

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hayward Unified School District
CDS Code:	01 61192 000000
LEA Contact Information:	Name: Sandra Escobedo Position: Director of Supplemental and Concentration Services Email: sescobedo@husd.k12.ca.us Phone: (510) 784-2600
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$249,884,438
LCFF Supplemental & Concentration Grants	\$60,763,324
All Other State Funds	\$49,381,673
All Local Funds	\$27,345,472
All federal funds	\$19,875,640
Total Projected Revenue	\$346,487,223

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$378,614,268
Total Budgeted Expenditures in the LCAP	\$83,709,074
Total Budgeted Expenditures for High Needs Students in the LCAP	\$60,770,167
Expenditures not in the LCAP	\$294,905,194

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$52,270,907
Actual Expenditures for High Needs Students in LCAP	\$70,823,024

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$6,843
2023-24 Difference in Budgeted and Actual Expenditures	\$18,552,117

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures that are not included in the Local Control Accountability Plan include the following: core and general expenditures required for a school to operate such as: classroom teachers, school site and district department support staff, utilities, insurance, and other general

	operating expenditures. Other expenditures include Restricted Grants that have a targeted purpose or have separate plans outside of the LCAP.
<p>The amount budgeted to increase or improve services for high needs students in the 2024-25 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2024-25. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>The district is implementing additional actions, including expanding tutoring programs, increasing mental health support services, enhancing professional development for teachers on differentiated instruction, and providing more resources for family engagement initiatives. These efforts aim to ensure comprehensive support and improved outcomes for high-needs students, effectively utilizing the available funding.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</p>	<p>The Actual LCAP expenditures that exceeded the Budgeted LCAP expenditures were due to a negotiated collective bargaining agreement that occurred during the school year.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Unified School District

CDS Code: 01 61192 000000

School Year: 2024-25

LEA contact information:

Sandra Escobedo

Director of Supplemental and Concentration Services

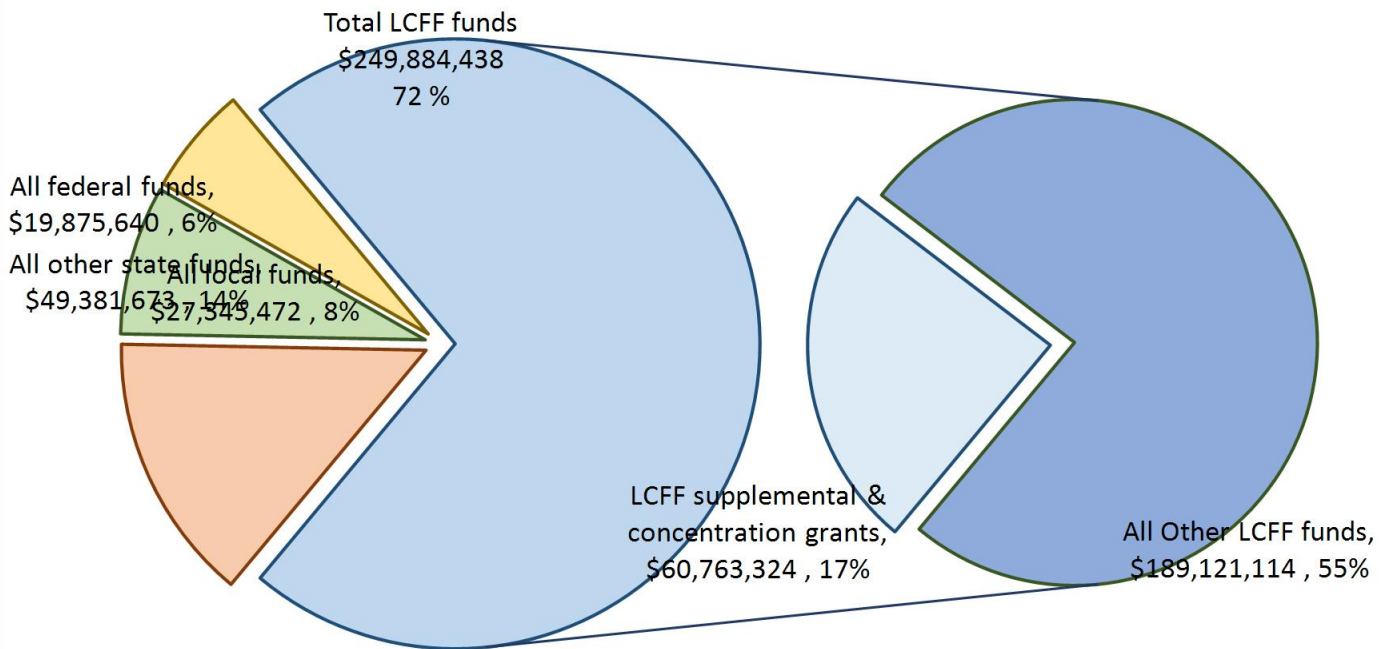
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(510) 784-2600

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

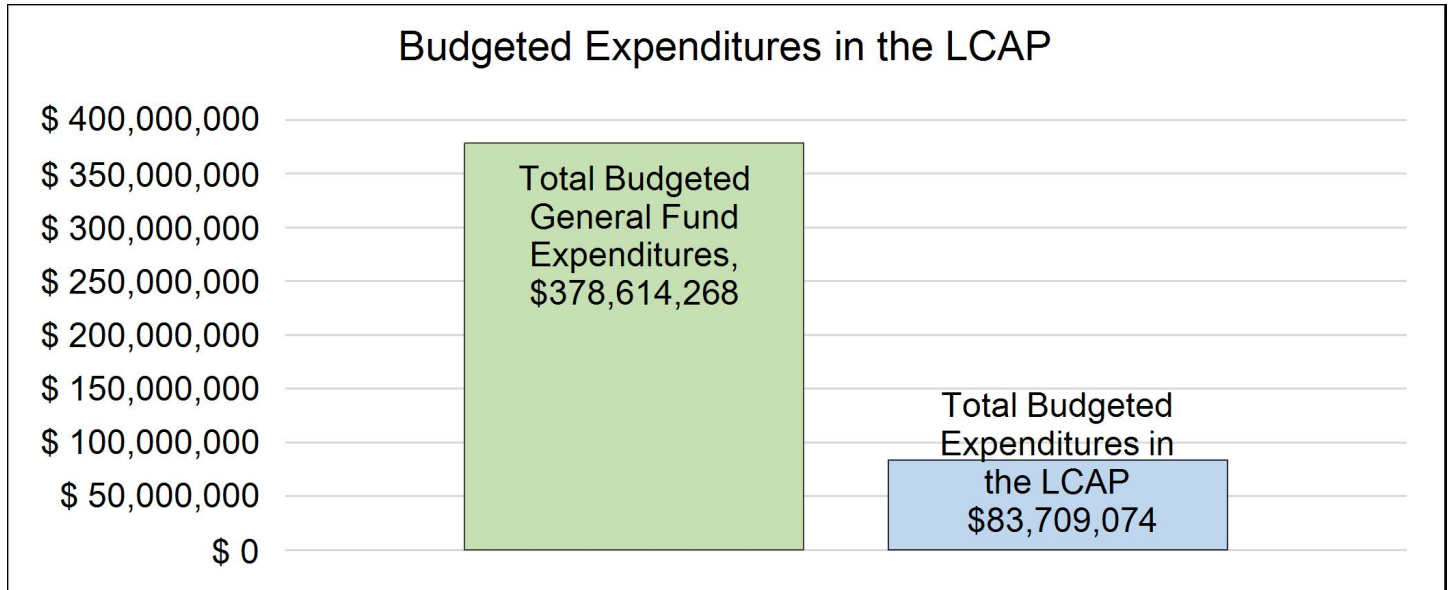


This chart shows the total general purpose revenue Hayward Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Unified School District is \$346,487,223, of which \$249,884,438 is Local Control Funding Formula (LCFF), \$49,381,673 is other state funds, \$27,345,472 is local funds, and \$19,875,640 is federal funds. Of the \$249,884,438 in LCFF Funds, \$60,763,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hayward Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hayward Unified School District plans to spend \$378,614,268 for the 2024-25 school year. Of that amount, \$83,709,074 is tied to actions/services in the LCAP and \$294,905,194 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan include the following: core and general expenditures required for a school to operate such as: classroom teachers, school site and district department support staff, utilities, insurance, and other general operating expenditures. Other expenditures include Restricted Grants that have a targeted purpose or have separate plans outside of the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

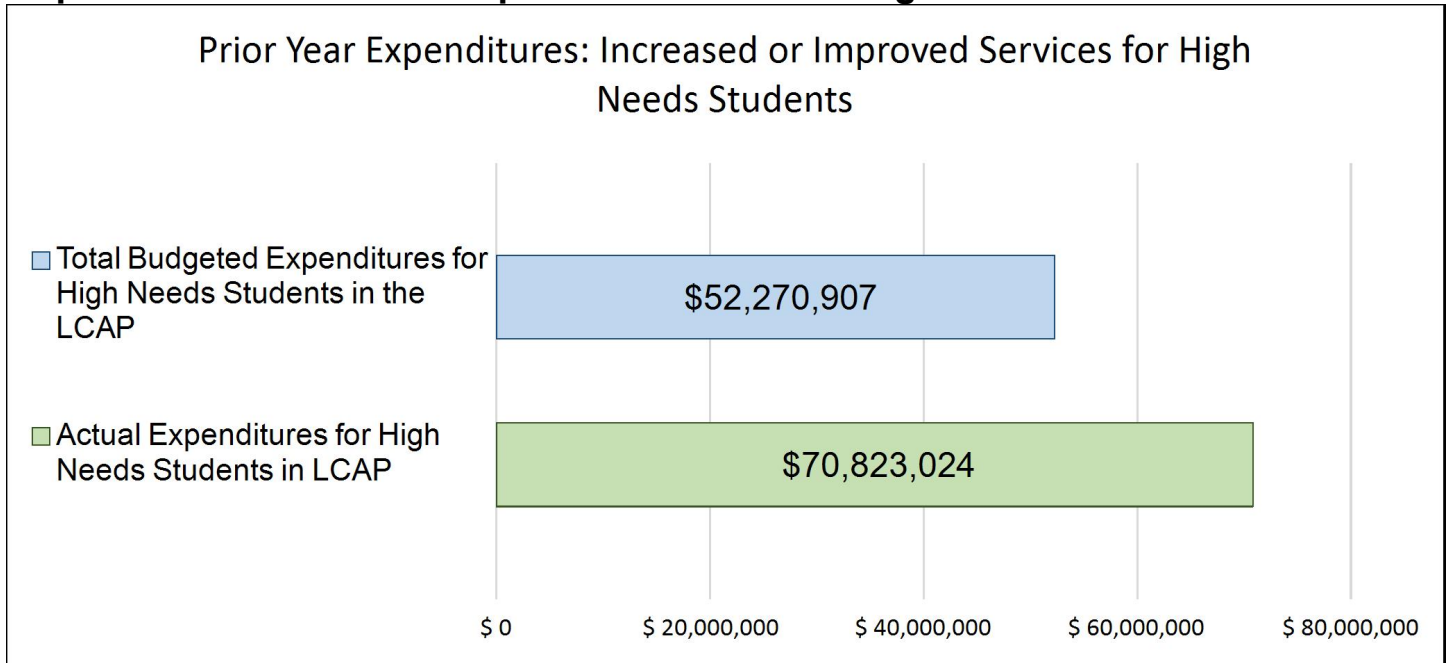
In 2024-25, Hayward Unified School District is projecting it will receive \$60,763,324 based on the enrollment of foster youth, English learner, and low-income students. Hayward Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hayward Unified School District plans to spend \$60,770,167 towards meeting this requirement, as described in the LCAP.

The district is implementing additional actions, including expanding tutoring programs, increasing mental health support services, enhancing professional development for teachers on differentiated instruction, and providing more resources for family engagement initiatives. These efforts aim to ensure comprehensive

support and improved outcomes for high-needs students, effectively utilizing the available funding.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Hayward Unified School District's LCAP budgeted \$52,270,907 for planned actions to increase or improve services for high needs students. Hayward Unified School District actually spent \$70,823,024 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$18,552,117 had the following impact on Hayward Unified School District's ability to increase or improve services for high needs students:

The Actual LCAP expenditures that exceeded the Budgeted LCAP expenditures were due to a negotiated collective bargaining agreement that occurred during the school year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	<p>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.</p> <p>Aligned with LCFF Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Maintain 100% Williams Compliance	1) 2019-2020 Williams Compliance: 100%	1) 2021 - 2022 Williams Compliance: 100%	1) 2022 - 2023 Williams Compliance: 100%	1) 2023 - 2024 Williams Compliance: 100%	1) 100% Williams Compliance
2) Increase CAASPP Math score by 10 points annually Increase CAASPP ELA score by 8 points annually	2) 18-19 CAASPP points away from standard Math: HUSD = -66.6 African American = -95.5 EL = -88.2 SWD = -145.8 Foster Youth = -129.8 Homeless = -92.4 ELA: HUSD = -34.3 African American = -54.3 EL = -64.1	2) CAASPP not administered in 20-21 due to COVID pandemic	2) 21-22 CAASPP points away from standard Math: HUSD = -91.4 African American = -120.3 EL = -114.9 SWD = -159.6 Foster Youth = -110.8 Homeless = -157.4 ELA: HUSD = -44.2 African American = -57.6 EL = -77.8	2) 22-23 CAASPP points away from standard Math: HUSD = -91.1 African American = -118.5 EL = -119 SWD = -155.1 Foster Youth = -145.3 Homeless = -168.2 ELA: HUSD = -47.9 African American = -56.4 EL = -84.8	2) CAASPP - Points away from standard Math - HUSD = -36.6 African American = -65.5 EL = -58.2 SWD = -115.8 Foster Youth = -99.8 Homeless = -62.4 ELA - HUSD = -10.3 African American = -30.3 EL = -40.1 SWD = -88.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD = -112.1 Foster Youth = -63 Homeless = -59.3		SWD = -125 Foster Youth = -93 Homeless = -117.1	SWD = - 122.3 Foster Youth = - 115.8 Homeless = - 135.2	Foster Youth = -39 Homeless = -35.3
3) Increase English Learners making progress toward English Proficiency by 2% annually	3) 18-19 EL Progress towards English Proficiency: 51%	3) EL Progress Indicator data not collected by CA Dashboard in 2020 or 2021 due to pandemic	3) 21-22 EL Progress towards English Proficiency: 48.1%	3) 22-23 EL Progress towards English Proficiency: 44.7%	3) EL progress towards English Proficiency = 57%
4) Maintain reclassification rate at or above 14%	4) 19-20 EL Reclassification Rate: 9.6%	4) 20-21 EL Reclassification Rate: 1.9%	4) 21-22 EL Reclassification Rate: 10.6% (State Reclassification Report unavailable, local data used in calculation)	4) 22-23 EL Reclassification Rate: 13.4%	4) EL Reclassification rate >= 14%
5) Increase students scoring a 3 or better on Advanced Placement tests by 3% annually	5) 19-20 Students passing the Advanced Placement Exams with a (3+): 67%	5) 20-21 Students passing the Advanced Placement Exams with a (3+): 45.8%	5) 21-22 Students passing the Advanced Placement Exams with a (3+): 51.54%	5) 22-23 Students passing the Advanced Placement Exams with a (3+): 53.3%	5) Students passing the Advanced Placement Exams with a (3+) = 76%
6) Increase students who are "College Ready" on the Early Assessment Program (EAP) by 1% annually	6) 18-19 Students demonstrating college preparedness (EAP) on the CAASPP: Math: 6.4% ELA: 17.7%	6) The Early Assessment Program has been discontinued by the California State University system.	6) The Early Assessment Program has been discontinued by the California State University system.	6) The Early Assessment Program has been discontinued by the California State University system.	6) The Early Assessment Program has been discontinued by the California State University system.
7) Increase the percent of students successfully completing CTE sequences by 3%	7) 18-19 Students successfully completing CTE sequences: 14.8%	7) 20-21 Students successfully completing CTE sequences: 22%	7) 21-22 Students successfully completing CTE sequences: 65.34%	7) 22-23 Students successfully completing CTE sequences: 79.29%	7) Students successfully completing CTE sequences = 23.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Addendum (updated calculation methodology to more accurately reflect the outcome): 18-19 Students successfully completing CTE sequences: 52.05%	Addendum (updated calculation methodology to more accurately reflect the outcome): 20-21 Students successfully completing CTE sequences: 50%			Addendum (updated calculation methodology to more accurately reflect the outcome): Students successfully completing CTE sequences = 55.05%
8) Increase the percent of students that complete both a CTE Pathway and the A-G requirement by 2% annually	8) 19-20 Graduating students that have successfully completed a CTE pathway and the A-G requirement: 29.9%	8) 20-21 Graduating students that have successfully completed a CTE pathway and the A-G requirement: 40.5%	8) 21-22 Graduating students that have successfully completed a CTE pathway and the A-G requirement: 39.74%	8) 22-23 Graduating students that have successfully completed a CTE pathway and the A-G requirement: 27.71%	8) Graduating students that have successfully completed a CTE pathway and the A-G requirement: 35.9%
9) Increase students enrolled in and completing Algebra for the first time by 10% over 3 years (3.3% annually), including unduplicated pupils and African American students	9) Students passing Algebra for the first time: HUSD = 20-21 (S1) 61.4%; 19-20 (EOY) 63.9% African Americans = 20-21 (S1) 62.3%; 19-20 (EOY) 52.8% Students with Disabilities = 20-21 (S1) 54.6%; 19-20 (EOY) 60.4%	9) Students passing Algebra for the first time: 21-22 (S1) HUSD = 65.6% African Americans = 58.6% Students with Disabilities = 62.5% EL= 45.8% 20-21 (EOY) HUSD = 52% African Americans = 53.7% Students with Disabilities = 45.08%	9) Students passing Algebra for the first time: 22-23 (S1) HUSD = 73.88% African Americans = 75 % Students with Disabilities = 71.97% EL= 53.93% 21-22 (EOY) HUSD = 60.28% African Americans = 53.54% Students with Disabilities = 63.57%	9) Students passing Algebra for the first time: 23-24 (S1) HUSD = 70.24% African Americans = 67.68% Students with Disabilities = 70.59% EL= 48.62% 22-23 (EOY) HUSD = 57.63% African Americans = 65% Students with Disabilities = 64.77%	9) Students completing Algebra for the first time: HUSD = (S1) 71.4%; (EOY) 73.9% African Americans = (S1) 72.3%; (EOY) 62.8% Students with Disabilities = (S1) 64.6%; (EOY) 70.4% EL= (S1) 60.7%; (EOY) 50.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL= 20-21 (S1) 50.7%; 19-20 (EOY) 40.2%	EL = 30.21%	EL = 33.08%	EL = 46.34%	
10) Increase A-G completion for all students, unduplicated pupils, and African American students by 3%	10) 18-19 Graduates successfully completing A-G courses: 40.7%	10) 20-21 Graduates successfully completing A-G courses: HUSD = 42.5% African Americans = 39% Students with Disabilities = 7.5% EL= 24%	10) 21-22 Graduates successfully completing A-G courses: HUSD = 33.8% African Americans = 35.2% Students with Disabilities = 6.5% EL= 10.6%	10) 22-23 Graduates successfully completing A-G courses: HUSD = 38.1% African Americans = 29.6% Students with Disabilities = 8.6% EL= 14.2%	10) Graduates successfully completing A-G courses = 49.7%
11) Ensure that all core adoptions including those adopted by the SBE will be aligned with current standards, e.g. CCSS, NGSS, ELD, CWLS, etc.	11) K-6 ELA, ELD, and K-5 Math core adoptions are aligned to current standards 7th-12th ELD Adoption	11) 21-22 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. We are currently scheduled to adopt standards-aligned curriculum based on the following time frame: 2021-22 Secondary ELA and World Language 2022-23 Social Studies and Ethnic Studies 2023-24 Science 2024-25 Math	11) 21-22 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. 21-22 7-12 ELA adoption is aligned to current standards. We are scheduled to finish World Language adoption this spring, 2023 with first year implementation in fall, 2023. 2023-24 Social Studies and Ethnic Studies	11) 22-23 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. 21-22 7-12 ELA adoption is aligned to current standards. We have finished World Language adoption in spring, 2023 with first year implementation in fall, 2023. 2023-24 Social Studies adoption for K-8 will occur as well as Ethnic Studies 2024-	11) All core adoptions will be either updated or scheduled to be updated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2024-25 Science 2025-26 Math	25 Science 2025-26 Math	
12) Access for ELs to ELD and CCSS	12) All TK-6 ELs have designated ELD and 50% of 7-12 ELs have a designated ELD course	TK-6 ELs received designated ELD in their classroom as needed. In 2022-2023, designated ELD will be leveled by proficiency levels. 21-22 25% of 7-12 ELs have a designated ELD course	12) TK-6 ELs received designated ELD in their classroom as needed. In 2022-2023, designated ELD will be leveled by proficiency levels. In school year 22-23, 22.52% of 7-12 ELs are enrolled in a designated ELD course	12) TK-6 ELs received designated ELD in their classroom as needed. In school year 23-24, 37.48% of 7-12 ELs are enrolled in a designated ELD course	12) All ELs, grades TK-12, will receive daily designated ELD
13) Monitor and increase student enrollment in STEAM courses in secondary schools by 5% annually over three years. This is a new metric. Baseline will be established in 2021-2022.	13) 21-22 baseline will be determined at the end of the 21-22 school year	13) 15.8% of secondary students enrolled in STEAM courses	13) 22-23 18.4% of secondary students are enrolled in STEAM courses	13) 23-24 16.6% of secondary students are enrolled in STEAM courses	13) An additional 10% of students will have enrolled in STEAM courses by 23-24 based on the baseline established in 21-22.
14) Increase K-12 student opportunities to participate in the VAPA program in conjunction with the VAPA Master Plan	14) Elementary: 21 sites offer Art or Music classes All students in 1st - 4th take a music class. Students in 5th	14) All elementary students in Grades 1 - 4 have prep music (1hr per week). Students in Grades 5 - 6 may opt into a choir	14) All elementary students in Grades 1 - 4 have prep music (1hr per week).	14) All elementary students in Grades 1 - 4 have prep music (1hr per week).	14) By 2024, the district will maintain 100% of all elementary school students in first through fourth grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and 6th grade may take a choir or orchestra class. The baseline enrollment in these classes will be determined during the 2021-22 school year. Secondary: 9 sites offer at least one VAPA course. 41% of secondary students were enrolled in at least one VAPA course.</p>	<p>or instrument music section (1hr per week) All secondary sites offer at least one VAPA course. 48.3% of total secondary students were enrolled in at least one VAPA course</p>	<p>63.89% of 5th and 6th grade students are enrolled in a VAPA course, specifically choir or instrument music All secondary sites offer at least one VAPA course. 36.78% of total secondary students were enrolled in at least one VAPA course</p>	<p>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</p>	<p>having music once a week and students in fifth and sixth grade who are interested may participate in a choir program or instrumental program that meets weekly. By 2024, the district will increase courses by 20% at middle school schools so that all schools will have a visual or performing arts class, a band, or orchestra course offered By 2024, the district will maintain 100% of all high schools having visual or performing arts classes, a choir and band or orchestra courses offered and music programs will be expanded. By 2024, increase enrollment in VAPA at the secondary level by 10% per year. By 2024, increase enrollment in 5th and 6th grade music and choir programs. The goal will be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					determined after having established the baseline in 2021-22.
15) Maintain program access and completion rates for students enrolled in a K-6 Dual Language program	15) 20-21 9.9% of K-6 students are enrolled in the DLI program; 63% of the 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6	15) 21-22 8.6% of K-6 students are enrolled in the DLI program; 89.34% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6	15) 22-23 10.28% of K-6 students are enrolled in the DLI program; 86.54% of the current 6th-grade DLI students completed the DLI program by staying enrolled between grades K-6	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) 9.9% or more of elementary students grade K-6 are enrolled in a DLI program, and at least 63% of DLI 6th graders complete the program by staying enrolled from K-6th grade
16) 100% of students have sufficient access to standards-aligned instructional materials	16) 20-21 Students have sufficient access to standards-aligned instructional materials: 100%	16) 21-22 Students have sufficient access to standards-aligned instructional materials: 100%	16) 22-23 Students have sufficient access to standards-aligned instructional materials: 100%	16) 23-24 Students have sufficient access to standards-aligned instructional materials: 100%	16) 100% of students have sufficient access to standards aligned instructional materials
17) Increase the percent of prepared students on the College and Career Indicator (CCI) by 3% yearly	17) 18-19 College and Career Indicator "Prepared": 34.5%	17) 19-20 College and Career indicator "Prepared" 30%	17) 20-21 College and Career Indicator not reported	18) 22-23 College and Career indicator "Prepared" 35.5%	17) CCI "Prepared" 43.5%
18) Increase the percent of SpED students enrolled in General Education courses at least 80% of the school day by 1.5% annually	18) 20-21 57.8% of SpED students are in general education at least 80% of their day	18) 21-22 53.5% of SpEd students are in general education at least 80% of their day	18) 22-23 58.05% of SpEd students are in general education at least 80% of their day	18) 23-24 58.25% of SpEd students are in general education at least 80% of their day	18) 62.3% of SpED students are in general education classes at least 80% of the day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
19) Yearly audit of the master schedule in the fall of each school year to ensure that all students will have access to all required courses per Ed. Code sections 51210 and 51220 (a) through (i), as applicable.	19) Fall audit will occur 21-22	Spring audit in 2022 pushed back to Fall of 2022. See Year 2 Outcome for audit findings, and the rationale for this change in the analysis.	19) A fall audit of the Master Schedule for grades 7-12 showed all required sections in the education code 51220 (a-i) have been satisfied by one or more courses with the exception of Driver's Education.	19) A fall audit of the 23-24 Master Schedule for grades 7-12 showed all required sections in the education code 51220 (a-i) have been satisfied by one or more courses with the exception of Driver's Education.	19) Yearly audit of the master schedule in the fall no later than November 30th

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

ABAR

A substantive difference in planned actions was that not everyone received the training. Given the previous three years of mandatory training for all staff, we determined to ensure that all staff new to the district received the training. This significantly reduced the costs associated with providing this training.

Professional Development

Dr. José Medina provided professional learning for dual language teachers. He designed the learning to specifically align with the research recommendations found in the Guiding Principles for Dual Language Education: Third Edition. This professional development provided the opportunity for dual language teachers to create lessons that dismantle systems of oppression while also, allowing emergent bilingual students to access grade level standards regardless of language proficiency in either program language.

Participants in the professional learning session were guided on how to lesson plan through an equity lens, while aligning with biliteracy instructional practices in the dual language classroom, determine lesson planning components that are needed to effectively create access to grade level standards in both program languages and plan for culturally sustaining lessons that dismantle systems of oppression.

Be GLAD® a collection of best practices from a wide range of teacher programs and pedagogy that promote language acquisition, high academic achievement, and 21st century skills. This training was offered in English and Spanish. The training covered the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Participants walked away with strategies that create a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains the highest standards for all students, and fosters voice and identity.

Accelerations and Interventions

During the 2022-23 SY our World Language teachers piloted and selected new instructional textbooks to recommend to the Board of Education for approval. The adoption was approved and professional learning was offered in the 2023-24 school year and will be continued during the 2024-25 SY.

Mathematics

During the 22-23 SY the district coordinated a math workgroup to begin the work to identify best practices, engagement, culturally and linguistically responsive teaching, the implementation of assessments, and technology innovation to support student placement, engagement learning needs and interventions. This work continued in the 23-24 SY with continued refinement and actions being carried in 24-25 SY focused on K-3 professional learning support.

Intervention

The district piloted an elementary intensive intervention curriculum in conjunction with our goals of CCEIS, and Differentiated Assistance. The pilot data has been reviewed and analyzed for student growth and possible continuation of the program pilot for 23-24 SY.

Ethnic Studies

The Ethnic Studies required graduation course, Ethnic Studies US History, was developed by our high school lead teachers and approved by the Curriculum Council. The Ethnic Studies and Social Science curriculum adoption and Ethnic Studies courses professional learning will be developed and implemented over the course of the 2023-24 school year.

Language Acquisition

EL Specialists: Our English Learner (EL) Specialists begin the school year reviewing student data to determine students eligible for reclassification. Once they identify the students who are eligible, they work with our Assessment Technicians to update their Language Acquisition status in the California Longitudinal Pupil Achievement Data System (CALPADS). The EL Specialists also work to ensure parents are informed about and are in agreement on the update in the EL status.

The EL Specialists also monitor the progress of both our ELs and our Redesignated Fluent English Proficient (RFEP) students to determine whether there is any need to provide academic or linguistic interventions. At the elementary level, monitoring happens during the first and second trimester. EL Specialists supported the process of EL and RFEP monitoring at the secondary sites. Classroom teachers provided direct feedback on student performance and their needs through a Google Form, based on the students' academic achievement during the first quarter. The responses were uploaded into our Student Information System (SIS), Illuminate, and students were matched with interventions based on their respective needs.

Intervention: LLI and Soluciones are each an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult either in English or Spanish. The goal of the programs is to increase literacy in students who are not achieving grade-level expectations in reading. The program is performed in a small group on a daily basis in cycles of twelve weeks. It is delivered through explicit, direct instruction in a small-group format using intensive phonemic awareness, letters, and phonics.

On-going support for ELs through Alternative RFEP: Our EL Specialists collaborate with the Individual Education Plan (IEP) teams to determine whether an Alternative Reclassification is appropriate; i.e. is the student's continued performance on language assessments reflective of their language ability, or is it a reflection of their disability? If the student is otherwise proficient in English, then they are reclassified via our Alternative Reclassification Process, and/or through an IEP Addendum.

The EL Specialists also serve as the site English Language Proficiency Assessment for California (ELPAC) Coordinator. They work with the Local Education Agency (LEA) ELPAC Coordinator and their site administrator to create a schedule, identify students eligible for the assessment, and ensure all students have the opportunity to complete the assessment. For students in Transitional Kindergarten through grade 2, the EL Specialist is also responsible for ensuring the writing answer documents are returned for official scoring.

The EL Department continued to provide support to site EL Specialists through monthly meetings. The topics were largely dictated by the needs of the Specialists in the field, and ongoing training on recurring topics, such as Alternative Reclassification.

