



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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# Goal 1

## Goal Description

**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.**

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%
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 Foster Youth = -116.2 Homeless Youth = -155.7 Socioeconomically Disadvantaged = -64.2		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 Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8  (Data source: 2025 CA Dashboard)	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 Homeless Youth = -111.2 Socioeconomically Disadvantaged = -32.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(Data source: 2024 CA Dashboard)			
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%
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%  (Data source: 2025 CALPADS Report)	4) 26-27 Target EL/ML Reclassification Rate: =14% or above
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% Socioeconomically Disadvantaged = 62.39% Foster Youth = 0%  (Data source: 2024 College Board)		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% Socioeconomically Disadvantaged = 68.64% Foster Youth = 0%	5) 26-27 Students passing the Advanced Placement Exams with a (3+): 62.3%  3+ Pass rate by selected student groups: English Learners = 84% Socioeconomically Disadvantaged = 59.3% Foster Youth = 9%
1.6	6) The percent of 11th grade students who exceeded standards on CAASPP - ELA	6) 22-23 16.48% of 11th graders exceeded standards on the CAASPP ELA assessment	6) 23-24 16.1% of 11th graders exceeded standards on the CAASPP ELA assessment		6) 24-25 16.88% of 11th graders exceeded standards on the CAASPP ELA assessment	6) 26-27 19.48% of 11th graders exceeded standards on the CAASPP ELA assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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	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)		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	The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 3% Socioeconomically Disadvantaged = 18.83% Foster Youth = **
1.7	7) The percent of students successfully completing CTE sequences	7) 22-23 Students successfully completing CTE sequences: 79.29%	7) 23-24 Students successfully completing CTE sequences: 82.23%  (Data Source: 2024 Infinite Campus Report)		7) 24-25 Students successfully completing CTE sequences: 82.67%  (Data Source: 2025 Infinite Campus Report)	7) 26-27 Students successfully 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 = *  (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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	9) The percent of students enrolled in and completing Algebra for the first time, including unduplicated pupils and African American students	<p>9) Students passing Algebra for the first time:</p> <p>23-24 (S1) HUSD = 70.24% African Americans = 67.68% Students with Disabilities = 70.59% EL/ML = 48.62%</p> <p>22-23 (EOY) HUSD = 57.63% African Americans = 65% Students with Disabilities = 64.77% EL/ML = 46.34%</p>	<p>9) Students passing Algebra for the first time:</p> <p>24-25 (S1) HUSD = 73.05% African Americans = 70.19% Students with Disabilities = 68.46% EL/ML = 48.08%</p> <p>23-24 (EOY) HUSD = 62.67% African Americans = 61.8 % Students with Disabilities = 66.2% EL/ML = 38.99%</p> <p>(Data Source: 2024 and 2025 Infinite Campus Report)</p>		<p>9) Students passing Algebra for the first time:</p> <p>25-26 (S1) HUSD = % African Americans = % Students with Disabilities = % EL = %</p> <p>24-25 (EOY) HUSD = 67.73% African Americans = 63.73% Students with Disabilities = 65.77% EL = 41.18%</p> <p>(Data Source: 2025 Infinite Campus Report)</p>	<p>9) Students passing Algebra for the first time:</p> <p>26-27 (S1) HUSD = 80.24% African Americans = 77.68% Students with Disabilities = 80.59% EL/ML = 58.62%</p> <p>25-26 (EOY) HUSD = 67.63% African Americans = 75% Students with Disabilities = 74.77% EL/ML = 56.34%</p>
1.10	10) The percent of students meeting A-G requirements	<p>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%</p>	<p>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%</p> <p>(Data Source: 2024 Dataquest)</p>		<p>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 = * Socioeconomically Disadvantaged = 32.4%</p> <p>(Data Source: 2025 Dataquest)</p>	<p>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%</p>
1.11	11) Ensure that all core adoptions including those adopted by the SBE will be aligned with current	<p>11) 22-23 K-6 ELA,ELD and K-5 math core adoptions</p>	<p>11) As of the 2023-24 school year, K-12 ELA, Grades 7-12</p>		<p>11) As of the 2024-25 school year, K-12 ELA, Grades 7-12</p>	<p>11) By 2026-2027 K-12 ELA and ELD core adoptions will be</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	standards, e.g. CCSS, NGSS, ELD, CWLS, etc.	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	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		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 7-12) adoption as soon as funding is available. Mathematics (Grades TK -12) has been postponed for adoption until the 2026 school year.	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)
<b>1.12</b>	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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
1.14	14) Increase K-12 student opportunities to participate in the VAPA program in conjunction with the VAPA Master Plan	14) 23-24 All elementary students in Grades 1 - 4 have prep music (1hr per week).  48.5% of 5th and 6th grade students are enrolled in a VAPA course.  All secondary sites offer at least one VAPA course. 30.1% of total secondary students were enrolled in at least one VAPA course	14) 24-25 All elementary students in Grades 1 - 4 have prep music (1hr per week).  48.8% of 5th and 6th grade students 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)		14) 25-26 All elementary students in Grades 1 - 4 have prep 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)	14) 26-27 100% of elementary students in Grades 1 - 4 will have prep music (1hr per week).  78.5% of 5th and 6th grade students are enrolled in a VAPA course.  All secondary sites offer at least one VAPA course. 60.1% of total secondary students were enrolled in at least one VAPA course
1.15	15) Maintain program access and completion rates for students enrolled in a K-6 Dual Language Program	15) 23-24 8.9% of K-6 students are enrolled in the DLI program; 81.48% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6	15) 24-25 10.6% of K-6 students are enrolled in the DLI program; 64.5% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6		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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(Data Source: 2025 Infinite Campus Report)		(Data Source: 2025 Infinite Campus Report)	
1.16	16) 100% of students have sufficient access to standards-aligned instructional materials	16) 23-24 Students have sufficient access to standards-aligned instructional materials: 100%	16) 24-25 Students have sufficient access to standards-aligned instructional materials: 100%		16) 25-26 Students have sufficient access to standards-aligned instructional materials: 100%	16) 26-27 Students have sufficient access to 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)		18) 24-25 50.3% of students who graduated college and/or career ready  (Data source: 2025 CA Dashboard)	17) 26-27 44.5% of students graduate college and/or career ready
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 62.75% of SpEd students are in general education at least 80% of their day
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,
1.20	20) Percent of teachers who participate in professional development in CA Academic Content Standards and Curriculum Framework.	20) 23-24 78% of teachers participated in centrally offered district professional development in CA Academic Content	20) 24-25 95% of teachers participated in centrally offered district professional development in CA Academic Content		20) 25-26 83% of teachers participated in centrally offered district professional development in CA Academic Content	20) 26-27 87% of teachers will participate in centrally offered district professional development while

