administrators. The district provided ongoing safety training, including use of emergency communication systems (Share911), and supported improvements to school safety infrastructure, including surveillance cameras, fire alarms, and public address systems.
Additional efforts included supporting safe routes to school, transportation access for extracurricular participation, and maintaining inclusive facilities, such as gender-neutral restrooms. These actions ensured consistent safety protocols and systems across all school sites.

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.

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
Material differences between budgeted and estimated expenditures were primarily due to staffing levels, operational costs, and timing of facilities and technology improvements.
Despite these differences, the district maintained core services, including 1:1 device access (Metric 4.1) and ongoing facilities maintenance and technology support across all sites. Adjustments ensured continued implementation of the action within available resources.

4.2 Use resources, including facilities, efficiently and effectively to support our own educational community.
There were no budgeted expenditures associated with this action, as the work was conducted through existing staff and district planning processes.
As a result, there are no material differences between budgeted and actual expenditures. The district continued to implement this action using internal capacity and existing operational structures.

4.3 There were no budgeted expenditures associated with this action in the LCAP. Implementation was carried out through existing district resources and personnel, primarily through the collaborative efforts of Maintenance and Operations staff, site administrators, and the District Safety Committee. School sites continued to develop and update Comprehensive School Safety Plans and Emergency Operations Plans using existing staff and operational resources.

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

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
Implementation of this action was largely effective in maintaining equitable access to technology and stable facility conditions.
Metric 4.1: 100% of students maintained 1:1 device access across 2023–24, 2024–25, and 2025–26, demonstrating full implementation of technology access goals.
Metric 4.2: The percentage of schools in “Good” or “Exemplary” condition declined slightly from 36% to 32%, with a projected increase to 34%, indicating that while facilities were maintained, improvements have been incremental and constrained by resources.
Overall, the action was effective in sustaining access to technology and maintaining facility operations; however, facility condition improvements remain limited, indicating a continued need for investment and prioritization.

4.2 Use resources, including facilities, efficiently and effectively to support our own educational community:
This action was partially effective in supporting more strategic use of facilities and aligning resources to enrollment trends.
Metric 4.2: The percentage of schools in “Good” or “Exemplary” condition declined from 36% to 32%, with a projected increase to 34%, indicating that while facilities were maintained, overall conditions have not significantly improved.
The district made progress in analyzing enrollment decline and facility capacity, which is critical for long-term planning. However, fiscal constraints and declining enrollment have limited the district’s ability to significantly improve facility conditions or fully optimize site usage.
Overall, while planning efforts have strengthened alignment between resources and student needs, measurable improvements in facility conditions remain limited, indicating the need for continued prioritization and long-term strategies.

4.3 School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.
This action was effective in maintaining consistent safety systems and protocols across the district.

Regular updates toEmergency Operations Plan (EOP) and Comprehensive Site Safety Plans (CSSPs), along with ongoing staff training and infrastructure improvements, supported a stable and coordinated approach to school safety. These efforts contributed to maintaining safe learning environments and ensuring staff readiness to respond to emergencies.

While specific safety metrics are not tied to this action, improvements in school climate and student safety perceptions (CHKS) and stable low expulsion rates (~0.1%) indicate that safety systems are functioning effectively.

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.

Metrics Modifications / Expected Outcomes
-Metric 4.2 was revised to maintain at least 32% of schools in “Good” or “Exemplary” condition, reflecting current fiscal realities, capacity, and constraints.
-The district will maintain 100% student access to devices (Metric 4.1) while working to stabilize or incrementally improve facility conditions (Metric 4.2).

-The district expects to improve alignment between enrollment, programs, and facility utilization to support efficient and equitable use of resources.
-No revisions were made to safety-related metrics. The district will continue monitoring safety through existing measures, including school climate and safety data.
-The district will continue ensuring equitable access to safe, functional, and technology-supported learning environments and maintaining safe, well-coordinated school environments that support student and staff well-being.

Action Modifications
-Continue implementation of the equitable facilities plan with a focus on prioritizing critical facility needs, maintaining technology access, and improving operational efficiency within budget constraints.
-Continue long-term facilities planning efforts, including enrollment alignment, efficient use of district space and resources, and evaluation of program adjustments and facility utilization opportunities.
-Continue implementation of safety initiatives by maintaining updated emergency operations and comprehensive site safety plans, strengthening staff training and preparedness, and improving safety infrastructure as needed.
-Maintain efforts to support cleanliness, technology, basic safety upgrades, and equitable access to facilities across all campuses and district sites.

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. * Ensuring progress on adding/improving network connectivity, technology infrastructure, and additional devices for schools.	$169,151.00	No

Action #	Title	Description	Total Funds	Contributing
		* 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.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, Brenkwitz Continuation High School will improve graduation rates, College and Career Indicator (CCI) outcomes, and academic achievement in English Language Arts and Mathematics for all students, with a particular focus on Socioeconomically Disadvantaged students, English Learners (EL/MLs), Long-Term English Learners (LTELs), and Hispanic students	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 and follow a 190-unit alternative graduation pathway focused on re-engagement and college and career readiness. The school continues to qualify as an Equity Multiplier site for the 2026–27 school year due to its high concentration of students with significant needs, including an 86.6% Socioeconomically Disadvantaged rate and an 82.7% Non-Stability Rate. Brenkwitz was identified for Equity Multiplier support based on the performance of English Learners/Multilingual Learners (EL/MLs) and Long-Term English Learners (LTELs) for low performanc on graduation, and Hispanic students for low performance on the College & Career Indicator (CCI).