Dual Language Programs-

This year there weren't substantive differences in the planned actions. We continue to provide professional learning for the dual language immersion programs as well as the developmental bilingual programs. We planned for professional learning in both Spanish and English. We continued to offer follow-up training in our newly adopted Benchmark Advance/Adelante Language Arts Curriculum prior to the opening of the school year. These training modules continued to be available to teachers online if they wanted to go back to them at a later time. They also had specific professional development tailored to teachers in dual language classrooms around teaching in two languages and how to allocate language in the language arts block. K-2 teachers also had several opportunities later in the year to attend professional development for the K-2 Benchmark Phonic/Taller Program that was purchased to supplement the language arts curriculum in English and Spanish. This is also available online for teachers to view at their convenience.

We continued with the implementation of the Bilingual Curriculum Council (BCC) which was instrumental in giving input for the planning of professional development. The work around the Pathways to Biliteracy and the Seal of Biliteracy was also supported by the BCC.

World House: HUSD continued to support its World House program at Chavez Middle School and Tennyson High School by providing additional site EL Specialist allocations, additional FTEs for teachers to have smaller class sizes and to keep classes open as students enroll throughout the year, and dedicated Bilingual Instructional Assistants (BIAs) for our top languages (Spanish and Farsi).

EL Program specialists (3.0 FTE): The current EL program specialists take the lead in the major projects for our English Learners and under the direction of the Director of Multilingual Learner Programs Included are the areas described in this section, they also provide support in the implementation of the Literacy plan with a lens around the needs of the English Learners and the dual language programs. They also work with the assessment department to identify appropriate assessments for ELs and dual language learners. They support site English Learner Specialists with reclassification, monitoring support, and providing any additional support for ELs and their families as needed. The EL Program Specialist at secondary worked with district administration to draft a plan for Designated ELD at all of the secondary schools, facilitated the ordering of additional materials for newcomers at all school sites (who are unable to attend the World House program), and arranged for professional development for secondary EL Specialists on supporting newcomer students. In addition, the secondary EL Program Specialist worked with the Professional Development AOSA to draft a professional learning plan for the coming years that will support teachers in serving their EL students. The EL Program Specialist at elementary worked directly with district administration to ensure that teachers' needs for serving ELs were met by all district wide professional learning centering around the new Elementary ELA Adoption. Elementary EL Program Specialists worked with the Director of Multilingual Learner Programs, the Professional Development AOSA, as well as other district administrators to provide guidance for site administrators around how to better support integrated and designated ELD. Both program specialists worked together to attend a DLI program professional learning in order to draft a grant for revamping our existing DLI programs, and expanding our Spanish DLI programs into middle school.

None

ELPAC: There were no substantive differences in the planned action relating to ELPAC.

None; actions and services were implemented.

Visual and Performing Arts

The district did not work with CSUEB this year with the STEAM evaluation.

Induction Program

There were no substantive differences.

Deeper Learnign Activities

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

ABAR There were some material differences in the AB/AR implementation that impacted our budgeted expenditures. We did not have to use the funding set aside for paying staff to receive training on the same scale as we did previously since we only provided the training for staff new to the district this school year.

Accelerations/Interventions
Intervention teachers Paraeducators were hired to support literacy acceleration in elementary intermediate grades. Funding was used for the literacy para educator salaries and there was a difference in expenditures due to not being able to hire the intervention teachers.

Program Supports: Due to the district shift away from balanced literacy strategies and toward evidence-based practices, purchase of Leveled Literacy Intervention materials was significantly decreased as teachers received professional learning on implementation of evidence-based practices..

Language Acquisition
There aren't major material differences with the exception of the hiring of one additional FTE EL Program Specialist position that was initially included in the 20-21 LCAP.

Personalized Learning
None, budgeting was used as planned to increase site FTE allocation to reduce combo classes and maintain programs at the secondary level.

VAPA
The STEAM evaluation was not completed, \$25,000 was not utilized.
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

AB/AR PD:
1789 signed in; 1474 or 82% Response Rate in first module October 2023 focused on LGBTQIA+ and Gender Identity; AB/AR Foundations for all new staff has asynchronous option

AB/AR Influencers:
23/29 or 83% of HUSD Schools have an AB/AR Influencer; 690 Students with direct access to AB/AR, which is over a 1000% increase from the previous year

AB/AR Mandatory Foundations Professional Development on a scale of 1-5 (5=highest):
4.69 for Session Goals
4.6 for Session Content
4.4 for Session Resources

4.5 for Skills Developed

4.2 for Session Pacing

Equity Oversight Committee Partnership Impact:

WestEd conducted focus groups with 12 teachers, 2 counselors, and 2 additional school staff; a survey of 18 principals and conducted focus groups with 11 principals; a survey of 321 community members; and 191 students; and designed a classroom and school campus observation tool

Professional Development

Dr. José Medina provided professional learning for dual language teachers. He designed the learning to specifically align with the research recommendations found in the Guiding Principles for Dual Language Education: Third Edition. This professional development provided the opportunity for dual language teachers to create lessons that dismantle systems of oppression while also, allowing emergent bilingual students to access grade level standards regardless of language proficiency in either program language.

Participants in the professional learning session were guided on how to lesson plan through an equity lens, while aligning with biliteracy instructional practices in the dual language classroom, determine lesson planning components that are needed to effectively create access to grade level standards in both program languages and plan for culturally sustaining lessons that dismantle systems of oppression.

Be GLAD® a collection of best practices from a wide range of teacher programs and pedagogy that promote language acquisition, high academic achievement, and 21st century skills. This training was offered in English and Spanish. The training covered the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Participants walked away with strategies that create a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains the highest standards for all students, and fosters voice and identity.

Assessments

CAASPP is currently being administered and data will reveal how effective our interventions and accelerations were. The focus of this year's CAASPP data review work was with Principals and Assistant Principals in understanding the various components of the CAASPP exam, identifying focus curricular areas for site administrators and teacher leaders to enact acceleration and intervention classes and tutoring sessions based on specific student groups identified as needing that support based on both summative and local assessments.

In terms of building staff capacity, the staff at the World House program worked to provide opportunities for our newcomer students and through the ELD courses. Our Bilingual Instructional Aides have also provided access to core content classes through their push-in support and use of primary language during instruction. Our EL Specialist at the elementary level worked to support our ELs using the Leveled Literacy Intervention materials to create deeper learning opportunities. Per the CA School Dashboard, in 2023 44.7% of our ELs made progress toward proficiency by increasing at least one EL Progress Indicator level on the ELPAC.

ELPAC: Administration of the ELPAC SA across the district is monitored to ensure completion rate. Assessment Technicians and EL Program Specialists support completion rates across the district.

College and Career Readines

We continued to expand and enhance our college and career programs. All of our planned college and career activities are now in-person events. After a brief hiatus prompted by the challenges of COVID-19, we were able to host the Hayward College Fair Night in March. This event was for all students and their families from K through 12th grades. We will be hosting another Hayward College Fair in the fall of 2024. We have continued to support our students with continuous outreach and connecting students and families to needed resources and support. We continued to offer the California Colleges Guidance Initiative (CCGI) platform to high school students and began implementing in 8th grade. CCGI provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications. We continued to promote career pathway opportunities in high growth, high demand industry sectors, with a focus

on enhancing our work-based learning opportunities. We increased our summer work-based learning opportunities, which included paid internships for our high school students. We continued to offer the following CTE Pathway Programs: Advanced Manufacturing; Biomedical Science; Community Multimedia Academy; Engineering; Entrepreneurship; Sports Medicine; Sustainable Agricultural/Farm to Fork Pathway Program; Technology & Art; and Wood Technology at our secondary school sites. We continued to promote career pathway opportunities in high growth, high demand industry sectors, with a focus on enhancing our work-based learning opportunities. We increased our summer work-based learning opportunities, which included paid internships for our high school students. We continued to offer the following CTE Pathway Programs: Advanced Manufacturing; Biomedical Science; Community Multimedia Academy; Engineering; Entrepreneurship; Sports Medicine; Sustainable Agricultural/Farm to Fork Pathway Program; Technology & Art; and Wood Technology at our secondary school sites.

VAPA

The additional funding allocation to the secondary programs helped maintain those sections and classes. Without the additional funding, many programs (especially in the VAPA, theater, and choir) would have been closed or reduced since it would not be an efficient allocation of funds to maintain those classes goals were met in the areas of building and sustaining professional learning and STEAM through the partnership with CSUEB and the CELI grant. The district launched the new GATE placement assessment, including professional learning and programming based activities engagement for our students through our GATE leads, GATE TOSA and teachers.

Induction

The actions effectively supported the support, mentoring, and coaching for retention of new teachers.

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

ABAR

Given these reflections and in support of the HUSD Equity and Anti-Racist policies and mandatory Implicit Bias training we will continue to support and build a coalition of interested staff to share AB/AR in our school community. Leaning deep into racial and other forms of equity work helps educators begin to deconstruct often unconscious personal biases and beliefs, develop the knowledge and skills to challenge them when they arise, thereby moving closer to systemic equity transformation.

As such, we will continue embedding equity and antiracism in our Instructional Leadership and in our Student Leaders for Equity and Antiracism programs. We will continue to expand our Ethnic Studies program, focusing on grades Tk through 8, and offer a Teaching for Black Lives Book Study Group. Additionally, we aim to continue supporting our equity liaison AB/AR Influencers. Voluntary participants taking on the role of an AB/AR Influencer will participate in monthly check-ins; facilitate resource sharing between the district and sites; and provide direct service to students interested in joining efforts to lead for equity and antiracism. This year-long opportunity directly correlates to our school district's stance of equity as a core value, implementation of the district's Equity and Anti-Racist policies, and the district's plan to rethink how we continue to share AB/AR with all educational partners of HUSD. Participating in this optional workgroup is a year-long commitment. The commitment will include monthly check-ins; resource sharing between the district and sites; and direct service to students interested in joining efforts to lead for equity and antiracism.

Additionally, we are resuming providing AB/AR PD that is mandatory for all staff in 2024-2025. All HUSD staff are invited to attend AB/AR PD on three designated district minimum days both by participating in a site-or department-led in-person module. Given the data we see around the concept of Belonging and our literacy-focused academic outcomes, we are focusing on providing three modules pertaining to this topic

around the following areas: Racial Complaints, Anti-Blackness, and Restorative Practices; Cultural Literacy; and Ethnic Studies Pedagogy Across the Content. Last but not least, we aim to engage families further in our commitment to equity and antiracism. We will accomplish this by inviting more parent participation in our Equity Oversight Committee and by hosting family-focused events that connect literacy to equity and antiracism that families can engage at home. We will provide related resources such as literature for families to use in these endeavors.

Language Acquisition

In 2023-24 the focus will continue on Deeper Learning and Culturally Responsive teaching, including a renewed orientation to the four adopted practices through the instructional framework foundation of Identity. There will be professional learning that supports identity and understanding of the diverse population of the district. The AOSA will lead the district focus on renewing the PLC model to support intervention and acceleration and equitable grading practices. The language of professional development will be changed to professional learning in the 23-24 school year.

Accelerations and Interventions:

With the district shift toward evidence-based practice in literacy instruction, the current intervention plan (Leveled Literacy Instruction, LLI) and student progress will be analyzed for academic effectiveness, and other programs will be investigated to provide intervention and acceleration support beyond LLI - with special attention paid to programs that support development of fundamental reading skills leading toward greater reading comprehension and ability to address complex text.

While we were unable to create the sections described for Secondary Long Term English Learners (LTELs), we were able to provide site administrators with estimates for the number of courses that would need to be offered in order for LTELs to receive tailored instruction, which will be revisited for the 24-25 school year. This will serve as a Designated ELD course.

DLI: While we wanted to draft a fully articulated Spanish DLI pathway from TK-12, we scaled back this year and drafted a plan for expanding into middle school only, while continuing to support high school World Language teachers with determining local assessments and access for students to receive the Seal of Biliteracy.

HUSD had initially committed to offering Designated ELD courses at all secondary schools. However, that did not happen at all sites during the 2023-2024 school year. In addition to the decrease in students making progress towards proficiency as measured on the ELPAC, our graduation rate for ELs continued to tumble, from 52.4% in 2022 to 47.1% in 2023. This shows how critical it will be for our students to have meaningful access to language development as they continue to work towards graduating college and/or career ready.

The planned goal was not changed and led to the desired outcomes.

Assessment

ELPAC: The Alternate ELPAC has been added to this action in order to ensure that ELs with Disabilities are assessed appropriately.

DELAC: The DELAC portion of this action has been moved from here to Action 1.4 to better match the Language Acquisition related action.

College and Career Readiness

The planned goal was not changed and led to the desired outcomes.

Visual And Performing Arts (VAPA)

The district will continue the goal and connect with CSUEB to engage the teachers in STEAM instructional professional learning through the CELI grant including project based learning, lessons and experiences development.

Induction Program

The desired outcomes remain the same for the coming year: support, mentor and coach teachers in an effort to build their skills and retain them as teachers in the district.

Deeper Learning Activities

SPSA: This year, the template for the SPSA was changed. We updated the SPSA template to reflect the new requirements from the Department of Education. The SPSA has been aligned to the LCAP.

LCAP Site Grants for African-American Programming

100% of all schools have submitted a proposal and received an award letter regarding the LCAP Site Grants for African-American Programming. Major areas of focus or themes emerging from across the proposals include the use of funds to support Ruby Bridges Walk to School Day events; Black History Month Assemblies; Read-In and culturally responsive book distribution events; Black Recognition Awards, Graduation ceremonies and stoles; Black Family Conference and Expo events; VAPA projects; and outreach materials to Black families.

The GATE and SISP

The programs continued during the school year, with researching GATE assessment tools and STEAM Showcase as a culmination of the year's GATE work. The SISP continued to support the district with policy review and site needs.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2: Relationship-Centered Schools: 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.</p> <p>Aligned with LCFF Priorities 3 (Parent Involvement) and 5 (Pupil Engagement)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Increase participation in Parent University by 1% annually, with a focus on recruiting parents of unduplicated pupils	<p>1) 19-20 Participation in Parent University: 13,363</p> <p>The baseline for unduplicated pupils will be set in 21-22</p>	<p>1) 21-22 Participation in Parent University: 7,731</p> <p>Unduplicated pupil count will be calculated for 22-23.</p>	1) 22-23 Participation in Parent University: 5669 (as of 4/12/23)	1) 23-24 Participation in Parent University: 14,570 (as of 5/2/24)	1) Participation in Parent University = 13,769
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	2) 19-20 83.3% of SSC and ELAC have a parent representative	2) 20-21 62.9% of sites have a parent representative in ELAC. 100% of school sites have a parent representative in SSC	2) 21-22 84.7% of school sites in the District have ELAC. 93% of school sites have a parent representative in SSC	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) 100% of school sites have parent representatives on the School Site Council (SSC) and English Learner Advisory Committee (ELAC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on recruiting parents of unduplicated pupils					
3) Decrease high school dropout rate by 1% annually	3) 19-20 High school drop out rate 10.5%	3) 20-21 High school dropout rate 14%	3) 21-22 High school dropout rate 14%	3) 22-23 High school dropout rate 18.3%	3) High school dropout rate 7.5%
4) Maintain a middle school dropout rate less than 1%	4) 19-20 Middle school drop out rate 0.6%	4) 20-21 Middle school drop out rate 0.5%	4) 21-22 Middle school drop out rate 0.14%	4) 22-23 Middle school drop out rate 0.04%	4) Maintain a middle school dropout rate less than 1%
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) 19-20 High School Graduation rate: HUSD = 81.7% African Amer. = 82.3% SWD = 64.4% EL = 60.8% SED = 80.3 % Foster = 53.3% Homeless = 57%	5) 20-21 High School Graduation rate: HUSD = 76.6% African Amer. = 84.7% SWD = 61.2% EL = 53.1% SED = 74.5 % Foster = 69.2% Homeless = 44%	5) 21-22 High School Graduation rate: HUSD = 79.7% African Amer. = 88.5% SWD = 71.7% EL = 52.4% SED = 77.8 % Foster = * Homeless = 23.8%	5) 22-23 High School Graduation rate: HUSD = 73.1.% African Amer. = 72.3% SWD = 60.1% EL = 47.1% SED = 71.2% Foster = 46.2% Homeless = 33.3%	5) High School Graduation Rate = HUSD = 86.7% African Amer.= 88.3% SWD = 70.4% EL = 66.8% SED = 86.3 % Foster = 59.3% Homeless = 63%
6) Decrease chronic absenteeism by 2% at all school sites and within the district annually until schools maintain a chronic absenteeism rate of 10% or less	6) 18-19 Chronic Absenteeism: HUSD = 15.5% African Amer.= 23.7% SWD = 23.1% EL = 13.1% Homeless = 33.4% Foster = 33.7%	6) 20-21 Chronic Absenteeism: HUSD = 16.3% African Amer.= 23.5% SWD = 23.8% EL = 17.5% Homeless = 36.1% Foster = 41.9%	6) 21-22 Chronic Absenteeism: HUSD = 53.9% African Amer.= 61.1% SWD = 63.3% EL = 57.8% Homeless = 70.8% Foster = 76.1%	6) 22-23 Chronic Absenteeism: HUSD = 39.2% African Amer.= 44.4% SWD = 48.4% EL = 41.3% Homeless = 56.6% Foster = 60.3%	6) Chronic Absenteeism: HUSD = 9.50% African Amer.= 17.7% SWD = 17.1% EL = 7.1% Homeless = 31.4% Foster = 31.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) 18-19 Average Daily Attendance: 94.4%	7) 20-21 ADA 84.4%	7) 21-22 ADA 86.6%	7) 22-23 ADA 88.38%	7) Average Daily Attendance overall as a district and by site is 95% or above
8) Ensure District Expulsion Rate less than 0.09%	8) 19-20 Expulsion Rate:* HUSD = 0.06% African Amer. = 0.06% SWD = 0% EL = 0.03% Homeless = 0% Foster = 0% *School Closures due to COVID-19 19/20, 18/19 expulsion rate 0.09%	8) 20-21 Expulsion Rate:* HUSD = 0% African Amer. = 0% SWD = 0% EL = 0% Homeless = 0% Foster = 0% *There weren't any expulsions in the 20-21 school year	8) 21-22 Expulsion Rate:* HUSD = 0% African Amer. = 0.1% SWD = 0.1% EL = 0% Homeless = 0.3% Foster = 1.0%	8) 22-23 Expulsion Rate:* HUSD = 0.1% African Amer. = 0.2% SWD = 0.1% EL = 0.1% Homeless = 0.0% Foster = 0.0%	8) Expulsion Rate: HUSD rate less than 0.09% overall, with no special populations expulsion rate exceeding overall target rate relative enrollment rate in the district
9) Ensure District Suspension Rate is below 3.6%	9) 19-20 Suspension Rate HUSD = 3.6% African Amer. = 6.7% SWD = 5.6% EL = 3.5% Homeless = 7.3% Foster = 4.7%	9) 20-21 Suspension Rate HUSD = 0% African Amer. = 0% SWD = 0% EL = 0% Homeless = 0% Foster = 0%	9) 21-22 Suspension Rate HUSD = 3.9% African Amer. = 7.1% SWD = 5.9% EL = 3.5% Homeless = 6.3% Foster = 7.0%	9) 22-23 Suspension Rate HUSD = 5.1% African Amer. = 11.3% SWD = 7.2% EL = 4.7% Homeless = 7.9% Foster = 14.5%	9) Suspension Rate = HUSD rate less than 3.0% overall, with no special populations suspension rate exceeding overall target rate relative to enrollment rate in the district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10) Increase the number of students feeling safe and connected to school, as measured by CHKS, by 5% annually	<p>10) 19-20 CHKS</p> <p>Safety: 5th Grade: 69% 7th Grade: 58% 9th Grade: 40% 11th Grade: 35%</p> <p>Connected: 5th Grade: 65% 7th Grade: 57% 9th Grade: 44% 11th Grade: 54%</p>	<p>10) 20-21 CHKS</p> <p>Safety: 5th Grade: 67% 7th Grade: 76% 9th Grade: 67% 11th Grade: --%</p> <p>Connected: 5th Grade: 69% 7th Grade: 56% 9th Grade: 51% 11th Grade: 50%</p>	<p>10) 21-22 CHKS</p> <p>Safety: 5th Grade: 74% 7th Grade: 54% 9th Grade: 41% 11th Grade: 46%</p> <p>Connected: 5th Grade: 66% 7th Grade: 53% 9th Grade: 50% 11th Grade: 47%</p>	<p>10) 22-23 CHKS</p> <p>Safety: 5th Grade: 73% 7th Grade: 54% 9th Grade: 44% 11th Grade: 46%</p> <p>Connected: 5th Grade: 70% 7th Grade: 56% 9th Grade: 45% 11th Grade: 54%</p>	<p>10) CHKS</p> <p>Safety: 5th Grade: 84% 7th Grade: 73% 9th Grade: 55% 11th Grade: 50%</p> <p>Connected: 5th Grade: 80% 7th Grade: 72% 9th Grade: 59% 11th Grade: 69%</p>
11) Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 6% annually	<p>11) SELPA CAC- 5 meetings per year, 2-3 HUSD parents per meeting</p> <p>Special education engagement meetings (Town Halls): 4 meetings per year, current participation rate is 2-4% of the total special education population; attendance ranges from 40-118 people per meeting</p>	<p>11) During the 20-21 school year 117 parents attended Special Education meetings, which represents 5% of the Special Education student population.</p>	<p>11) During the 22-23 school year, three Town Hall meetings were held with a total of 34 participants. Additionally, there were 3 inclusive practices workgroup sessions that include 3 parents as members.</p>	<p>11) During the 23-24 school year (as of 4/9/24), one Town Hall session was held in the Fall semester with 26 in attendance. An additional Town Hall meeting was held on March 13 with a final meeting scheduled on May 13. There were 9 parents in attendance at the March meeting.</p> <p>There are 4 parents that join the inclusive practices meetings regularly as well as a Board of Education approved parent</p>	<p>11) Increase in participation of 6% over the baseline by 2023-2024 in both CAC and special education town hall meetings.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				representative on the MAC SELPA CAC.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Coordination of Services to Support the Whole Student

There are no major differences aside from the new reclassification of the COST Specialist position into the Community Schools Specialist role. Coordination of Services will be under the Community Schools framework as integrated support and will be rolled out this next school year. Other goals remain the same.

Enhance professional development and Programs Around Relationship Centered School Strategies

Access to professional learning opportunities at the CA MTSS Professional Learning Institute, regional CA MTSS CoP, and the CA MTSS Phase 3 Grant supported the development of the MTSS Handbook materials. HUSD is working to build capacity for coaching and implementation of CA MTSS to improve outcomes for all learners.

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

School Climate teams were established at the start of the year with all secondary schools. These teams consisted of staff from each site identified by the Site Administrator and supported through professional development and coaching. Due to constraints on time for both professional development and on site support staff expanding this work to student led school climate/school discipline working groups did not take place

In the 22-23 school year 20/30 sites had SE counselors dedicated to their sites. Recruitment efforts continue to ensure SE counselors will be at all sites. We will be increasing Climate TOSAs to three to support this work. We will be implementing an evidence-based SEL curriculum at some schools to pilot and examine the data.

Reduce Exclusionary Discipline and Support School Connectedness

School Climate teams were established at the start of the year with all secondary schools. These teams consisted of staff from each site identified by the Site Administrator and supported through professional development and coaching. Due to constraints on time for both professional development and on site support staff expanding this work to student led school climate/school discipline working groups did not take place.

Increase Parent Education and Involvement

We have further developed the Fatherhood Initiative (e.g. Million Father March, Cafe Dad and father-child events), launched the Asian & Pacific Islander Community Initiative, and continued the Families United Conference. The Fatherhood Initiative will host a total of 12 workshops for fathers this school year including two activities that will be for the parent & child to participate in. During the 2023-2024 school year, Parent University hosted the second Families United Conference which included over 19 workshops and enrichment activities for students. With a focus on bridging the gap between preschool to college, the topics offered for parents varied to meet the needs of HUSD

families. This year, Parent University has also launched a new data system called ParentForce to track parent participation (Connected to student demographic information) in activities & workshops offered throughout HUSD.

Promote Attendance and Reduce Chronic Absenteeism

Outreach Workers will be trained and directly work with office support staff and school administrator on how on early detection (looking at attendance data, running School Status reports) of chronically absent students and participate in the follow-up of those students.

Students who are SARB'd will monitored and followed up on after the SARB meeting. Encouraging and engaging schools in messaging regarding attendance promotion and celebrations.

Improve Students' Health and Wellbeing

We have been able to implement the plan as described as above. We have had one nurse vacancy position for the school year that has been filled by a combination of agency nurses and district nurses working additional hours.

Institutionalize an Emphasis on Social Emotional Learning

The intention was to pilot an evidence-based SEL program at eight sites. The pilot was launched at seven sites. This was due to staff at one site deciding not to pilot this year due to all of the other initiatives they had in place. Due to challenges with logistics, the evidence-based program will be piloted by the following: 4 3 elementary, 3 middle schools, 1 continuation high school teachers, some all YEP elementary sites, all YEP middle school sites. All participating piloting staff were provided training. SIPPS Literacy

The evidence-based SEL curriculum was used in the Lit Scholars After-School Program at one elementary school. Opportunities for families to learn about SEL were provided

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

Coordination of Services to Support the Whole Student

Recruitment for the COST Specialist position was difficult. The reclassification and increase in salary was successful in helping to fill vacancies, with only one school site having a position left to fill. The salary increase will affect the expenditures in the long run, and will be supported through additional forms of funding

Enhance professional delopment and Programs Around Relationship Centered School Strategies

Pilot programming was expanded to Park and at all pilot schools (Cherryland, East Ave., Fairview, and Stonebrae).

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

No Material Differences

Increase Parent Education and Involvement

The Families United Conference yielded approximately 800 attendees and increased workshop offerings from 15 to 19 this school year. The success of this event required additional staffing and materials which resulted in increases within expenditures for the year. In addition, we launched the new Asian & Pacific Islander Community Initiative which focuses on strengthening API family and community engagement and uniting, and creating a safe, supportive school environment that understands, respects, and advocates for the academic and social-emotional needs of all API students and families. The launch of this initiative has required additional staffing and materials which resulted in increases within expenditures for the year.

Promote Attendance and Reduce Chronic Absenteeism

Will need to continue our contract with School Status and the K-3 letter writing campaign to encourage some of our most chronically absent subset of students to attend school. Will look for training for our Outreach Workers and CWA Director.

Improve Students' Health and Well Being

The planned expenditures are in with the funds that have been spent this year.

Institutionalize an Emphasis on Social Emotional Learning

The intention was to pilot an evidence-based SEL program at eight sites. The pilot was launched at seven sites. This was due to staff at one site deciding not to pilot this year due to all of the other initiatives they had in place. Due to challenges with logistics, the evidence-based program will be piloted by the following: 4 3 elementary, 3 middle schools, 1 continuation high school teachers, some all YEP elementary sites, all YEP middle school sites. All participating piloting staff were provided training. SIPPS Literacy

The evidence-based SEL curriculum was used in the Literacy Scholars After-School Program at one elementary school. Opportunities for families to learn about SEL were provided.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Coordination of Services to Support the Whole Student

HUSD has had a goal to incorporate the Community Schools framework. We have gradually worked towards this by building out our family engagement and coordination of services teams and supports. The new actions will strengthen the work to help achieve our LCAP and district goals. The COST Teams will continue to process COST Requests and connect students to services as well as expand and organize the supports available by working with community based partners and creating site teams at each school site. Additionally, the district has implemented a Trauma Informed Curriculum for staff and we have hosted a Trauma Informed Parenting Series to better prepare all partners (staff, parents/guardians) to provide unconditional care to our most sensitive student populations.

An explanation of how effective the specific actions were in making progress toward the goal.

HUSD was successful in developing a new CCEIS plan, and it is now in the initial stages of implementation. Progress will be reviewed at the end of the 22-23 school year. Throughout the 2022-2023 School Year (SY), HUSD focused on identifying root causes associated with Significant Disproportionality (Sig Dis) and identifying specific activities related to those root causes. Implementation of the action plan was initiated in Spring 2023 and throughout 2023-2024 SY. Alignment and collaborative efforts continued between teams focused on MTSS, Restorative Practices, Transformative Social Emotional Learning (T-SEL), Coordination of Services Team (COST), Youth Enrichment Program (YEP), Expanded Learning Opportunities Program (ELO-P), Hayward Promise Neighborhood (HPN), and Family Engagement. These collaborative efforts have supported the expansion of programming support for African American, Multilingual Learner/EL, Foster, and Low-SES Scholar Students and guided 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. Initial piloting of data CA MTSS tools was launched at a pilot site. Quarterly data gathering has continued, and analysis of baseline data will be reviewed at the end of the 2023-2024 SY. HUSD was awarded a CA Race Education and Community Healing (REACH) Grant. The REACH grant will support HUSD and a Restorative Practices Pilot site (Longwood Elementary) to test out innovative models that promote positive relationships, healthy learning conditions, and center on evidence-based alternatives to punitive practices and policies in schools. HUSD is continuing the development of the MTSS Leadership Team and continuing support of data gathering, identifying, developing, piloting, and aligning

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.

Additional community of practice (CoP), educational partner, train-the-trainer, and/or professional opportunities were designed and provided for classified and certificated staff, educational partners, and families in the following areas, consistent with the major strategies implemented for relationship-centered schools.

Enhance Professional Development and Programs Around Relationship Centered School Strategies

Pilot programming was expanded to Park and at all pilot schools (Cherryland, East Ave., Fairview, and Stonebrae).

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

The plan was effective in maintaining staff who support students, while increasing social-emotional support for students through the hiring and utilization of SE counselors at some school sites. Need data points from SE counselors' supervisor to show efficacy. We will be creating Wellness Spaces at some schools to support student's social-emotional and mental health.

Reduce Exclusionary Discipline and Support School Connectedness

In the second year of return from distance learning, school climate initiatives related to PBIS, RP and SISP have had varying degrees of effectiveness. Many schools have experienced turnover, vacancies, and a focus on multiple initiatives across HUSD. Much of the work related to school climate is picking up in the planning for next year in school across HUSD. Some schools have been able to pick up where they left off prior to pandemic successfully planning for and implementing these initiatives throughout the year. HUSD expects to see the result of these specific initiatives in the 2023 CHKS Survey and in the final expulsion and suspension date for the 2023 school year. A plan to train more school staff on Restorative Practices is planned.