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Standards and Curriculum Framework. 50% of teachers have participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.	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)		Standards and Curriculum Framework.  (Data Source: 2025 Department Report)	59% of teachers will participate in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.
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)		N/A	21) 26-27 25% of teachers will participate in professional development that specifically focuses on English Language Development (ELD) strategies for multilingual learners.
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%		22) 25-26 Percent of students that participated in the after school program:  EL/ML = 37.9%  Socioeconomically Disadvantaged = 42.6%  Foster Youth = 90%	22) 26-27 Percent of students that participated in the after school program:  EL/ML = 48%  Socioeconomically Disadvantaged = 50.1%  Foster Youth = 30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(Data Source: 2025 Department Report)		(Data Source: 2025 Department Report)	
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 = 18.5% Socioeconomically Disadvantaged = 17.33% Foster Youth = 6%
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 = 33.2% African Amer.= 38.4% SWD = 42.4% EL/ML = 35.3% Homeless Youth = 50.6% Foster = 54.3% Socioeconomically Disadvantaged = 35%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Equity and Anti-Bias/Anti-Racism Training and Policies</b>  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.</p> <p>Anti-Bias/Anti-Racism (AB/AR)</p> <p>The district will maintain the Administrator on Special Assignment (AOSA) for Equity and Anti-Racism in collaboration with the district Equity Oversight Committee. The AOSA will work with the school AB/AR influencers to lean deeply into racial and other forms of equity work to help educators and staff to continue deconstructing unconscious personal biases and beliefs, develop the knowledge and skills to challenge them when they arise, thereby moving closer to systemic equity transformation.</p> <p>The AB/AR professional learning sessions will shift to be integrated into district professional learning calendared days and by the AB/AR AOSA and additional staff. The AB/AR AOSA will co-lead the district Equity Oversight committee focusing on ensuring EL/ML's, Foster Youth and Homeless Youth have educational equity, focusing on access, opportunity and the removal of systemic barriers to their academic success. The committee will ensure educational partner voices, including students, parents, and labor partners, as key to ongoing policy development recommendations, revisions and implementation.</p>	Yes	Fully Implemented	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% Socioeconomic ally		\$398,165.00	\$27,736.97

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	<p>AB/AR Professional Learning</p> <p>The AB/AR AOSA will continue to collaborate with represented bargaining units to support, develop and provide integrated ABAR/district professional learning differentiated modules for all district staff. The AB/AR professional learning, Equity Oversight Committee, and activities will continue to be supported by all district divisions and will be reviewed based on the session feedback, surveys, and student and community voice. The district will continue to gather feedback to the success and effectiveness of the implementation of the strategies developed for the implementation of the AB/AR and Ethnic Studies policies. The AB/AR AOSA will continue to lead the Ethnic Studies implementation and will support Safe and Inclusive programming supporting students and staff ensuring inclusivity. The AB/AR AOSA will continue to provide a mid and end of year report for the Board of Education.</p>						
1.2	<p><b>Professional Learning and Instructional Leadership</b> Professional Learning</p> <p>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.</p> <p>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</p>	Yes	Fully Implemented	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		\$906,439.00	\$130,812.25

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	<p>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.</p> <p>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.</p> <p>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 &amp; 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.</p>			<p>Homeless Youth = -153.1 Socioeconomically Disadvantaged = -98.3</p> <p>ELA: HUSD = -49 African American = -58.4 Hispanic = -65.7 EL/ML = -88.9 SWD = -110.8 Foster Youth = -158.3 Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8</p> <p>(Data source: 2025 CA Dashboard)</p>			

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	<p>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.</p> <p>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.</p>						
1.3	<p><b>Best First Instruction</b> Strategic Literacy Plan The district will continue to implement evidence-based literacy strategies based on the Science of Reading and instructional practices to support increasing academic achievement and engagement for students who are English Learners, Students with an IEP, and low income students. The district Literacy AOSA will ground evidence based practice in the ongoing development and will work with the district SIR and CCEIS teams to</p>	Yes	Fully Implemented	2) 24-25 CAASPP points away from standard Math: HUSD = -88.8 African American = -113.9 Hispanic = -105.7 EL/ML = -117.4		\$2,445,468.00	\$721,659.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>build common assessments, enhanced best first instruction to support reading instruction, and literacy training for teachers, administrators, and staff.</p> <p>Reading by 3rd Grade The district will maintain the Elementary Literacy Administrator on Special Assignment (AOSA) who will continue to lead the focus on implementing evidence-based literacy practices across the elementary schools. The district will continue to mandate and support the use of a Universal Screener following the district adopted calendar for administration and move forward with using the assessment flow-chart documents to support addressing students' results, with emphasis on addressing students' areas of unfinished learning. Guidance and differentiation will be built into both the whole-group and small-group instruction in the staggered reading program to support the development of literacy foundational skills with special focus on opportunity for English learners, students in low-income designation, foster youth, and Homeless Youth or unaccompanied minors.</p> <p>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</p>			<p>SWD = -144.3 Foster Youth = -178.1 Homeless Youth = -153.1 Socioeconomically Disadvantaged = -98.3</p> <p>ELA: HUSD = -49 African American = -58.4 Hispanic = -65.7 EL/ML = -88.9 SWD = -110.8 Foster Youth = -158.3 Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8</p> <p>(Data source: 2025 CA Dashboard)</p> <p>4) 24-25 EL Reclassification Rate: 10.1%</p> <p>(Data source: 2025 CALPADS Report)</p>			

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	<p>unaccompanied minors. Literacy para-educators will provide intervention/acceleration literacy support in the intermediate elementary grades.</p> <p>Literacy Para Educators The district will maintain the elementary literacy para educators at elementary school sites. The para educators will focus on the intermediate students using SIPPS, UFLI or other evidence-based, site adopted, reading intervention program aligned with the district's evidence-based practices aligned with research provided by the Science of Reading. The program(s) will provide intensive, small-group, supplementary literacy intervention proven to increase literacy achievement of striving readers with systematically designed lessons to support phonemic awareness, phonics, and automaticity leading to improved reading comprehension. The supplemental, evidence-based, systematic and explicit (phonics based), accelerated beginning Spanish reading program will provide intervention for students who are not meeting grade-level reading expectations in Spanish.</p> <p>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.</p> <p>Literacy Professional Learning</p>						

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	<p>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.</p> <p><b>Mathematics</b> 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.</p> <p><b>Math Strategic Plan</b> The district will build awareness and build the work plan for year 1 implementation of the new TK-12 Strategic Mathematics plan. The district will continue to focus on Algebra Readiness through the focus on TK-3 foundational and play based math in collaboration with ACOE and through the Algebra professional learning with the CSU CAPP grant. Online math platforms will be purchased and utilized to strengthen/deepen instruction, to have real world connections for all students, including our English learners, low income and foster youth and Homeless Youth or unaccompanied minors and provide students/families support outside of the classroom.</p> <p>HUSD will continue with the online, supplemental math enrichment program in Spanish and English to provide additional mathematical practice for students in Spanish</p>						

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	<p>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.</p> <p>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.</p> <p>Ethnic Studies Implementation The district ABAR AOSA will continue to support the implementation of the US History Ethnic Studies aligned course and the Ethnic Studies course to ensure that multiple cultural and ethnic perspectives are reflected in the implementation of materials and instruction for Ethnic Studies, including going beyond slavery when covering African history. The units, lessons, activities, and theoretical perspectives for topics will be taught from an asset-based, decolonizing perspective that is rooted in and shaped by our communities' knowledge and self, stories, systems, social movements, and solidarity. Following our board policy for Ethnic Studies the the district will ensure the multiple cultural and ethnic perspectives are reflected</p>						

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	<p>including Africana/Black/African American Studies, American Indian/Alaskan Native/Native American/Indigenous Studies, Asian American Studies, Pacific Islander Studies, Arab American Studies, and Chicana/o/x and Latina/o/x Studies, all groups that contend with racism, white supremacy culture, anti-Blackness, anti-Indigeneity, and nation within-nation relationships. Additional hours may be allocated to review new Ethnic Studies courses using the adopted rubric. The district will purchase supplemental culturally and linguistically responsive diverse literature written by authors of color and instructional materials will represent various backgrounds for use in new Ethnic Study courses.</p> <p><b>Tutoring</b> Each elementary school will be given a standard allocation using Community Schools/ELOP for teacher led intervention in ELA and Math for students based on data. There will be guidance on the tutorial that includes pre/post assessment data, evidence based materials and structures for the sessions. The district will continue to partner with the Hayward public library, NAACP and Chabot/TRIO for tutorial services as available to support our most impacted student populations: students designated as low income, foster youth, and English Learners.</p> <p><b>Graduation</b> 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. In 25-26 the district will discuss and finalize updated graduation and grading policies to ensure equitable access to earn their high school diplomas. Additional support for our students</p>						