While Brenkwitz demonstrated significant progress by increasing its overall graduation rate from 62.4% in 2022–23 to 78.3% in 2024–25, resulting in its exit from Comprehensive Support and Improvement (CSI) status, achievement gaps remain for several student groups. Graduation rates have improved for EL/MLs (53.2% to 67.7%), LTELs (60.9% to 66.7%), Hispanic students (62.1% to 73.7%), and Socioeconomically Disadvantaged students (61.8% to 78.4%). However, College and Career Indicator outcomes remain low, particularly for Hispanic students (5.4% Prepared), EL/MLs (6.7% Prepared), LTELs (6.9% Prepared), and Socioeconomically Disadvantaged students (7.4% Prepared), demonstrating the need for continued targeted supports.

To address these needs, Brenkwitz received Equity Multiplier funding of $311,573 in 2024–25, $243,214 in 2025–26, and $224,632 for the 2026–27 school year. Funds will support targeted academic interventions, bilingual instructional support, counseling and case management services, attendance monitoring, credit recovery opportunities, and expanded college and career readiness programming.

This goal was developed to accelerate outcomes for students furthest from opportunity by improving graduation rates, strengthening college and career readiness, increasing language development, and providing targeted academic and social-emotional supports for English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged 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) 22-23 Graduation Rate: 62.4% EL/ML Graduation Rate: 53.2% Hispanic Graduation Rate: 62.1% Socioeconomically Disadvantaged Graduation Rate: 61.8% (Data Source: 2023 CA Dashboard)	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) 24-25 Graduation Rate: 78.3% EL/ML Graduation Rate: 67.7% LTEL Graduation Rate: 66.7% Hispanic Graduation Rate: 73.7% Socioeconomically Disadvantaged Graduation Rate: 78.4% (Data Source: 2025 CA Dashboard)	1) 26-27 Graduation Rate: 81% EL/ML Graduation Rate: 68.2% LTEL Graduation Rate: 70.9% Hispanic Graduation Rate: 77.1% Socioeconomically Disadvantaged Graduation Rate: 80%	Graduation Rate: 16.0% EL/ML Graduation Rate: 14.5% Long Term English Learners: 5.8% Hispanic Graduation Rate: 11.6% Socioeconomically Disadvantaged Graduation Rate: 16.6%
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 Hispanic: -221 Socioeconomically Disadvantaged: -218 (Data Source: 2023 CA Dashboard)	2) 23-24 CAASPP ELA: -283.7 English Learners: Data suppressed to protect student privacy Long Term English Learners: Data suppressed to protect student privacy Hispanic: -286.5	2) 24-25 CAASPP ELA: -283.7 English Learners: Data suppressed to protect student privacy Long Term English Learners: Data suppressed to protect student privacy Hispanic: Data suppressed to	2) 26-27 CAASPP ELA: -189.2 English Learners: -212.3 Long Term English Learners: N/A 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:Data suppressed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: -283.8 (Data Source: 2024 Dashboard)	protect student privacy Socioeconomically Disadvantaged: -275.5 (Data Source: 2025 Dashboard)		protect student privacy Socioeconomically Disadvantaged: -57.5
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 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) 24-25 CAASPP Math: -316.5 English Learners: Data suppressed to protect student privacy Long Term English Learners: Data suppressed to protect student privacy Hispanic: -316.5 Socioeconomically Disadvantaged: -306.8 (Data Source: 2025 Dashboard)	3) 26-27 CAASPP Math: -234.9 English Learners: -245.5 Hispanic: -236.9 Long Term English Learners: N/A Socioeconomically Disadvantaged: -237.3	3) 23-24 CAASPP Math: -57.6 English Learners: Data suppressed to protect student privacy Long Term English Learners: Data suppressed to protect student privacy Hispanic: -55.6 Socioeconomically Disadvantaged: -45.5
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	4) 22-23 College and Career Indicator All students: 1.6% (Prepared) EL/ML: 0% (Prepared) Hispanic: 0.7% (Prepared)	4) 23-24 College and Career Indicator All students: 7.9% (Prepared) EL/ML: 7.5% (Prepared) Long Term English Learners: 8.2%	4) 24-25 College and Career Indicator All students: 8.0% (Prepared) EL/ML: 6.7% (Prepared)	College and Career Indicator All Students: 11% (Prepared) EL/ML: 10% (Prepared) Long Term English Learners: 10.2% (Prepared)	College and Career Indicator All students: 6.4% (Prepared) EL/ML: 6.7% (Prepared) Long Term English Learners: -1.3% (Prepared)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Socioeconomically Disadvantaged	Socioeconomically Disadvantaged: 1.7% (Prepared)	(Prepared)(Baseline established 24-25) Hispanic: 9.5% (Prepared) Socioeconomically Disadvantaged: 7.6% (Prepared) (Data Source: 2024 Dashboard)	Long Term English Learners: 6.9% (Prepared) Hispanic: 5.4% (Prepared) Socioeconomically Disadvantaged: 7.4% (Prepared) (Data Source: 2025 Dashboard)	Hispanic: 10%% (Prepared) Socioeconomically Disadvantaged: 10% (Prepared)	Hispanic: 4.7% (Prepared) Socioeconomically Disadvantaged: 5.7% (Prepared)
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%	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) 24-25 Suspension Rate: Students with Disabilities: 5.4% Hispanic Students: 1.9% English Learners: 2.7% Long Term English Learners: 2.9% (Data Source: 2025 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: -6.0% Hispanic Students: -0.6% English Learners: 0.2% Long Term English Learners: -0.4%

Goal Analysis [2025-26]

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.

