



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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tamalpais Union High School District	Superintendent Courtney Goode, Ed.D.	cgoode@tamdistrict.org 4159451021

Goal 1

Goal Description

Primary Goal: Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

All other LCAP goals will be subgoals of this primary goal

Focus Goal 1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well-functioning facilities.

1.1 All students will have access to course pathways in order to graduate UC/CSU eligible

1.2 All students and caregivers/parents understand the district graduation requirements AND the UC/CSU eligibility requirements

1.3 Ensure students have access to courses that they find engaging and relevant to their lives outside of school as measured by Youth Truth and CHKS data

1.4 Ensure curriculum represents multiple perspectives, provides students with the opportunities to learn about people, histories and cultures that may be different from their own as measured by Youth Truth and CHKS data

1.5 Teachers will have resources and professional development opportunities so that they can deliver culturally relevant curriculum in a welcoming and inclusive environment

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	UC/CSU a-g completion rate	All students: 79% White: 84% Black: 48% Latino: 59% Two or More: 83% Asian: 84%	2024 Data All students: 80% White: 85% Black: 43% Latino/a: 59% Two or More: 76% Asian: 78%		All students are enrolled in courses that meet A-G requirements. School Counselors audit student schedules and transcripts to ensure	By June of 2027, 90% of all graduating students will have met the UC/CSU a-g requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically disadvantaged: 37.6% ELL: 5% Students with disabilities: 32.6%	Socioeconomically disadvantaged: 47.6% ELL: 32.5% Students with disabilities: 41.1%		that students are enrolled in coursework that meets TUHSD graduation requirements and A-G admissions criteria for UC/CSU system. Students are able to remediate courses through independent study during the school year or through the TUHSD summer school program.	
1.2	Advanced Placement participation rate	Percentage of students from each student group enrolled in AP classes: Asian: 52% Black: 22% Latino: 31% Two or More: 37% White: 45% All students: 42%	Percentage of students from each student group enrolled in AP classes: Asian: 51% Black: 20% Latino: 33% Two or More: 38% White: 55% All students: 57%		2135 students are enrolled in at least one AP class during the first semester, which represents 50% of the Tam District enrollment.	The percentage of students from each student group taking an advanced class will be equivalent and at least 50% of all students will take at least one advanced placement class.
1.3	College and Career Readiness as measure by the California Dashboard	62.9% of all graduating students in 2023 were deemed college ready on the dashboard Asian: Very high Two or More Races: Very high White: High Latino/a: Medium Socioeconomically disadvantaged: Low Students with disabilities: Low English Learners: Low	62.2% of all graduating students in 2024 were deemed college ready on the dashboard Asian: 66% Two or More Races: 67.5% White: 67.3% Latino/a: 41% Socioeconomically disadvantaged: 28.9% Students with disabilities: 17.5% English Learners: 9.5%		TUHSD 2025 CDE Dashboard indicates that 78.2% of the class of 2024 met the College and Career metrics.	At least 80% of all graduating students will be deemed college and career ready.
1.4	Williams Act Compliance: Hire and retain highly qualified teachers who are appropriately assigned	95% of TUHSD teachers are assigned	95% of TUHSD teachers are assigned		There are 251 certificated teachers, of those, 3 do not	100% of teachers will hold appropriate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		within their primary credential area	within their primary credential area		meet the credential criteria as they hold emergency permits. 98.80% of Tam District teachers are highly qualified, and 1.20% as unqualified.	credentials for their teaching assignment.
1.5	All core content areas will have Board adopted courses of study that align to California state standards (common core state standards, next generation science standards, next generation history social science)	98% of courses are currently aligned	98% of courses are currently aligned		98% of courses are currently aligned. Educational Services is working with teachers in English, Math, Science, and Social Studies to update courses of study that reflect increased rigor and alignment across the district.	100% of courses will be aligned to California State adopted standards and frameworks
1.6	Annually evaluate the condition of our facilities for both short and long term planning to ensure we are maintaining well functioning facilities.	The District has a current facilities master plan	The District has passed a bond and is beginning the process of updating our facilities according to our master plan. Construction on new facilities begins in June 2025		As evidenced by the FIT Report, all the named staff are continuing to ensure a safe, appropriate, clean, physical learning environment.	Implement the necessary updates outlined in the facilities master plan.
1.7	All ELL students have access to ELD standards through ELD Designated and UC A-G approved Integrated Classes.	100% of ELL students have access to ELD Designated and Integrated classes.	100% of ELL students have access to ELD Designated and Integrated classes.		100% of EL students are enrolled in ELD Integrated classes. 62% of our EL students are enrolled in ELD Designated classes. The remaining 38% have opted out of ELD Designated instruction.	100%
1.8	EL Reclassification Rate	22 out of 99 EL students met the requirements to be reclassified in 2023 which represents 22% of the EL population in the Tam District.	20 out of 88 EL students were reclassified during the 2024-2025 school year which represents 23% of the EL population in the Tam District.		15 EL students met the requirement to be reclassified during the first semester which represents 20% of the EL population in the Tam District.	Continue to reclassify 20 EL students each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	English Learner Performance Indicator (ELPI) - % of English learners making adequate yearly progress on the summative ELPAC as reported annually on the California School Dashboard.	In 2023, CA Dashboard indicator: 39.3% of EL students were making progress towards English proficiency as assessed on the CA ELPAC.	In 2024, our EL student progress improved with 46.2% of EL students making progress towards English proficiency as assessed on the CA ELPAC.		The EL staff is administering ELPAC interim assessments which provide valuable information about students' language and academic skill development. Teachers use this data to inform instruction. We believe that this will result in greater student achievement as measured by the ELPAC assessment and ELPI.	Increase EL proficiency and make 7%-10% progress each year.
1.10	100% of students have access to standards aligned instructional materials for every assigned course.	100% of Tam District students have access to all instructional materials for their classes.	100% of students have instructional materials for every assigned class.		100% of students have instructional materials for every assigned class.	100% of students will continue to have access to instructional materials for every assigned class.
1.11	% of students who have access to A-G core academic classes and content as well as A-G electives and support classes as needed in grades 9-12 based on master schedules	100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 23-24 master schedules for high schools.	100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 24-25 master schedules for high schools.		100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 25-26 master schedules for high schools.	100% of low SES, ELL, and students with IEPs will continue to have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the master schedules for high schools.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Review Course of Studies at least every five years	No	Ongoing Implementation	The Course of Study review is		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	All course revisions or new course adoptions must employ the course and instructional materials screener tool in order to ensure we are creating engaging, culturally relevant courses of study.			<p>on track to be completed by June 2026 for English 1-2, English 3-4, Living Earth, World History, Algebra 1, and Geometry. Teams of teachers have met 3 times during the first semester of the 2025-2026 school year to align courses, identify key learnings, and assessments which will be documented in the Course of Study and are scheduled to meet 3 times during the second semester to finalize and update each course.</p> <p>Over the next several years, the course of study for all core (English/Math/Social Studies/Science) academic courses will be updated.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Employ high quality, highly effective certificated staff Maintain teaching staff at contract ratios The District has: 205.9 FTE general education teachers	No	Ongoing Implementation	The District continues to maintain a highly qualified and effective certificated staff. Out of the 251 certificated teachers, 99% are considered highly qualified.		\$40,973,500.00	\$18,549,598
1.3	Instructional Coaching Instructional Coaches lead professional development in effective Tier 1 instructional strategies for all staff, provide support to teachers who are new to the district, and support site administrators in identifying effective professional learning opportunities for staff. 1.0 Lead Instructional Coach-The District also employs a 1.0 FTE instructional coach who is a teacher on special assignment supporting the IC program and supports the planning and implementation of professional development across the district.	No	Ongoing Implementation	The District Instructional Coach has facilitated over 15 professional development workshops focusing on rigor and effective instruction to 60 teachers during the first semester. School site Instructional Coaches have facilitated 11 workshops during the first semester focused on effective instruction.		\$279,900.00	\$119,764
1.4	Instructional Leadership Team Maintain a highly qualified administration and instructional leadership team while striving to increase the diversity of the administration team. The District has:	No	Ongoing Implementation	The District has maintained a highly qualified administration and instructional leadership team.		\$3,910,300.00	\$1,955,499