- Two two-day restorative practice workshops
- Piloted an evidenced-based SEL program at 7 HUSD schools
- Peace Corner Workshop
- Allship Social first of its kind
- LGBTQIA+ Family workshops and resources for staff, students, and families
- Trauma-Informed Family Workshop Series
- Monthly Inclusive Practices Workgroup

The plan was effective in maintaining staff who support students, while increasing social-emotional support for students through the hiring and utilization of SE counselors at some school sites. We will be creating Wellness Spaces at some schools to support student's social-emotional and mental health.

Increase Parent Education and Involvement

The Fatherhood Initiative had 247171 fathers participate in activities during the 2022-2023 2021-2022 school year. We have surpassed that participation this school year with 294 187 participants and 4 2 activities left in the school year for fathers. We have expanded the reach to father figures whereas traditional engagement is often laid with the matriarch of the family. Additionally, with the Families United Conference, we provided opportunities for parents to be a part of the planning process, sharing their voice & leading different workshops for parents during the conference. The conference also included sessions on key transitions from preschool to kindergarten, middle school to high school, high school and beyond, understanding the IEP, and newcomer services available to families. While the 2023-2024 school year has not been completed, we are anticipating to surpass the 247 fathers participation in the Fatherhood Initiative. The process, sharing their voice & leading different workshops for parents during the conference. The conference also included sessions on key transitions from preschool to kindergarten, middle school to high school, high school and beyond, understanding the IEP, and newcomer services available to families.

Promote Attendance and Reduce Chronic Absenteeism

Previously there was no follow-up on students who were SARB'd so we were not able to see if students improved or needed other services after being SARB'd.

Schools did not start SARBiing their students until March. Office Support Staff shared they were not trained on the SARB process and needed yearly training and did not understand they could start SARBiing earlier in the year. .

Improve Students Health and Well Being

LCAP funding allowed additional staffing of nurse positions which allowed credentialed school nurses to participate in child find efforts, IEPs, initial and triennial assessments for special education when there is a medical component, maintaining immunization compliance, and joint participation in 504 meetings.

Institutionalize an Emphasis on Social Emotional Learning

An evidence-based SEL program was identified and is being implemented at some sites. Teacher participation was high at some sites, and minimal at other sites. For the 23-24 SY 2,550 students during the school day were rostered for the evidence-based SEL program, 7 schools were engaged, 49 teachers participated, 1,310 students used the platform, 15,731 students wrote reflections, and 7,195 teacher feedback was given to student's responses. Students reported a sense of well-being at 3.8/5. From August 2023 to Jan 2024 there was a significant increase in positive/happy emojis chosen by students who identified with a low sense of belonging.

The pilot for the YEP after school portion of the evidence-based SEL curriculum showed the following: 1,460 students rostered, 16 engaged schools, 55 engaged teachers, 942 engaged students, 4,777 student reflections written, and 2,136 teacher feedback given. Students reported a sense of well-being at 3.8/5. From August 2023 to March 2024 there was a significant increase in positive/happy emojis chosen by students who identified with a low sense of belonging in the YEP program.

Overall The 3 SEL Signature Practices are continuing to be utilized across the district. Additionally, SEL resources including: grade-level specific lessons to anyone with an HUSD email including students, parents, staff and community members have been provided. A Proclamation recognizing SEL day in the City Of Hayward was offered by the Mayor of Hayward. The Board issued a resolution that the second Friday in March will now be officially recognized as SEL day. The second annual SEL day was celebrated at Park Elementary.

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

Coordination of Services to Support the Whole Student

The changes made to the description of our action will only strengthen the ability to better the outcomes of HUSD students. Community Schools Specialists will work with site teams to strengthen the pillars of Community Schools (Integrated supports, family and community engagement, active collaborative leadership and practices, and expanded learning time and opportunities). This work will intentionally organize and align the resources and assets available at school sites to meet the individualized needs of each school so that staff is not working in silos.

Enhance Professional Development and Programs Around Relationship Centered School Strategies

The HUSD CCEIS and District Equity-Based CA Multi-Tiered Systems of Support (MTSS) framework will be developed and launched using the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan's focus schools (Cherryland, East Ave., Fairview, Park, and Stonebrae) as models for applicable practices and strategies

Our department and school board received requests from HUSD parents asking to learn more about district initiatives, how to support their

children, and how to understand the financial aspect of decisions being made that impact student learning. As a result of this, the Parent University team along with HUSD parent leaders co-planned the second Families United Conference. Furthermore, the HUSD community came together for a day of learning, activities, and resources in which families built relationships with many partners. Parents were able to ask questions in smaller group settings, follow up with agencies, and presenters that provided valuable information. We will continue to host this conference in the next school year. Parent University has surpassed our parent participation goal for this year, reaching a total of 15,640 parents thus far. With the launch of the new database system, we have been able to track parents visits by school site, types of parent education workshops being offered, volunteers, and areas of support Family Engagement Specialists are providing in one-to-one settings with parents. Some of the top areas of support for Family Engagement Specialists include technology support, facilitating communication with staff, and food resources for families. This number is in alignment with our metric of increasing participation in Parent University by 1% annually, with a focus on recruiting parents of unduplicated pupils. We continued our focus on expanding parent education and engagement with an emphasis on students with neurodiversity and physical disabilities by launching a Special Education Collaborative. This parent-centered collaborative has allowed for us to receive input and feedback in various areas including parent education & parent communication practices. In the 2024-2025 school year, we will be hosting a series of parent education workshops on the following topics: 1. My Child has a diagnosis...what is next?, 2. IEP 101: How to be prepared for the IEP Meeting?, and 3. Preparing for Key Transitions (Pre-K to Kindergarten to high school & beyond). This school year, we partnered with Chabot College & their Disabled Students Programs & Services Center to offer a workshop for parents on Navigating from High School to Community College for Neurodiverse Students. We will continue this partnership in the coming year to continue offering opportunities for parents to learn about the differences between K-12 education and college. We provided Family Cafe training to Family Engagement Specialists which focus on building community, have parent-lead table discussions, and support the development of positive parenting skills. Family Cafe implementation will continue into the 2024-2025 school year. Lastly, we increased our outreach to parents to obtain higher rates of response for the California Parent Survey increasing from 5,620 surveys collected in the 2021-2022 school year to 6,184 surveys collected in the 2022-2023 school year. Our goal for the 2023-2024 school year is 7,110. The HUSD CCEIS and District Equity-Based CA Multi-Tiered Systems of Support (MTSS) framework will be developed and launched using the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan's focus schools (Cherryland, East Ave., Fairview, Park, and Stonebrae) as models for applicable practices and strategies

Improve Student Feelings of School Safety through Relationship Structures of Support

We plan to maintain current staffing around adults who supervise students. Efforts to provide an SE counselor at all sites will continue. The planned goals, metrics and desired outcomes related to this goal will stay the same as previous years.

Promote Attendance and Reduce Chronic Absenteeism

Decrease chronic absenteeism by 2% at all school sites and within the district annually until schools maintain a chronic absenteeism rate of 10% or less

Maintain an Average Daily Attendance rate at or above 95% at all sites and as an overall district wide average; increase ADA by .25% until goal is met

Outreach Workers will be trained and directly work with office support staff and school administrator on how on early detection of chronically absent students and participate in the follow-up of those students.

Students who are SARB'd will monitored and followed up on after the SARB meeting.

Improve Students Feelings of School Safety Through Relationships and Structures of Support

Reduce Exclusionary Discipline and Support School Connectedness

Ensure District Expulsion Rate less than 0.09%

Ensure District Suspension Rate is below 3.6%

Improve Students' Health and Well Being

Increase the number of students feeling safe and connected to school, as measured by CHKS, by 5% annually

2023-24 CHKS

Safety:

5th Grade: 78%

7th Grade: 59%

9th Grade: 49%

11th Grade: 51%

Connected:

5th Grade: 76%

7th Grade: 62%

9th Grade: 47%

11th Grade: 49%

The planned goals, metrics and desired outcomes related to this goal will stay the same as previous years.

- Ensure District Expulsion Rate less than 0.09%
- Ensure District Suspension Rate is below 3.6%
- Increase the number of students feeling safe and connected to school, as measured by CHKS, by 5% annually

2023-24 CHKS

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7th Grade: 62%

9th Grade: 47%

11th Grade: 49%

Increase Parent Education and Involvement

Our department and school board received requests from HUSD parents asking to learn more about district initiatives, how to support their children, and how to understand the financial aspect of decisions being made that impact student learning. As a result of this, the Parent University team along with HUSD parent leaders co-planned the second Families United Conference. Furthermore, the HUSD community came together for a day of learning, activities, and resources in which families built relationships with many partners. Parents were able to ask questions in smaller group settings, follow up with agencies, and presenters that provided valuable information. We will continue to host this conference in the next school year. Parent University has surpassed our parent participation goal for this year, reaching a total of 15,640 parents thus far. With the launch of the new database system, we have been able to track parents visits by school site, types of parent education workshops being offered, volunteers, and areas of support Family Engagement Specialists are providing in one-to-one settings with parents. Some of the top areas of support for Family Engagement Specialists include technology support, facilitating communication with staff, and food resources for families. We continued our focus on expanding parent education and engagement with an emphasis on students

with neurodiversity and physical disabilities by launching a Special Education Collaborative. This parent-centered collaborative has allowed for us to receive input and feedback in various areas including parent education & parent communication practices. In the 2024-2025 school year, we will be hosting a series of parent education workshops on the following topics: 1. My Child has a diagnosis...what is next? 2. IEP 101: How to be prepared for the IEP Meeting?, and 3. Preparing for Key Transitions (Pre-K to Kindergarten to high school & beyond). This school year, we partnered with Chabot College & their Disabled Students Programs & Services Center to offer a workshop for parents on Navigating from High School to Community College for Neurodiverse Students. We will continue this partnership in the coming year to continue offering opportunities for parents to learn about the differences between K-12 education and college. We provided Family Cafe training to Family Engagement Specialists which focuses on building community and having parent-led table discussions, and it supports the development of positive parenting skills. Family Cafe implementation will continue into the 2024-2025 school year. Lastly, we increased our outreach to parents to obtain higher rates of response for the California Parent Survey increasing from 5,620 surveys collected in the 2021-2022 school year to 6,184 surveys collected in the 2022-2023 school year. As we complete the 2023-2024 school year, our goal is 7,110.

Improve Students' Health and Well Being

There is no change to the planned goal. We are able to complete our objectives as described in the actions.

Institutionalize an Emphasis on Social Emotional Learning

Provide more access and opportunities for staff to utilize the SEL resources that have been developed i.e., the SEL website, the SEL Monthly Bulletins, SEL lessons' bank, and professional development for staff and families. Expanding the implementation of the SEL evidence-based program to more sites will further progress toward the goal.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3: Service Excellence: HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.</p> <p>Aligned with LCFF Priority (School Climate) (Basic Services)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Retention and Recruiting of Diverse staff which reflects our current student demographics	<p>1) 19-20 Student Demographics:</p> <p>Hispanic - 64.9%</p> <p>American Indian - 0.2%</p> <p>Asian - 8.3%</p> <p>Pacific Islander - 3.4%</p> <p>Filipino - 7.0%</p> <p>African American - 8.4%</p> <p>White - 3.8%</p> <p>Multiple - 3.8%</p> <p>19-20 Employee FTE</p> <p>Hispanic - 36.57%</p> <p>American Indian - 0.83%</p> <p>Asian - 8.81%</p>	<p>1) 20 - 21 Student Demographics</p> <p>Hispanic =65.2%</p> <p>American Indian = 0.2%</p> <p>African American = 8.1%</p> <p>Asian = 8.5%</p> <p>Pacific Islander = 3.2%</p> <p>Filipino = 7%</p> <p>White = 3.7%</p> <p>Multiple = 4%</p> <p>20 - 21 Credentialed Employee FTE</p> <p>Hispanic = 27.48%</p> <p>American Indian = 0.33%</p>	<p>1) 21 - 22 Student Demographics</p> <p>Hispanic =65.8%</p> <p>American Indian = 0.2%</p> <p>African American = 7.6%</p> <p>Asian = 8.6%</p> <p>Pacific Islander = 3.3%</p> <p>Filipino = 6.9%</p> <p>White = 3.4%</p> <p>Multiple = 4.0%</p> <p>21 - 22 Credentialed Employee FTE</p> <p>Hispanic = 27.16%</p> <p>American Indian = 0.24%</p>	<p>1) 22 - 23 Student Demographics</p> <p>Hispanic =66.3%</p> <p>American Indian = 0.2%</p> <p>African American = 7.2%</p> <p>Asian = 8.5%</p> <p>Pacific Islander = 3.1%</p> <p>Filipino = 6.5%</p> <p>White = 3.6%</p> <p>Multiple = 4.2%</p> <p>22 - 23 Credentialed Employee FTE</p> <p>Hispanic = 27.73%</p> <p>American Indian = 0.24%</p>	<p>1) Our staff will reflect the student diversity population:</p> <p>Increase the following Staffing Demographic areas to reflect our current student demographic in the following areas:</p> <p>Hispanic from 36.57% up to 64.9%</p> <p>Pacific Islander from 2.07% up to 3.4%</p> <p>Filipino from 5.34% up to 7.0%</p> <p>Multiple from 1.09% up to 3.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander - 2.07% Filipino - 5.34% African American - 19.86% White - 25.43% Multiple - 1.09%	African American = 11.98% Asian = 10.32% Pacific Islander = 1.6% Filipino = 4.17% White = 39.62% Multiple = --% Decline to state or Missing = 4.49%	African American = 11.73% Asian = 10.67% Pacific Islander = 1.63% Filipino = 4.03% White = 39.43% Multiple = 0.87% Decline to state or Missing = 4.24%	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% 22 - 23 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	
2) Increase Employee Retention by 2% in the following areas: Certificated Teachers: Certificated Administration: Classified Staff:	2) 20-21 Employee Retention: Certificated Teachers: 93.79% Certificated Administration: 89.66%	2) 21-22 Employee Retention: Certificated Teachers: 92.41% Certificated Administration: 88.64%	2) 22-23 Employee Retention: Certificated Teachers: 91.09% Certificated Administration: 91.58%	2) 23-24 Employee Retention: Certificated Teachers: 91.22% Certificated Administration: 84.85%	2) Increase Employee Retention rates by 2% annually: Certificated Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classified Management:	Classified Staff: 90.73% Classified Management: 84.85%	Classified Staff: 86.03% Classified Management: 80.39%	Classified Staff: 90.5% Classified Management: 88.68%	Classified Staff: 92.41% Classified Management: 96.08%	Certificated Administration: 95.66% Classified Staff: 96.73% Classified Management: 90.85%
3) 95% of teachers are appropriately assigned and credentialed in subject areas	3) 20-21 Teachers appropriately assigned and credentialed in subject area: 90%	3) 21-22 Teachers appropriately assigned and credentialed in subject area: 99.38%	3) 22-23 Teachers appropriately assigned and credentialed in subject area: 99%	3) 23-24 Teachers appropriately assigned and credentialed in subject area: 99.8%	3) 95% of teachers are appropriately assigned and credentialed
4) Classified staff (non-managerial) in the Local Educational Agency are appropriately assigned	4) 20-21 Classified staff (non-managerial) appropriately assigned: 100%	4) 100% appropriately assigned	4) 100% appropriately assigned	4) 100% appropriately assigned	4) Maintain 100%
5) Certificated Administrators are appropriately Credentialed for their position	5) 20-21 Certificated Administrators appropriately assigned and credentialed: 100%	5) 21-22 Certificated Administrators appropriately assigned and credentialed: 100%	5) 22-23 Certificated Administrators appropriately assigned and credentialed: 95%	5) 23-24 Certificated Administrators appropriately assigned and credentialed: 100%	5) Maintain 100%
6) Classified Administrators are appropriately Credentialed for their position	6) 20-21 Classified Administrators appropriately assigned and credentialed: 100%	6) 100% appropriately assigned	6) 100% appropriately assigned	6) 100% appropriately assigned	6) Maintain 100%
7) Increase high school graduation rate by 2-4% for Unduplicated Student	7) 20-21 High School Graduation Rate: SWDs -- 61.2% ELs -- 53.1%	7) New metric for 2022	7) 21-22 High School Graduation Rate: SWDs -- 71.7% ELs -- 52.4%	7) 22-23 High School Graduation Rate: SWDs -- 60.1% ELs -- 41.3%	7) High School Graduation Rate: SWDs -- 70.4% ELs -- 66.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups: Students with Disabilities (SWDs), Socio Economically Disadvantaged students (SEDs), and English Learners (ELs)	SEDs -- 74.5%		SEDs -- 77.8%	SEDs -- 71.2%	SEDs -- 86.3%
8) Maintain an Average Daily Attendance (ADA) rate at or above 95% at all sites and as an overall district wide average; increase ADA by 0.25% until goal is met	8) 20-21 ADA 84.4%	8) New metric for 2022	8) 21-22 ADA 86.6%	9) 22-23 ADA 88.38%	8) ADA overall as a district and at all sites is 95% or above

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- 1) Negotiating competitive compensation to attract and retain educators and staff especially during current staffing shortages this includes competitive salary compensation, contribution towards medical benefits, longevity and extra duty stipends,
 - 2) Offering state certified Induction Program for all new preliminary credential holders & mentoring resources for new classified employees,
 - 3) Expanding professional learning opportunities in the areas of Equity, Anti-Bias/Anti-Racism Training for all staff, Curriculum Development, and supporting improved practices in social emotional learning and social justice,
 - 4) Focus on recruitment for "hard to fill (HTF)" vacant positions including compensation incentive for HTF positions
- 3.2: HUSD staff attended over 20 career fairs in the 2021-22 school year focusing on educational programs that offered bilingual and/or Special Education credentialing. The District continues to run recruitment events for classified bilingual staff. HUSD also continues to offer bilingual stipends for bilingual certified positions. We are leveraging university partnerships for post baccalaureate learning opportunities in bilingual certification areas.
- 3.3: Human Resources (HR) continues to collaborate with the District's Public Information Officer to promote public relations and awareness of our recruitment events. We've continued in-person and virtual career exploration opportunities providing on the spot interviewing, and promoting career information for all of our employment opportunities. We had over 200 participants.

3.4: We went from 2.0 to 2.5 FTE for translators, who provide district-wide translations with a specific focus on district-wide events, e.g. district meetings, parent meetings, or community meetings. There are no substantive differences between the planned actions and implementation. We provided additional extra hours for families, especially for those who needed Farsi/Dari translation services.

3.5: HUSD offers a state certified New Teacher Induction Program for preliminary credential holders, in order to clear their credential. For certificated managers, the district continues to offer a mentoring stipend for those clearing their preliminary administrative credential. The District also incentivizes classified mentors to provide mentorship opportunities and resources to classified employees new to their role.

3.6: Human Resources Department planned to support 'Service Excellence' training opportunities. Due to personnel capacity limitations, training was limited.

3.7: Completed personnel files were sent to the company to digitize files.

3.8: The survey on Service Excellence received an average of 33% positive responses from 1,057 participants. In response to hiring, developing, and retaining the best staff, 4% found it extremely well, 20% quite well, 36% slightly well, 37% not at all well, and 4% were unsure. Regarding translation services, 9% found it extremely well, 32% quite well, 35% slightly well, 14% not at all well, and 11% were unsure. Overall, 24% responded favorably to hiring, developing, and retaining the best staff, and 41% responded favorably to translation services.

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

There were significant material differences for section 3.2. The budgeted amount was \$150,000 however the actual amount spent was \$310,801. The difference in this amount was due to additional positions added to this action. Hayward Unified School District has thirty percent English Learners and we have a secondary World House Program. The World House Program supports students who have are new comers to our country. There are multiple paraeducators who are needed in multiple languages to support our students. The languages spoken by the bilingual instructional assistants are as follows: Spanish, Mandarin, Tagalog, Farsi, Dari, Arabic and Vietnamese. Additionally, there were salary increases for the 2022-2023 school year of 2.0% and 8.5% for 2023-2024,

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1: Our Certificated employee retention rate is 92.4%, our Classified employee retention rate is 86%, and our Management employee retention rate is 88.6%.

3.2: HUSD currently employs over 189 Spanish bilingual certificated teachers, and 12 Mandarin. We will need to continue to support the recruitment of bilingual certified employees through offering educational support for obtaining bilingual certification.

3.3: We were able to offer 4 contingent certificated employee contracts through the HUSD virtual career fair.

3.4: These services are effective in ensuring that all families have access to district communications and meetings, both oral and written. This helps to boost family engagement in the district's services.

3.5: Thirty-nine clear credential certifications were completed through the New Teacher Induction Program. Seven administrators were supported through management mentoring, and ten classified mentors were identified to support classified mentorship programs.

- 3.6: Minimal progress was made on training completion.
- 3.7: All files have been sent to be uploaded. Approximately 100% of digitized records are complete.
- 3.8: This action was effective in responding to parent concerns.

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

- 3.1: Our goal is to continue efforts to attract and retain employees through the priority areas, and we will continue to improve our recruitment efforts in the upcoming school year, as there was an increase in our vacant positions for the 2024-25 school year.
- 3.2: HUSD will continue to improve recruitment efforts to attract and retain bilingual employees that represent our district communities' language needs.
- 3.3: We will continue with expanding the career fair to include our university partners offering employment advancement opportunities through course credit, specialized certification to existing employees. We will continue our outreach efforts in educational career opportunities through universities, career portals, job posting platforms and social media campaigns.
- 3.4: There are no anticipated changes for this action.
- 3.5: We need to continue to offer professional learning support to all employees, and those who support others through induction and or mentoring.
- 3.6: Human Resources (HR) will update training modules to provide a virtual option, allowing accessibility to employees.
- 3.7: Additional resources for personnel to support uploading of new personnel files is being evaluated.
- 3.8: HR can continue to offer customer service standard training to staff, specifically targeted towards identifying service standards relating to responsiveness to families.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4: Operational Sustainability: HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.</p> <p>Aligned with LCFF Priority 1 (Basic Services)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ensure a one-to-one student-to-computer device ratio	20-21 75% of students had a district-provided device	21-22 100% of students have access to a district-provided device	22-23 100% of students have access to a district-provided device	1) 23-24 100% of students have access to a district-provided device	100% of students will have access to a district-provided device
Increase by 7% the percentage of schools with a facility rating of "Good" or "Exemplary"	20-21 School facilities maintained in "Good" or "Exemplary" repair: 16%	21-22 School facilities maintained in "Good" or "Exemplary" repair: 33%	22-23 School facilities maintained in "Good" or "Exemplary" repair: 37%	2) 23-24 School facilities maintained in "Good" or "Exemplary" repair: 36%	44% of schools will have a facility rating of "Good" or "Exemplary"

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions were implemented.

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

No material differences in budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Equitable Facilities Plan/Technology and Standards

We have made substantive differences in the School Facilities as you can see from the steady progress we have made. We climbed from 16% in 20-21, to 33% in 21-22 and in 22-23 our schools went up to 37% in "good" or "Exemplary" and in 23-24 they dropped by 1% to 36%. While we did not meet our 44% target rate, we did make significant gains and will continue with the action to ensure that we continue thriving in this area.

While it is very effective to ensure that our students have a 1:1 ratio for technology devices for all students and staff, there was a need to change the process for how students at the elementary level use and access their tech devices. We also needed to ensure students and staff had access to a system of checking out, checking in and having a process for when a technology piece is no longer functional, lost or stolen. As a result of this, EIT implemented a plan to ensure that there was a process for the technology devices to be checked out and to address if lost or stolen. Please see description below.

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

Equitable Facilities Plan/Technology and Standards

The following changes in numerical order were established this school year. (see below).

- 1) Transition the testing carts to Office Carts for sites to use as they are needed, provided they track the devices. (Aug. 29th)
- 2) Exchange the current 5th grade devices for a new device. This will free up devices to use in other grade levels. (Starting September 5, based on day/ times that sites select)
- 3) Update the 6th grade inventory and ensure 6th graders all have a device. (Starting Sept. 11)
- 4) Distribute carts to the TK-4 classrooms and have students return their devices to the cart. (Starting Sept. 18, assuming delivery of purchased carts is as scheduled)
- 5) Fill up the TK-4 carts with enough devices to match the enrollment plus 2 extra devices.
- 6) Provide covers for all chromebooks that do not currently have a cover (especially the 6th grade devices). (October)
- 7) Collect input from stakeholders on the implementation of this framework. (October to December 2023)
- 8) Finalize the 1:1 Plan. (January 2024)

School and District Sites and Safety Plans

This year the District Safety Committee met three times to continue working with the implementation of the comprehensive school plans. The plans will be going to the board on June 26th. The two committees established to support action 4.2, Solutions Team Bret Harte Middle

School Relocation and Solutions team for Surplus Property. These committees completed their work this school year in October. Lastly for section 4.2, the team for the relocation of Bret Harte Middle School is not looking at the designs for the new Bret Harte MS.

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

Goals and Actions

Goal

Goal #	Description
5	Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). Aligned with LCFF priorities 4, 5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Students with Disabilities Graduation Rate	20-21 Graduation Rate: 61.2%	(new metric for 22-23)	1) 21-22 Graduation Rate: 71.7%	1) 22-23 Graduation Rate: 60.1%	23-24 Graduation Rate: 67.2%
2) Students with Disabilities performance on CAASPP ELA	18-19 CAASPP ELA: -112.1 points from standard	(new metric for 22-23)	2) 21-22 CAASPP ELA: -125 points from standard	2) 22-23 CAASPP ELA: -122.3 points from standard	23-24 CAASPP ELA: -106.1 points from standard
3) Students with Disabilities performance on CAASPP Math	18-19 CAASPP Math: -145.8 points from standard	(new metric for 22-23)	3) 21-22 CAASPP Math: -159.6 points from standard	3) 22-23 CAASPP Math: -155.1 points from standard	23-24 CAASPP Math: -139.8 points from standard
4) Homeless Youth Chronic Absenteeism Rate	20-21 Chronic Absenteeism Rate: 36.1%	(new metric for 22-23)	4) 21-22 Chronic Absenteeism Rate: 70.8%	4) 22-23 Chronic Absenteeism Rate: 56.6%	23-24 Chronic Absenteeism Rate: 30.1%
5) Homeless Youth Suspension Rate	18-19 Suspension Rate: 8.6%	(new metric for 22-23)	5) 21-22 Suspension Rate: 6.3%	5) 22-23 Suspension Rate: 7.9%	23-24 Suspension Rate: 2.6%
6) Homeless Youth performance on CAASPP ELA	18-19 CAASPP ELA: -59.3 points from standard	(new metric for 22-23)	6) 21-22 CAASPP ELA: -117.1 points from standard	6) 22-23 CAASPP ELA: -135.2 points from standard	23-24 CAASPP ELA: -35.3 points from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7) Homeless Youth performance on CAASPP Math	18-19 CAASPP Math: -92.4 points from standard	(new metric for 22-23)	7) 21-22 CAASPP Math: -157.4 points from standard	7) 22-23 CAASPP Math: -168.2 points from standard	23-24 CAASPP Math: -62.4 points from standard
8 Students with Disabilities Chronic Absenteeism Rate	20-21 Chronic Absenteeism Rate: 23.7 %	(new metric for 22-23)	8) 21-22 Chronic Absenteeism Rate: 63.3%	8) 22-23 Chronic Absenteeism Rate: 48.4%	23-24 Chronic Absenteeism Rate: 17.7%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Increase Engagement with Families of Students with Disabilities

This goal has been successful! Three years ago, parents of students with disabilities would join Town Hall meetings and many would feel not supported. The current department has addressed the immediate needs of the students with disabilities, however, we are still struggling to hire Special Education Staff and have high levels of vacancies. Parents feedback was to focus on hiring Special Education personnel. Due to the shortage of staff HUSD did not pursue the special education audit for this year as the results would be negatively impacted.

There was a program audit done this school year; the Systemic Instructional Review done by West Ed had several recommendations specific to our district priorities. The results of the review did indicate that as a district we have multiple competing priorities. This is also indicated by the graduation rates. As stated earlier, parents feedback is more positive, however more work needs to be done to ensure that we are increasing our graduation rates as well as our ELA/Math.

The California Dashboard stated Hayward Unified School District shows 39% of students were chronically absent. There was a decline of 15.5% throughout the district. Students with disabilities declined by 15.9% and 16.5% decline for homeless youth. This is indicative that these actions have had a positive impact on the students with disabilities and homeless youth.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, Hayward Unified School District had a 11% decline in graduation rate for students with disabilities for 2022-2023 from 2021-2022. However, there was an increase on CAASPP ELA, in 2021-2022, SWD were scoring 9.96% and in 2022-2023 SWD increased to 10.40%. with respect to mathematics our SWD increased from 6.25% to 8.63% from 2021-2022 to 2022-2023 respectively. There are increases in suspensions, in 2022-2023 the suspension increased to 7.2% from 5.9% in 2021-2022. With respect to expulsion, SWD were expelled at .1% for both 2021-2022 and 2022-2023.

In the areas of Chronic Absenteeism, our SWD was at 63.3% in 2021-2022 and in 2022-2023 there was a significant decreased to 48.4%. Additionally for Homeless Youth, their chronic absenteeism was at 70.8 in 2021-2022 and it decreased to 56.6 in 2022-2023.

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

The actions in this goal have been reincorporated back to goal 2 for our new three year LCAP. In addition, we are looking at increasing the parent participation to ensure that we are providing training for staff and teachers in terms of how parents need to address the needs of their Students with Disabilities. We will be capturing this data in one of our new actions on the LCAP, in goal 2. Lastly, intentional actions that can be tracked to a specific metric is important to ensure positive outcomes for students increase.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Hayward Unified School District (HUSD), located in the heart of the East Bay, serves a richly diverse student body. The district's demographics, based on recent DataQuest records, show a composition of 66.3% Latino/a, 8.5% Asian, 7.2% African American, 6.5% Filipino, 4.2% two or more races, 3.6% white, 3.1% Pacific Islander, and 0.2% American Indian/Alaska Native, with 0.5% not reported.

The breakdown of non-charter student subgroups for 2023-24, sourced from CDE DataQuest, is as follows: 30.3% English Learner, 0.3% Foster Youth, 2.3% Homeless Youth, 2.1% Migrant Education, 12.8% Students with Disabilities, and 73.8% Socioeconomically Disadvantaged.

Regarding language diversity, Dataquest indicates that 59% (10,406) of student families speak a language other than English at home, encompassing 44 languages. Spanish predominates, spoken by over 48% (9,226) of EL and RFEP (Reclassified Fluent English Proficient) students, with the next five by number of students being Tagalog (428), Vietnamese (289), Hindi (268), Farsi (214), and Punjabi (172). English Learners represent 44 different languages, with Spanish being spoken by over 83% (4,447) of them, followed in student population size by Farsi (151), Tagalog (115), Vietnamese (102), Pashto (90), and Punjabi (70).