5.1 Increase Graduation Rates at Brenkwitz
During the 2025–26 school year, Brenkwitz Continuation High School implemented targeted Equity Multiplier supports to improve graduation rates, language acquisition, attendance, and college and career readiness outcomes for English Learners/Multilingual Learners (EL/MLs), Long-Term English Learners (LTELs), Hispanic students, and Socioeconomically Disadvantaged students.
Successful implementation included expanded attendance monitoring, teacher-led and online credit recovery opportunities, summer school programming, and increased internship and apprenticeship opportunities.

To support English Learners and Long-Term English Learners, the school implemented integrated ELD strategies across the curriculum, utilized student data to monitor language development and academic progress, provided professional learning on language acquisition strategies, and developed individualized support plans for LTEL students. Parent outreach and workshops were conducted to increase awareness of reclassification requirements and available supports.

5.2 Increase academic support for students once they are in attendance at Brenkwitz.
During the 2025–26 school year, Brenkwitz Continuation High School implemented targeted social-emotional and academic supports to improve student engagement, attendance, graduation outcomes, and college and career readiness for English Learners/Multilingual Learners (EL/MLs), Long-Term English Learners (LTELs), Hispanic students, and Socioeconomically Disadvantaged students.
Implementation included expanded Social-Emotional Learning (SEL) assemblies, individual and group counseling services, and increased academic case management through a .50 counselor position. The counselor monitored student progress through attendance reviews, progress reports, report cards, and credit completion audits while providing individualized support to address academic, social-emotional, and language development needs.
The counselor also partnered with students and families to strengthen school connectedness and engagement through workshops focused on graduation requirements, college and career readiness, attendance, and available school supports. These efforts were designed to increase student persistence, remove barriers to success, and provide targeted interventions for students most at risk of not graduating college and career ready.

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.

5.1 Increase Graduation Rates at Brenkwitz
Differences between budgeted and actual expenditures were primarily due to staffing, program implementation timing, and adjustments to service delivery.
Despite these differences, the district maintained the core components of this action by prioritizing credit recovery, bilingual support, and targeted services for EL/ML and LTEL students, ensuring continued delivery of increased services aligned to Equity Multiplier goals.

5.2 Increase academic support for students once they are in attendance at Brenkwitz.
Differences between budgeted and actual expenditures were primarily due to staffing, program implementation timing, and adjustments to service delivery.
Despite these differences, the district maintained the core components of this action by prioritizing credit recovery, bilingual support, and targeted services for EL/ML and LTEL students, ensuring continued delivery of increased services aligned to Equity Multiplier goals.

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

5.1Increase Graduation Rates at Brenkwitz
Overall, this action was effective in improving graduation outcomes and supporting student engagement for English Learners/Multilingual Learners (EL/MLs), Long-Term English Learners (LTELs), Hispanic students, and Socioeconomically Disadvantaged students.
Metric 5.1 (Graduation Rate) demonstrated significant improvement during the LCAP cycle. The overall graduation rate increased from 62.4% in 2022–23 to 78.4% in 2024–25. Graduation rates also improved for EL/MLs (53.2% to 67.7%), LTELs (60.9% to 66.7%), Hispanic students (62.1% to 73.7%), and Socioeconomically Disadvantaged students (61.8% to 78.4%). These gains indicate that attendance

monitoring, credit recovery opportunities, bilingual support, and individualized interventions helped more students remain on track to graduate.
Metric 5.4 (College and Career Indicator) improved from 1.6% Prepared in 2022–23 to 8.0% Prepared in 2024–25. While progress was made, Hispanic students (5.4%), EL/MLs (6.7%), LTELs (6.9%), and Socioeconomically Disadvantaged students (7.4%) continue to perform below desired levels, demonstrating the need for continued college and career readiness supports, including individualized graduation and CCI planning.
Metrics 5.2 and 5.3 (CAASPP ELA and Mathematics) continue to indicate significant academic challenges. Although Socioeconomically Disadvantaged students demonstrated some improvement in ELA and Math performance, overall achievement remains well below grade-level standards, highlighting the continued need for academic interventions and language development supports.
Metric 5.5 (Suspension Rate) remained relatively low for Hispanic students, EL/MLs, and LTELs, suggesting that increased student support, relationship-building, and engagement efforts contributed to maintaining a positive school climate.
Overall, the action was effective in improving graduation outcomes and supporting student engagement, while continued efforts are needed to accelerate academic achievement and college and career readiness outcomes.