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	with IEPs will be supported by Hayward Adult School, programming and Disabled Student Programs Services at Chabot's college and other local programs.						
1.4	<p><b>Multilingual Language Learners and Language Acquisition</b>  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.</p> <p>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.</p> <p>Dual Language Programs  The Multilingual Department will provide support to school sites that are transitioning their language allocation models-80/20. Specific measures that we will use are ELPI, CAASPP ELA ELs, CAASPP Math EL/MLs. The district will continue to assess middle school expansion of Dual Language programs as funding becomes available.</p> <p>Newcomer Supports</p>	Yes	Fully Implemented	4) 24-25 EL Reclassification Rate: 10.1%  (Data source: 2025 CALPADS Report)		\$7,094,215.00	\$6,249,033.22

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	<p>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).</p> <p><b>Bilingual Instructional Assistants</b> 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.</p> <p><b>Long-Term English Learners</b> 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.</p> <p><b>Personnel to support Multilingual Learners</b> 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.</p>						

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	<p>EL/ML Program Specialist-District The district will maintain the EL Program Specialists (3.0 FTE) to provide support for school site EL Specialists, Biliteracy and dual language instruction, and support site administrators to ensure that all EL/MLs receive integrated and designated ELD regardless of program placement. The EL Program Specialists will support instructional practices to build teacher capacity and support Integrated and Designated ELD. They will coordinate and/or provide professional development and coordinate the purchase of evidenced based supplemental materials, as needed.</p> <p>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.</p>						
1.5	<p><b>Personalized Learning</b> 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.</p>	Yes	Fully Implemented	2) 24-25 CAASPP points away from standard Math: HUSD = -88.8 African American = -113.9 Hispanic = -105.7 EL/ML = -117.4		\$2,742,189.00	\$2,265,150.27

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	<p>Secondary Level: Maintain Programs and Courses</p> <p>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.</p>			<p>SWD = -144.3 Foster Youth = -178.1 Homeless Youth = -153.1 Socioeconomically Disadvantaged = -98.3</p> <p>ELA: HUSD = -49 African American = -58.4 Hispanic = -65.7 EL/ML = -88.9 SWD = -110.8 Foster Youth = -158.3 Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8</p> <p>(Data source: 2025 CA Dashboard)</p> <p>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</p>			

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				because fewer than 11 students tested Homeless Youth = 48.5%  (Data Source: 2025 Dataquest Report)			
1.6	<b>Building District Common Assessments and Data Driven Data and Use of Common Assessments</b>  <b>Staffing</b> 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.	Yes	Fully Implemented	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		\$3,158,107.00	\$2,114,595.16

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	<p>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.</p> <p>At the elementary level, the district will continue to provide assessment platforms, professional learning/guidance and test administration time to support universal screening, diagnostic reporting, and progress monitoring to combine Computer-Adaptive Testing (CAT) with Curriculum-Based Measures (CBM) housed in Illuminate, the HUSD online student data warehouse. This platform will bolster staff's ability to identify targeted groups of students for follow-up support and intervention in the areas of English/Spanish Language Arts, Mathematics, attendance and social-emotional behaviors. The district will fund the cost of the Illuminate program and provide ongoing training to support the use.</p> <p>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.</p>			<p>Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8</p> <p>(Data source: 2025 CA Dashboard)</p>			

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	<p>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.</p> <p>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</p> <p>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</p> <p>EL Program Specialists will provide ELD coaching and assist in the shift for the DLI model and support administration of formative</p>						

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	<p>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.</p> <p>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.</p> <p>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.</p>						
1.7	<p><b>College and Career Readiness</b> 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</p>	Yes	Fully Implemented	10) 24-25 Students successfully meeting A-G requirements: HUSD = 33.5%		\$9,072,370.00	\$7,296,363.79

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	<p>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.</p> <p>School Counselors School Counselors will continue to support students' college and career readiness by supporting A-G completion and academic programming.</p> <p>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.</p> <p>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,</p>			<p>African Americans = 30% Students with Disabilities = 9.2% EL/ML = 13.5% Foster Youth= * Socioeconomically Disadvantaged = 32.4%</p> <p>(Data Source: 2025 Dataquest)</p> <p>23) 24-25 The percent of students who graduated and completed a CTE pathway: 27.18%</p> <p>EL/ML = 20.25% Socioeconomically Disadvantaged = 27.32% Foster Youth = In order to protect student privacy, data is suppressed</p> <p>(Data Source: 2025 Infinite Campus Report)</p> <p>5) 24-25 High School Graduation rate:</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Destination College Advising Corps (DCAC) The district will continue our partnership with the Destination College Advising Corps (DCAC) and Early Academic Outreach Program (EAOP). DCAC/EAOP provides intensive one-on-one college advising services to students. The goal of DCAC/EAOP is to increase the college-going rate of students at schools and provide comprehensive college awareness, mentorship, resources, preparation, advising, and information through the efforts of dedicated College Adviser Fellows. DCAC/EAOP provides virtual and in-person college readiness events and activities to more than 5,000 HUSD high school students with a focus to support nearly 1,300 seniors, including Newcomers and Students with an IEP through direct and specific college advising, strengthening whole-school college-going culture and culturally and linguistically responsive academic enrichment experiences. DCAC/EAOP are committed to increasing the numbers of historically underrepresented, first-generation, and low-income students who have access to and success in post-secondary options.</p> <p>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,</p>			<p>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%</p> <p>(Data Source: 2025 Dataquest Report)</p>			

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	verify, and deliver transcripts, diplomas, and other credentials.						
1.8	<p><b>Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)</b>  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.</p> <p>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.</p> <p>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.</p> <p>Secondary  Student access and success in STEAM, Career Technical Education (CTE), and VAPA</p>	Yes	Fully Implemented	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 = *  (Data Source: 2025 CA Dashboard)		\$6,515,841.00	\$7,255,385.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Secondary Science Professional Learning The implementation of the NGSS standards across science courses and Climate Change in secondary science will continue. Professional learning will be provided during district PD days, as well as supporting teachers during science subject matter, to support the new curriculum adoptions.</p> <p>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.</p> <p>Climate Education</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
1.9	<p><b>Induction Program</b>            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 students with an IEP, in their classrooms during their participation in the program.</p> <p>Sinclair Research surveys will continue to be used to collect data on the impact and experiences of the candidates, mentors, and administrators.</p>	Yes	Fully Implemented	2) 25-26 Employee Retention: Certificated Teachers: 89.9% Certificated Administration: 82.29% Classified Staff: 91.24% Classified Management: 89.66%  (Data Source: 2025 Department Report		\$541,833.00	\$661,202.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p><b>Deeper Learning Activities</b>  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.</p> <p>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.</p> <p>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,</p>	Yes	Fully Implemented	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= * Socioeconomically Disadvantaged = 32.4%  (Data Source: 2025 Dataquest)		\$2,814,067.00	\$120,647.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school site councils, and district office personnel.						