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>12 FTE in site based administration (certificated)</p> <p>1.0 FTE in Assistant Superintendent of Educational Services (certificated)</p> <p>1.0 FTE in Administrative Assistant to Educational Services (classified)</p>						
1.5	<p>Special Education Programming Provide high quality, accessible educational opportunities in the least restrictive environment for students with individual education plans. The District will maintain the state-identified ratios of 28:1 for resource classrooms, 16:1 in counseling enriched classrooms and 20:1 in special day classes.</p> <p>The District will maintain state identified paraeducator staffing ratios for special education</p> <p>The District has: 33.5 FTE certificated teachers 1.0 FTE administrator (administrator) 10.0 FTE psychologist (administrator) 2.3 speech and language (certificated) 1.0 administrative assistant (classified)</p>	No	Fully Implemented	Special Education is fully staffed for the 2025-2026 school year.		\$15,320,400.00	\$6,694,997
1.6	<p>Pathways Program Pathways is an optional 12th grade program that serves 48 students and provides an alternative experience to help them transition to college and prepare for life after high school, while also helping them finish their graduation requirements.</p>	No	Fully Implemented	43 students are enrolled in the Pathways program.		\$417,600.00	\$187,675

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Pathways students take 2-3 courses at College of Marin each semester and participate in an internship in a career area of interest. 2.0 fte of certificated staffing						
1.7	Edgenuity Edgenuity is an online learning platform that provides students with flexibility in making up missed content, accelerating or accessing courses that they may not have been able to otherwise. Edgenuity provides UC a-g, NCAA, California state standards aligned courses and content that is offered in 60 languages.	No	Ongoing Implementation	201 courses are being completed through Edgenuity.		\$127,644.00	\$140,163
1.8	Algebra Project Algebra teachers have a student to teacher ratio of 24:1, with peer tutors embedded in each class. The algebra teacher cohort meets once a month for ongoing professional development in mathematical pedagogy that increases critical thinking and student engagement.	No	Ongoing Implementation	The Algebra Project has been folded into the Core Academic Instructional Cohort professional development meetings. Algebra teachers have met 3 times since the start of the 2025-2026 school year and are scheduled to meet 3 additional times		\$94,700.00	\$54,556

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				before June 2026.			
1.9	Maintain clean, well functioning facilities The District has: 23.5 FTE custodial staff 11 FTE maintenance and grounds staff 1.0 FTE Senior Director of Maintenance and Operations 1.0 FTE Director of Custodial Services 2.0 FTE Directors of Facilities Modernization/Bond Programming 1.0 FTE Administrative Assistant	No	Ongoing Implementation	As evidenced by the FIT Report, all the named staff are continuing to ensure a safe, appropriate, clean, physical learning environment.		\$6,717,200.00	\$3,091,648
1.10	Deferred Maintenance Maintain a deferred maintenance fund and list of projects-present this list to the board every year in order to maintain the facilities properly	No	Fully Implemented	TUHSD maintains a deferred maintenance fund and a list of projects.		\$10,935,400.00	\$6,627,075
1.11	Maintain a balanced budget The district maintains a balanced budget 1.0 FTE Assistant Superintendent of Business and Operations 1.0 FTE Director of Fiscal 1.0 FTE Accounts payable 1.0 FTE Accounts receivable 1.0 FTE payroll specialist 2.0 FTE Coordinators 1.0 Administrative Assistant	No	Fully Implemented	TUHSD funds the business office staff to ensure accurate information to maintain a balanced budget.		\$1,664,600.00	\$826,519

Goal 2

Goal Description

Primary Goals:

Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

Focus Goal #2

Guarantee all students have the necessary academic resources to graduate having met the UC a-g requirements and are college and career ready for a Global society.

SUBGOALS

2.1 Increase learning outcomes of our English Learning students: as measured on the ELPAC, semester grades, UC/CSU a-g completion rates, CAASPP English Language Arts and mathematics assessment scores, graduation rates and college readiness metric on the California State dashboard

2.2 Increase learning outcomes for all students, with specific focus on improving the outcomes for Black/African American, Latino/Hispanic, Indigenous, students with disabilities and low socioeconomic status students: as measured by semester grades, UC/CSU a-g completion rates, CAASPP English Language Arts and mathematics assessment scores, graduation rates and college readiness metric on the California State dashboard

2.3 Incorporate student voice, specifically the voice of English Language Learning, Black/African American, Latino/Hispanic, Indigenous, students with disabilities and low socioeconomic status students in the effort to continuously improve teaching and learning