5.2 Increase academic support for students once they are in attendance at Brenkwitz.
Overall, this action was effective in improving student engagement, persistence, and graduation outcomes while highlighting the need for continued academic and college and career readiness supports.
Metric 5.1 (Graduation Rate) demonstrated significant improvement during the LCAP cycle. The overall graduation rate increased from 62.4% in 2022–23 to 78.4% in 2024–25. Graduation rates improved for EL/MLs (53.2% to 67.7%), LTELs (60.9% to 66.7%), Hispanic students (62.1% to 73.7%), and Socioeconomically Disadvantaged students (61.8% to 78.4%). These gains suggest that counseling, attendance monitoring, and academic case management contributed to increased student persistence toward graduation.
Metric 5.4 (College and Career Indicator) improved from 1.6% Prepared in 2022–23 to 8.0% Prepared in 2024–25. Although progress was made, Hispanic students (5.4%), EL/MLs (6.7%), LTELs (6.9%), and Socioeconomically Disadvantaged students (7.4%) continue to perform below desired levels, indicating a continued need for individualized college and career planning and postsecondary supports.
Metrics 5.2 and 5.3 (CAASPP ELA and Mathematics) indicate that academic performance remains significantly below grade-level standards despite targeted interventions and support services. Continued academic acceleration and language development supports remain necessary to improve outcomes.
Metric 5.5 (Suspension Rate) remained relatively low and stable for Hispanic students, EL/MLs, and LTELs, suggesting that SEL supports, counseling services, and relationship-building efforts contributed to maintaining student engagement and a positive school climate.
Overall, the action was effective in improving graduation outcomes and supporting student engagement, while continued efforts are needed to accelerate academic achievement and college and career readiness outcomes.

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 Modifications
Overall this goal was updated to reflect the new identification as well as the explanation of the Equity Multiplier goal, itself.

Metric Modifications / Expected Outcomes

No changes are proposed to Metrics 5.2, 5.3 and 5.5. Brenkwitz will continue monitoring graduation rates, academic achievement, college and career readiness, and suspension rates for identified student groups

HUSD has revised its Year 3 target outcomes (Expected Outcomes) for Metric 5.1 (Graduation Rate) and Metric 5.4 (College and Career Indicator) to reflect increased performance expectations and sustained student growth. Modifications included:
Metric 5.1: Graduation Rate for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged Target Year 3 Outcomes were revised as follows:
-All Students: 77.4% to 81%
-Socioeconomically Disadvantaged: 76.8% to 80%

Metric 5.4: The Percent of prepared students who are college and career ready Target Year 3 Outcomes were revised as follows:
-All Students: 4.6% to 11%
-EL/ML: 3% to 10%
-Hispanic: 3.7% to 10%
-Socioeconomically Disadvantaged: 4.7% to 10%

Action Modifications
Action 5.1-Brenkwitz will continue expanding attendance monitoring, credit recovery opportunities, bilingual instructional support, and targeted interventions for EL/MLs and LTELs. In response to the identification of Hispanic students on the College and Career Indicator, the school added targeted College and Career Readiness Case Management supports. These include individualized graduation and CCI plans for Hispanic students, quarterly transcript reviews, A-G monitoring and intervention, senior credit audits, and parent workshops focused on graduation requirements, A-G completion, FAFSA, and college planning. These additions are intended to increase the number of Hispanic students who complete CCI indicators prior to graduation.

The district expects continued improvement in Metric 5.1 (Graduation Rate) and Metric 5.4 (College and Career Indicator), while maintaining low suspension rates (Metric 5.5) and improving academic performance in English Language Arts and Mathematics (Metrics 5.2 and 5.3).

Action 5.2 Brenkwitz will continue implementing SEL supports, counseling services, attendance monitoring, and academic case management. Based on outcome data, the school will increase its focus on college and career readiness planning, family engagement, and individualized student support to ensure students remain on track for graduation and postsecondary success.

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.	$105,496.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. Increase the number of Hispanic students who complete CCI indicators before graduation: College and Career Readiness Case Management -Individual graduation and CCI plans for every Hispanic student -Quarterly transcript reviews -Credit Recovery -Senior credit audits -Parent workshops on graduation, FAFSA, and college planning		
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	$268,149.00	No

Action #	Title	Description	Total Funds	Contributing
		provide direct counseling sessions, one-on-one or group counseling sessions, support Hispanic, LTEL and 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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$69,850,434.00	$8,656,990

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
36.454%	0.000%	$0.00	36.454%

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 comparing these data outcomes to all our	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
	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. By aligning CTE programming with the needs of unduplicated students, HUSD is providing meaningful pathways to college and career	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
		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 participated in VAPA courses while 61.7% of Foster Youth and 17.1% of Socioeconomically Disadvantaged students participated.	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 or instability—can meaningfully engage in arts-based learning. By embedding these programs into the regular school day, HUSD eliminates common access	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
	Scope: LEA-wide	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)
1.10	**Action:** Deeper Learning Activities **Need:** Need to improve attendance rates and academic access for Socioeconomically Disadvantaged students (88.0%), English	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	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
	Learners (88.3%), Foster Youth (85.1%). (Data Source: 22-23 CALPADS Report 14.2) **Scope:** LEA-wide	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 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	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	Chronic Absenteeism (Metric 2.6)

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
	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	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.	
2.3	**Action:** Institutionalize an Emphasis on Social-Emotional Learning **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. **Scope:**	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 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	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
		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 skill growth offers a remedy to keeping students in school, feeling safe and connected, as well as experiencing positive feelings about themselves. The California Healthy Kids Survey (CHKS) data shows mixed trends in students' perceptions of school safety and connectedness from SY 23 to SY 24. For "Feeling Safe at School," 5th grade students reported a slight decrease from 73% to 71%, while	