## Goal 2

### Goal Description

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.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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) 23-24 Participation in Parent University: 5,461 (as of 12/8/25)	1) 26-27 Participation in Parent University: 18,941 (Will increase new Target to 20,968)
2.2	2) 100% of school sites will have parent representatives on School Site Council (SSC) and English Learner Advisory Committee (ELAC) and will hold elections to replace parent representatives as needed, with a focus on recruiting parents of unduplicated pupils	2) 22-23 96.4% of school sites in the District have ELAC. 96.5% of school sites have a parent representative in SSC	2) 23-24 96.4% of school sites in the District have ELAC. 100% of school sites have a parent representative in SSC  (Data Source: 2025 Department Report)		2) N/A	2) 26-27 100% of school sites in the District have ELAC. 100% of school sites have a parent representative in SSC
2.3	3) The percent of high school students who have dropped out of school, with a target decrease of 1% annually	3) 22-23 High school dropout rate 18.3%  Drop out rate by selected groups: English Learners = 35.9% Socioeconomically Disadvantaged = 19.6% Foster Youth = 30.8%	3) 23-24 High school dropout rate 15.5 %  Drop out rate by selected groups: English Learners = 30.0% Socioeconomically Disadvantaged = 16.2% Foster Youth = 27.3%  (Data Source: 2024 Dataquest)		3) 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	3) 26-27 High school dropout rate 15.3%  Drop out rate by selected groups: English Learners = 32.9% Socioeconomically Disadvantaged = 16.6% Foster Youth = 27.8% (Will increase new target by a drop of 5% for each group)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					(Data Source: 2025 Dataquest)	
2.4	4) The percent of middle school students who have dropped out, with a target rate of less than 1%	4) 22-23 Middle school drop out rate 0.07%  Drop out rate by selected groups: English Learners = 0.14% Socioeconomically Disadvantaged = 0.07% Foster Youth = 0%	4) 23-24 Middle school drop out rate 0.08%  Drop out rate by selected groups: English Learners = 0.18% Socioeconomically Disadvantaged = 0.09% Foster Youth = 0%  (Data Source: 2024 CALPADS Report)		4) 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%  (Data Source: 2025 CALPADS Report)	4) 26-27 Middle school drop out rate =1%  Drop out rate by selected groups: >1% English Learners = >1% Socioeconomically Disadvantaged = >1% Foster Youth = >1%
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 = 79.1% African Amer. = 78.3% SWD = 66.1% EL/ML = 53.1% SED = 77.2% Foster = 52.2% Homeless Youth = 39.3% (Will increase Target Year 3 graduation rates for the the following groups: African Americans, SWD, EL/ML, Foster Youth)
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%	6) 23-24 Chronic Absenteeism: HUSD = 28.8% African Amer.= 39.7% SWD = 36.6% EL/ML = 28.6%		6) 24-25 Chronic Absenteeism: HUSD = 26.6% African Amer.= 38.4% SWD = 34.0% EL/ML = 26.0%	6) 26-27 Chronic Absenteeism: HUSD = 33.2% African Amer.= 38.4% SWD = 42.4% EL/ML = 35.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Homeless Youth = 56.6% Foster = 60.3% Socioeconomically Disadvantaged = 41%	Homeless Youth = 54.1% Foster = 44.1% Socioeconomically Disadvantaged = 51.8%  (Data Source: 2024 Dataquest Report)		Homeless Youth = 57.9% Foster = 55.4% Socioeconomically Disadvantaged = 28.2%  (Data Source: 2025 Dataquest Report)	Homeless Youth = 50.6% Foster = 54.3% Socioeconomically Disadvantaged = 35% (Will increase the student groups that surpassed the Target Year 3 by the expected growth.)
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 92.5% (S1)  (Data Source: 2025 Infinite Campus Report)	7) 26-27 ADA 95%
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 = <0.09% Foster = <0.09% Socioeconomically Disadvantaged = <0.09%
2.9	9) The percent of students suspended once or more, with a target district suspension rate below 3.6%	9) 22-23 Suspension Rate HUSD = 5.1% African Amer. = 11.3% SWD = 7.2% EL/ML = 4.7% Homeless Youth = 7.9% Foster = 14.5% Socioeconomically Disadvantaged = 5.5%	9) 23-24 Suspension Rate HUSD = 5.6% African Amer. = 12.0% SWD = 6.8% EL/ML = 4.4% Homeless Youth = 11.0% Foster = 12.0% Socioeconomically Disadvantaged = 5.9%		9) 24-25 Suspension Rate HUSD = 5.2% African Amer. = 10.1% SWD = 7.1% EL/ML = 4.6% Homeless Youth = 10.0% Foster = 16.9% Socioeconomically Disadvantaged = 5.8%	9) Suspension Rate: less than 3.6% overall  HUSD = <3.6% African Amer. = <3.6% SWD = <3.6% EL/ML = <3.6% Homeless Youth = <3.6% Foster = <3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(Data Source: 2024 Dataquest Report)		(Data Source: 2025 Dataquest Report)	Socioeconomically Disadvantaged = <3.6%
<b>2.10</b>	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%	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%
<b>2.11</b>	11) Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 1% annually	11) For the beginning of the 24-25 school year, there will be a minimum of four Power Sessions that will train and give resources to families of Students with Disabilities to ensure students have academic success at school.	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  Fifteen Hayward families have participated in the Community Advisory Committee meetings as of 3/20/25  (Data Source: 2025 Department Report)		11) During the 25-26 school year, two Town Hall sessions have been held in the Fall semester (as of 11/25/25). One family attended the Community Advisory Committee meeting in September. The November meeting was canceled due to no quorum and no workshops have been held to date.	11) There will be four Power sessions yearly with a minimum of 80 parents in attendance
<b>2.12</b>	12) Increase the number of parents/guardians who complete	12) 7,133 parents/guardians completed the	Data expected 6/7/25		12) Results available April 2025	12) 7,283 parents/guardians will complete the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	the California School Parent Survey by 50 parents annually	California School Parent Survey as of 6/4/24				California School parent Survey
2.13	13) The number of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner or Foster Youth Students	13) 0 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students were offered to staff during the 23-24 school year.	13) 6 professional development sessions focused specifically on engaging families of socioeconomically disadvantaged, English Learner or Foster Youth students has been offered to staff during the 24-25 school year.  (Data Source: 2025 Department Report)		13) 5 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.
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.
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
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	16) 15% of teachers have participated in professional development focused on intervention strategies for Students		16) 23.5% of teachers have participated in professional development focused on intervention	16) 9% of teachers will participate in professional development focused on intervention strategies for Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		strategies for Students with Disabilities	with Disabilities in addition to providing all special education staff with a full day training in August 2024.  (Data Source: 2025 Department Report)		strategies for Students with Disabilities.	with Disabilities (Will increase the number of teacher participating by annual expected growth. )