HUSD prioritizes Anti-Bias/Anti-Racism (ABAR) principles across all district initiatives, including VAPA, Facilities, Literacy, and Multilingual Learner Master Plans.

Our district encompasses 28 schools: 19 elementary, 5 middle, 3 comprehensive high schools, and 1 continuation school. Ten elementary schools offer dual language programs, seven schools offer One-Way Dual Language Immersion, and three schools offer Dual-Language Immersion programs for either Spanish/English or Mandarin/English. Two of our secondary schools offer our World House program for newcomer ELs/MLs in grades 7 through 12. This year, we have approximately 437 secondary newcomer ELs/MLs.

HUSD emphasizes equitable access to programs and services for all students, especially underserved populations, as reflected in district policies and educational philosophy. In order to promote college readiness, all of our schools offer the Advancement Via Individual Determination (AVID) program, as well as the Puente program at select sites. Additionally, all high schools offer multiple Advanced Placement (AP) and Career Technical Education (CTE) courses to promote our students' college and career readiness.

HUSD has been identified for Differentiated Assistance for the following groups:

ELA MATH: EL, Foster, Homeless, Hispanic

Graduation: EL, Homeless, Hispanic

Suspension: Foster Youth

College Readiness: Homeless

This school year Brenkwitz Continuation was identified as an Equity Multiplier school and it is receiving Equity Multiplier Funding. Brenkwitz Continuation School has been identified as a result of more than 70% of the student population being identified as socioeconomically disadvantaged, and more than 25% of students experiencing academic instability. Currently, the overall graduation rate based Dataquest 22-23 is 60.0%, the EL Graduation Rate is 47.3%, the Hispanic Graduation rate is 59.2%, and the Socioeconomically Disadvantaged Graduation Rate: 59.4%. Lastly, Brenkwitz will also receive \$311,573 to use to address the students needs.

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

Reflections: Annual Performance

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

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

- Orange for English Learner Progress, Suspension Rate, English Language Arts, and Mathematics.
- Yellow for Chronic Absenteeism.
- Red for Graduation Rate.
- Medium for College and Career status.

Student groups are presented in the data as follows:

Chronic Absenteeism:

- Yellow for English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino, Hispanic, Native American/Pacific Islander, White, and Two or More Races.
- Orange for Foster Youth.

Suspension:

- Red for Foster Youth, African American, American Indian/Alaska Native, White.

- Orange for English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races.
- Yellow for Filipino.
- Green for Asian.

Graduation Rate:

- Red for English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic.
- Orange for African American, American Indian/Alaska Native, White.
- Yellow for Filipino.
- Green for Asian.

English Language Arts:

- Red for English Learners, Foster Youth, Homeless, Native Hawaiian/Pacific Islander.
- Orange for Socioeconomically Disadvantaged, Students with Disabilities, African Indian/Alaska Native, Hispanic, Native Hawaiian/Pacific Islander.
- Yellow for Asian.
- Green for Hispanic.

Mathematics:

- Red for English Learners, Foster Youth, Homeless, Hispanic, Native Hawaiian/Pacific Islander.
- Orange for Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino.
- Yellow for White, Two or More Races.

College/Career (listed as readiness status rather than color code):

- Very Low for Homeless.
- Low for English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Native Hawaiian/Pacific Islander, White.
- Medium for Two or More Races.
- High for Asian, Filipino.

According to the California School Dashboard 2024, HUSD is in the Red for graduation at the LEA-wide level and has student groups in the red for graduation, math, suspension, English Language Arts (ELA), and College Career Indicator (CCI). Specifically:

- Homeless students are in the Red for CCI, ELA, Graduation, and Math.
- English Learners and Foster Youth are Red for ELA, Graduation, Math, and Suspension.
- Latino/Hispanic students are Red for Graduation and Math.
- African American/Black, American Indian, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities, and White students are Red for Graduation, Math, and Suspension.

Across the 28 schools in HUSD:

- Six schools had at least one indicator in the red for all students.
- Among elementary schools, four out of 18 had at least one indicator in the red.

- Three out of five middle schools had at least one indicator in the red.
- One out of three high schools had at least one indicator in the red.
- One continuation school had at least one indicator in the red.

Mathematics has the highest number of red indicators at the school level at 41, followed by ELA and suspension with 40 and 37 respectively. Graduation has the lowest number with 10, followed by ELPI with 9, CCI with 5, and chronic absenteeism with 4. Overall, there are 146 red indicators for student groups at the school level.

The red indicators are distributed across various student groups, with English Learners having the highest number with 48, followed by Latinos/Hispanics with 27, Students with Disabilities with 26, Socioeconomically Disadvantaged students with 23, African Americans with 14, and White, Asian, Homeless, Filipino, and Two or More Races students with one or two indicators each.

Throughout the LCAP, we will connect specific actions to meet the needs of our most vulnerable student groups and sites. The required actions are outlined in the "Low Indicator/Required Actions

HUSD has found success in chronic absenteeism of a decline of 15.5% putting HUSD in the yellow indicator according to (California School Dashboard, 2023). This is important because (California School Dashboard, 2022) indicated that chronic absenteeism was very high. HUSD performance indicators are in orange in the areas of Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. The challenge for our district is improving the graduation rates. Overall HUSD is in the red indicator for graduation rates. The district will continue to focus on English Learners, Foster Youth, and socioeconomically disadvantaged populations. HUSD's biggest success is in the category of Chronic Absenteeism. Our students need to be in the classroom to ensure that they are learning.

Reflections: Technical Assistance

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

Hayward USD is currently undergoing Differentiated Assistance, and consequently, the Alameda County Office of Education (ACOE) is collaborating with HUSD to support its efforts in this area.

HUSD is in DA eligibility for the following groups:

- Homeless (ELA/Math; Graduation; College/Career)
- English Learner (ELA/Math; Graduation)
- Foster (ELA/Math; Suspension);
- Hispanic (ELA/Math; Graduation)

One aspect of this support involves funding for the Systematic Instructional Review.

WestEd proposes to assist ACOE by conducting a comprehensive Systematic Instructional and Systemic Equity Review (SIR/SER) for both the San Lorenzo Unified School District and the Hayward Unified School District. The SIR/SER entails a thorough examination of organizational instructional practices and equity considerations to identify system strengths, weaknesses, and opportunities. The outcomes of this review will facilitate the identification of beliefs, policies, and practices that contribute to inequities within the school system. These

insights will inform recommendations for a district-wide plan aimed at addressing these issues.

The resulting implementation plan will focus on enhancing the capacity of each school district to foster academic progress and social-emotional well-being for all students. Importantly, it will prioritize the experiences of Latino, Black, Indigenous, and other students of color. Furthermore, it will address bias or prejudice toward any group based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any other characteristic.

Comprehensive Support and Improvement

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

Schools Identified

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

In HUSD, for the school year 23-24, the following schools were identified for Comprehensive Support and Improvement:

Brenkwitz Continuation High School: CSI Graduation Rates

Tennyson High School: CSI Graduation Rates

Chavez Middle School: CSI Low Performing

Longwood Elementary: CSI Low Performing

Glassbrook Elementary: CSI Low Performing

Harder Elementary: CSI Low Performing

Support for Identified Schools

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

HUSD will furnish school leaders with student achievement data and qualifying indicators to scrutinize the underlying causes of underachievement or low graduation rates at each school site. This data encompasses the past two years of CAASPP dashboard data, local assessment results, and input from site committees as well as parent/student groups. The CSI budget will be shared and aligned with site expenditure decisions, reflecting both short and long-term academic improvement goals. The LEA will provide research-based interventions and assist the site in crafting interventions tailored to their students' needs, spanning English language arts, mathematics, and bolstering school connectedness. These interventions will adhere to our district's instructional framework and include direct student services, such as bridge programs for transitioning to and from middle school, as well as standardized test preparation. Addressing inequitable access to resources and supporting credit recovery to bolster graduation rates will involve offering additional credit recovery courses at our alternative education high school.

Presently, HUSD is collaborating with high schools and a continuation school on credit recovery initiatives. HUSD's Credit Recovery Program will concentrate on refining grading policies, meeting graduation requirements, implementing Saturday School, intervening on attendance issues, and accelerating credit recovery. Additionally, HUSD is actively revising policies and practices concerning grading policies,

graduation requirements, course accessibility, and chronic absenteeism. By broadening credit recovery options, HUSD aims to provide students with multiple avenues to recuperate units.

The CSI plan for schools encompasses teacher professional development to redress disparities in learning opportunities, foster culturally and linguistically responsive teaching, enhance math pedagogy, and promote socio-emotional learning. Additional teacher coaching and professional development will rectify resource disparities, particularly in culturally and linguistically responsive teaching, access to materials/books, and mathematics. These resources will bolster literacy interventions and foster a positive school climate and connectedness. Obstacles hindering access to engaging, student-centered lessons will be removed as teachers implement their newfound knowledge and skills from professional development sessions.

Monitoring and Evaluating Effectiveness

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

The LEA will continuously monitor student achievement data, refining data point reviews conducted by site administrators at each qualifying school during monthly meetings. Utilizing our continuous improvement framework, school leaders will identify root causes, devise site CSI plans, implement interventions and school connectedness supports, and assess progress monthly using student progress, report card data, and survey results to gauge impact. Emphasis will be placed on addressing root causes, including language arts, math, and school connectedness, at each meeting. Additionally, district, school, and reopening survey data will be scrutinized for connections to CSI interventions and any additional support needs. Monthly reviews of expenditures and the appropriate allocation of funding, guided by stakeholder and staff input, will be closely monitored. Regular updates on the effectiveness of interventions will be communicated during each School Site Council meeting, fostering transparent communication with staff and stakeholders. Monthly meetings with qualifying school leaders will provide opportunities to review progress, identify needs, and offer support within a professional learning community format.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee Teachers Principals and Administrators District English Learner Advisory Committee District Advisory Committee Special Education Town Hall African American Student Achievement Initiative Secondary Curriculum Council Elementary Council Labor Partners Management: Learning and Leadership Academy Bilingual Curriculum Council Educational Partner Division Family Engagement and Equity Specialists Community Schools Meeting Mid SELPA Director Parent Ambassadors Students at: Tennyson High School Mt. Eden High School Hayward High School Brenkwitz Continuation School Youth Educational Programs: Before and After School Programs Student and Family Divisions Maintenance and Operations Custodians--	<p>The Local Control Accountability Plan (LCAP) for Hayward Unified School District (HUSD) began its presentation and feedback process in October. This process involved presenting the LCAP to all required groups including the District English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), students, teachers, staff, and labor partners. Additionally, the Educational Partner Input Process incorporated feedback from various academic labor partners, parent councils and committees, and the Special Education Local Plan Area (SELPA) director. This year, we also requested feedback on the Equity Multiplier Goal at Brenkwitz Continuation School.</p> <p>Key dates for the advisory committee feedback sessions were: Parent Advisory Committee (PAC); January 31, 2024, District English Learner Advisory Committee (DELAC); January 17, 2024.</p> <p>Feedback and suggestions from these sessions were carefully considered. Any actions recommended by DELAC and PAC were either included in the LCAP or explanations were provided if a suggestion was not incorporated. This comprehensive input process ensured that the LCAP reflected the diverse perspectives and needs of the educational community within Hayward USD.</p> <p>Equity Multiplier: Teachers; May 8th, 2024, parents; May 28th, 2024, students; February 21st, 2024.</p>

Educational Partner(s)	Process for Engagement
PAC, Parents, DELAC,	<p data-bbox="1054 201 1430 233">Families Overall Summary</p> <p data-bbox="1054 272 2024 490"> In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, the community survey results indicate the following percentages for each topic: Deeper Learning: 57%, Operational Sustainability: 62%, Relationship-Centered Schools: 57%, Service Excellence: 54%, and Strengths & Opportunities: 77%. The survey received a total of 345 responses. </p> <p data-bbox="1054 529 1293 561">Deeper Learning</p> <p data-bbox="1054 600 2003 854"> In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, several areas were assessed. Here is a summary of the responses: Student achievement 20% responded extremely well and 36% responded quite well. The favorable response was 56%. Next feedback on diversity and inclusion of all students 22% responded extremely well and 41% responded quite well. The overall response was 63% favorable. </p> <p data-bbox="1054 893 2011 1036"> In terms of multi-language education and newcomer support the response was 63% favorable. Student activities, clubs, and extracurriculars 26% responded extremely well and 37% responded quite well. </p> <p data-bbox="1054 1075 2024 1218"> For feedback on Student activities, clubs, and extracurriculars 23% Extremely well and 33% Quite well. For a 55% favorable response. College and career readiness 18% responded extremely well and 31% responded quite well. The overall response was 49% favorable. </p> <p data-bbox="1054 1256 2028 1399"> In brief, Deeper Learning for Families includes aspects such as Individualized Education Programs., HUSD, assemblies, race, diversity, staff, college, learning, children, spending money, teachers, Silicon Valley companies, and Anti-Bias/Antiracism training. </p> <p data-bbox="1054 1438 1495 1471">Relationship-Centered Schools</p>

Educational Partner(s)	Process for Engagement
	<p>Based on the Fall 2023 LCAP Survey for Hayward Unified School District (HUSD) in California, the Relationship-Centered Schools received an average of 57% favorable responses from a total of 345 participants.</p> <p>Families gave responses to questions regarding Relationship-Centered Schools. Based on the responses from the survey, the school or district's performance in engaging families and community was rated as follows: Extremely well 26% and Quite well 39%. The favorable response was 65%.</p> <p>In the area of student health and social emotional health, the ratings were: Extremely well 21% and Quite well 35% with a favorable response rate of 55%.</p> <p>For school climate and student connectedness, Extremely well 21% and Quite well 32%. The favorable response rate was 53%.</p> <p>Regarding student support, the ratings were: Extremely well 21% and Quite well 33% with a favorable response rate of 54%.</p> <p>In a Relationship-Centered School, families would like to see support from teachers in nurturing positive student relationships, addressing bullying, and fostering a strong sense of community. The school staff and district are actively involved, and parents are engaged through various means, but families would like to start including more counseling support and effective communication.</p> <p>Service Excellence</p> <p>In the category of "Service Excellence" section, the average favorable response rate was 54% from 345 responses. For question 1 Hiring, developing, and keeping the best staff, the responses were as follows: Extremely well: 18%, Quite well: 31%, Slightly well: 23%, Not at all well: 15%, and Unsure: 13%. For question 2, Translation services, the responses were: Extremely well: 23%, Quite well: 35%, Slightly well: 16%, Not at all well: 6%, and Unsure: 19%. Overall, the favorable responses for these areas were 49% and 58% respectively.</p>

Educational Partner(s)	Process for Engagement
	<p>Families indicated excellent services look as follows: Highly recommended translation services available for families at HUSD, flexibility, and excellent staff communication. The district should seek bilingual substitute teachers, and retain good teachers to address the shortage of qualified applicants.</p> <p>Operational Sustainability</p> <p>In the Fall 2023 LCAP Survey for Hayward Unified School District (HUSD) in California, the responses for operational sustainability HUSD average responses was 62% from 345 participants from the survey. The data indicates the following: In terms of School Maintenance and Cleanliness, Extremely well 27% and Quite well 35%. Families had a favorable response of 62%. Question 2 School Safety Extremely well 26% and Quite well 36%. The favorable response was 62% for this category. In terms of Technology Extremely well 24% and Quite well 39%. A favorable response of 63%.</p> <p>For Families Operating Sustainably would look like the following: the school district would have excellent facilities, provide great internships for students, and have access to Chromebooks and tech sector resources. In addition to good infrastructure, custodians, security, and better-updated technology equipment and textbooks for student use.</p> <p>Strengths & Opportunities</p> <p>In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, families provided feedback on various aspects of the district. The results indicate that strengths and opportunities were identified with an average 77% favorable response rate. The survey included 345 responses and highlighted areas of strength as well as opportunities for improvement within the district.</p> <p>In response to the question, "If a friend or colleague were looking for a school district, how likely is it that you would recommend this school or district?" 1 being the least likely and 10 being the most likely families provided the following ratings: 10: 36%, 9: 10%, 8: 15%, 7:</p>

Educational Partner(s)	Process for Engagement
	<p>11%, 6: 4%, 5: 7%, 4: 3%, 3: 3%, 2: 3%, 1: 6%. Overall, 77% of the responses were favorable.</p> <p>Change One Thing</p> <p>In conclusion, according to Panorama Education the one thing Families would change is as follows: make changes to spending, staff, students, schools, education, teachers, opportunities, bullying, safety systems, class sizes, incident responses, and support for staff to improve the overall experience and safety in schools within the HUSD.</p> <p>Students with Disabilities</p> <p>The Special Education Families feedback for the 2023-2024 survey focused on the following topics: training for teachers and staff, occupational therapy, and having families trained on their educational rights by the Disability Rights Education and Defense Fund. In addition, participants did mention other topics such as class cohorts, curriculum on books on diversity, equity, and inclusion, better communication, college and career readiness, interventions, Individualized Education Programs (IEPs) completed and written on time, recruiting and retaining teachers and staff, social groups, and events.</p> <p>Parent Advisory Committee</p> <p>The feedback from the PAC educational partner focused on the following: staffing, retaining staff, and recruiting good teachers and staff, SPED services, interventions, equity, and better communication.</p> <p>DELAC</p> <p>The feedback from the DELAC educational partner focused on the following: staffing, English Learner and Newcomer support, World House, security, interventions, and tutoring. However, at the beginning of the 2024 school year, the DELAC community provided additional feedback that included: staffing, staffing for SPED,</p>

Educational Partner(s)	Process for Engagement
	interventions, tutoring, field trips, credit recovery, and funding for field trips.
Staff Teachers Principals Administrators Other	<p>District Overall Teacher and Staff Summary</p> <p>According to Panorama Education, a favorable response or score means that respondents selected a favorable answer choice for a question. Based on the Panorama Education Hayward Unified School District (HUSD) 2023 LCAP Survey with 1,057 responses from teachers and staff, the feedback indicated the following key areas of focus and percent favorable: a score of 66% favorable of respondents highlighted strengths within the district, a score of 37% favorable emphasized the importance of deeper learning, a score of 37% favorable prioritized the creation of relationship-centered schools a score of 33% favorable emphasized the need for operational sustainability, and 33% favorable emphasized the importance of service excellence.</p> <p>This feedback provides valuable insights into the priorities and areas of improvement identified by teachers and staff within the district, with a significant percentage indicating favorable views in each area.</p> <p>Deeper Learning:</p> <p>The Fall 2023 LCAP Survey of Hayward Unified School District (HUSD) collected 1,057 responses. In the area of student achievement, 3% felt the district was doing extremely well and 21% quite well. There was a 23% favorable response for student achievement. Regarding Anti-Bias/Antiracism (ABAR) Training, 11% felt it was extremely good and 39% quite well. There was a 51% favorable response for the area of Anti-Bias/Anti-Racism Training.</p> <p>For question 3 regarding multilingual and newcomer support 10% extremely well and 36% quite well. There is a 46% favorable response on multilingual and newcomer support. For student activities, clubs, and extracurriculars, 8% felt it was extremely well and 32% quite well. There was a 46% favorable response from</p>

Educational Partner(s)	Process for Engagement
	<p>participants for the area in multilingual and newcomer support. In terms of college and career readiness, 5% felt it was extremely well and 22% quite well. The favorable response for college and career readiness was 27%.</p> <p>Teachers and staff feedback regarding Deeper Learning experiences for all students focused on the topic of racism and highlighted various areas of importance of education within this field. It includes learning, curriculum, training, and support for staff, students, and parents, as well as a focus on equity, diversity, and opportunities for deeper learning of ABAR. The teachers and staff also mention the issue of racism in the classroom, which can be addressed through training and resources such as the ABAR curriculum. These efforts can help create a more inclusive, safe classroom and supportive environment for students on campus and in schools overall. However, some participants felt the ABAR training was racist and more focus should be spent on student achievement. A majority of the participants' feedback was that N-Word needed to be addressed in the district and staff members needed to be held accountable for their problematic behavior towards students of certain subgroups. There needs to be training to help teachers and staff with this problematic issue.</p> <p>Relationship-Centered Schools:</p> <p>According to the Fall 2023 LCAP Survey of Hayward Unified School District (HUSD), an average of 37% of teachers and staff responded favorably out of 1,057 responses. Based on the Fall 2023 LCAP Survey of Hayward Unified School District (HUSD), the findings are as follows: Question 1: Family and Community Engagement responses varied, with 10% feeling it was extremely well and 34% quite well. The respondents gave a favorable response of 45%.</p> <p>Question 2: Student Health and Social Emotional Health 7% felt it was extremely well and 30% quite well with a favorable response of 36%.</p> <p>Question 3: School Climate and Student Connectedness with 4% feeling extremely well and 28% quite well with a favorable for 36%.</p> <p>Finally, Question 4: Student Support 5% felt it was extremely well, 29% quite well with a favorable response of 34%.</p>

Educational Partner(s)	Process for Engagement
	<p>Based on the input from teachers and staff, a relationship-centered school prioritizes building strong connections between students, teachers, and the school community. This approach emphasizes the importance of creating a supportive and inclusive learning environment that fosters positive relationships and helps students feel valued and supported. Teachers and staff play a crucial role in building these relationships by creating opportunities for students to engage with one another, promoting open communication, and providing support and guidance when needed. Additionally, a relationship-centered school recognizes the importance of addressing the social and emotional needs of students, as well as their academic needs, to ensure their overall well-being and success.</p> <p>Service Excellence</p> <p>The survey on Service Excellence received an average of 33% positive responses from 1,057 participants. In response to hiring, developing, and retaining the best staff, 4% found it extremely well, 20% quite well, 36% slightly well, 37% not at all well, and 4% were unsure. Regarding translation services, 9% found it extremely well, 32% quite well, 35% slightly well, 14% not at all well, and 11% were unsure. Overall, 24% responded favorably to hiring, developing, and retaining the best staff, and 41% responded favorably to translation services.</p> <p>The feedback pertains to what excellent service would look like to teachers and staff. Teachers and staff feedback included various aspects of communication, support, and services offered by HUSD, which include translation services, counseling, outreach, and training for staff and teachers. The aim is to provide a safe and supportive environment for students and ensure accessibility for parents of diverse languages and backgrounds. The administration variety, campus principals, and site work together to provide a range of services that cater to student issues and support their needs. Furthermore, the efforts and resources invested by HUSD in this</p>

Educational Partner(s)	Process for Engagement
	<p>regard reflect their dedication to maintaining a safe and inclusive learning community in Hayward, while keeping the costs reasonable.</p> <p>Operating Sustainability</p> <p>The teachers' and staff feedback from the Panorama Survey for Hayward Unified School District Operational Sustainability indicates 33% of people responded favorably to the questions asked from the survey. The feedback from the responses shows that School maintenance and cleanliness: 6% responded extremely well and 24% responded quite well. In terms of School safety: 6% responded extremely well and 27% responded quite well. For this sections 33% of the responses were favorable. According to the feedback regarding Technology: 7% responded extremely well and 30% responded quite well. 37% of the responses were favorable.</p> <p>Positive aspect school or HUSD</p> <p>In response to the question, "If a friend or colleague were looking for a school district, how likely is it that you would recommend this school or district?" with 1 being the least likely and 10 being the most likely teachers and staff provided the following ratings: 10: 10%, 9: 9%, 8: 17%, 7: 17%, 6: 12%, 5: 14%, 4: 6%, 3: 5%, 2: 4%, 1: 5%. Overall, 66% of the responses were favorable.</p> <p>The positive aspects of the school or HUSD include diversity, strong relationships within the community, support for students, dedicated staff, commitment to inclusivity, and engagement with a diverse student population.</p> <p>One thing about school or district that you could change</p> <p>According to Panorama Education the one thing teachers and staff would change about their school or HUSD includes a wide range of topics such as sites, schools, employees, programs, accountability, families, money, focus, training, classrooms, support, student behavior, class, resources, communication, staff, administrators,</p>

Educational Partner(s)	Process for Engagement
	<p>teachers, time, parents, HUSD, hire, Hayward, Coordination of Services Team (COST), health insurance, and facilities.</p>
<p>Students</p>	<p>Student Overall Summary</p> <p>In the 2023 LCAP survey, students provided feedback on various aspects of their district. The results indicate that strengths and opportunities were identified with a 63% favorable response rate. Service excellence, relationship-centered schools, operational sustainability, and deeper learning received favorable responses of 33%, 30%, 29%, and 38% respectively. This feedback provides valuable insights into the areas where the district is excelling and where there is room for improvement.</p> <p>Deeper Learning</p> <p>In the Fall 2023 LCAP Survey for Hayward Unified School District (HUSD) in California, the responses from 660 participants from the survey. In the Fall 2023 LCAP Survey for Hayward Unified School District (HUSD) in California, the responses from 660 participants from the survey. Participants gave the following feedback. For student achievement 3% were extremely well, 32% quite well, 50% slightly well, 7% not at all well, and 8% were unsure.</p> <p>In the area of Anti-Bias/Anti-Racism Training: 7% were extremely well and 25% quite well. In terms of multilingual and newcomer support 11% extremely well and 27% quite well.</p> <p>In terms of how the district is currently doing with student activities, clubs, and extracurriculars respondents indicated 9% extremely well and 35% quite well.</p> <p>Lastly, College and Career Readiness 10% extremely well and 31% quite well. The data indicates the following: In terms of Student Achievement, 35% of the responses were favorable. For Anti-Bias/Antiracism (ABAR) Training, 31% of the responses were favorable. Multilingual and Newcomer Support received a 38% favorable response. Student Activities, Clubs, and Extracurriculars</p>

Educational Partner(s)	Process for Engagement
	<p>had a 44% favorable response. Lastly, College and Career Readiness received a 41% favorable response.</p> <p>According to students, Deeper Learning responses from the Panorama Education Survey look into students' experiences with racism, anti-racism efforts, and creating inclusive environments in schools. It also touches on the impact of diversity, the role of teachers, and the need for quality teaching to support anti-bias and anti-racist initiatives.</p> <p>Relationship-Centered Schools</p> <p>Based on the Fall 2023 LCAP Survey for Hayward Unified School District (HUSD) in California, the responses from 660 participants indicated the following: Family and Community Engagement: 7% extremely well, 20% quite well, 39% slightly well, 13% not at all well, and 21% unsure. There was a 27% favorable response.</p> <p>In the area of student health and social emotional health 7% extremely well and 22% quite well. Student health and social emotional health: 28% of the respondents felt that the school or district is doing well in this area. Next question regarding school climate and student connectedness 5% extremely well and 21% quite well. School climate and student connectedness: 26% of the respondents indicated a favorable response in this area.</p> <p>Student support: Lastly when asked, about student support the feedback indicated 8% extremely well and 29% quite well. 37% of the respondents gave a favorable response regarding the school's or district's performance in providing student support.</p> <p>For students, relationship-centered schools for students involve aspects such as parents, counselors, family, events, support, teachers, student, wellness center, school night, meetings, relationships, family events, child, relationship, parent, staff, school climate, family engagement, communication, programs, and bond.</p> <p>Service Excellence</p>

Educational Partner(s)	Process for Engagement
	<p>In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, 660 participants provided feedback on "Service Excellence," with an average favorable response rate of 33%. In response to hiring, developing, and keeping the best staff 8% extremely well, 25% quite well, 36% slightly well, 20% not at all well, and 12% unsure. The respondents gave a 32% favorable response to this question. In terms of translation services 10% extremely well, 24% quite well, 32% slightly well, 12% not at all well, and 21% unsure. There was a 34% favorable response for this category.</p> <p>Based on the responses from the Panorama survey, students indicated that excellent service for all students and families includes aspects such as support from parents, staff, and teachers, access to good services and resources, programs like Puente, counselors' support, language resources, effective communication through emails and meetings, access to funding and Wi-Fi, as well as opportunities like field trips for students.</p> <p>Operational Sustainability</p> <p>In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, 660 participants provided feedback on "Operational Sustainability." The responses indicated the following: School maintenance and cleanliness, Extremely well 5%, Quite well 12%, Slightly well 38%, Not at all well 36%, and Unsure 10%. Next feedback regarding School safety Extremely well 9%, Quite well 27%, Slightly well 36%, Not at all well 18%, and Unsure 10%. Finally feedback on technology is Extremely well 8%, Quite well 27%, Slightly well 40%, Not at all well 16%, and Unsure: 8%. The overall favorable response rates for these aspects were 17%, 36%, and 35% respectively.</p> <p>The Panorama Education feedback covered student responses to operational sustainability, including topics such as Wi-Fi accessibility and quality, computer resources, the condition of bathrooms, and the overall sustainability efforts on campus, including the use of solar panels and other tech resources.</p> <p>Positive Aspect School/HUSD</p>

Educational Partner(s)	Process for Engagement
	<p>In the "Fall 2023 LCAP Survey" for Hayward Unified School District (HUSD) in California, students provided feedback on various aspects of their district. The results indicate that strengths and opportunities were identified with an average 63% favorable response rate. The survey included 660 responses and highlighted areas of strength as well as opportunities for improvement within the district.</p> <p>In response to the question, "If a friend or colleague were looking for a school district, how likely is it that you would recommend this school or district?" 1 being the least likely and 10 being the most likely students provided the following ratings: 10: 7%, 9: 5%, 8: 17%, 7: 17%, 6: 17%, 5: 18%, 4: 7%, 3: 4%, 2: 2%, 1: 6%. Overall, 63% of the responses were favorable.</p> <p>Based on the feedback from students, positive aspects of the school or HUSD include diversity, community, staff, friends, teachers, sports, students, new classrooms, Brenkwitz, safety, programs, STEAM Building, ROP Program, Mount Eden, Monarch Day, VAPA program, veteran teachers, inclusivity, diverse students, and a focus on addressing racism.</p> <p>Change One Thing</p> <p>In conclusion, based on feedback from students in the Panorama Education survey, suggested changes to the school or HUSD funding include improvements related to Wi-Fi access, bathrooms, student resources, food quality, class offerings, increased support for high schools such as Tennyson High School, more translators, expanded course options, enhanced cleanliness and maintenance, upgraded sports facilities like soccer fields, better access to science courses including anatomy, improved school lunch options, campus environment and building maintenance, and overall health and resources for students. Additionally, students expressed the need for increased security measures, more stringent teacher hiring processes, taking bullying and vaping more seriously, and a proactive approach to addressing racism towards African American/Black students. They also emphasized the importance of addressing behavioral issues, promoting a positive school environment, and introducing mandatory finance or money management classes as a</p>