2.4 Maintain clean, safe and well functioning facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	The percentage of students who graduate from the Tam District UC/USC eligible	All students: 79% White: 84% Black: 48% Latino: 59% Two or More: 83% Asian: 84%	2024 Data All students: 80% White: 85% Black: 43% Latino/a: 59% Two or More: 76% Asian: 78%		The Tam District is on track to graduate all students in the Class of 2026.	By June of 2027, 90% of all graduating students will have met the UC/CSU a-g requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically disadvantaged: 37.6% ELL: 5% Students with disabilities: 32.6%	Socioeconomically disadvantaged: 47.6% ELL: 32.5% Students with disabilities: 41.1%			
2.2	Of the students who take an AP, the Percentage who pass at least one Advanced Placement examination	Of the students who took at least one AP test, the percentage who passed: Asian-72% Black or African-American-32% Latino/a-60% Two or More-78% White-69% Grand Total=68%	2024 Data Of the students who took at least one AP test, the percentage who passed: Asian-75% N=200 Black or African-American-71% N=17 Latino/a-76% N=360 Two or More-82% N=321 White-80% =2597 Grand Total=79% N=3628		The AP exams are in May 2026, however we are on track to exceed the 80% pass rate from the previous school year.	The percentage of students who take and pass at least one AP will be at least 70% for all student groups
2.3	Percentage of students considered college ready as measured California Dashboard	Percentage of students who were deemed college and career ready: Asian-70.9% Black or African-American-11.5% Latino/a-46.1% Two or More-74.1% White-67% Students with disability-20% Socioeconomically disadvantaged-30% English Learners-5.4%	2024 Data Percentage of students who were deemed college and career ready: Asian-66% Black or African-American-no data Latino/a-41% Two or More-67% White-67.3% Students with disability-17.5% Socioeconomically disadvantaged-28.9% ELL-9.5%		The 2025 Dashboard indicates that 78.8% of students are college and career ready: Asian-89.8% Black or African-American-33.3% Hispanic-57.8% Two or More-77.8% White-82.8% Students with disability-36.8% Socioeconomically disadvantaged-54.1% ELL-29.8%	The percentage of students who are deemed college ready on the California Dashboard will be at least 75% for all student groups.
2.4	The percentage of students who score at or above standards on the English Language Arts and mathematics CAASPP assessments	English: Scored at or above standard All students 77.11% White:80.76% Black:41.67% Latino/a:59.35%	2024 Data English: Scored at or above standard All students 71.4% White:74.59% Black:33.33%		The District is implementing interim assessments that provide teachers with information about students' academic	The percentage of White and Asian students who score at or above proficient on the Smarter Balanced ELA and mathematics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Two or More:83.33% Asian: 80.49% Students with disabilities: 37.30% Socioeconomically disadvantaged: 56.79% ELL: 0%</p> <p>Math: Scored at or above standard All students: 58.19% White: 62.05% Black: 33.34% Latino/a: 33.02% Two or More: 66.67% Asian:66.67% Students with disabilities: 15.45% Socioeconomically disadvantaged: 30.00% ELL:0%</p>	<p>Latino/a:55.97% Two or More:70.17% Asian: 77.78% Students with disabilities: 37.30% Socioeconomically disadvantaged: 46.72% ELL: 10.29%</p> <p>Math: Scored at or above standard All students: 53.5% White: 56.87% Black: 18.75% Latino/a: 33.83% Two or More: 59.56% Asian:56.53% Students with disabilities: 15.45% Socioeconomically disadvantaged: 26.83% ELL:10.25%</p>		<p>skill development. Teachers use the data to target students' college and career readiness skill needs which are also assessed on the CAASPP tests. This process will result in greater student achievement as measured by the CAASPP assessments.</p>	<p>assessments will increase by at least 10 percentage points. The increase among our ELL, Black, Latino/a, special education and socioeconomically disadvantaged students will increase by at least 20 percentage points</p>
2.5	English Language Learner progress on the ELPAC	39.2% of EL students made progress towards proficiency in English	2024 Data 42.6% of EL students made progress towards proficiency in English		<p>The EL staff is administering ELPAC interim assessments which provide valuable information about students' language and academic skill development. Teachers use this data to inform instruction. We believe that this will result in greater student achievement as measured by the ELPAC assessment.</p>	<p>At least 75% of English Language Learners advance at least 1 level on the ELPAC in each of the three years of this LCAP</p>
2.6	Percentage of students who receive a letter grade of D, F I at the semester grades	<p>By race: Asian:7% Black/AfricanAmerican :37% Latino/a:22%</p>	<p>2024 S1 Data By student group: Asian:8% Black/African-American:37%</p>		<p>2025 S1 Data By student group: Asian:13.45% Black/African-American:48.31%</p>	<p>The percentage of all students, but most specifically our Black, Latino/a, and ELL who receive at least one</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		White:6% Two or More Races:10% ELL:36% Special education:22% socioeconomically disadvantaged:26%	Latino/a:16% White: Two or More Races: 7% White:6% ELL:26% Special education: 16% socioeconomically disadvantaged:18%		Hispanic:20.5% White: 8.31% Two or More Races: 8.99% ELL:19.72% Special education: 19.85% socioeconomically disadvantaged:29.34%	letter grade of D, F I will be less than 5%.
2.7	Graduation rates	Graduate rates: Asian-100% Black or African-American-84.6% Latino/a-94.7% Two or More-98.8% White-97.4% Students with disability-89.6% Socioeconomically disadvantaged-90.2% English Learners-89.5% All students: 97%	Graduation Rates: 2024 Asian-100% Black or African-American-95% Latino/a-96% Two or More-100% White-99% Students with disability-94% Socioeconomically disadvantaged-95% English Learners-84% All students: 97.5%		Graduation Rates: 2025 Asian-95.9% Black or African-American-83.3% Hispanic-92.6% Two or More-98.4% White-97.9% Students with disability-89.3% Socioeconomically disadvantaged-92.8% English Learners-79.2% All students: 96.9%	Graduation rates for all student groups will be above 98%
2.8	Percentage of students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities students who report what they learn helps them outside of school as measured on the Youth Truth Survey	By race: Asian-50% Black or African-American-32% Latino/a-40% Two or More-47% White-46% socioeconomically disadvantaged- students with disabilities-	2024 By race: Asian-47% Black or African-American-37% Latino/a-43% Two or More-47% White-45% socioeconomically disadvantaged- students with disabilities-		Youth Truth Survey, Oct 2025 All Students-47% Asian-49% Black or African-American-42% Latino/a-48% Two or More-46% White-49% students with disabilities- 44%	70% of all students in all student groups will report feeling their learning is relevant to their lives outside of school.
2.9	Percentage of all students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities who report adults	By race 9th grade: Asian-73% Black or African-Not available American-80%	2024 By race 9th grade: Asian-73% Black or African-Not available		The CHKS survey will be given to students, staff, and families March-June 2026.	85% of all students in all student groups will report that adults on campus hold high expectations of them.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	holding high expectations of them as measured on the California Healthy Kids Survey	Latino/a-69% Two or More-71% White-76% Students with disabilities-not available	American-80% Latino/a-69% Two or More-71% White-76% students with disabilities-82%			
2.10	Percentage of all students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities who report engaging in meaningful participation at school CHKS	By race 9th grade: Asian-31% Black or African-American-27% Latino/a-28% Two or More-29% White-33% socioeconomically disadvantaged- students with disabilities-	2024 By race 9th grade: Asian-31% Black or African-American-27% Latino/a-28% Two or More-29% White-33% socioeconomically disadvantaged- students with disabilities-		The CHKS survey will be given to students, staff, and families March-June 2026.	50% of all students in all student groups will report meaningful participation at school.
2.11	Number of Students Enrolled in a CTE Course	In 2023-2024, 188 students were enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design	In 2024-2025 250 students were enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design Documentary and Media Studies 1-2 Documentary and Media Studies 3-4		313 students were enrolled in CTE classes during first semester, which represents 7% of the student enrollment.	For 2025-2026, 482 students are enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design JAM 1-2 JAM 3-4 Honors JAM Documentary and Media Studies 1-2 Documentary and Media Studies 3-4
2.12	Number of CTE credentialed teachers	In 2023-2024, 6 teachers were CTE credentialed.	In 2024-2025, TUHSD increased CTE credentialed teachers on staff to 7.		During the first semester of the 2025-2026 school year, TUHSD had 4 CTE teachers who are considered CTE Highly Qualified.	For 2025-2026, TUHSD will add 1 additional CTE teacher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.13	Student achievement in CTE classes	In 2023-2024, 99% of student enrolled in CTE class passed the course with a C or higher.	In 2023-2024, 100% of students enrolled in CTE classes passed with a C or higher.		During the first semester of the 2025-2026 school year, 100% of students enrolled in CTE classes passed with grades of C or higher.	100% of students will be supported to pass all CTE classes.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>English Language Learner Program Maintain an English Language learning team at the district level that includes a ELL coordinator at each school site and appropriate level of English language development and support classes.</p> <p>.6 FTE ELL Coordinators 2.58 FTE in para-educators 2.2 FTE in Certificated Teachers</p>	Yes	Fully Implemented	The English Language Learning team is fully staffed at each school site.		\$845,700.00	\$349,533
2.2	<p>Multi-Tiered System of Support (MTSS) Tam4WARD Develop and implement a comprehensive plan of academic and social emotional support. Building off existing programs and structures, develop a systemized approach to ensuring all students have quality Tier 1 instruction, level 1 intervention in the classroom, level 2 intervention that may require more support outside of the classroom and resources for level 3, intensive support. Teacher Leaders will work to lead departments to implement Tier 1 instructional strategies for all students.</p> <p>2.4 FTE Intervention coordinators 2.4 FTE Dean of Student Success</p>	No	Ongoing Implementation	<p>The District has an intervention coordinator at each school site (2.4 FTE) who implements the Tam4Ward MTSS plan and provides direct services for students.</p> <p>The District has a Dean at each comprehensive school site (2.4</p>		\$1,052,800.00	\$523,266