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Coordination of Services to Support the Whole Student</b> 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.</p> <p>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.</p> <p>We will also: -Increase the implementation of Community School site teams and continue with hosting a districtwide Community Schools steering committee. The site teams will focus on identifying and addressing the individual needs</p>	Yes	Fully Implemented	<p>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% Socioeconomic ally Disadvantaged =28.2%</p> <p>(Data Source: 2025 Dataquest Report)</p>		\$3,832,205.00	\$3,228,291.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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;</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• focus on engaging students who are considered those furthest from opportunity and whose voices are underrepresented; and</li> <li>• integrate trauma-informed care into our multi-tiered system of support.</li> </ul> <p>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.</p> <p>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.)</p>						
2.2	<p><b>Enhance Professional Development and Programs Around Relationship-Centered School Strategies</b> Elementary TK-Sixth Grade The District Equity-Based CA Multi-Tiered Systems of Support (MTSS) framework will be</p>	No	Fully Implemented	N/A		\$196,736.00	\$218,017.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>developed and launched using the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan’s focus schools (Cherryland, East Ave., Fairview, Park and Stonebrae) as models for applicable practices and strategies. The HUSD Equity-Based MTSS handbook will guide the development, promotion, implementation, assessment, and modification of tiered services to support students with base-level supportive climate and culture as well as tiered supports and interventions. CCEIS and related data will be reviewed at least quarterly to identify student themes of need and reflect and revise interventions and the Equity-Based MTSS processes and procedures. HUSD will continue to work with the MTSS leadership team to gather data, identify, develop, pilot, and align evidence-based Universal, Supplemental, and Intensified (Tier I, II, and III) strategies and practices in collaboration with the CCEIS-identified schools with the intent to promote an Equity-Based CA MTSS across the district. This includes providing professional development to staff, technical assistance on the Equity-Based CA MTSS Framework, and developing the handbook to outline all applicable practices and strategies. This alignment has the expected outcome of supporting students who may be unnecessarily classified as Special Education, Emotional Disturbance, and Other Health Impairment, by addressing social-emotional and behavioral needs early on through an Equity-Based MTSS.</p> <p>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.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Implementing Functioned-Based and/or Positive Behavior Intervention and Supports</li> <li>• Community Building and/or Culturally Responsive Relationships and/or Restorative Practices</li> <li>• Transformative Social and Emotional Learning (T-SEL)</li> <li>• Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and (Agender) LGBTQIA+/Safe and Inclusive Schools Improvement</li> <li>• Trauma-Informed Practices</li> <li>• Special Education Inclusive Practices</li> </ul> <p>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.</p>						
2.3	<p><b>Institutionalize an Emphasis on Social-Emotional Learning</b> 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</p>	Yes	Fully Implemented	<p>10) 24-25 CHKS</p> <p>Safety: 5th Grade: 72% 7th Grade: 56% 9th Grade: 42% 11th Grade: 40%</p>		\$737,439.00	\$392,359.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>high absenteeism, disproportionate suspensions, and disruptive behaviors that threaten positive school culture and climate.</p> <p>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.</p> <p>Three Priority Areas of SEL:</p> <p>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.</p> <p>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.</p> <p>Priority # 3: Partner with Families and Community Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care.</p> <p>Elementary Actions and Associated Priority Areas:</p>			<p>Connected: 5th Grade: 68% 7th Grade: 54% 9th Grade: 51% 11th Grade: 57%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity</p> <p>Priority # 2: Build Capacity</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Identify an evidence-based SEL curriculum for elementary school implementation.</p> <p>Priority # 3: Partner with Families and Community</p> <p>Continue presenting at district events for families and parents to share and explain about SEL.</p> <p>Secondary Actions and Associated Priority Areas:</p> <p>Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity</p> <p>Priority # 2: Build Capacity</p> <p>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.</p> <p>Calm Corners will also be set up in some HUSD classrooms to further assist students in</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Creating Student Climate Clubs at some HUSD sites. Staff will be trained to support a group of students to push into classes who will offer monthly, short stress-management, de-escalation strategies. This will build capacity of students to teach other students. This school-wide approach will improve overall school culture and climate by institutionalizing common and best practices across campuses. Expand Queen's Circle to the two other comprehensive high schools. Queen's Circle is a mentorship opportunity for high school girls to mentor their feeder middle school students. A year-long series of relationship building circles will be co-created with adult assistance and co-facilitated by students. A portion of the circle time will include breakout sessions for high school girls to mentor girls from their feeder middle school.</p> <p>Priority # 3: Partner with Families and Community Continue presenting at district events for families and parents to share and explain about SEL.</p>						
2.4	<p><b>Improve Student Feelings of School Safety through Relationships and Structures of Support</b></p> <p>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-</p>	Yes	Fully Implemented	<p>10) 24-25 CHKS</p> <p>Safety: 5th Grade: 72% 7th Grade: 56% 9th Grade: 42%</p>		\$7,191,576.00	\$7,460,209.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.)</p> <p>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).</p> <p>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.</p> <p>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.</p>			<p>11th Grade: 40%</p> <p>Connected: 5th Grade: 68% 7th Grade: 54% 9th Grade: 51% 11th Grade: 57%</p>			
2.5	<p><b>Reduce Exclusionary Discipline and Support School Connectedness</b> 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</p>	Yes	Fully Implemented	<p>9) 24-25 Suspension Rate HUSD = 5.2% African Amer. = 10.1% SWD = 7.1%</p>		\$831,121.00	\$434,307.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p><b>Elementary Schools</b> 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.</p> <p><b>Secondary Schools</b> Specifically at our middle schools and high schools the school climate teams will work to replace exclusionary practices such as suspension with restorative other means of correction such as restorative conversations, and connections to services for students through our COST system. The School</p>			<p>EL/ML = 4.6% Homeless Youth = 10.0% Foster = 16.9% Socioeconomically Disadvantaged = 5.8%</p> <p>(Data Source: 2025 Dataquest Report)</p> <p>10) 24-25 CHKS</p> <p>Safety: 5th Grade: 72% 7th Grade: 56% 9th Grade: 42% 11th Grade: 40%</p> <p>Connected: 5th Grade: 68% 7th Grade: 54% 9th Grade: 51% 11th Grade: 57%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>						

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	<p>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.</p> <p>Implementing PBIS strengthens student relationships and pro-social skills and includes regular review of behavior data and ongoing cycles of reflection, individual and structural needs assessment, teaching, re-teaching, recognition, and celebration in response to the data and the learning needs of students. We are currently implementing PBIS at district schools and programs through professional learning (classified and certificated), establishing collaboratively-developed common schoolwide expectations within individual school communities, providing direct instruction to students about expected behaviors with positive reinforcement and celebration of skills growth, and ensuring repeated opportunities to practice the skills and behaviors that create an inclusive, welcoming, supportive, and engaging educational environment for all learners. Additional PBIS Coaching support (1.0 FTE) has been added to provide support for PBIS implementing schools.</p> <p>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,</p>						