Educational Partner(s)	Process for Engagement
	<p>two-year course, as well as credit recovery programs during the school year.</p> <p>Students Free Responses</p> <p>The feedback from students that attend Hayward Unified School District consisted of the following: better food, help students with academic planning of understanding requirements for graduation, more credit recovery options, being better educated on credits and what is required for students to graduate on time, more support of student-athletes, tutoring throughout the day, pre-interventions before students start failing their classes, more foreign language classes, life skill classes, help for students that are not participating in college and career readiness programs, field trips, better Chromebooks, better Wi-Fi, cleaner facilities, improve air conditioning and heaters inside of the classrooms, keeping the bathrooms clean and stocked with supplies, feminine products provided in the girls' restroom, security with better training, better communication of what resources are available at school, and when college applications are due for seniors that are not in college programs. In addition, students would like better student-teacher relationships with students of color. Lastly, students would like to see a more diverse population of teachers and staff that represent the student population.</p>
Labor Partners	<p>Labor partners</p> <p>According to the survey responses, the participants mentioned the following: safety, salary increase, technology such as setting up a different system to distribute computers to families, compensation for extra duties for distributing computers, the district providing vehicles to distribute technology to schools, training and professional development for new staff members for the specific school site, improved communication with Human Resources, revised handbooks, repair facilities, making schools accessible to students with disabilities, and translation services to help families.</p> <p>Union Panorama Responses</p>

Educational Partner(s)	Process for Engagement
	<p>According to the survey participants in the section of deeper learning participants wanted to extend and expand the opportunities for learning programs for all students. The following examples were given World House, Special Education support, paraeducators, ROP, extracurricular opportunities, math, and reading interventions. In addition, small class sizes, substantive Professional Development, support personnel, support programs, and support for new educators. In terms of relationship-centered schools, participants gave feedback on recruiting, attracting, retaining qualified educators, coaches, Social and Emotional Learning (SEL) personnel, case managers, and additional staff through compensation. Participants also mentioned small class sizes, substantive Professional Development, support personnel, support of programs, and support of new educators. Union members expressed excellent services look as follows: fully staffed sites, recruit, attract, and retain qualified trained educators, coaches, SEL personnel, case managers, and additional staff through compensation. It mentioned small class sizes, substantive Professional Development, support personnel, support programs, support programs, new educators, more translators, and Registered Investment Advisors (RIAs). For the area of operating sustainably members provided the following feedback: to attract and retain staff there needs to be facility space for students, families, and programs. Prioritizing space for student learning and services. Refresh and update schools that incorporate educator feedback and adequate materials. The single most positive aspect of this school or district is our relationship-centered educators. If members could change one thing about their school or district it would be substantive administrative responses to the needs of educators on behalf of their students.</p>
Local Association of California and School Administrators	<p>Local Association of California and School Administrators</p> <p>The principals' and administrators' feedback for the 2023-2024 survey focused on the following topics: staffing, students, Professional</p>

Educational Partner(s)	Process for Engagement
	<p>Development and training, Field Trips, student behavior, interventions, prioritizing sports, and VAPA.</p> <p>In terms of staffing, it was mentioned as a number one priority. Participants would like to continue to have Assistant Principals, Youth Intervention Specialists, Family Engagement Specialists, English Learner (E.L.) Specialists, Social Emotional Learning (SEL) Counselors, Restorative Justice counselors, noon supervisors, and paraeducators to help support Kindergarten teachers, and Community schools on site. For the same reason, Restorative Justice Counselors and Social Emotional Learning (SEL) benefit students by having someone to talk to at school. Noon duty supervisors help with behavior infractions during lunchtime.</p> <p>Next, participants gave feedback on interventions to help students to be successful. At the secondary level, 9th and 10th graders were specially addressed in terms of academics by having interventions to prevent 9th and 10th students from failing their classes and more options for credit recovery. Prioritize scholastic sports by providing support for student-athletes, student-athlete planning, and more awareness to help student-athletes understand what it means to be NCAA-eligible to earn scholarships. Then figuring out how to increase students' participation in Visual and Performing Arts (VAPA). Next, field trips and funding of field trips to give students college and career opportunities outside of California, such as a trip to Washington D.C. to give students who would not be able to have an opportunity to attend an overnight experience.</p> <p>Lastly, Professional Development and training opportunities for teachers as well as students. A participant mentioned support of student leadership through the organization of CALA. Furthermore, for teachers and support staff, the participants encouraged the following: release time for Professional Development, academic coaches or Teachers on Special Assignment (TOSA), outside consultants for subject areas of mathematics and English Language Development (ELD), coaching should be ongoing to help teachers integrate English Language Development (ELD) with teacher's new adoptions.</p>

Educational Partner(s)	Process for Engagement
<p>Brenkwitz Continuation School: Equity Multiplier</p>	<p>Brenkwitz Continuation School: Teachers and Staff</p> <p>The top feedback teachers and staff gave at Brenkwitz were staffing, supplemental materials/curriculum, technology, and differentiated instruction. Additional feedback was in the area of Restorative Justice, translators, interventions, training, and class concerns of bridging students with special needs into the mainstream classroom.</p> <p>Brenkwitz Continuation School Students' Summary</p> <p>According to the free response from Brenkwitz High School students commented on the following: AC/Heating in classrooms, better furniture, more credit recovery options, staffing of recruiting and retaining teachers, better lunches, better technology such as Wi-Fi, cleaner facilities especially bathrooms, having accessible feminine products in the restroom, a better understanding of credits, more academic counselors, resources to improve their grades, mental health resources, equity, Anti-Bias Anti-Racism, concerns regarding bias and grading, and better teacher-student relationships.</p> <p>Brenkwitz Continuation School: Parents' Summary</p> <p>The responses from the parents generally fell under two categories, social emotional support and academic support, as well as case management support for our students.</p> <p>HUSD has been identified for Differentiated Assistance for the following groups: ELA MATH: EL, Foster, Homeless, Hispanic Graduation: EL, Homeless, Hispanic Suspension: Foster College Readiness: Homeless Equity Multiplier presentations: Students - February 21st, Teachers - May 8th, Parents: May 28th,</p>

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

The development and update of goal one was largely influenced by the following feedback we received from our educational partners. We received substantial input emphasizing the importance of implementing actions that promote training for both students and staff on Anti-Bias/Anti-Racism initiatives, as clearly outlined in our ABAR action plan and district policy.

In the realm of general interventions for students from TK to 12th grade, feedback highlighted the pressing need for significant academic progress. Priority areas include implementing multi-tiered interventions to ensure students are accessing and meeting grade-level standards. Support for English Learners/Multilingual students emerged as a major focus area. Continued actions, such as professional development for teachers on "Be Glad" and Dr. Medina's training, are planned for the upcoming school year. Feedback also underscored the necessity of providing additional support across grade spans, including efforts to increase our graduation rate.

Goal 2 was heavily informed by feedback regarding the needs of students with disabilities, the imperative to address chronic absenteeism, and the importance of supporting students' social-emotional well-being. Our LCAP actions are designed to comprehensively support the whole child, with social-emotional counselors available at school sites to address students' emotional needs.

Retaining teachers and staff emerged as a critical concern, particularly given the challenge of filling positions in bilingual and Special Education. To address this, we are offering additional sign-on bonuses to attract talent. Additionally, community feedback emphasized the importance of maintaining district translation services, particularly with two Spanish translators currently employed. Parent input also highlighted the need to retain a 0.50 FTE Farsi/Dari translators.

Throughout the LCAP Educational Process, significant feedback from students and staff underscored the importance of establishing a more streamlined process for the use, loan, and return of computers. Suggestions included implementing procedures for checking in, trading, and checking out technology devices, as well as addressing Wi-Fi dead zones at schools.

Finally, this school year, Brenkwitz Continuation School was designated as an Equity Multiplier School. Feedback from staff, teachers, students, and parents heavily influenced the actions on this designation. Parents advocated for social-emotional support alongside academic assistance for their students, while staff emphasized the need for academic support tailored to individual student needs, including credit recovery to meet graduation requirements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>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.</p> <p>Aligned with LCFF Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes)</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>The Deeper Learning goal is foundational in our Strategic Plan, focusing on implementing instructional programs outlined earlier. Our primary objective is to ensure well-funded, carefully planned, and properly implemented actions that positively impact student academic achievement. Baseline data from 2024 emphasizes the need for action, particularly for SPED/ELs and overall graduation rates, which have significantly decreased. Additionally, our ELA/Math proficiency rates indicate a pressing need for improvement, with less than half of students meeting standards by eleventh grade. Our district has developed a Literacy Plan to address these challenges comprehensively.</p> <p>Regarding ELs, 44.7% showed progress in English proficiency per the 2024 CA School Dashboard, with an RFEP (Reclassified Fluent English Proficiency) rate of 13.4% for the 22-23 school year. Our actions aim for measurable improvements stemming from strategic planning and LCAP development, especially for unduplicated student groups</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1) Maintain 100% Williams Compliance	1) 2023-2024 Williams Compliance: 100%			Williams Compliance: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 = -119 SWD = -155.1 Foster Youth = -145.3 Homeless = -168.2 Low Income = -91.1 ELA: HUSD = -47.9 African American = -56.4 EL = -84.8 SWD = -122.3 Foster Youth = -115.8 Homeless = -135.2 Low Income = -56.1			2) 26-27 CAASPP points away from standard Math: HUSD = -61.1 African American = -88.5 EL = -89 SWD = -125.1 Foster Youth = -115.3 Homeless = -138.2 Low Income = -61.1 ELA: HUSD = -23.9 African American = -32.4 EL = -60.8 SWD = -98.3 Foster Youth = -91.8 Homeless = -111.2 Low Income = -32.1	
1.3	3) The percent of EL students making progress toward English language proficiency on the ELPAC	3) 22-23 EL Progress towards English Proficiency on the ELPAC: 44.7%			3) 26-27 Target EL Progress towards English Proficiency on the ELPAC: 50.7%	
1.4	4) The percent of EL students reclassified as Fluent English Proficient	4) 22-23 EL Reclassification Rate: 13.4%			4) 26-27 Target EL Reclassification Rate: =14% or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Low Income = 50.3% 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% Low Income = 59.3% Foster Youth = 9%	
1.6	6) The percent of 11th grade students who exceeded standards on CAASPP - ELA	6) 22-23 16.48% of 11th graders exceeded standards on the CAASPP ELA assessment The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 0% Low Income = 15.83% Foster Youth = In order to protect student privacy, data is suppressed because fewer than 11 students tested			6) 26-27 19.48% of 11th graders exceeded standards on the CAASPP ELA assessment The percent of selected student groups exceeding standards on the CAASPP ELA Assessment: English Learners = 3% Low Income = 18.83% Foster Youth = **	
1.7	7) The percent of students successfully	7) 22-23 Students successfully completing			7) 26-27 Students successfully	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completing CTE sequences	CTE sequences:79.29%			completing CTE sequences:88.29%	
1.8	8) The percent of students who meet graduation requirements AND complete a CTE pathway	8) 22-23 The percent of students who graduated and completed a CTE pathway: 19.5% EL = 9.4% Low Income = 19.7% Foster Youth = 0%			8) 26-27 The target percent of students who graduate and complete a CTE pathway: 25.5% EL = 15.4% Low Income = 25.7% Foster Youth = 6%	
1.9	9) The percent of students enrolled in and completing Algebra for the first time, including unduplicated pupils and African American students	9) Students passing Algebra for the first time: 23-24 (S1) HUSD = 70.24% African Americans = 67.68% Students with Disabilities = 70.59% EL= 48.62% 22-23 (EOY) HUSD = 57.63% African Americans = 65% Students with Disabilities = 64.77% EL = 46.34%			9) Students passing Algebra for the first time: 26-27 (S1) HUSD = 80.24% African Americans = 77.68% Students with Disabilities = 80.59% EL= 58.62% 25-26 (EOY) HUSD = 67.63% African Americans = 75% Students with Disabilities = 74.77% EL = 56.34%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	10) The percent of students meeting A-G requirements	10) 22-23 Students successfully meeting A-G requirements: HUSD = 38.1% African Americans = 29.6% Students with Disabilities = 8.6% EL= 14.2% Foster Youth= 0% Low Income = 34.7%			10) 26-27 Students successfully meeting A-G requirements: HUSD = 47.1% African Americans = 38.6% Students with Disabilities = 17.6% EL= 23.2% Foster Youth = 9% Low Income = 43.7%	
1.11	11) Ensure that all core adoptions including those adopted by the SBE will be aligned with current standards, e.g. CCSS, NGSS, ELD, CWLS, etc.	11) 22-23 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. 21-22 7-12 ELA adoption is aligned to current standards. We have finished World Language adoption in spring, 2023 with first year implementation in fall, 2023. 2023-24 Social Studies adoption for K-8 will occur as well as Ethnic Studies 2024-25 Science 2025-26 Math			11) 26-27 K-6 ELA,ELD and K-5 math core adoptions are aligned to current standards. 7-12th ELD adoption is also aligned to current ELD standards. 24-25 7-12 ELA adoption is aligned to current standards. We are scheduled to finish World Language adoption this spring, 2026 with first year implementation in fall, 2026.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2026-27 Social Studies and Ethnic Studies 2027-28 Science 2028-29 Math	
1.12	12) Access for ELs to ELD and CCSS	12) 23- 24 TK-6 ELs received designated ELD in their classroom as needed. In school year 23-24, 37.48% of 7-12 ELs are enrolled in a designated ELD course			12) 26-27 TK-6 ELs received designated ELD in their classroom as needed. In school year 23-24, 37.48% of 7-12 ELs are enrolled in a designated ELD course	
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) 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			14) By 2027, the district will maintain 100% of all elementary school students in first through fourth grade having music once a week and students in fifth and sixth grade who are interested may participate in a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		secondary students were enrolled in at least one VAPA course			<p>choir program or instrumental program that meets weekly. By 2027, the district will increase courses by 20% at middle schools so that all schools will have a visual or performing arts class, a band, or orchestra course offered</p> <p>By 2027, the district will maintain 100% of all high schools having visual or performing arts classes, a choir and band or orchestra courses offered and music programs will be expanded.</p> <p>By 2027, increase enrollment in VAPA at the secondary level by 10% per year.</p> <p>By 2027, increase enrollment in 5th and 6th grade music and choir programs. The</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					goal will be determined after having established the baseline in 2023-24.	
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) 9.9% or more of elementary students grade K-6 are enrolled in a DLI program, and at least 63% of DLI 6th graders complete the program by staying enrolled from K-6th grade.	
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) 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) 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) 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	19) 100% of schools offered courses			19) 100% of schools offering	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	described in Ed. Code 51210 and Ed. Code 51220, as applicable, as established via yearly audit.	described in Ed. Code 51210 and Ed. Code 51220, with the exception of Driver's Education.			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 Standards and Curriculum Framework. 50% of teachers have participated in optional supplementary professional development in CA Academic Content Standards and Curriculum Framework.			20) 26-27 87% of teachers will participate in centrally offered district professional development while 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) 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	22) 23-24 Percent of students that			22) 26-27 Percent of students that participated in the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students who participate in an after-school program.	participated in the after school program: EL = 45% Low Income = 47.1% Foster Youth = 27.9%			after school program: EL = 48% Low Income = 50.1% Foster Youth = 30.9%	
1.23	23) The percent of students who graduate and complete a CTE Pathway	23) 22-23 The percent of students who graduated and completed a CTE pathway: 22% EL = 12.5% Low Income = 11.33% Foster Youth = 0%			23) 26-27 The target percent of students who graduate and complete a CTE pathway: 28% EL = 18.5% Low Income = 17.33% Foster Youth = 6%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	<p>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 Equity and Anti-Bias/Anti-Racism (AB/AR) policies adopted in August of 2020.</p> <p>Anti-Bias/Anti-Racism (AB/AR) The district will maintain the Administrator on Special Assignment (AOSA) for Equity and Anti-Racism in collaboration with the district Equity Oversight Committee. The district will maintain the school site AB/AR program leaders (Influencers) who will lean deeply into racial and other forms of equity work helps educators begin to deconstruct often unconscious personal biases and beliefs, develop the knowledge and skills to challenge them when they arise, thereby moving closer to systemic equity transformation. The AB/AR professional learning sessions will continue to be scheduled and supported by the AB/AR AOSA, district teachers and staff and vendor facilitators.</p> <p>The district Equity Oversight new committee members will receive training to incorporate educational partner voices, including students, parents, and labor partners, as key to ongoing policy implementation reflections and recommendations.</p> <p>AB/AR Professional Learning</p>	\$402,448.80	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The AB/AR AOSA will continue to have bargaining units represented to support and co-facilitate (Influencers) site mandatory professional learning modules. All district staff will participate in the modules. The AB/AR professional development, Equity Oversight committee, and activities will continue to be supported by industry expert WestEd including coaching and tool development and refinement, and the activities will be reviewed through program evaluation. In 2024-25 AB/AR in Action, professional development, and activity impact will continue to be reviewed based on the training feedback, surveys, and student and community voice and reported to the board of education in a mid and end of year report. The district will continue to use Panorama surveys to gather feedback to the success and effectiveness of the implementation of the strategies developed for the implementation of the AB/AR policy. In addition, the Safe and Inclusive Program (1.0) Teacher on Special Assignment (TOSA) and Professional Learning American Orff-Schulwerk Association (AOSA) will work closely with the AB/AR AOSA to support students and staff around inclusivity.</p>		
1.2	Professional Learning and Instructional Leadership	<p>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. The best way to ensure continuous improvement and improved outcomes for students is to invest in our staff.</p> <p>The district will maintain the Professional Learning Administrator on Special Assignment (AOSA) (1.0 FTE) who will lead the district professional development in the area of Deeper Learning. The district will provide teachers and site administrators ongoing professional development to support the capacity of educators with standards based instruction to strengthen classroom evidenced based practices with literacy, mathematics, providing culturally and linguistically responsive teaching, and deeper learning experiences that incorporate students' identities, culture and language.</p> <p>Professional learning opportunities will be focused and provided to teachers to support instructional strategies for literacy, math inclusion, and</p>	\$3,042,598.72	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 to build rigor and engaging instructional practices including the integration of software to deepen students' understanding of math concepts. In the school years 24-25 the district will offer conference style learning sessions that are content specific, culturally and linguistically responsive, and that integrate Deeper Learning strategies.</p> <p>Instructional Leadership Teams (ILT) Institute and Sessions The focus for the school Instructional Leadership Teams continues to build and deepen the implementation of the deeper learning practices in HUSD's Instructional Framework, using data to drive instruction and interventions. HUSD will incorporate AB/AR (Anti-Bias, Anti-Racist) activities and resources with Instructional Leadership Team's at each site. The 2024-25 Instructional Learning Team (ILT) Institute will include a focus on our Instructional Framework that includes, Deeper Learning strategies, Culturally Linguistically Responsive Teaching, and evidenced based strategies that supports best first instruction in HUSD. Each school site will continue to have access to host an ILT Team that will focus on literacy and math focused instructional strategies, culturally responsive teaching, assessments, and data use to drive instruction and interventions. The Instructional Leadership Team (ILT) summer professional development institute will focus on the instructional framework that includes culturally and linguistically responsive classrooms and deeper learning experiences with support for teachers to put the assessment data into actionable and targeted support for students.</p> <p>HUSD will provide additional professional development 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 effective use of language-specific materials, as well as planning for cross-linguistic transfer between English and the target language will be promoted. Systematic English Language Development (ELD) Refresher Courses for Elementary and Secondary teachers and Systematic ELD Institute for Elementary & Secondary teachers new to ELD</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>will also be offered. In addition, HUSD will provide Personalized Learning on language scaffolds for teachers new to teaching Sheltered ELA.</p> <p>Teachers on Special Assignment (TOSA) The district will maintain the allocation of TOSAs using the Educator Effectiveness Grant (12.9 FTE) to support professional development for teachers and staff to build site capacity. The TOSAs will model and coach teachers using evidence based teaching strategies, provide learning sessions, and will host monthly drop in content professional learning opportunities to collaborate with other district teachers to share best teaching practices.</p> <p>Grading During the 2024-25 school year, the district will begin working collaboratively with the Secondary Curriculum Council, staff, and students and families to review and identify the essential content standards and learnings from Grading for Equity professional learning sessions, site grading initiatives and pilots with alternative grading. The district will update the grading policy in collaboration with the SCC and with site teacher input via survey. To ensure equity for all students the data will inform revisions to the district grading policy, including alignment to Grading for Equity models, alternatives to obsolete biased grading practices, monitoring and accountability for the implementation of new policy and developing the grading communication plan.</p>		
1.3	Best First Instruction	<p>Tutoring Each elementary school will be given a standard allocation using 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>Strategic Literacy Plan</p>	\$5,320,767.32	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In 2024-25 the district will implement year 3 of the board-adopted Literacy Plan. To support increasing academic achievement and engagement for students who are English Learners, Students with an IEP, and low income while raising the quality of teaching and learning for all students our district is focused on developing district-wide understanding of how children learn to read, including an understanding of the evidenced based reading practices. We will ground our evidenced based practice in the ongoing development and adoption of common assessments, enhanced best first instruction to support reading, 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. Professional Learning for Literacy will continue to focus on evidenced-based practices that include sessions with Getting Reading Right (grades K-3) focused on building teacher understanding of and capacity for teaching reading. Teachers will also attend professional learning sessions with CORE Learning with emphasis on teaching reading in the primary grades. Teachers will be given updated literacy guidance documents for grades K-3 to guide their instruction and to follow the referenced materials and assessment timelines, and Curriculum on Reading Excellence (CORE) Learning. 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 unhoused or unaccompanied minors.</p> <p>Reading in Grades 4-6 Professional Learning for Literacy will continue to focus on evidenced-based practices that include sessions with Getting Reading Right (Grades 4-5) and Filling in the Gaps (Grades 6+), focused on building teacher</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>understanding of and capacity for teaching reading. Teachers will also attend professional learning sessions with CORE Learning with emphasis on teaching reading in the intermediate grades. Teachers will be given updated 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 unhoused or 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 each elementary school site that does not have a reading teacher or support program. The para educators will focus on the intermediate students using SIPPS, Ignite, UFLI or other evidence-based, site adopted, reading intervention program aligned with the district's shift toward 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>Elementary Grades ELA The district will pilot 4 reading teachers at the Comprehensive Coordination of Early Intervening Services qualifying school sites. The focus of the Reading Teachers and Literacy TOSA's work will be to support classroom teachers with implementing the Literacy Plan including the use of</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>evidenced based, culturally and linguistically responsive teaching practices, completing assessments, and using the data to drive instruction and interventions. Intervention teachers and TOSAs will offer co-teaching, real-time coaching options, model lessons with debriefs, facilitation of professional learning based on the needs of the sites as a whole and how best to support the site. The Literacy Administrator and TOSAs will collaborate with the CCEIS team to complete the academic side of the district MTSS plan and share it with staff by the end of the 2024-25 school year.</p> <p>Secondary (7-12) ELA During the 24-25 school year the secondary ELA subject matter teachers will establish best practices for teaching content and disciplinary literacy. In addition, the ELA subject matter will continue developing instructional strategies that support implementation of the new core HMH curriculum and develop the ELA essential standards through the Curriculum Council. During the 24-25 school year secondary teachers will have practical professional learning opportunities around best practices for teaching disciplinary literacy, scope and sequence and will increase the use of the board adopted ELA materials. Filling In the Gaps - Teaching Reading will be offered to the secondary teachers for literacy intervention professional learning.</p> <p>Literacy Professional Learning The district will provide evidence-based and practical professional learning to support and build staff capacity for teachers, TOSA's, and school administrators. 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. The district will offer ongoing professional learning & coaching in Culturally and Linguistically Responsive Teaching and coaching provided by Fair Schools. The district will maintain the ongoing voluntary professional learning for teachers that includes LACOE Getting Reading Right (Grades K-5) voluntary capacity building, and LACOE Filling in the Gaps (Grades 6-12) voluntary capacity building and CORE Oral Language and Literacy required capacity building for TOSA/EL Spec/Intervention staff.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Mathematics The district will maintain the HUSD elementary math TOSA who will support 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 unhoused or unaccompanied minors. Additional professional development will be offered to staff through the ACOE, Silicon Valley Mathematics Initiative and local math associations. The TOSA's will support and serve on the Math Strategic Math Committee and participate in drafting the components of the K-12 math plan. In addition, there will be five trainings by grade level for transitional kindergarten, kindergarten, first-third grade on math content standards and developing a timeline for implementation in teachers' classrooms.</p> <p>Math Strategic Plan The Math workgroup will continue their efforts to identify best practices, essential standards by course, culturally and linguistically responsive teaching, the implementation of assessments, and technology innovation to support student placement, engagement strategies and interventions. This workgroup in collaboration with ACOE will draft the district plan that is organized by grade span beginning TK-3, 4-6 and secondary schools for best practices for math instruction, assessments, intervention, course progressions following the newly adopted state framework. Math content and technology integration professional development will be offered to the math teachers during the school year via our district Technology TOSA's or vendor as needed to strengthen the use of technology and to have real world connections for all students, including our English learners, low income and foster youth and unhoused or unaccompanied minors. The district will begin math professional learning with the TK-3 grade span focusing on foundational math and play based math integration.</p> <p>HUSD will purchase an online, supplemental math enrichment program in Spanish and English to provide additional mathematical practice for students in Spanish dual language programs. HUSD does not currently have any math enrichment support in Spanish. The new K-8 digital math program is designed to complement math curriculum in the classroom or at</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>home. It provides differentiated, rigorous, and interactive math lessons, in English and Spanish, that adapt to each student. The program analytics provide data for teachers to plan small-group instruction based on student need. Staff will have professional development for and access to webinars (live and recorded) for parents in English and Spanish. This additional online program is needed for the Dual language Spanish classrooms as this is available in Spanish but IXL is only available in English.</p> <p>Textbook Adoptions and Supplemental Materials The district will continue to update instructional materials following our adoption plan, pending funding. Social Science and Health 23-24, Science 25-26, Math 26-27 and supplemental materials/technology licenses as needed. In 2024-25 HUSD in collaboration with ACOE is reviewing culturally responsive instructional materials that are blended to include digital and textbook and is scheduled to update the textbook adoptions for Social Science, and Health, Ethnic Studies and Advanced Placement course supplementary curriculum and materials that are current and culturally and linguistically responsive materials. The district will maintain the online Newsela contract as a supplement during this ongoing adoption period.</p> <p>Ethnic Studies Implementation The district will continue to support the implementation of the new 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 Black studies' topics will be taught from an asset-based, decolonizing perspective that is rooted in and shaped by our communities' knowledge and self, stories, systems, social movements, and solidarity. Following our board policy for Ethnic Studies the the district will ensure the multiple cultural and ethnic perspectives are reflected including Africana/Black/African American Studies, American Indian/Alaskan Native/Native American/Indigenous Studies, Asian American Studies, Pacific Islander Studies, Arab American Studies, and Chicana/o/x and Latina/o/x Studies, all groups that contend with racism, white supremacy culture, anti-Blackness, anti-Indigeneity, and nation-within-nation relationships. The graduation board policy will be updated</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>including Ethnic Studies as a graduation requirement. Additional hours will be allocated for a team to review new Ethnic Studies courses using the adopted rubric.</p> <p>The SY 24-25 Ethnic Studies professional development plan will be focused on supporting the new high school US History ES aligned course and Ethnic Studies pedagogy in elementary school. The district will engage with elementary council and classroom teachers to draft the elementary Ethnic Studies implementation plan. In addition, 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 courses across the district.</p> <p>Graduation All high school students will have access to opportunities to graduate, including our Newcomer students and students with an IEP, foster and unhoused youth. The district will revise the graduation and grading policies to ensure equitable access to earn their high school diplomas. The graduation board policy will be updated including Ethnic Studies as a graduation requirement. New credit recovery programs, including Saturday School that have language support will be piloted for credit recovery opportunities to ensure that all students eligible to graduate with A-G requirements met will be able to do so with appropriate support. Students will continue to be guided by their school counselors on courses and other opportunities available to them to meet their graduation goals. In collaboration with the Family Engagement team, the district will continue to offer cultural graduation ceremonies in the spring of each school year.</p>		
1.4	Multilingual Language Learners and Language Acquisition	<p>Multilingual Strategic Plan The district will move into year 2 of the Multilingual Strategic Plan with a focus on ensuring elementary Designated ELD is taught at all elementary sites in alignment with our Board Policy and Administrative Regulations, continuing to build the foundations of Integrated ELD and Newcomer academic support and in strengthening our DLI and World House</p>	\$6,622,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs while addressing the needs of Newcomers not at World House sites.</p> <p>Professional Development The district will facilitate professional development for dual language teachers in both HUSD’s dual language programs, as well as for English-only students learning the target languages. Workgroup time will be provided to work with a team of dual language teachers and administrators to create a coherent scope and sequence by grade and program model and to select materials needed to support instruction that will increase engagement for English learners, low income and foster youth and unhoused or unaccompanied minors. This same group will also identify primary or target language assessments for dual language students with the goal of creating a pathway for dual language programs TK-12 leading to the 6th-grade Pathways to Biliteracy Award as well as the 12th-grade Seal of Biliteracy. The Program Specialist will be the district lead for the Bilingual Curriculum Council and attend all curriculum council meetings.</p> <p>DLI Program HUSD will maintain the Mandarin K-12 program and will assess the viability of a Spanish Dual Language program for grades 7-12. The latter will include program materials, professional development for teachers, the addition of courses for both native Spanish speakers and Spanish learners beginning in grade 7, and administrative support for the program. These programs help to support our English Learners whose primary language is either Mandarin or Spanish and promote Biliteracy among our student population while honoring their home language and culture. This program also supports and encourages the process by which students earn the Seal of Biliteracy.</p> <p>World House Program 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 less 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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>continue to support the lower class sizes in the World House program. Chavez and Tennyson will be reviewed for funding needs beyond the grant funding, including allocations to standardize for ML/EL Specialists, Bilingual Instructional Assistants and Para Educators.</p> <p>Bilingual Instructional Assistants The World House program also features Bilingual Instructional Assistants (BIAs), who support students in the classroom by translating core academic English instruction into students' primary languages. As the program grows, additional BIA positions will be added in order to meet student needs. In 2024-25 the district will focus on hiring Farsi/Dari BIA's to support the student need. Elementary schools with higher numbers of newcomers will continue to be prioritized for funding based on enrollment and hiring of Bilingual Instructional Assistants to support the 4-6th grade student needs.</p> <p>ELPAC Testing The Summative Administration of the English Language Proficiency Assessments for California (ELPAC) is an annual assessment, given during the window of February 1-May 31 to measure an English learner's progress that year toward English language proficiency. The Summative ELPAC is a paper-pencil test in Kindergarten through grade 2, and a computer-based test in grades 3–12. In K-2 all domains are administered individually. In grades 3–12, the test is administered in groups except for speaking, which is assessed one-on-one. The Director of Multilingual Learners will hire additional testers to support the ELPAC test administration. The testers will work, guided by the schedule the ML Department coordinates, in groups at each site to support the administration of the individual assessments in K-2 and the speaking in grades 3-12. The classroom teachers of 3rd-12th grade ELs will administer the Reading, Writing, and Listening domains. This will allow the site EL Specialist to continue providing small group intervention and direct support to multilingual students.</p> <p>Long-Term English Learners HUSD will ensure that a Sheltered ELA course is implemented at all secondary schools to support Long-Term English Learners (LTELs), as well as other ELs who are not yet LTELs, and give students greater access</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and opportunities to Reclassify as Fluent English Proficient (RFEP). This course will serve as the required Designated ELD for these students. HUSD will offer professional learning to teachers who will be working with the students in the Sheltered ELA course, in order to ensure that both teachers and students are fully supported and trained to provide integrated ELD in the core subject they teach. The Multilingual Department will explore new Tier 1 ELD Intervention curriculum to be used at sites.</p> <p>Multilingual Learner Language Specialists-School Site The district will maintain the ML/EL specialists at the schools implementing a lower student caseload to increase personalization of services. Individual site EL/ML Specialists focus on providing academic support and intervention in small groups, as well as compliance and progress monitoring. Per the direction of our Multilingual Learner Plan, at our Two-way dual language sites we will explore the addition of a part-time TOSA Specialist to assist with the professional learning specific to students acquiring a second language, this includes the assessment of these students.</p> <p>The elementary ML/EL Specialist will provide small groups of students with Language Literacy Intervention in English as well as in Spanish at some of the Bilingual and Dual Language sites. They will lead EL/ Multilingual Learner groups of Tier 1 intervention during Designated English Language Development. At the secondary level, EL/ML Specialists provide classroom support in core academic areas through a scheduled push-in model. They also serve as the site ELPAC Coordinator, supporting assessment and leveling for designated ELD and reclassification and monitoring of reclassified students and English Learners, as well as potentially offering intervention services if students are not making progress. The ML/EL Specialist leads the site ELAC committee to promote support for our English Learners through the ELAC tasks. Elected ELAC members receive PL and cover key topics that include attendance and reclassification. They also promote the needs assessment survey and make recommendations to the SSC for ML/EL support for the SPSA.</p> <p>EL/ML Program Specialist-District The district will maintain the EL/ML Program Specialists (4.0 FTE positions) to provide support for school site EL/ML Specialists, Biliteracy</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and dual language instruction, and support site administrators. The EL/ML 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 supplemental materials, as needed. The EL/ML Program Specialists will offer support through input sessions, helping to implement the Multilingual Learner Master Plan, contributing to the corresponding professional learning, as well as the development of the TK-12 Spanish Language pathway. HUSD will continue to provide Designated ELD to all English Learners, per the district's board policy/administrative regulation 6174 and will evaluate the effectiveness of the policy during the Spring of 2025. The district will use data to evaluate the programming and effectiveness of ELD and staggered reading programs during the school year, including professional learning feedback, student progress data, student and parent voice.</p> <p>DELAC The Director of Multilingual Learner Programs is also the district lead for the District English Learner Advisory Committee. Our DELAC provides support to the site English Learner Advisory Committees (ELACs) and also advises the school district governing board on the implementation of the EL Multilingual Plan, conducts a district-wide needs assessment and establishes/ recommends programs, goals, and services for English Learners.</p>		
1.5	Personalized Learning	<p>Elementary Level: Increased Personalize Learning In an effort to support the academic outcomes for English learners, low income and foster youth and unhoused 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 minimizing elementary school combination classes when possible.</p> <p>Secondary Level: Maintain Programs and Courses</p>	\$2,685,369.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain under-enrolled courses in the areas of Career Pathways, Visual and Performing Arts, Theater, Choir using site plans for their use of Proposition 28 funding in an effort to allow 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>		
1.6	Building District Common Assessments and Data Driven	<p>Data and Use of Common Assessments</p> <p>Staffing The district will maintain staffing of 2.0 FTE Tech TOSAs (one TOSA focused at elementary and the other at secondary), 2.0 FTE Assessment TOSAs (1 TOSA at elementary, 1 TOSA at secondary), 4.0 FTE Assessment Technicians (DO, classified). The (4) Assessment Technicians and (2) Teachers on Special Assignment support our federal, state, and local accountability mandates and staff implementation support work. With the coordination and guidance support of the Director of Curriculum, Instruction and Assessment, they support the day-to-day implementation of the Data and Assessment Plan for HUSD.</p> <p>This includes district-wide data reports, bi-annual site and district dashboards, student progress reports, report cards, quarterly or trimester benchmark assessments. They provide professional development of assessments including benchmarks and summative California Assessment of Student Progress and Proficiency (CAASPP) academies and CAASPP Claims workshops.</p> <p>The Technology TOSAs will support the integration of technology in the classrooms and capitalize on this integration to show models of deeper learning and engagement through technology. They lead the 33 technology teacher leaders and support the district technology 1:1 Chromebook implementation plan.</p> <p>Assessment Development The district will identify and adopt culturally responsive assessments for student placement and monitoring academic progress. The grade level and</p>	\$1,826,608.39	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>subject matter chairs will work together annually to identify local assessments to be reviewed and adopted by curriculum councils. A K-8 Social Science/History and Health curriculum adoption will be recommended in 24-25 that includes instructional and assessment materials. The implementation and professional development plan will be aligned with the Literacy Plan 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.</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>In Mathematics, based on the recommendation provided by the HUSD Strategic Math Plan committee, local benchmark assessments will be implemented consistently across both the elementary and secondary grade spans in 2024-25. This local student assessment data will be collected and shared with site administration, department chairs and site-based instructional leadership teams through 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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The English Language Director and (3) Bilingual Assessment Technicians will continue to offer English Learner (EL) support at the HUB, where Initial English Language Proficiency Assessments for California (ELPAC) are completed. Our Bilingual Assessment Technicians receive the official State ELPAC Initial Assessment (IA) PD and provide training to testing staff hired to support the administration of the Initial Assessment. The Bilingual Assessment Technicians also support the administration of the Primary Language Assessment in Spanish and a math assessment to identify possible gaps in schooling for newly arrived ELs. Our Assessment Technicians provide parents with an explanation of the various programs offered within our district, along with the Initial Parent Notification Letter upon completion of the ELPAC IA. The Assessment Technicians update our Student Information System so that it reports the updated language proficiency status to the California Longitudinal Pupil Achievement Data System (CALPADS). They also support EL Specialists at all sites by requesting information for newly enrolled students from their previous site and verifying CALPADS status to determine eligibility for the ELPAC IA. Assessment Technicians attend the State Professional Learning for the ELPAC Summative Assessment (SA) and provide training to our staff to support the administration. Assessment Technicians also support administration of the ELPAC SA across the district as well as to students enrolled in non-public schools. Pre-LAS and LAS Spanish language assessments are administered to students whose primary language is Spanish. Assessment data is used to support initial placement, student support at school sites and to guide instruction in dual language Spanish programs as well as make informed decisions in Structured English programs.</p> <p>EL/ML Program Specialists, with the help of the Bilingual Curriculum Council representatives, will explore the development and/or administration of formative common assessments for dual language program students per the Multilingual Learner Plan. These assessment results, along with those from state assessments, will serve to report on advancement on CA Standards for ELD as well as other state standards and to help determine progress for the English Language Proficiency Indicator of our EL/ML students in dual language programs. The Bilingual Curriculum Council will explore an assessment to use as a summative assessment for language acquisition that will be used to determine Pathways proficiency.</p>		