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	32 Teacher Leaders: Leadership Learning Team			FTE) who provides behavior and attendance intervention services for students. The District has 32 Teacher Leaders who collaborate with the school administration in the shared leadership of the school sites.			
2.3	Academic Workshop Academic Workshop is a support class provided to students in need of academic and executive function support. There are 2.6 FTE in Academic workshop teachers and Academic workshop currently serves 150 students	Yes	Fully Implemented	Academic Workshop support classes are offered at each comprehensive school as an academic tier 2 intervention for students.		\$531,000.00	\$233,327
2.4	Advancement Via Individual Determination AVID is a four year academic elective course that serves 200-225 students per year in college readiness and success. We have 2.0 FTE for AVID 3 teachers who receive \$15,000 stipend each for being the AVID coordinator.	No	Fully Implemented	AVID classes are offered at each comprehensive school.		\$440,000.00	\$207,955
2.5	Professional Development Provide ongoing professional development to staff in Specially Designed Academic Instruction in English strategies to improve access to curriculum for our ELL students.	No	Ongoing Implementation	During the first semester of the 2025-2026 school year, 5 teachers and		\$10,000.00	\$396

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>the District Instructional Coach have attended the Marin County Office of Education workshop with Jeff Zwiers, and the Math and Science Academic Language workshop. Both workshops focus on effective instructional strategies for English Learner students.</p> <p>District-wide Instructional Rounds engage school site learning leadership teams in examining effective Academic Language practices as part of ongoing instructional “look fors”.</p>			
2.6	<p>Dean of Student Success at San Andreas High School Chronic absenteeism is a major barrier for our low income and foster youth. The Dean at San Andreas High School is focused on improving</p>		Not Implementing	This position is discontinued.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the attendance of the students at that site. This action has been discontinued.						
2.7	<p>Access to CTE Programs The District will operate CTE programs and will continue to increase access to include all students in programs.</p>	No	Ongoing Implementation	<p>We have two CTE Completer Pathways at Redwood High School: Journalism and Media Pathway and Architecture and Engineering Pathway. This year, all CTE teachers in TUHSD have been part of a Marin County Office of Education CTE Network. TUHSD CTE teachers have met twice during the first semester, and teachers will continue to partner with the Marin County Office of Education to focus on Industry sector engagement</p> <p>The TUHSD Senior Director of Curriculum and Instruction is part of the Marin County</p>		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Office of Education CTE planning team.			

Goal 3

Goal Description

Primary Goal:

Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

Focus Goal 3: Community Engagement: Create a collaborative community among TUHSD and families to ensure student academic success and social emotional wellbeing.

Subgoals

3.1 Improve communication and engagement among the District and Black/African American, Latino/a, Indigenous, students with disabilities and English Language Learner (ELL) families

3.2 Improve engagement among our families who have a primary language other than English

3.3 Develop caregiver/parent education programs that seeks input from caregivers/parents who are currently underrepresented in existing District affiliated parent organizations

3.4 Integrate DEI consciousness in school community events such as sports competitions, student performances, back to school night

3.5 Partner with towns and communities of the District to collaborate on bringing diversity, equity and inclusion practices to existing community events

3.6 Continue to build relationships with existing parent organizations so that the District's mission and vision are represented by the parent organizations