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	<p>and an assurance of safety, support, and welcome/belonging for all members of the learning community and expressly for LGBTQIA+ students, families, and staff. The ABAR AOSA will support students and staff around inclusivity. Ensure Youth Intervention Specialists receive adequate training to support Restorative Practices and/or Positive Behavior Intervention Strategies to support students.</p>						
2.6	<p><b>Increase Parent Education and Involvement</b>  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 &amp; 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.</p> <p>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.</p> <p>We will increase outreach to parents to obtain higher rates of response by 50 surveys annually for the California Parent Survey.</p>	Yes	Fully Implemented	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		\$802,979.00	\$3,027,800.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Throughout the survey responses we will increase the number of parents</p> <ul style="list-style-type: none"> <li>-feeling welcomed to participate in HUSD schools by 1%.</li> <li>-attending general school meetings, for example, an open house or back-to-school night by 1%.</li> <li>-volunteering in their child's classroom or elsewhere in HUSD schools by 1%.</li> <li>-feeling like HUSD schools seek their opinion before making important decisions by 1%.</li> <li>-feeling like HUSD schools encourage parents to be an active partner with the school in educating their children by 1%.</li> </ul> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Understanding what engagement looks like for different cultures and communities.</li> <li>2. Creating welcoming environments in schools.</li> </ol>			<p>Foster Youth = -158.3 Homeless Youth = -135.7 Socioeconomically Disadvantaged = -58.8</p> <p>(Data source: 2025 CA Dashboard)</p> <p>1) 23-24 Participation in Parent University: 5,461 (as of 12/8/25)</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>3. Employing additional strategies of engaging parents that are culturally and linguistically competent.</p> <p>4. Increasing opportunities for our diverse community to gather, including parents and staff; and</p> <p>5. Recruiting and hiring staff with the competencies of engaging the community.</p> <p>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).</p>						
2.7	<p><b>Promote Attendance and Reduce Chronic Absenteeism</b></p> <p>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 &amp; their parents/guardians to intervene early when students are excessively absent or truant. Timely outreach will offer resources &amp; 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%.</p>	Yes	Fully Implemented	<p>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%  Socioeconomic ally Disadvantaged =28.2%</p> <p>(Data Source: 2025 Dataquest Report)</p>		\$405,291.00	\$132,410.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Schools will share attendance data and related information monthly reinforcing the importance of daily attendance and the impact of absences to students, parents and the school. Information will be shared via newsletters, websites, family, coffee with the principal and other community meetings. The CWA Department will support school staff monthly to access and interpret attendance data from School Status and Infinite Campus. CWA, Attendance Clerks, school administrators, and appropriate school staff including the Coordination of Services Team and Family Engagement Specialists, will meet monthly to review data and how best to share with the school community.</p> <p>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.</p> <p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
2.8	<p><b>Improve Students' Health and Well-Being</b>  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.</p> <p>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</p>	Yes	Fully Implemented	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% Socioeconomically Disadvantaged =28.2%  (Data Source: 2025 Dataquest Report)		\$3,289,402.00	\$2,898,606.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>component, maintaining immunization compliance, joint participation in 504s, and by encouraging overall health, thus increasing school attendance.</p> <p>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.</p>						
2.9	<p><b>Students with Disabilities</b> 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%</p>	Yes	Fully Implemented	<p>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%</p> <p>(Data Source: 2025 Dataquest Report)</p>		\$100,000.00	\$92,681.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Curriculum Audit of curriculum tools utilized by Elementary, Middle and High School teachers. Alignment of resources to Common Core Standards.</p> <p>Develop and provide digital and print resources to Special Education staff .</p> <p>The district will provide support for our students with disabilities to transition to appropriate programs including the Chabot's Disable Student Programs and Services.</p>						
2.10							\$

### Goal 3

#### Goal Description

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.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	1) Retention and Recruiting of Diverse staff which reflects our current student demographics	1) 23 - 24 Credentialed Employee FTE  Hispanic = 27.73% American Indian = 0.24% African American = 12.03% Asian = 10.93% Pacific Islander = 1.66% Filipino = 4.48% White = 36.86% Multiple = 1.54% Decline to state or Missing = 4.54%  23 - 24 Classified Employee FTE  Hispanic = 39.27% American Indian = 1.8% African American = 16.9% Asian = 7.35% Pacific Islander = 2.69% Filipino = 5.63% White = 21.06% Multiple = -- Decline to state or Missing = 5.31%  (Reference Only)	1) 24 - 25 Credentialed Employee FTE  Hispanic = 29.56% American Indian = 0.16% African American = 12.01% Asian = 12.40% Pacific Islander = 1.98% Filipino = 5.34% White = 33.86% Multiple = 1.78% Decline to state or Missing = 2.91% 24 - 25 Classified Employee FTE  Hispanic = 39.69% American Indian = 0.47% African American = 14.86% Asian = 6.15% Pacific Islander = 2.33% Filipino = 5.91% White = 14.16% Multiple = 11.75% Decline to state or Missing = 4.67%  (Reference Only)		1) 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% Pacific Islander = 2.38% Filipino = 6.59% White = 13.42% Multiple = 11.83% Decline to state or Missing = 4.61%  (Reference Only)	1) 26 - 27 Credentialed Employee FTE  Hispanic = 37.73% American Indian = 0.24% African American = 12.03% Asian = 10.93% Pacific Islander = 1.66% Filipino = 4.48% White = 36.86% Multiple = 1.54% Decline to state or Missing = 4.54%  26 - 27 Classified Employee FTE  Hispanic = 49.27% American Indian = 1.8% African American = 16.9% Asian = 7.35% Pacific Islander = 2.69% Filipino = 5.63% White = 21.06% Multiple = -- Decline to state or Missing = 5.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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%	24 - 25 Student Demographics  Hispanic =66.4% American Indian = 0.2% African American = 6.9% Asian = 8.9% Pacific Islander = 3.0% Filipino = 6.4% White = 3.3% Multiple = 4.2%  (Data Source: 2025 CBEDS Report)		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)	(*Student Demographics intentionally left blank)
3.2	2) Increase Employee Retention by 2% in the following areas: Certificated Teachers: Certificated Administration:  Classified Staff: Classified Management:	2) 23-24 Employee Retention:  Certificated Teachers: 91.22% Certificated Administration: 84.85%  Classified Staff: 92.41% Classified Management: 96.08%	2) 24-25 Employee Retention: Certificated Teachers: 92.06% Certificated Administration: 92.78% Classified Staff: 93.72% Classified Management: 92.59%  (Data Source: 2025 Department Report)		2) 25-26 Employee Retention: Certificated Teachers: 89.9% Certificated Administration: 82.29% Classified Staff: 91.24% Classified Management: 89.66%  (Data Source: 2025 Department Report)	2) 26-27 Employee Retention:  Certificated Teachers: 95.22% Certificated Administration: 84.85%  Classified Staff: 96.41% Classified Management: 100.00%
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.
3.4	4) Classified staff (non-managerial) in the Local Educational Agency are appropriately assigned	4) 23-24 Classified staff (non-managerial)	4) 24-25 "As classified do not require credentials, the		4) Discontinued	4) 26-27 Classified staff (non-managerial)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(METRIC DISCONTINUED FOR 2025-26)	appropriately assigned: 100%	following does not apply to classified"  (METRIC DISCONTINUED FOR 2025-26)			appropriately assigned: 100%  (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%
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)		6) Discontinued	6) 26-27 Classified Administrators appropriately assigned: 100%  (METRIC DISCONTINUED FOR 2025-26)
3.7	7) The percent of selected unduplicated student groups who graduated high school within 5 years: Students with Disabilities (SWDs), socioeconomically disadvantaged students (SEDs), English Learners/Multi Lingual Learners (EL/MLs), and Foster Youth (FYs)  (METRIC DISCONTINUED FOR 2025-26)	7) 22-23 High School Graduation Rate within 5 years: SWD = 75.1% EL/ML = 63.5% LI = 81.5% FY = Data suppressed to protect student privacy	7) 23-24 High School Graduation Rate within 5 years: SWD = 63.2% EL/ML = 58.1% LI = 74.8% FY = 57.1%  (Data Source: 2024 Dataquest)		7) Discontinued	7) 26-27 High School Graduation Rate within 5 years: SWD = 81.1% EL/ML = 69.5% SED = 87.5% FY = **
3.8	8) District attendance rate, with goal to maintain an Average Daily Attendance (ADA) rate at or above 95% at all sites and as an overall	8) 23-24 ADA 90.4%  ADA among selected populations:	24-25 ADA 92.1%  ADA among selected populations:		8) 25-26 ADA: 92.5% (S1)	8) 26-27 ADA = 95%  ADA among selected populations:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	district wide average; increase ADA by 0.25% until goal is met	English Learners = 90.5% Socioeconomically Disadvantaged = 90% Foster Youth = 85.3%	English Learners = 92.2% Socioeconomically Disadvantaged = 92.0% Foster Youth = 86.9%  (Data Source: 2025 Infinite Campus Report)		ADA among selected populations: English Learners = 92.3% Socioeconomically Disadvantaged = 92.4% Foster Youth = 82.0%  (Data Source: 2025 Infinite Campus Report)	English Learners = 95% Socioeconomically Disadvantaged = 95% Foster Youth = 95%
<b>3.9</b>	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%
<b>3.10</b>	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)		N/A	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%
<b>3.11</b>	11) The percent of PAC, DELAC, and DAC meetings and weekly newsletters translated or interpreted in the home languages of participating families	100% (2023-2024)	(This is a new metric for 2025-26)		24-25 100% of PAC, DELAC and DAC meeting and weekly newsletters are translated or interpreted in the home languages of participating families	11) 100%

# Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Recruit and Retain Highly Qualified Teachers</b></p> <p>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.</p> <p>Create and continue developing a strong mentoring support program across the different classifications to support new staff.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	Yes	Fully Implemented	<p>1) 25 - 26 Credentialed Employee FTE</p> <p>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%</p> <p>25 - 26 Classified Employee FTE</p> <p>Hispanic = 39.95%            American Indian = 0.40 %            African American = 14.69%            Asian = 6.12%            Pacific Islander = 2.38 %            Filipino = 6.59%            White = 13.42%            Multiple = 11.83%</p>		\$22,215,876.00	\$0.00

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	2023-24. 8.50% increase Nominal total of 35.10% ongoing salary schedule increase			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)  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			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>than 11 students tested Homeless Youth = 48.5%</p> <p>(Data Source: 2025 Dataquest Report)</p>			
3.2	<p><b>Attract and Retain Bilingual Staff and in Specialized Fields</b> 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.</p> <p>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.</p> <p>Focus on educational programs that offer bilingual and/or special education credentialing. Increase recruitment events for classified bilingual staff by 5%.</p> <p>Leverage University partnerships for post baccalaureate learning opportunities in bilingual certification areas.</p> <p>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.</p> <p>Continue to offer bilingual and Special Education stipends to teachers who maintain</p>	Yes	Fully Implemented	<p>25-26 Vacancy Rate:</p> <p>BCLAD teachers: 2.52% Special Education teachers: 5.60% Math teachers: 4.35% Science teachers: 3.26%</p>		\$363,605.00	\$285,474.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>their credentialing in these areas in order to retain highly qualified staff.</p> <p>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.</p> <p>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.</p> <p>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.</p>						
3.3	<p><b>ACTION DISCONTINUED FOR 2025-2026 Strengthen Enrollment and Marketing Efforts</b> ACTION DISCONTINUED FOR 2025-26.</p> <p>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.</p>	No	Fully Implemented	N/A		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p><b>Translation/Interpretation Services</b> Provide translation/interpretation to our parents and community (2.0 FTE Spanish Translators). Our student population is very diverse, the language most commonly spoken in Hayward USD is Spanish. We need to ensure that interpretation in a primary language occurs at meetings as well as in our parent communication. Implement a .50 FTE for translation for Farsi/Dari. We are proposing an increase in the translation services available through the increase of the numbers of translators available as 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.</p>	Yes	Fully Implemented	24-25 100% of PAC, DELAC and DAC meeting and weekly newsletters are translated or interpreted in the home languages of participating families		\$976,808.00	\$1,020,682.12
3.5	<p><b>ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators</b> ACTION DISCONTINUED FOR 2025-26.</p> <p>Continue to provide professional growth and coaching for administrators in the management and instructional growth of either a school or district site.</p>		Fully Implemented	N/A		\$0.00	\$0.00
3.6	<p><b>ACTION DISCONTINUED FOR 2025-2026: Provide Professional Growth to School and District Administrators</b></p>		Planned	N/A		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>ACTION DISCONTINUED FOR 2025-2026 Train service Departments and "front line staff" in welcoming and helpful quality customer service for all.</p> <p>Request service departments identify three major service standard goals and establish and communicate customer-focused timeline for major services.</p> <p>New employees will have an orientation as they are onboarded to their new position.</p>						
3.7	<p><b>DISCONTINUED for 2025-2026 Family Advocacy and Fostering Positive Experiences in Response to Concerns</b></p> <p>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.</p>		Fully Implemented	N/A		\$0.00	\$0.00

## Goal 4

### Goal Description

Goal 4: **Operational Sustainability: HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable** <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=211523&SectionId=2877237le> and sustainable upgrades.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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
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)		25-26 School facilities maintained in "Good" or "Exemplary" repair: Pending	2) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 57%  (revision) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 32%
4.3						

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.</b> 1) Create a needs-based equitable facilities plan that will include: * Maintaining dedicated Maintenance and	No	Fully Implemented	25-26 100% of students have access to a district-provided device  25-26 School facilities		\$7,500,000.00	\$166,157.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Grounds Teams to best understand and support the needs of their sites.</p> <ul style="list-style-type: none"> <li>* Establishing, collaborating on, and communicating Maintenance and Grounds schedules to respond to urgent site needs and proactively address them.</li> <li>* Establishing, collaborating on, and communicating custodial routes to develop a standard level of cleaning across all sites.</li> <li>* Recruiting additional custodians, developing regular trainings, and purchasing additional equipment to support staff to meet the standards established.</li> </ul> <p>2) Create a needs-based equitable technology plan that will include:</p> <ul style="list-style-type: none"> <li>* Implementing a one-to-one student-to-Chromebook ratio.</li> <li>* Ensuring progress on adding/improving network connectivity, technology infrastructure, and additional devices for schools.</li> <li>* Increasing staffing to the Educational Information Technology Staff to improve responsiveness and support on maintaining technology infrastructure and devices.</li> <li>* Adding a Family Support Technology Team to provide dedicated, consistent, and proactive technology support to students and families.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• access to network connectivity across each classroom, teaching and learning space;</li> <li>• set-up for newly enrolled student / staff to receive the technology;</li> <li>• 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;</li> </ul>			maintained in "Good" or "Exemplary" repair: Pending			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>processes and protocols for communicating the needs of certificated and classified staff at the school site level; and</li> <li>priorities, responsiveness, and awareness to the status and completion of facilities work orders.</li> </ul>						
4.2	<p><b>Use resources, including facilities, efficiently and effectively to support our own educational community.</b>  Conduct a comprehensive analysis of facilities, capacity, programs (e.g., bilingual programs) versus enrollment trends to better serve our own educational community.</p> <p>Through this analysis, recommendations will be developed that may lead to changes in policy, programs, boundaries, and/or school closures.</p> <p>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).</p> <p>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.</p>	No	Fully Implemented	25-26 School facilities maintained in "Good" or "Exemplary" repair: Pending		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
4.3	<p><b>School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.</b></p> <p>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.</p> <p>The District Safety Committee will meet regularly to collaborate, review plans, and establish emergency safety trainings.</p> <p>To ensure safety for our students and staff, across the school sites, provide and/or improve:</p> <ul style="list-style-type: none"> <li>• access to training on safety protocols including, but not limited to our emergency communication system (Share911);</li> <li>• safety aspects of the physical environment;</li> <li>• school surveillance cameras at our schools;</li> <li>• fire alarms and public address (PAs) systems;</li> </ul>	No	Fully Implemented	N/A		\$5,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>• gender neutral restrooms at all facilities;</li> <li>• transportation to students who would like to attend extra-curricular activities; and</li> <li>• identification of safe routes to school.</li> </ul>						