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
		7th grade students showed a small increase from 54% to 55%. Ninth grade students also increased slightly from 44% to 45%. However, 11th grade students reported a decline from 46% to 42%, representing the largest decrease among all grade levels. For “Feeling More Connected,” most grade levels experienced either stable or slightly declining results. Fifth grade students decreased from 71% to 67%, and 7th grade students declined from 57% to 55%. Ninth grade students demonstrated improvement, increasing from 42% to 45%. Eleventh grade students remained stable at 44% across both years. Overall, elementary students continue to report the highest levels of safety and connectedness, while secondary students report lower levels overall. The data also highlights the need for continued efforts to strengthen school connectedness and perceptions of safety, particularly among upper grade levels.	
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.	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	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
	Scope: LEA-wide	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 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	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
	socioeconomically disadvantaged are at 5.5%. All students' suspension rates is at 5.1%. **Scope:**		
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	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
		success. By acting on the priorities identified through Educational Partner engagement, HUSD 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.	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
	Scope: 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	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
		skills in addressing behavioral excesses, a reduction in SWD suspensions will occur.	
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),
3.2	**Action:**	To better support our English and Multilingual Learners (EL/MLs), the district is prioritizing efforts	Vacancy rate for FTE of BCLAD Teachers, Special

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:**	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.	Education Teachers, Math Teachers, and Science Teachers.(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: 4,572 Farsi/Dari: 156. Based on Educational	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
	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	1:42
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2026-27 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	$191,614,238	$69,850,434.00	36.454%	0.000%	36.454%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,850,434.00	$17,116,207.00	$5,887,283.00	$4,154,950.00	$97,008,874.00	$95,295,666.00	$1,713,208.00

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	$66,586.00	$2,500.00	$69,086.00				$69,086.00	
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	$29,230.00	$45,190.00	$45,190.00	$858.00	$0.00	$28,372.00	$74,420.00	
1	1.3	Best First Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$973,538.00	$454,359.00	$897,135.00	$435,432.00		$95,330.00	$1,427,897.00	
1	1.4	Multilingual Language Learners and Language Acquisition	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$7,020,341.00	$397,925.00	$4,828,716.00	$73,463.00		$2,516,087.00	$7,418,266.00	
1	1.5	Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,301,866.00	$0.00	$2,301,866.00				$2,301,866.00	
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	$2,180,759.00	$52,099.00	$1,688,858.00	$449,655.00		$94,345.00	$2,232,858.00	
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	$6,986,015.00	$159,604.00	$4,735,674.00	$1,539,515.00	$870,430.00		$7,145,619.00	
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	$7,118,250.00	$80,985.00	$227,568.00	$3,516,365.00	$3,455,302.00		$7,199,235.00	
1	1.9	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$712,012.00	$19,500.00	$716,512.00	$15,000.00			$731,512.00	

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	1.10	Deeper Learning Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$64,316.00	$109,175.00	$37,364.00	$1,102.00		$135,025.00	$173,491.00	
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	$2,638,645.00	$97,280.00	$37,926.00	$2,580,478.00	$117,521.00		$2,735,925.00	
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	All	No			Specific Schools: East Avenue, Cherryland, Fairview, Park, Stonebrae	Ongoing	$188,583.00	$0.00		$0.00		$188,583.00	$188,583.00	
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	All	No			All Schools	Ongoing	$395,327.00	$0.00		$163,431.00	$231,896.00		$395,327.00	
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	$7,082,182.00	$16,220.00	$16,220.00	$6,068,680.00	$1,013,502.00		$7,098,402.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	All	No			All Schools	Ongoing	$439,137.00	$0.00		$342,946.00	$96,191.00		$439,137.00	
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	$1,810,772.00	$49,206.00	$70,126.00	$1,142,360.00	$31,521.00	$615,971.00	$1,859,978.00	
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	$384,557.00	$80.00	$93,471.00	$291,166.00			$384,637.00	
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	$2,843,914.00	$206,620.00	$2,861,722.00	$117,892.00	$70,920.00		$3,050,534.00	
2	2.9	Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$93,651.00	$0.00	$93,651.00				$93,651.00	
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	$50,233,641.00	$0.00	$50,233,641.00				$50,233,641.00	
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	All EL, Low Income	No			All Schools	Ongoing	$315,352.00	$0.00		$4,219.00		$311,133.00	$315,352.00	

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
3	3.3	ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts	All	No												
3	3.4	Translation/Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$896,661.00	$0.00	$895,708.00			$953.00	$896,661.00	
3	3.5	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators							$0.00	$0.00	$0.00				$0.00	
3	3.6	ACTION DISCONTINUED FOR 2025-2026: Service Excellence														
3	3.7	ACTION 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	$169,151.00	$0.00				$169,151.00	$169,151.00	
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	
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	$0.00	$0.00	$0.00				$0.00	
5	5.1	Increase Graduation Rates at Brenkwitz	All	No			All Schools	Ongoing	$83,031.00	$22,465.00		$105,496.00			$105,496.00	
5	5.2	Increase academic support for students once they are in attendance at Brenkwitz.	All	No			All Schools	Ongoing	$268,149.00	$0.00		$268,149.00			$268,149.00	