Action #	Title	Description	Total Funds	Contributing
		<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	College and Career Readiness	<p>College and Career Readiness HUSD will continue with California Colleges, and each high school student, including ML learners, low income and foster youth and unhoused or unaccompanied minors will receive a systematic baseline of guidance and support as they plan and prepare for college and/or career, which includes an educational plan that consists of a post-secondary education plan, a career plan, and a financial aid plan. Identify key activities that students should complete each year in order to develop meaningful postsecondary plans and have developed standards-aligned lesson plans connected to these activities.</p> <p>AVID and Puente The district will continue 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 unhoused or unaccompanied minors.</p>	\$6,866,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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 unhoused students. This priority is also reflected in district policy and our management philosophy to promote equity and inclusion in the district. HUSD is focused on ensuring our students who are furthest from opportunity to meet or exceed the standards and enroll, participate, and successfully complete CTE courses and pathways. We are part of a K12 Strong Workforce Program (SWP) grant that provides case management and support for our students who are furthest from opportunity. The students will have access to a case manager who will monitor their grades, provide tutoring, resources, and other targeted services.</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>		
1.8	Visual and Performing Arts (VAPA) and Science	VAPA Strategic Plan The district will move into Year 2 of the Visual and Performing Arts (VAPA) Strategic Plan. The district will consolidate current VAPA administrator	\$3,230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Technology Engineering Arts and Mathematics (STEAM)	<p>positions and host one new 1.0 FTE VAPA Administrator on Special Assignment using Proposition 28 indirect 1% allocated for LEA administrative costs-30K, for a portion of this position. Responsibilities of this position will include leading the district VAPA plan, ensuring all students have opportunity to engage in VAPA programming, including English learners, low income and foster youth, and unhoused or unaccompanied minors. Additional focus will be on supporting the visual and performing arts programming, implementing Proposition 28 funding, and supporting the educational side of the district Performing Arts Center. The district will maintain a (1.0) VAPA Teacher on Special Assignment (TOSA) and continue to implement the VAPA Strategic plan. The VAPA plan workgroup will prioritize the use of the Proposition 28 funding following state guidelines, and support site VAPA SPSA goals.</p> <p>The district will contract with a schedule model facilitator and develop a ten member district model committee to determine the best schedule model that will allow the most opportunity for students to take VAPA courses, and will address the needs of other HUSD content area strategic plans</p> <p>Art Professional Learning The district will continue to offer the culturally responsive Arts is Education and CREATE professional learning series led by the VAPA AOSA and TOSA to support up to seventy five teachers with integrating art and creating deeper learning and teaching experiences. Professional learning will also be developed and offered to teachers to develop a culturally responsive, standards based Arts Integration professional learning plan, scope and sequence, lessons, materials, and resources for teachers as a proven strategy to improve achievement, behavior, and academic engagement for all student groups including low income and Newcomers. The learning sessions will assist teachers with new pedagogical 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.</p> <p>Course Offerings Elementary Course Offerings</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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>Science, Technology, Engineering, Art and Mathematics (STEAM) Professional Development Elementary The Science TOSA, with collaboration with other STEAM content TOSA will provide teachers with an afterschool science integration PLC. Teachers will have opportunities to engage in STEAM learning, time to plan lessons, and build expertise around integrating math, ELA, engineering, art, and literacy into their science instruction. This PLC will utilize five after school sessions.</p> <p>Secondary Student access and success in STEAM, Career Technical Education (CTE), and VAPA courses will be improved for all students and especially for Low Income, EL/ML and Foster Youth, including African Americans and Students with Exceptional Needs. This work will be site lead and supported when possible by our Pathway/CTE TOSA. Work based learning and internships will be offered to students as a method to apply their learning and have experiences outside of school and classroom spaces. To meet the requirements of AB 285, there will be professional learning communities for secondary teachers on the causes and effects of climate change, and on the methods to mitigate and adapt to climate change, with a focus on project based learning as a vehicle for supporting students to develop climate change solutions. This PLC will meet no less than 5 times during the school year, with a mix of 2 sub release days and three after school meetings. The emphasis of this PLC will be to provide teachers time to develop and adapt climate change lessons that integrate STEAM subject areas and provide students opportunities to develop a climate activist identity through project based learning. There will be a series of five meetings for the secondary teachers regarding STEAM during the day.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="506 126 1568 526"> Culminating with the 10th Annual STEAM Showcase Students from across the district present their STEAM learning projects to our 10th annual STEAM Showcase. Students interact with STEAM professionals, receive appreciation and feedback on their learning, and engage in hands-on enrichment STEAM activities. To prepare for the STEAM Showcase, there will be two STEAM PLCs offered, one to elementary teachers and one to secondary teachers. Both PLCs will include 4 after school sessions. The PLC will include time for teachers to experience STEAM learning, review STEAM lesson resources, develop and plan STEAM lessons, collaborate with colleagues, and prepare for student participation at the STEAM Showcase. </p> <p data-bbox="506 565 1568 964"> Secondary Science Professional Learning The Science TOSA position will be maintained and will focus on supporting the implementation of the NGSS standards across science courses and Climate Change in secondary science. Professional learning will be provided during district PD days, as well as supporting teachers during science subject matter, and through individualized coaching. The STEAM building Computer Techs (3) will be led by site initiatives and will continue at the high school STEAM buildings to coordinate the building as a student learning hub focused on the innovative use of STEAM equipment, digital resources and coordination of acceleration programs designed for the integrated STEAM and Project Based Learning learning space. </p> <p data-bbox="506 1003 1568 1367"> STEAM Courses and Programs The district will pay for 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 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 data-bbox="506 1406 1568 1507"> Research and Evaluation The district will continue to partner with CSUEB to partner around STEAM and Climate Change (CELI grant) instruction and activities and evaluate </p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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	Induction Program	<p>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, low income 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>	\$888,997.20	Yes
1.10	Deeper Learning Activities	<p>Student Group Programming Funding Each school has a different culture and opportunities for students and family engagement. These funding opportunities will be used to engage our English Learners, low income and foster youth and their families in school activities that build connectedness, and attendance in school.</p> <p>Student Leadership HUSD supports student leadership and student led activities. The district will establish a budget of up to \$5,000 per school to support student leadership activities that engage diverse groups of students including Newcomers, English Learner in school spirit and school cultural events.</p>	\$4,602,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student leadership teams will submit requests to site administration to use the funds to support activities that help meet district and school goals, particularly around college and career readiness.</p> <p>Latino programming LCAP funding (up to \$5000 per school) will be offered during the 2024-25 school year. Schools will be required to collaborate with their ELAC and English Learners students for input on the use of the funding before completing and submitting the site data driven proposal. The impact of the program/activities will be measured using varied methods, student/family voice of the experience, surveys, projects and attendance.</p> <p>Asian American Pacific Islander (AAPI) Programming AAPI programming LCAP funding (up to \$5000 per school) will be offered during the 2024-25 school year. Schools will be required to collaborate with their AAPI families and students for input on the use of the funding before completing and submitting the site data driven proposal. The impact of the program/activities will be measured using varied methods, student/family voice of the experience, surveys, projects and attendance.</p> <p>African American Programming LCAP funding (up to \$5000 per school) will continue to be offered during the 2024-25 school year. Schools will continue to be required to collaborate with their AASAI and students for input on the use of the funding before completing and submitting the site data driven proposal. An African American male program will be developed in collaboration with AASAI to ensure our males students are supported academically, and social emotionally with a focused program. The impact of the program/activities will be measured using varied methods, student/family voice of the experience, surveys, projects and attendance.</p> <p>African American Programming The district will maintain the Administrator on Special Assignment for 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 2, including Family</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Engagement Action Plans (FEAP) Schools projects. The district will implement a vendor led black male program that supports 4-12 grade mentorship program. There will be black student centered programs 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>GATE In the 2024-25 school year the district will use the newly adopted 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 unhoused and English Learners.</p> <p>SISP The Safe and Inclusive Schools Program (SISP) TOSA position will be maintained, funded at 1.0 FTE to support professional development and instructional resources for teachers that support all students, including low income, unhoused. The TOSA will facilitate Ally events, clubs, student focus groups, and school activities in an effort to increase students feeling safe and seen at school.</p> <p>Activities The district will provide funding to provide deeper learning activities that engage the application of literacy and math including debate, spelling bees, chess clubs, and other academic-driven extracurricular activities.</p> <p>SPSA Continue to allocate funds to school sites based on the number of eligible pupils to provide specific intervention programs and services, as detailed in the School Plan for Student Achievement (SPSA) and in alignment with the Local Control Accountability Plan. This plan will be monitored by the site principal, school site councils, and district office personnel.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Goal 2: Relationship-Centered Schools: 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.</p> <p>Aligned with LCFF Priorities 3 (Parent Involvement), 5 (Pupil Engagement), and 6 (School Climate)</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is our objective to cultivate Relationship-Centered Schools where all students, families, and staff members feel supported and valued. This goal is underpinned by current research demonstrating that positive, nurturing relationships within the school environment are pivotal predictors of academic, personal, and social success for students. We have derived this goal from extensive feedback from stakeholders, including staff, parents, students, and the community, obtained through various engagement strategies such as board meetings, council surveys, and social media interactions. Furthermore, our goal formulation is informed by baseline data from 2023 and 2024.

Creating strong, positive relationships is a deliberate endeavor integral to establishing engaging, supportive, healing-centered, and culturally sustaining learning environments. Our aim is to develop the social-emotional competencies of both students and staff members. Central to this endeavor is ensuring that students feel acknowledged, valued, and empowered to undertake challenging tasks while exercising autonomy and choice in their learning. By fostering relationship-centered schools, we facilitate deeper learning experiences, collaborative problem-solving, and the honing of communication and co-creation skills among students and adults alike.

We recognize the indispensable role of our staff, families, and community partners in our learning community. The relationships we cultivate with one another are mirrored in the connections we forge with our students and among students themselves. Therefore, it is imperative that we implement evidence-based strategies to build trust and enhance our social-emotional support systems through continual outreach, collaboration, and co-creation within a framework of culturally sustaining practices and ongoing communication.

Through the establishment of robust, relationship-centered schools, we endeavor to disrupt patterns of inequity that lead to unequal access to opportunities and unfavorable outcomes for certain student groups based on ethnicity, language, learning differences, mental health needs, socio-economic status, and family stability. We are committed to challenging predictable patterns of achievement disparities and

acknowledge our collective responsibility in addressing inequities within our schools. One relationship at a time, we celebrate the strengths, contributions, and potential of every individual, fostering a community of learners comprising students, staff, families, and community partners.

We anticipate that our focused efforts on cultivating relationship-centered schools, through the implementation of evidence-based best practices, will result in:

- Higher rates of parental involvement in their student's education
- Increased student attendance (reduced rates of truancy)
- Decreased rates of exclusionary discipline, such as suspension or expulsion
- Enhanced student feelings of connection to school, as evidenced by meaningful relationships with caring adults on campus
- Reductions in disparate outcomes for vulnerable student groups (e.g., youth in care/foster youth, students with learning differences and/or disabilities, English language learners, homeless youth, etc.).

Moreover, we aim to address the following disparities identified through data:

22-23 Suspension Rate (disproportionate for our African American, Students with Disabilities (SWD), Homeless, and Foster Youth populations):

- HUSD: 5.1%
- African American: 11.3%
- SWD: 7.2%
- English Learners (EL): 4.7%
- Homeless: 7.9%
- Foster Youth: 14.5%

22-23 Chronic Absenteeism Rate (disproportionate for our African American, SWD, Homeless, and Foster Youth populations):

- HUSD: 39.2%
- African American: 44.4%
- SWD: 48.4%
- EL: 41.3%
- Homeless: 56.6%
- Foster Youth: 60.3%

22-23 Number of students feeling safe and connected to school, as measured by California Healthy Kids Survey (CHKS):

- 5th Grade: 73%
- 7th Grade: 54%
- 9th Grade: 44%
- 11th Grade: 46%

Number of students feeling safe and connected to school, as measured by CHKS:

- 5th Grade: 70%
- 7th Grade: 56%

- 9th Grade: 45%
- 11th Grade: 54%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1) The amount of parents participating in Parent University, with a focus on recruiting parents of unduplicated pupils	1) 23-24 Participation in Parent University: 14,570 (as of 5/2/24)			1) 26-27 Participation in Parent University: 18,941	
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) 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 4.05% Drop out rate by selected groups: English Learners = 10.42% Low Income = 4.64% Foster Youth = 8.51%			3) 26-27 High school dropout rate 1.05% Drop out rate by selected groups: English Learners = 7.42% Low Income = 1.64%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth = 5.51%	
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% Low Income = 0.07% Foster Youth = 0%			4) 26-27 Middle school drop out rate =1% Drop out rate by selected groups: >1% English Learners = >1% Low Income = >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 = 47.1% SED = 71.2% Foster = 46.2% Homeless = 33.3%			5) 26-27 High School Graduation rate: HUSD = 79.1% African Amer. = 78.3% SWD = 66.1% EL = 53.1% SED = 77.2% Foster = 52.2% Homeless = 39.3%	
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	6) 22-23 Chronic Absenteeism: HUSD = 39.2% African Amer.= 44.4% SWD = 48.4% EL = 41.3% Homeless = 56.6% Foster = 60.3%			6) 26-27 Chronic Absenteeism: HUSD = 33.2% African Amer.= 38.4% SWD = 42.4% EL = 35.3% Homeless = 50.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to ultimately achieve an chronic absentee rate of 10% or less	Low Income - 41%			Foster = 54.3% Low Income = 35%	
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) 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 = 0.1% Homeless = 0.0% Foster = 0.0% Low Income = 0.1%			8) Expulsion Rate: less than 0.09% HUSD = >0.09% African Amer. = >0.09% SWD = >0.09% EL = >0.09% Homeless = >0.09% Foster = >0.09% Low Income = >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 = 4.7% Homeless = 7.9% Foster = 14.5% Low Income = 5.5%			9) Suspension Rate: less than 3.6% overall HUSD = >3.6% African Amer. = >3.6% SWD = >3.6% EL = >3.6% Homeless = >3.6% Foster = >3.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low Income = >3.6%	
2.10	10) The percent of students who report feeling safe and connected at school, with a target increase of 5% annually	10) 22-23 CHKS Safety: 5th Grade: 73% 7th Grade: 54% 9th Grade: 44% 11th Grade: 46% English Learners: Foster Youth: Low Income: Connected: 5th Grade: 70% 7th Grade: 56% 9th Grade: 45% 11th Grade: 54%			10) 26-27 CHKS Safety: 5th Grade: 88% 7th Grade: 69% 9th Grade: 59% 11th Grade: 61% English Learners: Foster Youth: Low Income: Connected: 5th Grade: 85% 7th Grade: 71% 9th Grade: 60% 11th Grade: 69%	
2.11	11) Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 1% annually	11) For the beginning of the 24-25 school year, there will be a minimum of four Power Sessions that will train and give resources to families of Students with Disabilities to ensure students have academic success at school.			11) There will be four Power sessions yearly with a minimum of 80 parents in attendance	
2.12	12) Increase the number of parents/guardians who complete the California School Parent	12) 7,133 parents/guardians completed the California School			12) 7,283 parents/guardians will complete the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey by 50 parents annually	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 low income, 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 low income, 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) 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) Maintain a 85% or higher response rate of Parents who agree or strongly agree their child is safe at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	16) The percent of teachers who participate in professional development sessions focused on intervention strategies for students with disabilities	16) 0% of teachers participated in professional development focused on intervention strategies for Students with Disabilities			16) 9% of teachers will participate in professional development focused on intervention strategies for Students with Disabilities	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Services to Support the Whole Student	<p>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:</p> <ul style="list-style-type: none"> • Increase the implementation of Community School site teams and continue with hosting a districtwide Community Schools steering committee. The site teams will focus on identifying and addressing the individual needs of school sites based on the Community School framework. The steering committee will convene throughout the school year to review district-wide data and guide the Community School framework implementation in HUSD; • Explicitly invite and increase parent and student voices in key decision-making forums (such as workgroups that examine and improve policies, programs, and practices), as well as capture student voice through the use of district-wide surveys and focus groups in order to conduct root analysis of the data; • focus on engaging students who are considered those furthest from opportunity and whose voices are underrepresented; and • integrate trauma-informed care into our multi-tiered system of support. <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,</p>	\$2,035,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		etc.)		
2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	<p>Elementary TK-Sixth Grade</p> <p>The District Equity-Based CA Multi-Tiered Systems of Support (MTSS) framework will be developed and launched using the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan’s focus schools (Cherryland, East Ave., Fairview, Park and Stonebrae) as models for applicable practices and strategies. The HUSD Equity-Based MTSS handbook will guide the development, promotion, implementation, assessment, and modification of tiered services to support students with base-level supportive climate and culture as well as tiered supports and interventions. CCEIS and related data will be reviewed at least quarterly to identify student themes of need and reflect and revise interventions and the Equity-Based MTSS processes and procedures. An MTSS/CCEIS Administrator on Special Assignment will support the establishment of an MTSS Leadership Team which will work 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> <ul style="list-style-type: none"> Supporting student populations who are considered those furthest from opportunity (Including students identified as homeless, 	\$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>newcomers and students with disabilities, English Learners, and African American students)</p> <ul style="list-style-type: none"> • Implementing Functioned-Based and/or Positive Behavior Intervention and Supports • Community Building and/or Culturally Responsive Relationships and/or Restorative Practices • Transformative Social and Emotional Learning (T-SEL) • Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and (Agender) LGBTQIA+/Safe and Inclusive Schools Improvement • Trauma-Informed Practices • Special Education Inclusive Practices <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	Institutionalize an Emphasis on Social-Emotional Learning	<p>Identifying an evidence-based SEL curriculum for schools, offering SEL training support for teachers, and providing SEL lessons and activities for classroom use will strengthen institutionalizing SEL across school sites. Systematizing these measures are intended to boost the future CHKS percentages and assist in improving student's SEL skills, combating high absenteeism, disproportionate suspensions, and disruptive behaviors that threaten positive school culture and climate.</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</p> <p>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</p>	\$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>Priority # 1: Adopt Whole Child Development as the Goal of Education With A Commitment to Equity</p> <p>Priority # 2: Build Capacity Calm Corners will be set up in some HUSD classrooms to further assist students with their self-regulation skills without having to miss the instructional environment. In collaboration with ACOE, HUSD will offer 17 identified high-needs schools with kits to install Calm Corners in all classrooms, along with a Train-the-Trainer model for teachers at the 17 schools. Creating Student Climate Clubs at some HUSD sites. Staff will be trained to support a group of students to push into classes who will offer monthly, short stress-management, de-escalation strategies. This will build capacity of students to teach other students. This school-wide approach will improve overall school culture and climate by institutionalizing common and best practices across campuses Identify an evidence-based SEL curriculum for elementary school implementation.</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>		

Action #	Title	Description	Total Funds	Contributing
		<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 Priority # 2: Build Capacity Wellness Centers will be installed at our middle schools as well as our Continuation High School to help students learn self regulation as a tool for school and beyond. Calm Corners will also be set up in some HUSD classrooms to further assist students in their self regulation efforts without having to miss time from the instructional environment. In collaboration with ACOE, HUSD will offer 17 identified high-needs schools with kits to install Calm Corners in all classrooms, along with a Train-the-Trainer model for teachers at the 17 schools. Creating Student Climate Clubs at some HUSD sites. Staff will be trained to support a group of students to push into classes who will offer monthly, short stress-management, de-escalation strategies. This will build capacity of students to teach other students. This school-wide approach will improve overall school culture and climate by institutionalizing common and best practices across campuses. Expand Queen’s Circle to the two other comprehensive high schools. Queen’s Circle is a mentorship opportunity for high school girls to mentor their feeder middle school students. A year-long series of relationship building circles will be co-created with adult assistance and co-facilitated by students. A portion of the circle time will include breakout sessions for high school girls to mentor girls from their feeder middle school.</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	Improve Student Feelings of School Safety through Relationships and Structures of Support	All school sites will have regular adult supervision with an intentional focus on building positive relationships with students, teaching and modeling empathy/perspective-taking, non-violent communication, de-escalation skills, reflection and accountability, and emotional self-regulation. This includes classified and certificated school staff (Campus Safety Officers,	\$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
2.5	Reduce Exclusionary Discipline and Support School Connectedness	<p>HUSD is taking ongoing, immediate, and future actions to reduce exclusionary practices such as out of school suspension, in school suspension and expulsion. HUSD has utilized Positive Behavior Intervention Systems at the Elementary level and Restorative Justice/Practices at the secondary level for over 7 years. In 2021 HUSD formed a Restorative practices work group composed of Educators, community members, parents, students and Labor Partners with the goal of creating a Restorative Practices Board Policy as well as a strategic plan for implementing restorative practices. As a part of our strategic plan the HUSD school climate team comprised of the Director of Student Placement, Administrator of Social Emotional Learning and School Climate Teachers on Special Assignment are providing ongoing training for teachers and school administrators in social emotional learning, restorative practices, positive behavior interventions, de-escalation, and various tier one behavior interventions. All administrators are provided annual training</p>	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>on due process and the use of restorative practices and other means of correction as an alternative to exclusionary practices.</p> <p>Elementary Schools At the elementary level we will work to expand our network of PBIS schools as well as expanding our use of restorative practices and relationship building through community matters training and professional development. School climate teams at the elementary level will identify the areas of need specific to the school, various age groups, and sub groups. The team will then work with the professional development team to provide training and resources to staff and administration that is designed to address that need.</p> <p>Secondary Schools Specifically at our middle schools and high schools the school climate teams will work to replace exclusionary practices such as suspension with restorative other means of correction such as restorative conversations, and connections to services for students through our COST system. The School Climate team will also identify areas of need specific to each school and sub group of students. The team will then work with the professional development team to provide training and resources to staff and administration that is designed to address that need.</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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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 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, and an assurance of safety, support, and welcome/belonging for all members of the learning community and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>expressly for LGBTQIA+ students, families, and staff. A Safe and Inclusive Teacher support (1.0 FTE) has been added to provide support inclusivity. The Safe and Inclusive Schools (1.0 FTE) TOSA will work closely with the ABAR AOSA to 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	Increase Parent Education and Involvement	<p>We will implement Parent University, which offers a research-based framework striving to help parents navigate the school system while supporting the overall academic and social-emotional well-being of students. This initiative offers a variety of programs, such as Parent Power Sessions, Family Classes, Academic Excellence Days (Backpack Giveaway, Families United Conference & Parent Recognition Night), Cafe Dad, Asian and Pacific Islander Community Initiative, and Parent Ambassadors to help meet the diverse needs of families in Hayward. The programs are qualitatively and quantitatively evaluated annually and adjusted to meet the needs of all families.</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. Throughout the survey responses we will increase the number of parents</p> <ul style="list-style-type: none"> • feeling welcomed to participate in HUSD schools by 1%. • attending general school meetings, for example, an open house or back-to-school night by 1%. • volunteering in their child's classroom or elsewhere in HUSD schools by 1%. • feeling like HUSD schools seek their opinion before making important decisions by 1%. • feeling like HUSD schools encourage parents to be an active partner with the school in educating their children by 1%. 	\$2,759,240.64	Yes

Action #	Title	Description	Total Funds	Contributing
		<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"> 1. Understanding what engagement looks like for different cultures and communities. 2. Creating welcoming environments in schools. 3. Employing additional strategies of engaging parents that are culturally and linguistically competent. 4. Increasing opportunities for our diverse community to gather, including parents and staff; and 5. Recruiting and hiring staff with the competencies of engaging the community. <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	Promote Attendance and Reduce Chronic Absenteeism	All schools will implement School Status (formerly A2A) software to monitor excessive absenteeism and unexcused absences (truancy). School Status will send official notices to families when students reach	\$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>milestone absences. School staff will outreach to students & their parents/guardians to intervene early when students are excessively absent or truant. Timely outreach will offer resources & support to resolve barriers to attendance. The Child Welfare and Attendance (CWA) Department (4 CWA Outreach Workers) will support school staff with attendance intervention strategies, collaborate with school staff to utilize absence data to inform the local and district communities about attendance issues. Chronic Absence rates should be reduced by 2% annually until schools are at or below 10%.</p> <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 Outreach</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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	Improve Students' Health and Well-Being	<p>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 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>	\$2,361,182.09	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Students with Disabilities	<p>Professional Development Funds aligned to provide paraprofessionals access to core training in 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> <p>Curriculum Audit of curriculum tools utilized by Elementary, Middle and High School teachers. Alignment of resources to Common Core Standards. Develop and provide digital and print resources to Special Education staff .</p>	\$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Goal 3: Service Excellence: HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.</p> <p>Aligned with LCFF Priorities 1 (Basic Conditions of Learning) and 7 (Course Access)</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aligns with our HUSD Strategic Plan, established in January 2019, which emphasizes Service Excellence. Our vision promotes the recruitment and retention of teachers and staff mirroring the racial diversity of our student body. We aim to cultivate a workforce adept at identifying, challenging, and eradicating systemic racism. Central to this vision are school environments characterized by warmth and efficiency, achieved through streamlined purchasing and communication systems. By prioritizing Service Excellence training and initiatives, we aim to foster inclusive and supportive environments conducive to the success of students, families, and staff. Teacher and staff retention rates will serve as key metrics for evaluating our progress.