## Goal 5

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	1) Graduation Rate for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	1) Dataquest 22-23 Graduation Rate: 62.4%  EL/ML Graduation Rate: 53.2% Hispanic Graduation Rate: 62.1% Socioeconomically Disadvantaged Graduation Rate: 61.8%	1) 23-24 Graduation Rate: 70.5%  EL/ML Graduation Rate: 60.0% LTEL Graduation Rate: 60.9% (New metric) Hispanic Graduation Rate: 71.1% Socioeconomically Disadvantaged Graduation Rate: 70.6%"  (Data Source: 2024 CA Dashboard)		1) 24-25 Graduation Rate: 77.7%  EL/ML Graduation Rate: 67.7% LTEL Graduation Rate: 66.7% (New metric) Hispanic Graduation Rate: 72.8% Socioeconomically Disadvantaged Graduation Rate: 77.8%  (Data Source: 2025 CA Dashboard)	1) 26-27 Graduation Rate: 77.4%  EL/ML Graduation Rate: 68.2% LTEL Graduation Rate: 70.9% Hispanic Graduation Rate: 77.1% Socioeconomically Disadvantaged Graduation Rate: 76.8%
5.2	2) Students performance on CAASPP ELA distance from standard for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	2) 22-23 CAASPP ELA: -219.2  English Learners: -242.3 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -221 Socioeconomically Disadvantaged: -218	2) 23-24 CAASPP ELA: -283.7  English Learners: Data suppressed to protect student privacy Hispanic: -286.5 Socioeconomically Disadvantaged: -283.8  (Data Source: 2024 Dashboard)		2) 24-25 CAASPP ELA: -283.7  English Learners: Data suppressed to protect student privacy Hispanic: -286.5 Socioeconomically Disadvantaged: -275.5  (Data Source: 2025 Dashboard)	2) 26-27 CAASPP ELA: -189.2  English Learners: -212.3 Hispanic: -191 Socioeconomically Disadvantaged: -188
5.3	3) Students performance on CAASPP Math distance from standard for English Learners,	3) 22-23 CAASPP Math: -258.9	3) 23-24 CAASPP Math: -313.8		3) 24-25 CAASPP Math: -316.5	3) 26-27 CAASPP Math: -234.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	English Learners: -269.5 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -260.9 Socioeconomically Disadvantaged: -261.3	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)		English Learners: Data suppressed to protect student privacy Hispanic: -316.5 Socioeconomically Disadvantaged: -306.8  (Data Source: 2025 Dashboard)	English Learners: -245.5 Hispanic: -236.9 Socioeconomically Disadvantaged: -237.3
5.4	4) The Percent of prepared students who are college and career ready as indicated on the College and Career Indicator  English Learner Long Term English Learners Hispanic Socioeconomically Disadvantaged	4) 22-23 College and Career Indicator  All students: 1.6% (Prepared) EL/ML: 0% (Prepared) Hispanic: 0.7% (Prepared) Socioeconomically Disadvantaged: 1.7% (Prepared)	4) 23-24 College and Career Indicator  All students: 7.9% (Prepared) EL/ML: 7.5% (Prepared) Long Term English Learners: 8.2% (Prepared)(Baseline established 24-25) Hispanic: 9.5% (Prepared) Socioeconomically Disadvantaged: 7.6% (Prepared)  (Data Source: 2024 Dashboard)		4) 24-25 College and Career Indicator  All students: 8.0% (Prepared) EL/ML: 6.7% (Prepared) Long Term English Learners: 6.9% (Prepared) Hispanic: 5.4% (Prepared) Socioeconomically Disadvantaged: 7.4% (Prepared)  (Data Source: 2025 Dashboard)	College and Career Indicator All Students: 4.6% (Prepared) EL/ML: 3% (Prepared) Long Term English Learners: 10.2% (Prepared) Hispanic: 3.7% (Prepared) Socioeconomically Disadvantaged: 4.7% (Prepared)
5.5	5) Student Suspension Rate Students with Disabilities Hispanic English Learners Long Term English Learners	5) 22-23 Suspension Rate:  Students with Disabilities: 11.4% Hispanic Students: 2.5% English Learners: 2.5% Long Term English Learners: 2.9%	5) 23-24 Suspension Rate:  Students with Disabilities: 2.1% Hispanic Students: 2.0% English Learners: 3.1% Long Term English Learners: 3.3%		5) 24-25 Suspension Rate:  Students with Disabilities: 5.4% Hispanic Students: 1.9% English Learners: 2.7% Long Term English Learners: 2.9%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(Data Source: 2024 Dashboard)		(Data Source: 2025 Dashboard)	Long Term English Learners: >= 3.6%
5.6						
5.7						
5.8						

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p><b>Increase Graduation Rates at Brenkwitz</b></p> <ul style="list-style-type: none"> <li>-Increase student attendance and monitoring.</li> <li>-Increase Credit Recovery opportunities that are teacher led, summer school opportunities and available through online platforms.</li> <li>-Increase opportunities for internships and apprenticeships.</li> <li>-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.</li> </ul> <p>English Learners' Goals: Increase English Proficiency</p> <ul style="list-style-type: none"> <li>-Ensure integrated ELD instruction across the curriculum</li> <li>-Provide professional development on language acquisition strategies for Staff.</li> <li>-Use data to inform instruction and monitor EL/ML progress regularly.</li> <li>-Offer Culturally and Linguistically Inclusive Curricula.</li> </ul> <p>Long-term English Learners' Goals: Increase Reclassification Rates</p>	No	Fully Implemented	<p>1) 24-25 Graduation Rate: 77.7%</p> <p>EL/ML Graduation Rate: 67.7%</p> <p>LTEL Graduation Rate: 66.7% (New metric)</p> <p>Hispanic Graduation Rate: 72.8%</p> <p>Socioeconomically Disadvantaged Graduation Rate: 77.8%</p> <p>(Data Source: 2025 CA Dashboard)</p>		\$150,000.00	\$7,142.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>-Analyze reclassification criteria and ensure student support aligns with requirements.</li> <li>-Engage parents in reclassification and provide guidance workshops.</li> <li>-Develop individualized support plans for LTELs.</li> </ul>						
5.2	<p><b>Increase academic support for students once they are in attendance at Brenkwitz.</b></p> <ul style="list-style-type: none"> <li>-Improved and increased support via Social Emotional Learning assemblies and counseling.</li> <li>-Increasing academic case management for students in order to prepare them for graduation and to be college and career ready by hiring a .50 counselor that will support with case management. This position will provide direct counseling sessions, one-on-one or group counseling sessions, support EL's/ML's academic, social-emotional, and language needs. This position will monitor progress via attendance, progress reports, report cards and will provide host workshops to strengthen family involvement.</li> </ul>	No	Fully Implemented	<p>2) 24-25 CAASPP ELA: -283.7</p> <p>English Learners: Data suppressed to protect student privacy Hispanic: -286.5 Socioeconomically Disadvantaged: -275.5</p> <p>(Data Source: 2025 Dashboard)</p> <p>3) 24-25 CAASPP Math: -316.5</p> <p>English Learners: Data suppressed to protect student privacy Hispanic: -316.5 Socioeconomically Disadvantaged: -306.8</p>		\$161,573.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				(Data Source: 2025 Dashboard)  4) 24-25 College and Career Indicator  All students: 8.0% (Prepared) EL/ML: 6.7% (Prepared) Long Term English Learners: 6.9% (Prepared) Hispanic: 5.4% (Prepared) Socioeconomically Disadvantaged: 7.4% (Prepared)  (Data Source: 2025 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%			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				(Data Source: 2025 Dashboard)			

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$250,438,666	\$251,966,690
LCFF Supplemental/Concentration Grants	\$63,601,292	\$63,623,491