2026-27 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
$191,614,238	$69,850,434.00	36.454%	0.000%	36.454%	$69,850,434.00	0.000%	36.454 %	**Total:**	$69,850,434.00
								LEA-wide Total:	$69,850,434.00
								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	$69,086.00	
1	**1.2**	Professional Learning and Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,190.00	
1	**1.3**	Best First Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$897,135.00	
1	**1.4**	Multilingual Language Learners and Language Acquisition	Yes	LEA-wide	English Learners	All Schools	$4,828,716.00	
1	**1.5**	Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,301,866.00	
1	**1.6**	Building District Common Assessments and Data Driven	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,688,858.00	

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	$4,735,674.00	
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	$227,568.00	
1	1.9	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$716,512.00	
1	1.10	Deeper Learning Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,364.00	
2	2.1	Coordination of Services to Support the Whole Student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,926.00	
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning				All Schools		
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	$16,220.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness				All Schools		
2	2.6	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,126.00	
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,471.00	
2	2.8	Improve Students' Health and Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,861,722.00	
2	2.9	Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,651.00	

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	$50,233,641.00	
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields				All Schools		
3	3.4	Translation/Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$895,708.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$84,448,305.00	$94,689,596.00

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	$398,165.00	$38,076.00
1	**1.2**	Professional Learning and Instructional Leadership	Yes	$906,439.00	$128,419.00
1	**1.3**	Best First Instruction	Yes	$2,445,468.00	$1,498,036.00
1	**1.4**	Multilingual Language Learners and Language Acquisition	Yes	$7,094,215.00	$6,288,291.00
1	**1.5**	Personalized Learning	Yes	$2,742,189.00	$2,262,205.00
1	**1.6**	Building District Common Assessments and Data Driven	Yes	$3,158,107.00	$2,103,513.00
1	**1.7**	College and Career Readiness	Yes	$9,072,370.00	$7,294,391.00
1	**1.8**	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	$6,515,841.00	$7,293,297.00
1	**1.9**	Induction Program	Yes	$541,833.00	$763,438.00
1	**1.10**	Deeper Learning Activities	Yes	$2,814,067.00	$1,067,857.00

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)
2	2.1	Coordination of Services to Support the Whole Student	Yes	$3,832,205.00	$3,630,304.00
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	No	$196,736.00	$218,012.00
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	No	$737,439.00	$392,674.00
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	$7,191,576.00	$7,648,947.00
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	No	$831,121.00	$473,694.00
2	2.6	Increase Parent Education and Involvement	Yes	$802,979.00	$3,145,521.00
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	$405,291.00	$337,938.00
2	2.8	Improve Students' Health and Well-Being	Yes	$3,289,402.00	$3,222,119.00
2	2.9	Students with Disabilities	Yes	$100,000.00	$93,258.00
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	$22,215,876.00	$45,285,852.00
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	No	$363,605.00	$295,610.00
3	3.3	ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts	No	$0.00	$1,023,232.00
3	3.4	Translation/Interpretation Services	Yes	$976,808.00	$169,069.00
3	3.5	ACTION DISCONTINUED FOR 2025-2026: Provide Professional		$0.00	$0.00

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)
		Growth to School and District Administrators			
3	**3.6**	ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators		$0.00	$0.00
3	**3.7**	DISCONTINUED for 2025-2026 Family Advocacy and Fostering Positive Experiences in Response to Concerns		$0.00	$0.00
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	$0.00
4	**4.2**	Use resources, including facilities, efficiently and effectively to support our own educational community.	No	$0.00	$0.00
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	$0.00
5	**5.1**	Increase Graduation Rates at Brenkwitz	No	$150,000.00	$15,843.00
5	**5.2**	Increase academic support for students once they are in attendance at Brenkwitz.	No	$161,573.00	$0.00

2025-26 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)
$65,475,168.00	$62,018,344.00	$65,475,168.00	($3,456,824.00)	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	$398,165.00	$38,076.00		
1	1.2	Professional Learning and Instructional Leadership	Yes	$906,439.00	$45,194.00		
1	1.3	Best First Instruction	Yes	$1,553,532.00	$954,136.00		
1	1.4	Multilingual Language Learners and Language Acquisition	Yes	$3,570,414.00	$3,694,967.00	0%	
1	1.5	Personalized Learning	Yes	$2,742,189.00	$2,262,205.00	0%	
1	1.6	Building District Common Assessments and Data Driven	Yes	$2,720,875.00	$1,631,249.00		
1	1.7	College and Career Readiness	Yes	$7,338,804.00	$4,733,218.00	0%	
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	$5,972,734.00	$215,804.00	0%	
1	1.9	Induction Program	Yes	$523,833.00	$727,697.00	0%	
1	1.10	Deeper Learning Activities	Yes	$1,253,883.00	$891,172.00	0%	
2	2.1	Coordination of Services to Support the Whole Student	Yes	$1,170,282.00	$395,772.00	0%	
2	2.4	Improve Student Feelings of School Safety through	Yes	$6,655,297.00	$16,216.00		

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)
		Relationships and Structures of Support					
2	**2.6**	Increase Parent Education and Involvement	Yes	$362,509.00	$545,193.00	0%	
2	**2.7**	Promote Attendance and Reduce Chronic Absenteeism	Yes	$405,291.00	$118,143.00	0%	
2	**2.8**	Improve Students' Health and Well-Being	Yes	$3,289,402.00	$2,942,235.00	0%	
2	**2.9**	Students with Disabilities	Yes	$100,000.00	$92,670.00		
3	**3.1**	Recruit and Retain Highly Qualified Teachers	Yes	$22,215,876.00	$45,286,309	0%	
3	**3.4**	Translation/Interpretation Services	Yes	$838,819.00	$884,912.00	0%	

2025-26 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)
$184,621,745	$65,475,168.00	0	35.464%	$65,475,168.00	0.000%	35.464%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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).