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.2	Parent/guardian engagement on the Youth Truth Survey prompt: the degree to which families are engaged in their school and empowered to influence decision making	73% percent positive response by parents/guardians who responded on the Youth Truth Survey that they feel engaged	In 2024-76 % positive response by parents/guardians who responded on the Youth Truth Survey		Youth Truth Survey, Oct 2025: 1112 Parents/Guardians	85% percent positive response by parents/guardians on the Youth Truth Survey that they feel engaged in their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		in their school and empowered to influence decision making			responded to the Youth Truth Survey in October 2025 which represents a 30% response rate for our student body enrollment. 75% positive response to the statement "My child is getting a high-quality education at their school."	school and empowered to influence decision making
3.3	Parent/Guardian response on the Youth Truth survey to the prompt: the degree to which families believe their school fosters shared goals, respect, fairness, and diversity	71% percent positive response by parents/guardian who responded, that their school fosters shared goals, respect, fairness, and diversity	76% percent positive response by parents/guardian who responded, that their school fosters shared goals, respect, fairness, and diversity			85% percent positive response by parents/guardian, that their school fosters shared goals, respect, fairness, and diversity
3.4	Parent/guardian responses on the Youth Truth survey to the prompt: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	78% percent positive response by Parent/guardians who responded on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	80% percent positive response by Parent/guardians who responded on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders		Youth Truth Survey, Oct 2025: 75% percent positive response by Parent/guardians who responded on the October 2025 Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	90% percent positive response by Parent/guardians on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders
3.5	Parent/guardian response to the Youth Truth prompt: My school encourages families to speak out against racism	77% percent positive response by parents/guardian who responded to: My school encourages families to speak out against racism	84% percent positive response by parents/guardian who responded to: My school encourages families to speak out against racism		Youth Truth Survey, Oct 2025: 76% positive response by Parent/guardians who responded on the October 2025 Youth	90% percent positive response by parents/guardian: My school encourages families to speak out against racism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Truth survey: My school encourages families to speak out against racism.	
3.6	Parents/guardians who speak a primary language other than English participation in school/district sponsored parent/guardian events	Participation is less than 30% for most parent engagement events	Participation has remained stable		Participation has remained stable	Participation will increase by at least 10%
3.7	Participation rates of Black, Indigenous, Latino, low SES, and other student of color parents in school sponsored events for parent/guardians	Participation is less than 40% for most parent engagement events	Participation rates have increased slightly or remained the same.		Participation rates have increased slightly or remained the same.	Participation will increase by at least 10%
3.8	Parent/guardian participation at parent education events	Participation is less than 40% for most parent engagement events	Participation rates have increased slightly or remained the same.		Participation rates have increased slightly or remained the same.	Participation will increase by at least 10%
3.9	Parents of Black, Indigenous, Latino/a and other students of color, and Low SES responses regarding school/district communication and engagement	Many Black, Indigenous, Latino/a, and other parents of students of color shared that district/school communication was inadequate or not being received	56% of Black, 65% of Latino/a, 46% of Asian, 51% of White, and 47% of Two or More Race parents report they receive information about how their child's progress		October 2025 Youth Truth Survey: % Positive Response to the prompt "I receive regular feedback about my child's progress." Hispanic 56% positive Asian 58% positive Multi-Ethnic 56% positive White 50% positive ELL 42% positive Person of Color 56% positive	Parents of Black, Indigenous, Latino and other student of color groups will report feeling that the communication they receive is appropriate and informative
3.10	Parents of students with disabilities will be included in district focus groups as part of the Significant Disproportionality process.	Baseline will established during the 24-25 school year.	Baseline will established during the 24-25 school year.		A parent focus group was held as part of the Significant Disproportionality process in May 2025. Parent input and feedback was used to create the District's intervention plan to	100 parents of students with disabilities will participate in the parent focus group for the Significant Disproportionality process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					address Significant Disproportionality.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Web Coordinator The District will maintain a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites. All websites can be translated into multiple languages.	No	Ongoing Implementation	The TUHSD website is updated at least weekly to ensure that parents and the community have up-to-date information about all upcoming events, Board meetings, district calendars, and other academic information.		\$17,000.00	\$8,499
3.2	Mass Communication Tool The District utilizes a mass communication system, Parent Square, that can be translated into multiple languages for communicating with students and parents/guardians about relevant information.	No	Fully Implemented	The district staff, administrators, and teachers use Parent Square for communication with parents regularly. This has increased communication between schools and parents. During the fall semester of the 2025-2026 school year, the attendance		\$21,145.00	\$29,786.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				team launched a feature that allows parents to report their child's school absences on parent squares and sends attendance notes from the school to parents thus increasing timely communication about student attendance.			
3.3	<p>Student Information System (SIS) The District maintains a student information system and a single learning management system in order to streamline access to information for our students and families. Consolidating these platforms will also provide more efficient workflow for teachers and staff. The District's data and SIS is maintained by our Data Specialists and Data Analyst.</p> <p>The District has: 1.0 FTE in Lead Data Specialist 3.0 FTE in Data Specialist 1.0 FTE in Data Analyst</p>	No	Fully Implemented	<p>The Student Information System maintains all student records and information and is used daily by all staff.</p> <p>The Lead Data Specialist, Data Specialist, and Data Analyst positions are fully staffed for the 2025-2026 school year.</p>		\$1,017,400.00	\$490,991
3.4	<p>Attendance Communication The District maintains attendance clerks with whom our parents/guardians communicate for student absences. The attendance clerks coordinate daily attendance and send communications to parents/guardians when students have an unexcused absence. The district has:</p>	No	Fully Implemented	Attendance Clerks coordinate daily attendance, communicate with parents, and document		\$394,600.00	\$147,219

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.75 FTE in attendance clerks			attendance records daily. All Attendance Clerk positions are fully staffed for the 2025-2026 school year.			
3.5	Board of Trustee Meeting Recordings The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website. Spanish translation will be available for all zoom attendees.	No	Fully Implemented	Every Board of Trustee meeting is streamed live via Zoom webinar and is recorded for archival access.		\$5,064.00	\$5,064.00
3.6	Parent/guardian Engagement Events (5) The District will provide at least five (5) parent engagement events during the school year that align with the mission and vision of the District.	No	Ongoing Implementation	The District and RJTF plan to hold parent engagement events during the second semester of the 2025-2026 school year.		\$5,000.00	\$0
3.7	Regular meetings District staff and Foundation leads and District staff The District staff will engage in monthly meetings of the existing parent organizations to maintain strong communication and collaboration and ensure the work of the parent organizations aligns with the racial equity work of the district.	No	Ongoing Implementation	The District meets with the parent foundation representatives from each school site, monthly.		\$0.00	\$0
3.8	Racial Equity Coalition		Ongoing Implementation	The Racial Equity Coalition		\$60,000.00	\$52,328

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The District will maintain a racial equity coalition consisting of district and site staff, community members and parents/guardians to address issues of racial climate and culture on our campuses and most specifically Tam High. The District will maintain a twice monthly meeting schedule.</p>			<p>(Coalition for African-American Student Achievement and Belonging) has met 5 times during the first semester of the 2025-2026 school year to discuss the needs of students at Tam High and provide support to the Intervention Coordinator. The Coalition is comprised of District Administrators, Site Administrators, Dean, Intervention Coordinator, Paraprofessional, Community Based Organizations and other community members. The Intervention Coordinator assigned to the Tam High Hub provides direct academic support to African-American and</p>			

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

Goal 4

Goal Description

Primary Goal:

Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

Focus Goal 4 - Improve community, culture and environment in TUHSD: Build community and create environments where the student voice is centered to promote cultures of kindness and inclusion and where all members support and lift one another and each individual feels that they belong, are safe, valued, known, and heard.