Furthermore, Hayward USD faces a pressing need for translator positions. Dataquest reveals that 59% (10,406) of student families speak a language other than English at home, spanning 44 languages. Spanish comprises the largest portion, with over 48% (9,226) of EL and RFEP students using it as their primary language, followed by Tagalog (428), Vietnamese (289), Hindi (268), Farsi (214), and Punjabi (172). To ensure equitable access to information, we are committed to providing interpretation and translation services at parent and family meetings.

Given our diverse programs, particularly dual language initiatives, the demand for specialized credentials is substantial. Recognizing the challenge of recruiting fully credentialed bilingual staff, we have allocated additional funds to offer bonuses to meet these needs. Similarly, we are implementing incentives to attract qualified candidates for critical positions in Math, Science, and Special Education.

Our commitment extends beyond academics to fostering inclusive, relationship-centered schools. By implementing evidence-based practices, we aim to achieve:

- Higher rates of parental involvement
- Improved student attendance and reduced truancy
- Decreased reliance on exclusionary discipline

- Enhanced student connection to school, evidenced by meaningful relationships with caring adults
- Mitigation of disproportionate outcomes for vulnerable student groups

Through these efforts, we affirm the worth and potential of every individual within our learning community and strive to disrupt inequitable patterns, one relationship at a time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1) Retention and Recruiting of Diverse staff which reflects our current student demographics	1) 23 - 24 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% 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%			1) 26-27 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% 26 - 27 Credentialed Employee FTE Hispanic = 27.73% American Indian = 0.24% African American = 12.03% Asian = 10.93% Pacific Islander = 1.66%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			Filipino = 4.48% White = 36.86% Multiple = 1.54% Decline to state or Missing = 4.54% 26 - 27 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%	
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) 26-27 Employee Retention: Certificated Teachers: 95.22% Certificated Administration: 84.85% Classified Staff: 96.41% Classified Management: 100.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	3) Percent of Teacher Mis-assignments.	3) 0.2% of teachers were mis-assigned during the 23-24 school year			3) 0% of teachers are mis-assigned.	
3.4	4) Classified staff (non-managerial) in the Local Educational Agency are appropriately assigned	4) 23-24 Classified staff (non-managerial) appropriately assigned: 100%			4) 26-27 Classified staff (non-managerial) appropriately assigned: 100%	
3.5	5) Certificated Administrators are appropriately Credentialed for their position	5) 23-24 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	6) 23-24 Classified Administrators appropriately assigned: 100%			6) 26-27 Classified Administrators appropriately assigned: 100%	
3.7	7) The percent of selected unduplicated student groups who graduated high school within 5 years: Students with Disabilities (SWDs), Low Income students (LIs), English Learners (ELs), and Foster Youth (FYs)	7) 22-23 High School Graduation Rate within 5 years: SWD = 75.1% EL = 63.5% LI = 81.5% FY = Data suppressed to protect student privacy			7) 26-27 High School Graduation Rate within 5 years: SWD = 81.1% EL = 69.5% SED = 87.5% FY = **	
3.8	8) District attendance rate, with goal to maintain an Average	8) 23-24 ADA 90.4%			8) 26-27 ADA = 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Daily Attendance (ADA) rate at or above 95% at all sites and as an overall district wide average; increase ADA by 0.25% until goal is met	ADA among selected populations: English Learners = 90.5% Low Income = 90% Foster Youth = 85.3%			ADA among selected populations: English Learners = 95% Low Income = 95% Foster Youth = 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Recruit and Retain Highly Qualified Teachers	<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 2023-24. 8.50% increase Nominal total of 35.10% ongoing salary schedule increase</p>	\$26,183,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Attract and Retain Bilingual Staff and in Specialized Fields	<p>Continue to attract, recruit and retain staff, this includes but not limited to para educators, social workers, 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 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>	\$630,077.73	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Strengthen Enrollment and Marketing Efforts	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.	\$100,000.00	Yes
3.4	Translation/Interpretation Services	Provide translation/interpretation to our parents and community (2.0 FTE Spanish Translators). Our student population is very diverse, the language most commonly spoken in Hayward USD is Spanish. We need to ensure that interpretation in a primary language occurs at meetings as well as in our parent communication. Implement a .50 FTE for translation for Farsi/Dari. We are proposing an increase in the translation services available through the increase of the numbers of translators available as 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.	\$650,000.00	Yes
3.5	Provide Professional Growth to School and District Administrators	Continue to provide professional growth and coaching for administrators in the management and instructional growth of either a school or district site.	\$100,000.00	Yes
3.6	Service Excellence Training	Train service Departments and "front line staff" in welcoming and helpful quality customer service for all. Request service departments identify three major service standard goals and establish and communicate customer-focused timeline for major services. New employees will have an orientation as they are onboarded to their new position.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Family Advocacy and Fostering Positive Experiences in Response to Concerns	HUSD endeavors to respond to parents with concerns when the issues have not been addressed to their satisfaction at the sites. At times, parents/guardians need the support of the district to resolve their concerns. Under these conditions, we will assign a district-level family engagement specialist from the Superintendent's office to hear the concerns, help them navigate the system, and engage with the appropriate district office personnel necessary to work towards a positive resolution. In addition, a Family Engagement Specialist will support Farsi/Dari students and families. The Family Engagement Specialist will also support families who speak Farsi/Dari and provide workshops to parents to help them learn how to navigate the system.	\$200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Goal 4: Operational Sustainability: HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.</p> <p>Aligned with LCFF Priority 1 (Basic Services)</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Broad Goal: Enhancing Operational Sustainability and Equity
 As part of our commitment to the Strategic Plan, HUSD acknowledges the critical role that conducive learning environments play in fostering student and family engagement. Recognizing that outdated facilities and inadequate technology infrastructure can hinder this engagement, our district is dedicated to implementing robust systems, programs, and processes to ensure equitable access to opportunities for all students, both now and in the future. Leveraging our limited resources effectively is central to achieving this goal while aligning with our board's objectives.

Operating within a framework of fiscal responsibility and with a steadfast commitment to Anti-Bias/Anti-Racism (AB/AR) principles, HUSD will prioritize equity in all decision-making processes. Urban areas often face challenges with aging school facilities, and HUSD is no exception. We will strategically prioritize facility usage to maximize efficiency, particularly as students return to school in the fall. Outdoor spaces will be optimized for teaching and learning, enhancing the overall educational experience for both students and staff.

Furthermore, ensuring equitable access to technology is paramount. We are dedicated to providing students, teachers, and staff with the necessary tools and training to leverage instructional technology effectively. This includes optimizing technology access, providing relevant training, and ensuring the availability of appropriate software.

To gauge our progress towards operational sustainability and equity, we will conduct thorough assessments of our facilities, enrollment capacities, and programs. Additionally, technology infrastructure needs will be assessed through surveys and analysis, ensuring that our efforts remain data-informed and aligned with our overarching goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The percent of students who have 1:1 device access	1) 23-24 100% of students have 1:1 access to a district-provided device			1) 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.	2) 23-24 School facilities maintained in "Good" or "Exemplary" repair: 36%			2) 26-27 School facilities maintained in "Good" or "Exemplary" condition: 57%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	<p>1) Create a needs-based equitable facilities plan that will include:</p> <ul style="list-style-type: none"> * Maintaining dedicated Maintenance and Grounds Teams to best understand and support the needs of their sites. * Establishing, collaborating on, and communicating Maintenance and Grounds schedules to respond to urgent site needs and proactively address them. * Establishing, collaborating on, and communicating custodial routes to develop a standard level of cleaning across all sites. * Recruiting additional custodians, developing regular trainings, and purchasing additional equipment to support staff to meet the standards established. <p>2) Create a needs-based equitable technology plan that will include:</p> <ul style="list-style-type: none"> * Implementing a one-to-one student-to-Chromebook ratio. * Ensuring progress on adding/improving network connectivity, technology infrastructure, and additional devices for schools. * Increasing staffing to the Educational Information Technology Staff to improve responsiveness and support on maintaining technology infrastructure and devices. * Adding a Family Support Technology Team to provide dedicated, consistent, and proactive technology support to students and families. <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"> • access to network connectivity across each classroom, teaching and learning space; • set-up for newly enrolled student / staff to receive the technology; • the onboarding process of employees and provide training, access, and support for the employee to know district systems quicker based on the objectives of the position; • processes and protocols for communicating the needs of certificated and classified staff at the school site level; and • priorities, responsiveness, and awareness to the status and completion of facilities work orders. 	\$7,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Use resources, including facilities, efficiently and effectively to support our own educational community.	<p>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:</p> <ol style="list-style-type: none"> 1. Declines in birth rates in the area; 2. Families moving outside of the Bay Area to other counties and other states; and 3. Families transferring to other local schools (private, public, or charter). <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> <p>Prioritize classrooms and facilities in general for the needs of the students, including but not limited classrooms for smaller class sizes.</p> <p>Assess capacity for additional or alternative bus routes to support educational programs like World House to ensure access to afterschool supports and programming.</p>		No
4.3	School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.	<p>The District Safety Committee has met during the pandemic to establish 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>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • access to training on safety protocols including, but not limited to our emergency communication system (Share911); • safety aspects of the physical environment; • school surveillance cameras at our schools; • fire alarms and public address (PAs) systems; • gender neutral restrooms at all facilities; • transportation to students who would like to attend extra-curricular activities; and • identification of safe routes to school. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years all Students, particularly low-income, Foster Youth, and English Learners, at Brenkwitz Continuation School, will meet all Equity Multiplier Goals and demonstrate measurable growth towards meeting CASPP ELA and CASPP Math standards and, improve CCI outcomes, and increase graduation rates.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

Brenkwitz Continuation School, identified as both an Equity Multiplier School and a Comprehensive Support and Improvement (CSI) School, serves a student population of 296 individuals. The demographic composition is primarily Hispanic at 82.6%, with African-American and Pacific Islander students constituting 9.1% and 4.5% respectively. Brenkwitz primarily enrolls students from its Comprehensive High School, typically those who are not on track to graduate with the standard 220 units. Enrollments typically occur after the semester has commenced, allowing students to graduate with 190 units. Despite its pivotal role, Brenkwitz currently sustains a graduation rate of 60%, thus warranting its classification as a CSI school. Furthermore, all student groups are categorized at the lowest performing level in graduation, suspension, and college and career readiness, as per data sourced from the California School Dashboard.

To effectively confront this challenge and transition out of the CSI and Equity Multiplier designations, we will implement several strategic initiatives. This includes the establishment of additional credit recovery and career development opportunities to bolster graduation rates. Moreover, we are committed to augmenting and refining counseling and case management services to enhance educational outcomes for the Brenkwitz student body.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	1) Graduation Rate for English Learners, Hispanic Students and	1) Dataquest 22-23 Graduation Rate: 60.0%			1) 26-27 Graduation Rate: 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged	EL Graduation Rate: 47.3% Hispanic Graduation Rate: 59.2% Socioeconomically Disadvantaged Graduation Rate: 59.4%			EL Graduation Rate: 62.3% Hispanic Graduation Rate: 74.2% Socioeconomically Disadvantaged Graduation Rate: 74.4%	
5.2	2) Students performance on CAASPP ELA distance from standard for English Learners, Hispanic Students and Socioeconomically Disadvantaged	2) 22-23 CAASPP ELA: -219.2 English Learners: -242.3 Hispanic: -221 Socioeconomically Disadvantaged: -218			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, Hispanic Students and Socioeconomically Disadvantaged	3) 22-23 CAASPP Math: -258.9 English Learners: -269.5 Hispanic: -260.9 Socioeconomically Disadvantaged: -261.3			3) 26-27 CAASPP Math: -234.9 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	4) 22-23 College and Career Indicator All students: 1.6% EL: 0% (Prepared) Hispanic: 0.7% (Prepared)			College and Career Indicator All Students: 4.6% EL: 3% (Prepared) Hispanic: 3.7% (Prepared)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Hispanic Socioeconomically Disadvantaged	Socioeconomically Disadvantaged: 1.7% (Prepared)			Socioeconomically Disadvantaged: 4.7% (Prepared)	
5.5	5) Student Suspensions Rate Students with Disabilities Hispanic	5) 22-23 Suspension Rate: Students with Disabilities: 11.4% Hispanic Students: 2.5%			5) 26-27 Maintain a suspension rate at or below 3.6%: Students with Disabilities: >= 3.6%% Hispanic Students: >= 3.6%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase Graduation Rates at Brenkwitz	<ul style="list-style-type: none"> • Increase student attendance and monitoring. • Increase Credit Recovery opportunities that are teacher led and through online platforms. • Increase opportunities for internships and apprenticeships. • Increase academic support with a .50 bilingual paraeducator. 	\$150,000.00	No
5.2	Increase Academic Support for students once they are in attendance at Brenkwitz.	<ul style="list-style-type: none"> • Improve and increased support Social Emotional Learning assemblies and counseling. • Increase academic case management for students in order to prepare them for graduation and to be college and career ready, Brenkwitz will hire a .50 counselor that will support with case management. 	\$161,573.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$60,763,324	\$7,142,877

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.775%	0.000%	\$0.00	32.775%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Equity and Anti-Bias/Anti-Racism Training and Policies</p> <p>Need: Higher rates of suspension Low Income students, ELs, Foster Youth including low income African American, White and Hispanic students who are in the red for suspension.</p>	<p>This action addresses our diverse student groups' needs, specifically Low Income Students, English Learners, and Foster Youth. It allows for better understanding around our cultural differences, decreases biases amongst students, staff and teachers of different backgrounds and increases the understanding of the different students' styles of learning. At the school site level, this will address multiple student groups that are in the red for suspension.</p>	<p>Suspension Metrics, Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.2</p>	<p>Action: Professional Learning and Instructional Leadership</p> <p>Need: Low Income, Foster Youth and English Learners who are in the Red for Language Arts and Mathematics.</p> <p>Scope: LEA-wide</p>	<p>This action provides increased professional development for staff, providing our Low Income, Foster Youth, and English Learners with greater access to grade level content.</p>	<p>Distance from Standard for All Students, CAASPP in ELA and Mathematics</p>
<p>1.3</p>	<p>Action: Best First Instruction</p> <p>Need: Low income, ELs, and Foster students are scoring 66.63 points below Standard Met for ELA and 80.63 points for Standard Met in Math district wide</p> <p>Scope: LEA-wide</p>	<p>These actions will impact Low Income, English Learners and Foster Youth. The programs will maximize flexibility for student participation, and include specific support for ELs. These opportunities will be offered district wide. By providing interventions during regular day instruction as well as extended learning opportunities for unduplicated students, students will have greater access to grade level content, resulting in increased rates of student growth from standards nearly met to either standard met or exceeded on the annual CAASPP assessment. Programs that support ELs will result in higher rates of reclassification for EL students transitioning into Fluent Proficient status or growth from lower to higher ELPAC achievement levels.</p>	<p>Annual CAASPP results and Reclassification Rates</p>
<p>1.4</p>	<p>Action: Multilingual Language Learners and Language Acquisition</p>	<p>Dual Language Programs (including both One Way and Two Way Dual Language Immersion Programs) our Newcomer Program (World House), and our English Learner Programs at all</p>	<p>The percent of EL students reclassified as Fluent English Proficient</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Thirty percent of Students are English Learners: Long Term, Newcomers, and on-pace English Learners.</p> <p>Scope: LEA-wide</p>	<p>sites, including Designated and Integrated English Language Development (ELD), through training and staffing. By continuing to support Dual Language and ELD teachers, EL Students will see improved performance on the ELPAC and increased reclassification rate. In addition, with the continued staffing of an EL Specialist at each site, ELs will benefit from having direct support on the CA ELD Standards by demonstrating on grade level performance or being matched with interventions/accelerations as needed.</p>	
<p>1.5</p>	<p>Action: Personalized Learning</p> <p>Need: Smaller ratio of students to teachers to ensure students have more individualized learning experience, especially for our students who are English Learners, Foster Youth, and Low Income students. 70% of our students are Low income students, 30% are ELs and Foster Youth, currently our unduplicated students and others are scoring 66.63 points below Standard Met for ELA and for Math they are scoring 80.63 points below Standard Met district wide</p> <p>Scope: LEA-wide</p>	<p>To address the needs of all our unduplicated pupils, HUSD is working to ensure that there are as few combination classes as possible at the elementary level while also providing as many course options for students in secondary grades as possible. These efforts are designed to maximize students' access to grade level content, and will especially benefit our Low Income, EL, and Foster Youth students who need more specialized attention, while also benefiting all students district wide. By reducing combination classes and maintaining course options for secondary students, all students will have greater access to grade level content.</p>	<p>The percent of students who passed an AP exam with a score of 3 or higher</p>
<p>1.6</p>	<p>Action: Building District Common Assessments and Data Driven</p>	<p>To address the needs of all our unduplicated pupils, HUSD is continuing to develop new and utilize existing assessments (e.g. CAASPP and ELPAC) in ways that meaningfully impact</p>	<p>The percent of 11th grade students who exceeded standards on CAASPP - ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: There is a need to develop Local Assessments, implement a Scope and Sequence and Pacing Guides. Seventy percent of our students are Low income students, 30% are ELs, Foster, currently our unduplicated students and others are scoring 66.63 below Standard Met for ELA and for Math they are scoring 80.63 below Standard Met district wide</p> <p>Scope: LEA-wide</p>	<p>instruction and increase access to grade level content. By providing teachers and students with meaningful assessment opportunities, the district will be able to identify the needs of unduplicated students to better maximize opportunities for tier academic growth as measured on CAASPP and/or ELPAC.</p>	
1.7	<p>Action: College and Career Readiness</p> <p>Need: Currently our graduation rates for our students district wide is 73%. We need to increase number of English Learners/ML, Foster Youth and Low Income who are College and Career Ready</p> <p>Scope: LEA-wide</p>	<p>To address the needs of all our students, HUSD has committed to ensuring that a variety of both college and career-centered programs are made available at all four high schools. We plan to reach our unduplicated students by making these programs accessible to low-income students, Foster Youth, and ELs by offering them during the regular school day, with teachers who are trained in differentiation to meet students' needs.</p>	<p>Increased Rates of Graduation and graduation with A-G courses</p>
1.8	<p>Action: Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)</p> <p>Need: Increased access to VAPA for our unduplicated students, 70% Low Income,</p>	<p>Our students are 70% low income, Foster Youth, 30% EL/ML, and along with other student groups deserve access to cutting edge Visual and Performing Arts (VAPA) and Science, Technology, Engineering, Arts, and Math (STEAM) programming. HUSD is dedicated to providing every student, including English Language Learners, Foster Youth and Low Income Students</p>	<p>Tracking the percent of students who meet A-G requirements & complete a CTE pathway</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners 30% and our Foster all our students including our unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>with opportunities to participate in VAPA and STEAM lessons at every school site.</p>	
<p>1.9</p>	<p>Action: Induction Program</p> <p>Need: Increased need to train new teachers</p> <p>Scope: LEA-wide</p>	<p>The Induction program requires participating candidates to specifically focus their instruction on unduplicated student groups, including Low Income, Foster Youth, and ELs. Unduplicated students in classes taught by participating teachers will see increased gains in academic achievement, as measured by CAASPP.</p>	<p>Retention Data</p>
<p>1.10</p>	<p>Action: Deeper Learning Activities</p> <p>Need: Need to improve attendance rates, academic access</p> <p>Scope: LEA-wide</p>	<p>To address the needs of unduplicated students, the district is providing a wide variety of deeper learning activities across the district. Students will be more deeply engaged in core subjects, and unduplicated students will see increased gains in academic achievement, as measured by CAASPP.</p>	<p>Tracking the percent of students meeting A-G requirements</p>
<p>2.1</p>	<p>Action: Coordination of Services to Support the Whole Student</p> <p>Need: Support Students with Social Emotional and Academic Needs</p> <p>Scope:</p>	<p>Promoting student involvement, safety, and Coordination of Services Team (COST) services at our school sites will support our most vulnerable student populations (ELs, low income, and Foster Youth) who typically have a greater need for these services. By investing in COST, the district is ensuring that students who need additional social-emotional and academic interventions receive them in a timely manner. The interventions will</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	provide the necessary stability for students to be able to focus on academics and reach grade-level standards.	
2.3	<p>Action: Institutionalize an Emphasis on Social-Emotional Learning</p> <p>Need: Increase student’s feelings of safety and school connected</p> <p>Scope: LEA-wide</p>	<p>HUSD is committed to cultivating the whole child by continuing to implement Social-Emotional development for all students. HUSD is focusing on unduplicated students to: improve academic outcomes, improve student’s social-emotional skills, improve student’s sense of connectedness to their school community, and improve student’s sense of safety. Academic learning is strongly linked with Social-Emotional Learning (SEL). The evolving field of neuroscience continues to affirm essential links between Social-Emotional learning (SEL), academic performance, and healthy student development.</p> <p>Teaching and learning is a highly dynamic, demanding, and social process, therefore students need safe, inclusive, culturally responsive, academically engaging, and equitable learning environments where they can develop their SEL competencies including: greater self identity and awareness, productively engaging with others, making responsible decisions, acquiring lifelong self-management skills and cultivating agency as new challenges arise. These goals are strengthened when MTSS tier 1 practices are implemented.</p> <p>Student achievement of these developmental markers are particularly relevant for our unduplicated and historically marginalized students who are at a greater risk of feeling unsafe and or disconnected from school. When students perceive they are not accepted, seen, or welcomed, the impact manifests as student absenteeism and or demonstrating behaviors that</p>	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness																		
		<p>interrupt their own and other’s learning environments. High absenteeism and disruptive behaviors due to trauma and other influences, adversely impact the district’s overall graduation rates. This is particularly concerning as disproportionate numbers of unduplicated students are more in need of social, emotional, and behavioral support, and have higher suspension rates than their peers. Supporting student’s SEL skill growth offers a remedy to keeping students in school, feeling safe and connected, as well as experiencing positive feelings about themselves.</p> <p>CHKS - Feeling Safe At School CHKS Feeling - Feeling More Connected</p> <table border="0"> <tr> <td>SY 23</td> <td>SY 24</td> </tr> <tr> <td>5th 73%</td> <td>5th 71%</td> </tr> <tr> <td>5th 71%</td> <td>5th 67%</td> </tr> <tr> <td>7th 54%</td> <td>7th 55%</td> </tr> <tr> <td>7th 57%</td> <td>7th 55%</td> </tr> <tr> <td>9th 44%</td> <td>9th 45%</td> </tr> <tr> <td>9th 42%</td> <td>9th 45%</td> </tr> <tr> <td>11th 46%</td> <td>11th 42%</td> </tr> <tr> <td>11th 44%</td> <td>11th 44%</td> </tr> </table>	SY 23	SY 24	5th 73%	5th 71%	5th 71%	5th 67%	7th 54%	7th 55%	7th 57%	7th 55%	9th 44%	9th 45%	9th 42%	9th 45%	11th 46%	11th 42%	11th 44%	11th 44%	
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2.4	<p>Action: Improve Student Feelings of School Safety through Relationships and Structures of Support</p> <p>Need: Continue implementing positive relationships with students and staff</p> <p>Scope:</p>	<p>HUSD is committed to providing our students with access to caring adults who have been fully trained in Social-Emotional Learning practices at each school, with a particular emphasis on students who are unduplicated and may need greater access to caring adults in order to feel successful. By staffing our schools with caring adults who are fully trained in SEL practices and strategies, our unduplicated students will feel safer at school and therefore be better able to engage with and access academic content. The adults</p>	California Healthy Kids Survey																		

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	LEA-wide	<p>referenced here at the school site include but not limited to Campus Safety Officers, Detention Room Supervisors, and Noon Duty Supervisors. In this year's LCAP feedback, we had multiple students who stated concerns around school safety. In our district, we do not have School Resource Officers, so when we have physical conflicts at the secondary level, Campus Safety Officers provide a higher level of physical safety and emotional support to our students and staff. In our district, Detention Room Supervisors work with students in multiple ways at the school sites. At one of our sites, a detention room supervisor pushes into classrooms where students may struggle with self-regulation, and they support these students in and outside of the classroom. Noon Duty Supervisors have been instrumental in promoting the safety of our students in multiple ways, including during the pandemic. Noon Duty Supervisors provided key supports on required processes for students around social distancing when other staff were not available. Since they were consistently present at the school sites they are now an integral part in providing students with access to a caring adult.</p>	
2.5	<p>Action: Reduce Exclusionary Discipline and Support School Connectedness</p> <p>Need: Decrease high rates of suspension for our students in the red under the California Dashboard</p> <p>Scope:</p>	<p>The creation of a school climate team at each school will increase access to training on Positive Behavior Intervention Services, Restorative Practices, trauma informed instruction, and Social Emotional Learning at the school site level which in turn will reduce suspension rates and provide for a positive learning environment for our students.</p>	<p>Suspension rates, California Healthy Kids Survey</p>

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	LEA-wide		
2.6	<p>Action: Increase Parent Education and Involvement</p> <p>Need: Academic Support</p> <p>Scope: LEA-wide</p>	The district is working to enhance training opportunities for parents, which are accessible in multiple languages. In addition, the district will continue to provide Family Engagement Specialists at every school site. By promoting parent awareness of students' academic expectations, parents will be better able to provide support at home with both academic content and expectations at school.	CAASPP
2.7	<p>Action: Promote Attendance and Reduce Chronic Absenteeism</p> <p>Need: Thirty percent Chronic Absenteeism Rate</p> <p>Scope: LEA-wide</p>	The district is promoting attendance awareness at school sites, assessing data, and providing direct supports to families to help with overcoming the barriers that result in absenteeism. By increasing attendance (and attendance awareness) to 95% or higher, students are present to engage in and receive lesson instruction, resulting in greater academic achievement.	Chronic Absenteeism Rate
2.8	<p>Action: Improve Students' Health and Well-Being</p> <p>Need: Students need health support, monitoring and access to care.</p> <p>Scope: LEA-wide</p>	Unduplicated students receive additional access to school nurses. The nurses are able to connect students and families with care and services. Nurses work with families and school staff to identify and ensure that students and staff have the overall support for school student body and staff. It is important that students are able to stay healthy and attend school regularly.	Chronic Absenteeism, Vision and Hearing Screenings, Immunization Compliance.
2.9	<p>Action: Students with Disabilities</p>	In August of 2023, HUSD adopted board policy 0415.5 Inclusive Education recognizing that this approach has emerged as an effective evidence-	Increase graduation rates to 85%. Increase CAASP 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Students with Disabilities academic performance, graduation rate and suspensions</p> <p>Scope: LEA-wide</p>	<p>based model for supporting diverse learners and optimizing student performance. With its emphasis on valuing diversity, maximizing access and student potential, and seeing differences as both an asset and a source of creativity and strength, Inclusive Education can help prepare diverse learners for an increasingly diverse workplace and world. To ameliorate the low performance rates both in English Language Arts, Math, and Graduation rates, HUSD will have systemic professional development for all district staff that prepares the personnel to support student learning for all students and sustains their ongoing efforts to create an inclusive educational environment. Our Students with Disabilities being served are 29.9% of EL/ML, SED - 78.7%, Foster Youth - 0.6%. To further address the chronic underperformance of SWD on statewide measures, it is necessary for the District to conduct an inventory and audit of the supplemental tools Special Education teachers are accessing. The District must identify essential tier 3 tools and bolster educators' use of these evidence-based interventions.</p> <p>In line with prior actions described herein, the District will provide de-escalation training to all staff. Furthermore, the district will train a cadre of trainers to provide Crisis Intervention and Prevention (CPI) to site teams. By bolstering staff skills in addressing behavioral excesses, a reduction in SWD suspensions will occur.</p>	<p>Increase access to General Education settings (action 1.18)</p>
<p>3.1</p>	<p>Action: Recruit and Retain Highly Qualified Teachers</p> <p>Need:</p>	<p>Our goal is ultimately to increase services for students and families, while retaining highly qualified staff to work directly with our unduplicated students and their families. By</p>	<p>Recruiting and Retention Rates, Graduation Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Recruiting and Retaining highly qualified teachers and staff</p> <p>Scope: LEA-wide</p>	<p>increasing access to highly qualified staff who stay in our district, our students will benefit by having access to mental health services, social-emotional supports, and rigorous academics. We added two metrics to Goal 3 in order to more accurately measure the impact of highly qualified teachers on our Unduplicated Students, through an increased graduation rate for each of the 3 groups, as well as increased attendance. We were able to increase the graduation rate for our Students with Disabilities by over 10% from 2021-2022, and by over 3% for our Socio Economically Disadvantaged students in the same time span.</p>	
3.2	<p>Action: Attract and Retain Bilingual Staff and in Specialized Fields</p> <p>Need: Increase Teacher hires for hard to find positions</p> <p>Scope: LEA-wide</p>	<p>To ensure that our students (ELs, foster youth, and low income) are not being taught at higher levels by teachers without the appropriate credential, these actions implemented by the district (e.g. stipends) help to attract and retain the teachers and staff needed to fully implement our programs. Bilingual staff provide necessary translation and instructional support via primary language for our ELs, low income, and foster youth students who need the support to access the content.</p>	Hiring Rates of Recruitment and Retention
3.3	<p>Action: Strengthen Enrollment and Marketing Efforts</p> <p>Need: Incentivize new student enrollment, reduce and address concerns of students and families leaving the district.</p> <p>Scope: LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Translation/Interpretation Services</p> <p>Need: Over 15% our students speak Spanish.</p> <p>Scope: LEA-wide</p>	<p>These services are designed to ensure that all families have access to district communications and meetings, both oral and written. This helps to boost family engagement in the district's services. By increasing access to translation services, both parents and students benefit from a shared understanding of school expectations and student performance.</p>	<p>Parent Engagement Rates- Local Indicator</p>
3.5	<p>Action: Provide Professional Growth to School and District Administrators</p> <p>Need: Support new administrators</p> <p>Scope: LEA-wide</p>	<p>Providing administrators with needed professional development and support has a beneficial effect on the school site as a whole. By having access to well trained administration who are able to effectively supervise teachers and staff, students will benefit from a more consistent implementation of standards, resulting in higher academic achievement.</p>	<p>Monitor the number of new administrators</p>
3.6	<p>Action: Service Excellence Training</p> <p>Need: Improve a welcoming environment</p> <p>Scope: LEA-wide</p>	<p>Training "front line staff" in quality excellent service that ensures that all students and parents benefit from a welcoming environment at all schools and district facilities. By training all "front line staff," both parents and students benefit from greater access to all the school's services, both academic and social-emotional.</p>	<p>Parent Engagement Local Indicator</p>
3.7	<p>Action: Family Advocacy and Fostering Positive Experiences in Response to Concerns</p> <p>Need:</p>	<p>The district is working to provide tier 2 or tier 3 level support for parents to navigate district systems, which are accessible in multiple languages. In addition, the district will continue to provide a Family Engagement Specialist at the district office. By providing this support to parents,</p>	<p>Number of parents being supported.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parents are requesting support on filling out documents, especially at the beginning of the year, they are now asking for paper copies.</p> <p>Scope: LEA-wide</p>	they will be better able to provide support at home with both academic content and expectations at school.	
4.1	<p>Action: The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.</p> <p>Need: Students/staff need access to technology</p> <p>Scope:</p>	Many of our students are not able to have their own Chromebook at home, our students need access to Chromebooks to ensure they accessing their homework and able to research. To this end HUSD will establish a better technology distribution and access system, to provide all students with the necessary resources they need to succeed.	Number of Devices available to students.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Hayward Unified School District offers a variety of programs and services to provide for the needs of all students and unduplicated pupils (English Learners, Low Income, and Foster Youth). The programs and services are described throughout the LCAP, and specific services directed to the unduplicated pupil groups are identified as such. Due to the high percentage of unduplicated pupils in the Hayward Unified

School District, with a current level of 71.1%, many of our strategies are directed to benefit all students. The Hayward Unified School District Local Control Accountability Plan is anchored by the four board priorities and further describes the goals and strategies we have for all of our students and for the unduplicated pupils.