California Department of Education
November 2024

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
LEA-wide Lowest Performance	District	All Students	Graduation	1	3
LEA-wide Lowest Performance	District	African American	Suspension	2	5
LEA-wide Lowest Performance	District	American Indian	Suspension	2	5
LEA-wide Lowest Performance	District	English Learner	ELA	1	3
LEA-wide Lowest Performance	District	English Learner	Graduation	1	3
LEA-wide Lowest Performance	District	English Learner	Math	1	3
LEA-wide Lowest Performance	District	Foster Youth	ELA	1	3
LEA-wide Lowest Performance	District	Foster Youth	Math	1	3
LEA-wide Lowest Performance	District	Foster Youth	Suspension	2	5
LEA-wide Lowest Performance	District	Hispanic	Graduation	1	3
LEA-wide Lowest Performance	District	Hispanic	Math	1	3
LEA-wide Lowest Performance	District	Homeless	CCI	1	7
LEA-wide Lowest Performance	District	Homeless	ELA	1	3
LEA-wide Lowest Performance	District	Homeless	Graduation	1	3
LEA-wide Lowest Performance	District	Homeless	Math	1	3
LEA-wide Lowest Performance	District	Pacific Islander	Math	1	3
LEA-wide Lowest Performance	District	Socioeconomically Disadvantage	Graduation	1	3
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation	1	3
LEA-wide Lowest Performance	District	White	Suspension	2	5
Required Action for English Learners	District	English Learner	N/A	1	4
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	4
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	2	9
School Student Group Lowest Performance	Anthony W. Ochoa Middle	African American	Suspension	2	5
School Student Group Lowest Performance	Anthony W. Ochoa Middle	English Learner	Math	1	3
School Student Group Lowest Performance	Anthony W. Ochoa Middle	English Learner	Suspension	2	5
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Hispanic	Math	1	3
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Hispanic	Suspension	2	5
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	ELA	2	9

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	English Learner	CCI	5	2
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	English Learner	Graduation	5	1
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	Hispanic	CCI	5	2
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	Hispanic	Graduation	5	1
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	Socioeconomically Disadvantage	CCI	5	2
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	Socioeconomically Disadvantage	Graduation	5	1
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Bret Harte Middle	African American	Math	1	3
School Student Group Lowest Performance	Bret Harte Middle	African American	Suspension	2	5
School Student Group Lowest Performance	Bret Harte Middle	English Learner	Math	1	3
School Student Group Lowest Performance	Bret Harte Middle	English Learner	Suspension	2	5
School Student Group Lowest Performance	Bret Harte Middle	Hispanic	Math	1	3
School Student Group Lowest Performance	Bret Harte Middle	Socioeconomically Disadvantage	Math	1	3
School Student Group Lowest Performance	Bret Harte Middle	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Bret Harte Middle	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Bret Harte Middle	White	Suspension	2	5
School Student Group Lowest Performance	Burbank Elementary	African American	Math	1	3
School Student Group Lowest Performance	Burbank Elementary	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Burbank Elementary	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	ELA	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	ELPI	1	4
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	Math	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	Suspension	2	5
School Student Group Lowest Performance	Cesar Chavez Middle	Hispanic	ELA	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	Hispanic	Math	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	Hispanic	Suspension	2	5
School Student Group Lowest Performance	Cesar Chavez Middle	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	Socioeconomically Disadvantage	Math	1	3
School Student Group Lowest Performance	Cesar Chavez Middle	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	ELA	2	9

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Cherryland Elementary	African American	Suspension	2	5
School Student Group Lowest Performance	Cherryland Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Cherryland Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Cherryland Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Eden Gardens Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Eden Gardens Elementary	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Eldridge Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Eldridge Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Fairview Elementary	African American	Math	1	3
School Student Group Lowest Performance	Fairview Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Fairview Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Faith Ringgold School of Arts and Scienc	English Learner	ELA	1	3
School Student Group Lowest Performance	Faith Ringgold School of Arts and Scienc	English Learner	Math	1	3
School Student Group Lowest Performance	Faith Ringgold School of Arts and Scienc	Hispanic	ELA	1	3
School Student Group Lowest Performance	Faith Ringgold School of Arts and Scienc	Hispanic	Math	1	3
School Student Group Lowest Performance	Faith Ringgold School of Arts and Scienc	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Glassbrook Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Glassbrook Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Glassbrook Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Glassbrook Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Glassbrook Elementary	Hispanic	Math	1	3
School Student Group Lowest Performance	Glassbrook Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Glassbrook Elementary	Socioeconomically Disadvantage	Math	1	3
School Student Group Lowest Performance	Glassbrook Elementary	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Glassbrook Elementary	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Harder Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Harder Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Harder Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Harder Elementary	English Learner	Suspension	2	5
School Student Group Lowest Performance	Harder Elementary	Hispanic	ELA	1	3