SUBGOALS

4.1 Engage with all community members to transform existing systems and structures to serve students based on principles of equity and inclusion

4.2 De-racialize student spaces and campus physical environments

4.3 Create a safe and inclusive school culture via events, programs and programming that build relationships across social and racial groups, beyond the performative

4.4 Refine and build multi-phased safeguards and support services for students who are victimized or struggling academically, socially or emotionally

4.5 Capture student voice from all students while centering our Black, Indigenous, Latino/a, Asian, and all students of color as well as English Language Learner and socio-economically disadvantaged student groups in order to adequately address the issues they seek to address

4.6 Ensure students receive education and information about the effects of existing and emerging technologies on society, culture, and individuals. Encourage critical thinking about the impacts of technology use and its appropriateness, misuses, benefits, and potential harms

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Suspension Rates	Student Suspension Rate: Asian-1%	2024 Student Suspension Rate: Asian-1.5%		The 2025 Student Suspension Rate: 2.4% of students	The suspension rate for all students will be at or below 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Black/African American-9.8% Latino/a-2.5% White-1.1% Multiracial-1% ELL students-1.8% Socioeconomically disadvantaged-3.2% Students with disabilities-3.2%	Black/African American-19% Latino/a-3.9% White-1.8% Multiracial-1.2% ELL students 5.3% Socioeconomically disadvantaged-6.2% Students with disabilities-6.3%		suspended at least 1 school day. Asian-2.1% Black/African-American 9.7% Hispanic-4.5% White-1.9% Multiracial-1.3% ELL students-13.6% Socioeconomically disadvantaged-5.6% Students with disabilities-5.4%	
4.2	Percentage of all students, and most specifically Black, Latino/a and Indigenous students, who report feeling safe at school.	Percent of students who report feeling safe at school. Asian-81% Black/African American-57% Latino/a-67% White-81% Multiracial-77% Low SES-79%	2024 Percent of students who report feeling safe at school. Asian-73% Black/African American-55% Latino/a-62% White-77% Multiracial-73% ELL Students Socioeconomically disadvantaged-79%		October 2025 Youth Truth survey Percent of students who report feeling safe at school. All students 80% Asian-80% Black/African American-50% Latino/a-71% White-81% Multiracial-77% ELL Students 70%	The percentage of students who report feeling safe at school will be at least 85% for all student groups
4.3	Percentage of students who report knowing at least one caring adult at school as measured by the Youth Truth survey	Percent who report knowing at least one caring adult on campus Asian-50% Black/African American-47% Latino/a-45% White-52% Multiracial-45% Low SES-51%	2024 Percent who report knowing at least one caring adult on campus Asian-43% Black/African American-46% Latino/a-53% White-52% Multiracial-47% ELL: 48% Socioeconomically disadvantaged: 51%		October 2025 Youth Truth survey Percent of students who report when they're feeling upset or having problems there is an adult who they can talk to about it. All students 53% Asian-55% Black/African American-52% Latino/a-50%	The percentage of students who report knowing a caring adult at school will be at least 85% for all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					White-55% Multiracial-51% ELL Students 51%	
4.4	Percentage of students who report that most students are friendly to them at school as measured on the Youth Truth Survey	Percent who agreed or strongly agreed that most students are friendly. Asian -81% Black/African American-61% Latino/a-63% White-76% Multiracial-72% Low SES-75%	2024 Percent who agreed or strongly agreed that most students are friendly. Asian -81% Black/African American-58% Latino/a-62% White-74% Multiracial-69% ELL: 57% Socioeconomically disadvantaged75%		Youth Truth, Oct 2025 Percent who agreed or strongly agreed that most students are friendly to them. All Students-78% Black/African American-61% Latino/a-72% White-83% Multiracial-75% ELL: 75%	The percentage of students who report that most students are friendly to them will be at or above 85%.
4.5	Percentage of students who report learning that is relevant to their lives outside of school as measured on the Youth Truth Survey	43% of all students surveyed agreed or strongly agreed that their learning was relevant to their lives outside of school.	In 2024- 43% of all students surveyed agreed or strongly agreed that their learning was relevant to their lives outside of school.		October 2025 Youth Truth survey Percent of students who report what they're learning in class connects with their life outside of school. All 33% Asian-33% Black/African American-29% Latino/a-31% White-35% Multiracial-30% ELL Students 35%	The percentage of students who report the learning in which they engage is relevant to their lives will be at least 60%
4.6	Percentage of students who report feeling welcome at their school and have collaborative relationships with their classmates as captured	60% of all students surveyed agreed or strongly agreed to feeling welcomed at	In 2024-69% of all students surveyed agreed or strongly agreed to feeling		Youth Truth Survey, Oct 2025:	The percentage of students who report feeling welcome at their school and who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	on the Youth Truth survey: Belonging module	their schools with collaborative peer relationships	welcomed at their schools with collaborative peer relationships		77% of students agreed or strong agreed to feeling welcomed at their schools with collaborative peer relationships.	have collaborative relationships with their peers will be at least 80%.
4.7	Percentage of parents who report "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	50% of parents who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2024-54% of parents who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)		Youth Truth, Oct 2025 57% of students who selected "Somewhat Often or Very Often" to this question: Think about your school. How often do you see people of diverse backgrounds represented..." in textbooks, class materials, school events, artwork/posters/pictures around school, publications, and classmates' projects/presentations.	Percentage of parents who report "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?) will be at least 70%
4.8	Percentage of students who report "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	60% of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2024-62% of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)		Youth Truth, Oct 2025 57% of students who selected "Somewhat Often or Very Often" to this question: Think about your school. How often do you see people of diverse backgrounds represented..." in textbooks, class materials, school events, artwork/posters/pictures around school,	The of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?) will be at least 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					publications, and classmates' projects/presentations.	
4.9	Percentage of students who report a sense of connectedness to their school as measured by the CHKS	Race/Ethnicity Asian -68% Black/African American-35% Latino/a-63% White-72% Multiracial-66% Something else-57%	2023-24:Race/Ethnicity Asian -65% Black/African American-54% Latino/a-53% White-73% Multiracial-73% Something else-68%		The CHKS survey will be given to students, staff, and families March-June 2026.	Percentage of students who report a sense of connectedness to their school as measured by the CHKS will be at least 75% for all student groups
4.10	Percentage of students who report current consumption of alcohol as measured on the CHKS	Current use of alcohol: Yes-2022 CHKS 9th: 23% 10th-32% 11th-44% 12th-58%	Current use of alcohol: Yes-2023-24CHKS 9th: 25% 10th-31% 11th-48% 12th-62%		The CHKS survey will be given to students, staff, and families March-June 2026.	The percentage of students who report consuming alcohol will decrease by 10%
4.11	Percentage of students who report current drug use as measured on the CHKS	Current use of drugs: Yes-2022 CHKS Cannabis Use: 9th-14% 10th-19% 11th-28% 12th-36%	Current use of drugs: Yes-2023-24 CHKS Cannabis Use: 9th-14% 10th-19% 11th-30% 12th-39%		The CHKS survey will be given to students, staff, and families March-June 2026.	The percentage of students who report current drug use will decrease by 10% in each grade level.
4.12	Percentage of students who report feeling a sense of meaningful engagement at school and having a say in decision making as measured on the CHKS	Asian-33% Black/African American-28% Latino/a-30% White-34% Multiracial-30% Something else-31%	Asian-36% Black/African American-36% Latino/a-29% White-41% Multiracial-34% Something else-35%		The CHKS survey will be given to students, staff, and families March-June 2026.	Percentage of students who report feeling a sense of meaningful engagement at school and having a say in decision making as measured on the CHKS will be at least 60% for all student groups
4.13	Percentage of students who report feelings of chronic sadness as measured on the CHKS	Yes-2022 CHKS 9th-31% 10th-29% 11th-36%	Yes-2023-24 CHKS 9th-25% 10th-25% 11th-30%		The CHKS survey will be given to students, staff, and families March-June 2026.	The percentage of students who report feelings of chronic sadness as measured