HUSD has done the following:

Summary of Strategies for ELs

To ensure that English Learners (ELs) make progress toward proficiency in English and have a pathway to both college and careers, HUSD has 1) increased its allocation for EL Specialists (.5 FTE to schools with fewer than 200 ELs; 1.0 FTE to schools with 200 or more ELs, an additional 0.5 FTE to schools with more than 400 ELs, and an additional 1.0 FTE to support Newcomer ELs at each of our World House sites), translation and interpretation services, and staffing of the Student Information and Assessment Center (SIAC, will move to the HUB in 2022-23); 2) provided bilingual certificated and classified staffing; 3) purchased relevant curricular materials; 4) continued to offer a Newcomer program (World House) at Chavez MS and Tennyson HS with specialized programming and additional staffing, Bilingual and Sheltered core content courses, and Bilingual and Dual Language Immersion (in English/Spanish and English/Mandarin) programs at the elementary level -- and an English/Mandarin Pathway that extends from Stonebrae Elementary School to Bret Harte Middle School and on to Hayward High School.

HUSD has a Newcomer Support Program that focuses on newcomer students and their families and provides a range of supports for students, regardless of resident status. In addition, this program has additional FTE teacher allocations to ensure that the classes for newcomer students are smaller and can provide the more personalized attention that students need.

Specifically, HUSD is working to ensure that we offer additional staff to support both ELs and their families in their respective primary languages. While a vast majority of our ELs come from Spanish-speaking households, we have a growing Farsi/Dari speaking population, and HUSD has committed to hiring a centralized Family Engagement and Equity Specialist who is fluent in both languages. We have an action dedicated to attracting and retaining bilingual staff in order to provide additional support to our EL population.

The increased services, e.g. EL Specialist positions, provide reading interventions targeted towards ELs. These services provide an increased opportunity for ELs to reclassify and/or access grade level content. Because many of our ELs are also low-income, these positions provide targeted support for students in both groups.

Summary of Strategies for Foster Youth:

HUSD supports Foster Youth at enrollment and upon becoming aware of a student's involvement with the foster care system any time during a student's enrollment with the district. Enrollment center staff, Child Welfare and Attendance (CWA) Specialists, school site front office staff, administrators, and academic counselors receive specific training in how to best support our most vulnerable students, especially our youth in care, to ensure that support services are offered to students, resource families, and parents/guardians. Specific training includes awareness of enrollment requirements, including rights to remain in a home school regardless of residency, as well as rights related to partial credits, alternative graduation requirement options, 5th year opportunities, and scheduling of courses to ensure support for students who may experience interruptions in their learning as well as additional stressors. In addition, upon learning of a student's experience with the foster care system, school-based support services are offered through Coordination of Services Team (COST) to youth and their caregivers/guardians/families. It is very important that each student who is involved in the foster care system is accurately flagged in our

student information system to ensure students do not have to tell their story multiple times in order to receive supports and services and to ensure that staff are actively screening for unmet needs and offering supports throughout the school year. School site staff monitor student progress regularly and collaborate with resource families, parent/guardians and their support networks to ensure students are connected to needed resources and intervention both school based and community based. The CWA Department [2.0 FTE] helps identify foster students and connects with school site staff to ensure that youth in care are identified accurately and reconciles quarterly students with the statewide database of youth in care (Foster Focus) to ensure that the opportunity to provide supports and meet the needs of our students isn't missed. HUSD coordinates school-based interventions through Coordination of Services Teams, with each school site's COST Specialist, who coordinates these services and the referral process for students to access interventions. CWA staff collaborate with school administrators and COST Specialists to ensure youth in care are consistently being supported and monitored for any unmet needs. Students are referred to COST for services when indicators such as chronic absence or failing or needs improvement grades are identified during the year, or if a student has received one suspension. The CWA Department actively collaborates with the Alameda County Office of Education's Foster Youth program to bring county resources to eligible students in HUSD, including services for older teens such as 'Beyond Emancipation,' in support of older and transition-age youth in the foster care system, and workshops like FAFSA application assistance, tutoring resources, and case management. HUSD also has memoranda of understanding (MOUs) with other agencies that provide supports through COST that are specifically targeted to meet the needs of youth in care like the East Bay Agency for Children (EBAC) and the Hayward office of Side by Side, an organization that provides support for LGBTQIA+ youth in care.

In addition, our LCAP has actions that focus specifically on ensuring that students are able to attend school regularly and promoting attendance awareness at school sites for student groups including Foster Youth. This allows the school sites to follow up with students and families/guardians when attendance becomes a concern.

Finally, our actions surrounding Social Emotional Learning (SEL) specifically support Foster Youth students by providing frameworks for addressing students' mental health and trauma informed practices. These activities will result in improved services for students' well being, in particular Foster Youth, homeless students, and other student groups who have experienced trauma.

Summary of Strategies for Low Income students:

As part of the work of realizing the goal of Deeper Learning, our district will continue to focus on equity for all of our educational partners (students, parents, staff, and community members). Our district has drafted a K-12 Literacy Plan to ensure that all of our students are able to take full advantage of their education by being proficient readers. As we move forward, we must ensure that this work intersects with appropriate Anti-Bias and Anti-Racism training to ensure that our students (and parents) feel welcome regardless of race or background. We must also ensure that all of our diverse student population is reflected in the curriculum. It is essential that our students see themselves in the content they are studying. Our district is also working to implement its Visual and Performing Arts (VAPA) master plan across all sites and continues to provide opportunities for staff to further develop their skills in mathematics and science instruction. This LCAP cycle features a heavy emphasis on Deeper Learning, as it meets four of the eight Local Control Funding Formula (LCFF) priorities set by the state, and Deeper Learning actions are directly felt by our students in our classrooms.

Deeper Learning is our largest LCAP goal and highlights the areas of implementation to ensure that our students are successful in attaining higher levels of literacy in both Language Arts and Mathematics. The Deeper Learning literacy component brings attention to the major elements of a good literacy program that addresses the needs of our students. At the Elementary level, our actions around Deeper Learning will focus on the continued development of an HUSD Comprehensive Literacy Plan. A team of teachers are working to ensure a balanced

approach to literacy instruction as outlined in the CA ELA/ELD Framework and the Comprehensive Literacy Plan for California. The literacy committee is developing a plan which incorporates and builds upon all the experiences students bring to the classroom and provides them with the instruction needed to continue to grow as independent and collaborative learners. This plan reflects a unified commitment to support all students to achieve high levels of literacy. Students receive evidence-based, culturally and linguistically responsive literacy instruction that values and builds upon the language and culture of our students and their families through continuous development of teacher expertise via high-quality, evidence-based professional development, collaboration, and support. This critical work around literacy will be ongoing.

Deeper Learning also ensures that students have full access to rigorous content and high quality instruction. Keeping our class sizes small, and ensuring that a variety of course options are available to students, helps to ensure that our low income students (in addition to all other student groups) have more personalized attention and other benefits from smaller student-to-teacher ratios.

Our district's focus on Social Emotional Learning and Anti-Bias/Anti-Racism (AB/AR) ensures that adults are aware of and promote students' well being at school. In addition, our ABAR training helps to ensure that students and families are welcomed, and their respective experiences are valued.

Families of low income students also benefit from our Family Engagement Specialists at every site. These staff members ensure that families of low income students receive the necessary support and information to meet their students' academic needs, and how to provide any additional support for their students' learning at home.

All of these services improve the quality of our instruction for the 71% of our unduplicated pupils. Smaller class sizes increase access and quality of education for the 60% of our low income and 30% English Learner populations. Increased access to required courses at high school provides a higher quality education for our unduplicated students in secondary grades. Heavy emphases on Social Emotional Learning and family engagement help our district to provide a full service, wraparound educational experience for our students who need it the most. We anticipate a proportional increase in student academic performance for unduplicated pupil groups as a result of these collective actions, e.g. a 70% increase in CAASPP scores and graduation rates on top of the increase in performance by the general population.

Additional Concentration Grant Funding

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

Our World House program serves one of our neediest English Learner (EL) populations: newcomers in grades 7-12. As described in Goal 1 Action 4, HUSD provides additional staffing allocations to this program through both certificated (additional teachers to keep class sizes small, as well as an additional EL Specialist allocation) and classified (dedicated Bilingual Instructional Assistants to provide primary language translations for students in the classroom). In addition, as described in Goal 1, HUSD provides on site EL Specialists. These positions are increased based on the numbers of ELs at sites (0.5 FTE for under 200 ELs, 1.0 FTE for 200-400 ELs, and 1.5 for over 400 ELs). These positions provide direct services, including reading intervention, for students.

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$185,396,741	60,763,324	32.775%	0.000%	32.775%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$60,770,167.35	\$10,593,049.74	\$6,505,000.00	\$5,840,857.30	\$83,709,074.39	\$69,534,956.84	\$14,174,117.55

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$252,737.85	\$149,710.95	\$402,448.80				\$402,448.80	
1	1.2	Professional Learning and Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,280,356.94	\$1,762,241.78	\$2,950,042.80			\$92,555.92	\$3,042,598.72	
1	1.3	Best First Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,320,767.32	\$1,000,000.00	\$2,641,891.58	\$2,678,875.74			\$5,320,767.32	
1	1.4	Multilingual Language Learners and Language Acquisition	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$6,122,324.00	\$500,000.00	\$6,265,324.00			\$357,000.00	\$6,622,324.00	0%
1	1.5	Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,336,271.46	\$349,098.04	\$2,551,101.03			\$134,268.47	\$2,685,369.50	0%
1	1.6	Building District Common Assessments and Data Driven	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,826,608.39	\$1,826,608.39				\$1,826,608.39	
1	1.7	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,591,725.00	\$5,275,223.00	\$5,129,153.00	\$1,551,951.00		\$185,844.00	\$6,866,948.00	0%
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,230,000.00	\$0.00	\$30,000.00	\$3,200,000.00			\$3,230,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$773,427.56	\$115,569.64	\$888,997.20				\$888,997.20	0%
1	1.10	Deeper Learning Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,950,000.00	\$1,652,237.00	\$2,033,076.00	\$150,000.00		\$2,419,161.00	\$4,602,237.00	0%
2	2.1	Coordination of Services to Support the Whole Student	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$2,035,000.00	\$0.00	\$834,350.00	\$1,200,650.00			\$2,035,000.00	0%
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	All	No			Specific Schools: East Avenue, Cherryland, Fairview, Park, Stonebrae	Ongoing	\$400,000.00	\$0.00		\$400,000.00			\$400,000.00	
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$700,000.00	\$0.00	\$700,000.00				\$700,000.00	
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,000,000.00	\$0.00	\$2,000,000.00	\$700,000.00		\$300,000.00	\$3,000,000.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness		Yes	LEA-wide		All Schools	Ongoing	\$300,000.00	\$100,000.00	\$100,000.00	\$300,000.00			\$400,000.00	
2	2.6	Increase Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,704,055.82	\$55,184.82	\$1,407,212.73			\$1,352,027.91	\$2,759,240.64	0%
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$450,000.00	\$125,000.00	\$475,000.00	\$100,000.00			\$575,000.00	0%
2	2.8	Improve Students' Health and Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,219,511.16	\$141,670.93	\$2,361,182.09				\$2,361,182.09	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
3	3.1	Recruit and Retain Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$26,183,702.00	\$0.00	\$26,183,702.00				\$26,183,702.00	0%
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$630,077.73	\$0.00	\$630,077.73				\$630,077.73	0%
3	3.3	Strengthen Enrollment and Marketing Efforts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	0%
3	3.4	Translation/Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$650,000.00	\$0.00	\$650,000.00				\$650,000.00	0%
3	3.5	Provide Professional Growth to School and District Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	0%
3	3.6	Service Excellence Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0%
3	3.7	Family Advocacy and Fostering Positive Experiences in Response to Concerns		Yes	LEA-wide		All Schools	Ongoing	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
4	4.1	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	All	No				Ongoing	\$7,000,000.00	\$500,000.00			\$6,500,000.00	\$1,000,000.00	\$7,500,000.00	
4	4.2	Use resources, including facilities, efficiently and effectively to support our own educational community.	All	No			All Schools	Ongoing								
4	4.3	School and district sites will have a standard emergency operations	All	No			All Schools	Ongoing	\$5,000.00	\$0.00			\$5,000.00		\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		plan, comprehensive site safety plan, and support strategies for general school safety.														
5	5.1	Increase Graduation Rates at Brenkwitz	All	No			All Schools Specific Schools: Brenkwitz Continuation School 9th-12th	Ongoing	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
5	5.2	Increase Academic Support for students once they are in attendance at Brenkwitz.	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$161,573.00		\$161,573.00			\$161,573.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$185,396,741	60,763,324	32.775%	0.000%	32.775%	\$60,770,167.35	0.000%	32.778 %	Total:	\$60,770,167.35
								LEA-wide Total:	\$60,770,167.35
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,448.80	
1	1.2	Professional Learning and Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,950,042.80	
1	1.3	Best First Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,641,891.58	
1	1.4	Multilingual Language Learners and Language Acquisition	Yes	LEA-wide	English Learners	All Schools	\$6,265,324.00	0%
1	1.5	Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,551,101.03	0%
1	1.6	Building District Common Assessments and Data Driven	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,826,608.39	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,129,153.00	0%
1	1.8	Visual and Performing Arts (VAPA) and Science Technology Engineering Arts and Mathematics (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0%
1	1.9	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$888,997.20	0%
1	1.10	Deeper Learning Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,033,076.00	0%
2	2.1	Coordination of Services to Support the Whole Student	Yes	LEA-wide	English Learners Foster Youth Low Income		\$834,350.00	0%
2	2.3	Institutionalize an Emphasis on Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$700,000.00	
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	Yes	LEA-wide		All Schools	\$100,000.00	
2	2.6	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,407,212.73	0%
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$475,000.00	0%
2	2.8	Improve Students' Health and Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,361,182.09	0%
2	2.9	Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,183,702.00	0%
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$630,077.73	0%
3	3.3	Strengthen Enrollment and Marketing Efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.4	Translation/Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$650,000.00	0%
3	3.5	Provide Professional Growth to School and District Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.6	Service Excellence Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	0%
3	3.7	Family Advocacy and Fostering Positive Experiences in Response to Concerns	Yes	LEA-wide		All Schools	\$200,000.00	
5	5.1	Increase Graduation Rates at Brenkwitz				Specific Schools: Brenkwitz Continuation School 9th-12th		
5	5.2	Increase Academic Support for students once they are in attendance at Brenkwitz.				Specific Schools:		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$79,017,860.00	\$81,043,116.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	\$432,545.00	\$432,545.00
1	1.2	Professional Development	Yes	\$1,818,770.00	\$1,818,770.00
1	1.3	Accelerations and Interventions	No Yes	\$9,602,053.00	\$9,602,053.00
1	1.4	Language Acquisition	Yes	\$6,122,324.00	\$6,122,324.00
1	1.5	Personalized Learning	Yes	\$2,274,192.00	2582086.06
1	1.6	Assessment	Yes	\$1,650,000.00	1756354.22
1	1.7	College and Career Readiness	Yes	\$6,866,948.00	6866948
1	1.8	Visual and Performing Arts (VAPA) and STEAM	Yes	\$3,200,000.00	\$3,200,000.00
1	1.9	Induction Program	Yes	\$968,133.00	\$968,133.00
1	1.10	Deeper Learning Activities	Yes	\$4,602,237.00	\$4,602,237.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Coordination of Services to Support the Whole Student	Yes	\$2,035,000.00	\$2,035,000.00
2	2.2	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	No	\$400,000.00	\$400,000.00
2	2.3	(Action moved to Goal 5)	No	0	0
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	\$1,000,000.00	1000000
2	2.5	Reduce Exclusionary Discipline and Support School Connectedness	No	\$300,000.00	\$300,000.00
2	2.6	Increase Parent Education and Involvement	Yes	\$2,015,000.00	\$2,499,796.55
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	\$575,000.00	\$575,000.00
2	2.8	Improve Students' Health and Well-Being	Yes	\$1,600,000.00	\$2,270,367.39
2	2.9	(combined with 2.7)		0	0
2	2.10	Institutionalize an Emphasis on Social-Emotional Learning	No	\$700,000.00	\$700,000.00
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	\$23,695,658.00	\$23,695,658.00
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	\$150,000.00	\$605,843.97
3	3.3	Strengthen Enrollment and Marketing Efforts	Yes	\$100,000.00	\$100,000.00
3	3.4	Translation/Interpretation Services	Yes	\$650,000.00	\$650,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Provide Professional Growth to School and District Administrators	Yes	\$100,000.00	100000
3	3.6	Service Excellence Training	Yes	\$10,000.00	10000
3	3.7	Digitize Legal and Confidential Records	No	0	0
3	3.8	Family Advocacy and Fostering Positive Experiences in Response to Concerns	Yes	\$200,000.00	\$200,000.00
4	4.1	The Hayward USD will implement an equitable facilities plan, standards, and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.	No	\$7,500,000.00	\$7,500,000.00
4	4.2	Use resources, including facilities, efficiently and effectively to support our own educational community.	No	0	0
4	4.3	School and district sites will have a standard emergency operations plan, comprehensive site safety plan, and support strategies for general school safety.	No	\$5,000.00	\$5,000.00
5	5.1	Increase Engagement with Families of Students with Disabilities	No	\$350,000.00	\$350,000.00
5	5.2	Increase Graduation Rates for Students with Disabilities	No	\$65,000.00	\$65,000.00
5	5.3	Increase academic achievement for Students with Disabilities in ELA and Math	No	\$30,000.00	\$30,000.00
5	5.4	Reduce Chronic Absenteeism for Homeless youth		Part of Goal 2	0
5	5.5	Reduce Suspension Rate for Homeless Youth		Part Goal 2	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$54,844,362	\$52,270,907.00	\$70,823,023.94	(\$18,552,116.94)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Equity and Anti-Bias/Anti-Racism Training and Policies	Yes	\$432,545.00	432545		
1	1.2	Professional Development	Yes	\$1,080,697.00	1818770	0%	
1	1.3	Accelerations and Interventions	Yes	\$2,800,000.00	9602053		
1	1.4	Language Acquisition	Yes	\$5,765,324.00	6122324	0%	
1	1.5	Personalized Learning	Yes	\$2,166,321.00	2274192	0%	
1	1.6	Assessment	Yes	\$1,650,000.00	1650000	0%	
1	1.7	College and Career Readiness	Yes	\$5,129,153.00	6866948	0%	
1	1.8	Visual and Performing Arts (VAPA) and STEAM	Yes	\$450,000.00	3200000	0%	
1	1.9	Induction Program	Yes	\$968,133.00	968133	0%	
1	1.10	Deeper Learning Activities	Yes	\$2,033,076.00	4602237	0%	
2	2.1	Coordination of Services to Support the Whole Student	Yes	\$800,000.00	2035000	0%	
2	2.4	Improve Student Feelings of School Safety through Relationships and Structures of Support	Yes	\$1,000,000.00	1000000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Increase Parent Education and Involvement	Yes	\$1,015,000.00	2499796.55	0%	
2	2.7	Promote Attendance and Reduce Chronic Absenteeism	Yes	\$475,000.00	575000	0%	
2	2.8	Improve Students' Health and Well-Being	Yes	\$1,600,000.00	2270367.39	0%	
3	3.1	Recruit and Retain Highly Qualified Teachers	Yes	\$23,695,658.00	\$23,695,658.00	0%	
3	3.2	Attract and Retain Bilingual Staff and in Specialized Fields	Yes	\$150,000.00	150000	0%	
3	3.3	Strengthen Enrollment and Marketing Efforts	Yes	\$100,000.00	100000	0%	
3	3.4	Translation/Interpretation Services	Yes	\$650,000.00	650000	0%	
3	3.5	Provide Professional Growth to School and District Administrators	Yes	\$100,000.00	100000	0%	
3	3.6	Service Excellence Training	Yes	\$10,000.00	10000	0%	
3	3.8	Family Advocacy and Fostering Positive Experiences in Response to Concerns	Yes	\$200,000.00	200000	0%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$192,013,010	\$54,844,362	0.00%	28.563%	\$70,823,023.94	0.000%	36.884%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Hayward Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #	
LEA-wide Lowest Performance	District	All Students	Graduation	1	3	Please enter Goal and Action numbers in columns F and G indicating where each action is addressed in district's 2024-25 LCAP
LEA-wide Lowest Performance	District	African American	Suspension	2	5	
LEA-wide Lowest Performance	District	American Indian	Suspension	2	5	
LEA-wide Lowest Performance	District	English Learner	ELA	1	3	
LEA-wide Lowest Performance	District	English Learner	Graduation	1	3	
LEA-wide Lowest Performance	District	English Learner	Math	1	3	
LEA-wide Lowest Performance	District	Foster Youth	ELA	1	3	
LEA-wide Lowest Performance	District	Foster Youth	Math	1	3	
LEA-wide Lowest Performance	District	Foster Youth	Suspension	2	5	
LEA-wide Lowest Performance	District	Hispanic	Graduation	1	3	
LEA-wide Lowest Performance	District	Hispanic	Math	1	3	
LEA-wide Lowest Performance	District	Homeless	CCI	1	7	
LEA-wide Lowest Performance	District	Homeless	ELA	1	3	
LEA-wide Lowest Performance	District	Homeless	Graduation	1	3	
LEA-wide Lowest Performance	District	Homeless	Math	1	3	
LEA-wide Lowest Performance	District	Pacific Islander	Math	1	3	
LEA-wide Lowest Performance	District	Socioeconomically Disadvantaged	Graduation	1	3	
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation	1	3	
LEA-wide Lowest Performance	District	White	Suspension	2	5	
Required Action for English Learners	District	English Learner	N/A	1	4	
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	4	
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	2	9	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	African American	Suspension	2	5	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	English Learner	Math	1	3	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	English Learner	Suspension	2	5	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Hispanic	Math	1	3	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Hispanic	Suspension	2	5	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Socioeconomically Disadvantaged	Suspension	2	5	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	ELA	2	9	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	Math	2	9	
School Student Group Lowest Performance	Anthony W. Ochoa Middle	Students with Disabilities	Suspension	2	5	
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	English Learner	CCI	5	2	
School Student Group Lowest Performance	Brenkwitz High (Equity Multiplier)	English Learner	Graduation	5	1	

Hayward Unified 2024-25 LCAP Required Actions

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

Hayward Unified 2024-25 LCAP Required Actions

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



Hayward Unified 2024-25 LCAP Required Actions

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

Hayward Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Schafer Park Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Southgate Elementary	Asian	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Southgate Elementary	Filipino	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Stonebrae Elementary	African American	Chronic Absenteeism	2	7
School Student Group Lowest Performance	Stonebrae Elementary	African American	Suspension	2	5
School Student Group Lowest Performance	Stonebrae Elementary	Students with Disabilities	ELA	2	9
School Student Group Lowest Performance	Stonebrae Elementary	White	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	African American	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	English Learner	CCI	1	7
School Student Group Lowest Performance	Tennyson High	English Learner	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	English Learner	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Hispanic	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Hispanic	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Homeless	CCI	1	7
School Student Group Lowest Performance	Tennyson High	Homeless	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Socioeconomically Disadvantaged	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Socioeconomically Disadvantaged	Suspension	2	5
School Student Group Lowest Performance	Tennyson High	Students with Disabilities	Graduation	1	3
School Student Group Lowest Performance	Tennyson High	Students with Disabilities	Math	2	9
School Student Group Lowest Performance	Treeview Elementary	English Learner	ELA	1	3
School Student Group Lowest Performance	Treeview Elementary	English Learner	ELPI	1	4
School Student Group Lowest Performance	Treeview Elementary	English Learner	Math	1	3
School Student Group Lowest Performance	Treeview Elementary	Hispanic	ELA	1	3
School Student Group Lowest Performance	Treeview Elementary	Students with Disabilities	Suspension	2	5
School Student Group Lowest Performance	Winton Middle	English Learner	ELA	1	3
School Student Group Lowest Performance	Winton Middle	Hispanic	ELA	1	3
School Student Group Lowest Performance	Winton Middle	Socioeconomically Disadvantaged	ELA	1	3
School-wide Lowest Performance	Anthony W. Ochoa Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Brenkwitz High (Equity Multiplier)	All Students	CCI	5	2
School-wide Lowest Performance	Brenkwitz High (Equity Multiplier)	All Students	Graduation	5	1
School-wide Lowest Performance	Bret Harte Middle	All Students	Math	1	3
School-wide Lowest Performance	Bret Harte Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Cesar Chavez Middle	All Students	ELA	1	3
School-wide Lowest Performance	Cesar Chavez Middle	All Students	Math	1	3
School-wide Lowest Performance	Cesar Chavez Middle	All Students	Suspension	2	5
School-wide Lowest Performance	Faith Ringgold School of Arts and Science	All Students	ELA	1	3

Hayward Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #	
School-wide Lowest Performance	Faith Ringgold School of Arts and Scienc	All Students	Math	1	3	
School-wide Lowest Performance	Glassbrook Elementary	All Students	ELA	1	3	
School-wide Lowest Performance	Glassbrook Elementary	All Students	Math	1	3	
School-wide Lowest Performance	Harder Elementary	All Students	ELA	1	3	
School-wide Lowest Performance	Harder Elementary	All Students	Math	1	3	
School-wide Lowest Performance	Longwood Elementary	All Students	ELA	1	3	
School-wide Lowest Performance	Longwood Elementary	All Students	Math	1	3	
School-wide Lowest Performance	Park Elementary	All Students	Math	1	3	
School-wide Lowest Performance	Tennyson High	All Students	Graduation	1	3	
School-wide Lowest Performance	Tennyson High	All Students	Suspension	2	5	
Required Action(s) for Technical Asssitance [1]	District	Homeless	CCI	1	7	Please make copies of this row as needed for additional actions for Technical Assistance
Required Action(s) for Technical Asssitance [2]	District	Homeless	Graduation	1	3	
Required Action(s) for Technical Asssitance [3]	District	Homeless	ELA/Math	1	3	
Required Action(s) for Technical Asssitance [4]	District	English Learners	ELA/Math	1	3	
Required Action(s) for Technical Asssitance [5]	District	English Learners	Graduation	1	3	
Required Action(s) for Technical Asssitance [6]	District	Foster Youth	ELA/Math	1	3	
Required Action(s) for Technical Asssitance [7]	District	Foster Youth	Suspension	2	5	
Required Action(s) for Technical Asssitance [8]	District	Hispanic	ELA/Math	1	3	
Required Action(s) for Technical Asssitance [9]	District	Hispanic	Graduation	1	3	