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Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Harder Elementary	Hispanic	Math	1	3
School Student Group Lowest Performance	Harder Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Harder Elementary	Socioeconomically Disadvantage	Math	1	3
School Student Group Lowest Performance	Harder Elementary	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Harder Elementary	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Harder Elementary	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Harder Elementary	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Hayward High	African American	Suspension	2	5
School Student Group Lowest Performance	Hayward High	English Learner	ELA	1	3
School Student Group Lowest Performance	Hayward High	English Learner	Math	1	3
School Student Group Lowest Performance	Hayward High	Hispanic	Math	1	3
School Student Group Lowest Performance	Hayward High	Students with Disabilities	Graduation	1	3
School Student Group Lowest Performance	Hayward High	Two Or More Races	Suspension	2	5
School Student Group Lowest Performance	Longwood Elementary	Asian	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Longwood Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Longwood Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Longwood Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Longwood Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Longwood Elementary	Hispanic	Math	1	3
School Student Group Lowest Performance	Longwood Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	African American	Math	1	3
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	African American	Suspension	2	5
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	English Learner	ELA	1	3
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	English Learner	Math	1	3
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	English Learner	Suspension	2	5
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	Hispanic	Math	1	3
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Martin Luther King, Jr. Middle	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Mt. Eden High	African American	Suspension	2	5
School Student Group Lowest Performance	Mt. Eden High	English Learner	ELPI	1	4
School Student Group Lowest Performance	Mt. Eden High	English Learner	Suspension	2	5
School Student Group Lowest Performance	Mt. Eden High	Hispanic	ELA	1	3

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Mt. Eden High	Hispanic	Suspension	2	5
School Student Group Lowest Performance	Mt. Eden High	Students with Disabilities	Graduation	1	3
School Student Group Lowest Performance	Mt. Eden High	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Park Elementary	African American	Suspension	2	5
School Student Group Lowest Performance	Park Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Park Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Park Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Park Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Park Elementary	Hispanic	Math	1	3
School Student Group Lowest Performance	Park Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Park Elementary	Socioeconomically Disadvantage	Math	1	3
School Student Group Lowest Performance	Park Elementary	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Park Elementary	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Ruus Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Ruus Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Ruus Elementary	Socioeconomically Disadvantage	ELA	1	3
School Student Group Lowest Performance	Schafer Park Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Southgate Elementary	Asian	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Southgate Elementary	Filipino	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Stonebrae Elementary	African American	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Stonebrae Elementary	African American	Suspension	2	5
School Student Group Lowest Performance	Stonebrae Elementary	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Stonebrae Elementary	White	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	African American	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	English Learner	CCI	1	7
School Student Group Lowest Performance	Tennyson High	English Learner	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	English Learner	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Hispanic	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Hispanic	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Homeless	CCI	1	7
School Student Group Lowest Performance	Tennyson High	Homeless	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Socioeconomically Disadvantage	Graduation	1	3

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Tennyson High	Socioeconomically Disadvantage	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Students with Disabilities	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Treeview Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Treeview Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Treeview Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Treeview Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Treeview Elementary	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Winton Middle	English Learner	ELA	1	3
School Student Group Lowest Performance	Winton Middle	Hispanic	ELA	1	3
School Student Group Lowest Performance	Winton Middle	Socioeconomically Disadvantage	ELA	1	3
School-wide Lowest Performance	Anthony W. Ochoa Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Brenkwitz High (Equity Multiplier)	All Students	CCI	5	2
School-wide Lowest Performance	Brenkwitz High (Equity Multiplier)	All Students	Graduation	5	1
School-wide Lowest Performance	Bret Harte Middle	All Students	Math	1	3
School-wide Lowest Performance	Bret Harte Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Cesar Chavez Middle	All Students	ELA	1	3
School-wide Lowest Performance	Cesar Chavez Middle	All Students	Math	1	3
School-wide Lowest Performance	Cesar Chavez Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Faith Ringgold School of Arts and Scienc	All Students	ELA	1	3
School-wide Lowest Performance	Faith Ringgold School of Arts and Scienc	All Students	Math	1	3
School-wide Lowest Performance	Glassbrook Elementary	All Students	ELA	1	3
School-wide Lowest Performance	Glassbrook Elementary	All Students	Math	1	3
School-wide Lowest Performance	Harder Elementary	All Students	ELA	1	3
School-wide Lowest Performance	Harder Elementary	All Students	Math	1	3
School-wide Lowest Performance	Longwood Elementary	All Students	ELA	1	3
School-wide Lowest Performance	Longwood Elementary	All Students	Math	1	3
School-wide Lowest Performance	Park Elementary	All Students	Math	1	3
School-wide Lowest Performance	Tennyson High	All Students	Graduation	1	3
School-wide Lowest Performance	Tennyson High	All Students	Suspension	2	5

Hayward Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
Required Action(s) for Technical Asssitance [1]	District	Foster Youth	ELA/Math	1	3
Required Action(s) for Technical Asssitance [2]	District	Long-term English Learner	ELPI	1	4
Required Action(s) for Technical Asssitance [3]	District	Foster Youth	Chronic Absenteeism	2	7
Required Action(s) for Technical Asssitance [4]	District	Long-term English Learner	Graduation	1	3
Required Action(s) for Technical Asssitance [5]	District	Foster Youth	Suspension	2	5