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		12th-36%	12th-26%			on the CHKS will be below 15%
4.14	Percentage of students who reported being bullied or harassed by other students as reported on the Youth Truth Survey	Percent who said they had been bullied or harassed by other students: Asian-14% Black/African American-12% Latino/a-13% White-13% Multiracial-12% Low SES-14% Special Education-25%	In 2024: Percent who said they had been bullied or harassed by other students: Asian-13% Black/African American-14% Latino/a-15% White-14% Multiracial-14% Low SES-14% Special Education-23% ELL: 21%		Youth Truth Survey, Oct 2025 73% of students surveyed reported that they have not been bullied in the past year. 13% of students reported being bullied by other students. A breakdown of students reporting having experienced bullying is below. Asian-12% Black/African American-19% Latino/a-12% White-11% Multiracial-14% ELL-15% Special Education-18% ELL: 21%	Percentage of students who reported being bullied or harassed by other students as reported on the Youth Truth Survey will decrease by at least 8 percent for each student group
4.15	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically as reported on the Youth Truth Survey	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically Asian-27% Black/ African American-44% Latino/a-33% White-36% Multiracial-39% Low SES-% Special Education: 46%	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically Asian -27% Black/ African American-44% Latino/a-33% White-36% Multiracial-39% Low SES-% Special Education: 46%		Youth Truth Survey, Oct 2025 Percentage of students who reported being bullied or harassed by other students who said it occurred electronically All students- 31% Asian -23% Black/ African American-45% Latino/a-24%	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically as reported on the Youth Truth Survey will decrease by at least 10 percent.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELL: 56%	ELL: 56%		White-30% Multiracial-22% ELL-44% Special Education: 35%	
4.16	Percentage of students who report feeling a part of the school community as reported on the Youth Truth Survey	Percent who said they a part of the school community: Asian-55% Black/African American-36% Latino/a-47% White-58% Multiracial-49% Low SES-58% ELL: 55% Special Education: 48%	In 2024: Percent who said they a part of the school community: Asian-48% Black/African American-35% Latino/a-45% White-59% Multiracial-42% Low SES: 50% ELL: 45% Special Education: 49%		Youth Truth Survey, Oct 2025 Percentage of students who reported feeling part of their school's community: All Students- 61% Asian-60% Black/African American-44% Latino/a-52% White-66% Multiracial-53% ELL: 59% Special Education: 52%	Percentage of students who report feeling a part of the school community as reported on the Youth Truth Survey will be at least 70% for all student groups
4.17	Percentage of students who report that they learn how to make their school, community and/or the world a better place	Percent who said they they learn to make their school, community and the world a better place: Asian -66% Black/ African American-36% Latino/a-54% White-60% Multiracial-54% Low SES-55% Special Education-59% Low SES-56%	Percent who said they they learn to make their school, community and the world a better place: Asian -66% Black/ African American-36% Latino/a-54% White-60% Multiracial-54% Low SES-55% Special Education-61% Low SES-60%		Youth Truth Survey, Oct 2025 This question is not included in the Oct 2025 Youth Truth Survey.	Percentage of students who report learning how to make their school, community and world a better place reported on the Youth Truth Survey will be at least 75% for all student groups
4.18	Percentage of students who report that it is important to work with people with backgrounds and	Percent who said they they learn to make their school,	2024 -Percentage of students who report that it is important to work with people with		Youth Truth Survey, Oct 2025	Percentage of students who report that it is important to work with people with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	experiences that are different from mine.	community and the world a better place: Asian -83% Black/African American-59% Latino/a-54% White-83% Multiracial-88% Low SES-82%	backgrounds and experiences that are different from mine. Asian -83% Black/African American-59% Latino/a-54% White-83% Multiracial-88% Low SES-82%		This question is not included in the Oct 2025 Youth Truth Survey.	backgrounds and experiences that are different from mine will be 90% for all student groups
4.19	Average Daily Attendance (ADA) will meet or exceed the CDE target of 95% at all Tam District schools.	In 2023-2024, the ADA at each high school: RHS=94% THS=92% AWHS=92% San Andreas=62% Tamiscal = 95%	In 2024-2025, the ADA at each high school: RHS= 95% THS=94% AWHS=94% San Andreas=45% Tamiscal=96%		The TUHSD ADA for first semester is 95.55%.	For 2025-2026, each high school will meet or exceed 95% ADA.
4.20	Dropout Rates	In 2023-2024, 14 students dropped out of the Tam District.	In 2024-2025, 7 students dropped out of the Tam District.		Calpads data indicates that 9 students dropped out of the Tam District during the 2024-2025 school year.	For 2025-2026, the Tam District will reduce the dropout rate by 50%
4.21	Expulsion Rates	0 students were expelled during 2023-2024.	0 students were expelled during 2024-2025.		3 students were expelled during the 2024-2025 school year.	For 2025-2026, the Tam District will continue to have 0 expulsions.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Counseling and Wellness Program Provide wellness and counseling programs that coordinate services to students for social emotional wellbeing. The Wellness center will	No	Fully Implemented	The Wellness and Counseling Programs are fully staffed and continue to provide direct services to students that		\$5,104,300.00	\$2,407,345

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>coordinate services to students for social emotional wellbeing.</p> <p>The school counselors are the main point of contact for students for academic guidance and social emotional wellbeing.</p> <p>The District has: 1.0 FTE Senior Director of Student Services 15 FTE Counselors 3.0 FTE Counseling Secretaries 1.0 FTE Registrars 1.0 FTE Director of Wellness 2.8 FTE Wellness coordinators 2.8 FTE Wellness outreach specialists</p>			support their academic achievement and social-emotional wellbeing.			
4.2	<p>Health Services</p> <p>The district provides a school health technician who distributes their time among the comprehensive sites. This position also maintains student health records and communicates with families when health concerns arise.</p> <p>The District has: .6 FTE Nurse 2.0 FTE Health Technicians</p>	No	Fully Implemented	The School Nurse position has been staffed consistently, resulting in continuity of health services for the District's students.		\$380,700.00	\$163,000
4.3	<p>Dynamic Solutions for Youth</p> <p>Dynamic Solutions for Youth (DSY-Keith Jackson)</p> <p>Mr. Jackson works across 2 school sites in the District with students, mostly students of color, to provide mentoring, self-advocacy, mediation and academic support.</p>	No	Fully Implemented	Dynamic Solutions for Youth meets weekly with an assigned caseload of at-risk students at		\$66,000.00	\$27,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				THS and AWHS. During the first semester of the 2025-2026 school year, DSY had 284 contacts with assigned students.			
4.4	Therapeutic Counseling The District contracts with Bay Area Community Resources (BACR) for non-mandated therapeutic counseling services for students who are dealing with social emotional issues. The District has licensed, pre-licensed and intern level counselors.	No	Fully Implemented	BACR staff are assigned to all schools and provide mental health counseling to assigned students.		\$540,000.00	\$270,000
4.5	Social Emotional Learning Modules All students are required to receive mandated lessons each year. The lessons are developed by the ADL, Teaching for Justice and other educational organizations that create content for building awareness of bias and the impact of racism and antisemitism on our communities and country. The lessons include understanding bias and how it is formed and the impact it can have on decision making, recognizing and addressing racism and antisemitism, learning to be an up-stander and not a bystander. The goal of these lesson is to raise awareness of our students in order to be a more inclusive and welcoming learning community. Additionally, students receive lessons on digital citizenship and the ethical use of technology and various technology based platforms.	No	Ongoing Implementation	During the fall semester of the 2025-2026 school year, students completed modules on digital citizenship. Administrators assign students modules focusing on bullying and harassment as needed. During the second semester, students will engage in		\$16,000.00	\$18,312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				learning about bias, antisemitism, and racism. Administrators will continue to assign students modules focusing on bullying and harassment as needed.			
4.6	<p>Senior Director of Diversity, Equity, Inclusion and Belonging This position will coordinate, facilitate and evaluate the ongoing antiracist work in the District This person will work in collaboration with the assistant superintendent of educational services</p> <p>Senior Director of Diversity, Equity, Inclusion and Belonging</p>	No	Ongoing Implementation	The Senior Director of Diversity, Equity, Inclusion, and Belonging has met 6 times with the Racial Justice Task Force and held 2 full-day workshops with the District Equity Team to organize professional development and community engagement workshops focused on Diversity, Equity, Inclusion and Belonging during the first semester of the 2025-2026 school year.		\$72,100.00	\$35,982
4.7	<p>Student Voice Youth Advisory for Racial Justice: This group of students meets once a month with the Senior Director of DEIB to share their</p>	No	Ongoing Implementation	There have been no Youth Advisory Task Force meetings		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>perspectives on campus racial climate and culture, discuss actions that can be taken to improve the climate and culture and to provide student voice and input on district initiatives such as stop and learns, professional development and hiring practices.</p> <p>Other groups from which the district will seek input: Black Student Union AAPI Club Peer Resource Leadership AVID Link Crew</p>			during the first semester of the 2025-206 school year.			
4.8	<p>Racial Justice Task Force This is a partnership among district, students, staff, families and communities members to improve our policies, practices and procedures. This committee meets once time a month and plans community engagement events. This committee is open to all members of the TUHSD community.</p>	No	Ongoing Implementation	The Superintendent and Sr. Director of DEIB have met 6 times during the first semester with the RJTF to plan community engagement workshops focused on equity and inclusion.		\$0.00	\$0
4.9	<p>Staff and Student of Color Retreats The District will conduct at least one staff and one student of color retreat each school year in order to build community, celebrate student identities and provide a space to engage with students who share identities and experiences.</p>	No	Ongoing Implementation	The District will hold student of color and educator of color retreats during the second semester of the 2025-2026 school year.		\$40,981.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.10	<p>District Equity Team This team plans professional development, reviews policies and procedures and makes recommendations to the superintendent for improving the racial climate and culture in the district.</p>	No	Ongoing Implementation	The District Equity Team has held 2 full-day workshops during the first semester to focus on student academic achievement and equity.		\$5,661.00	\$1,408
4.11	<p>Maintain a human resources department The district maintains a human resources department to ensure that we have appropriate staff in positions and that we are supporting our employees. The District employs: 1.0 FTE Assistant Superintendent of Human Resources 1.0 FTE in Senior Director of Human Resources 1.0 FTE in Director of Human Resources 1.0 FTE Administrative Assistant for Human Resources</p>	No	Fully Implemented	The HR Department continues to be fully staffed.		\$1,108,900.00	\$530,971
4.12	<p>Community Building Events, including students, staff, and parents</p> <p>Establish a Culture and Community Lead at all sites with focus on engaging as many diverse groups of students as possible through multiple pathways and opportunities to provide feedback</p> <p>Integrate existing student groups (ASB, Leadership, SLAM, SOAR, STARR, BSU, Peer Resource, etc.) into a student-led committee comprised of a diverse group of students that</p>	No	Ongoing Implementation	Each school held community-building events with students to launch the school year. Each comprehensive school continues to offer student leadership classes and programs such		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>plan, coordinate, and allocates funding for community building events</p> <p>Start each school semester with a day one community building event</p>			as ASB Leadership, Peer Resource, and BSU.			
4.13	<p>Make School Events Affordable and Accessible to all students</p> <p>Co-constructing with a diverse group of students, establish district-wide standards and protocols to ensure all school events, including social and academic enrichment opportunities are financially and physically accessible, welcoming, and inclusive to/of ALL students.</p> <p>Using these new district-wide standards and protocols, establish a baseline process for determining event location and design</p>	No	Ongoing Implementation	District and School Administrators ensure that all school events are affordable and accessible to all students.		\$0.00	\$0
4.14	<p>Assess school environments using Physical Environment Equity Walk Through tool</p> <p>Conduct site assessments that identify what is meant by “safe & welcoming”, that expressly gather input from Black, Indigenous, Latino and other student of color groups.</p> <p>Utilize the Physical Environment Portion of Equity Walkthrough Tool</p> <p>Use data/input from site assessments to improve school environments.</p> <p>Utilize strategies for creating social cohesion and restorative justice-based design elements</p>	No	Ongoing Implementation	Each school site's Learning Leadership Team (LLT) is comprised of site administrators and teacher leaders, has conducted 2 instructional rounds during the first semester of the 2025-2026 school year.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	into various spaces on every campus: Resource document: Creating Restorative Justice Spaces in Schools			The teams have used data from classroom visits to plan professional development and improve both the learning experience and school environment for all students.			
4.15	Belonging & Affinity Spaces Develop and expand on youth mentoring opportunities and affinity spaces.	No	Planned	The Student of Color Retreat is scheduled for March 2026.		\$0.00	\$0
4.16	Change cultural norms to appreciate differences and embrace inclusivity The District will conduct at least four (4) specific learning events addressing race, racism and bias	No	Ongoing Implementation	There have been no workshops focusing on racism or bias during the first semester.		\$20,000.00	\$0
4.17	Digital Citizenship and Ethical Use of Social Media Establish clear guidelines for use of various technologies and applications and address the central issues of bullying, misinformation, and the impact on self-perception and self-esteem Teach and inform students of the nexus between online behavior (social media posts, web searches, AI use) in personal and school environments	No	Ongoing Implementation	AI Task has met 8 times during the first semester to develop AI Guidelines, Policies, Teacher and Student Training.		\$5,000.00	\$6,588

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

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
----------	--------	----------	----------------	----------------	-----------------------	-------------------------------

Actions & Measuring and Reporting Results

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	90,741,121	90,897,761
LCFF Supplemental/Concentration Grants	1,308,420	1,319,661