



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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
Foresthill Union School District	Dr. Camille Taylor Superintendent	ctaylor@fusd.org 530.367.2966

Goal 1

Goal Description

FUSD will cultivate and maintain a safe, inclusive, and welcoming environment that celebrates and empowers each students, staff member and educational partner.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	PRIORITY 1: Williams FIT Report rate of facilities in good repair	2023/24 100%			100%	100%
1.2	PRIORITY 1: Rate of survey respondents who agree/strongly agree that the school is usually tidy and clean.	2023/24 Students: 39% Staff: 89% Parents/Family: 76% [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.3	PRIORITY 6: 1-5 scale rating on the capacity of staff to build trusting and respectful relationships with families Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability	2023/24 Level 3.6 [LOCAL PERFORMANCE INDICATOR SURVEY]			Local Performance Indicator Survey Window set for early April 2025	> Level 4
1.4	PRIORITY 6: 1-5 scale rating on creating welcoming environments for all families in the community Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability	2023/24 Level 3.8 [LOCAL PERFORMANCE INDICATOR SURVEY]			Local Performance Indicator Survey Window set for early April 2025	> Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	PRIORITY 6: Rate of student expulsion	2023/24 0% for all students and student groups [Aeries]			0% for all students and student groups	0% for all students and student groups
1.6	PRIORITY 6: Rate of student suspension	2023/24 Projected Suspension Rates: 1.7% All Students 3.2% Two or more races 1.5% Hispanic 2.4% SED 6.8% SWD (Aeries)			Suspensions as of 12/31/2024: FDS: 8 FES: none Data, including disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.	< 3% for all students and student groups
1.7	PRIORITY 6: Rate of survey respondents who agree/strongly agree that students feel connected to school	2023/24 Students: 70% Staff: 93% Parents/Family: not available in 2024 [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.8	PRIORITY 6: Rate of survey respondents who agree/strongly agree that the school teaches students to feel responsible for how they act	2023/24 Students: not available in 2024 Staff: 75% Parents/Family: not available in 2024 [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.9	PRIORITY 6: Rate of survey respondents who agree/strongly agree that the school teaches students to care about how others feel.	2023/24 Students: not available in 2024 Staff: 90%			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Parents/Family: 89% [CHKS]				
1.10	PRIORITY 6: Rate of survey respondents who agree/strongly agree that teachers and other grown-ups at school treat students with respect	2023/24 Students: not available in 2024 Staff: 90% Parents/Family: 90% [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.11	PRIORITY 6: Rate of survey respondents who agree/strongly agree that the students at school are well-behaved	2023/24 Students: not available in 2024 Staff: 55% Parents/Family: not available in 2024 [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.12	PRIORITY 6: Rate of survey respondents who agree/strongly agree that students feel safe at school	2023/24 Students: 75.4% Staff: 93% Parents/Family: 74% [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.13	PRIORITY 6: Rate of survey respondents who agree/strongly agree that if a student tells an adult at school that they're being bullied, the adult will do something to help	2023/24 Students: 63% Staff: 90% Parents/Family: not available in 2024 [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	> 90% for students, staff and parents/family
1.14	PRIORITY 6: Rate which students with disabilities met or made significant	2023/24 80% of students with disabilities who had			Data, including disaggregated data, on this metric will be available in the spring	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	progress toward meeting mental health/counseling goals	mental health/counseling goals met or made significant progress toward meeting their mental health/counseling goals. [SIRAS]			with the LCAP Annual Update in June 2025.	

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	District Psychologist/Student Services Coordinator (0.75 FTE) The District Psychologist/Student Services Coordinator position, in partnership with district and site administration, supports the district's commitment to whole-child supports by coordinating the district's special education program. This position is particularly critical in addressing disproportionality of suspension rates (qualifying element for Differentiated Assistance and Additional Targeted Supports and Improvement) among students with disabilities.	No	Fully Implemented	The District Psychologist/Student Services Coordinator position is fully staffed and has been established as an administrative position.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$121,721.00	\$50,099
1.2	District Psychologist/Student Services Coordinator (.25 FTE) The District Psychologist/Student Services Coordinator position, in partnership with district and site administration, supports the	No	Fully Implemented	The District Psychologist/Student Services Coordinator position is fully staffed and has been	Data, including disaggregated data, on this action will be available in the spring with the	\$40,573.00	\$24,163

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
	district's commitment to whole-child supports by coordinating the district's mental health and behavior support programs for all students as well as facilitating a bridge between the district's general education and special education programs.			established as an administrative position.	LCAP Annual Update in June 2025.		
1.3	Mental Health and Wellness Program A portion of the district's mental health specialist (0.8 FTE), along with Wellness Warriors (2.5 FTE) and Wellness Spaces, will continue to provide mental health and wellness supports to students and staff. Tier 1 Wellness Spaces and Wellness Warriors will increase students' capacities to self-regulate and remain successful in their learning environments. While this resource will be available to all FUSD students, its primary design is to address the specific needs, circumstances and conditions of FUSD's English learner students, Foster Youth, and students from low-income households, with the intention of providing a multi-tiered system of support at their collective and individual level.	Yes	Partially Implemented	Mental Health Specialist position is filled. Wellness Warrior positions have had periods of vacancy thus far in the 2024/25 academic year at both campuses.	Mental Health specialist caseload as of December 31, 2024 is 38, with 5 referrals pending. Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$160,131.00	\$73,793
1.4	Mental Health Specialist (0.2 FTE) In addition to serving all district students as outlined in Action 1.3, above, the mental health specialist	No	Fully Implemented	Mental Health Specialist position is filled.	Weekly group and 1:1 counseling provided to	\$22,992.00	\$11,917

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
	will also provide clinical mental health supports to students with disabilities enrolled in the KEYS Program. This position is particularly critical in addressing disproportionality of suspension rates (qualifying element for Differentiated Assistance and Additional Targeted Supports and Improvement) among students with disabilities.			Wellness Warrior positions have had periods of vacancy thus far in the 2024/25 academic year at both campuses.	students placed in KEYS Program. Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.		
1.5	Behavior Specialist (0.25 FTE) The behavior specialist will provide behavioral supports to students with disabilities enrolled in the KEYS Program. This position is particularly critical in addressing disproportionality of suspension rates (qualifying element for Differentiated Assistance and Additional Targeted Supports and Improvement) among students with disabilities.	No	Fully Implemented	A Behavior Specialist was recruited and is currently serving as planned.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$34,487.00	\$14,284
1.6	Behavior Specialist (0.75 FTE) In addition to the behavior supports provided to students with disabilities as described in Action 1.5, above, the district's behavior specialist will provide behavioral supports and training to all students and staff. This position is particularly critical in addressing disproportionality of suspension rates (qualifying elements for Differentiated	No	Fully Implemented	A Behavior Specialist was recruited and is currently serving as planned.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$103,542.00	\$42,853

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
	Assistance and Additional Targeted Supports and Improvement) among students of two or more races.						
1.7	SEL Instructional Materials and Professional Development The district will purchase SEL curriculum, train staff and implement a program of social-emotional learning in all grade levels.	No	Fully Implemented	Seven Mindsets curriculum purchased for all grade levels Staff training on Seven Mindsets completed in fall 2024. Teachers in all grade levels incorporate SEL instruction at least weekly.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$25,000.00	\$1,440

Goal 2

Goal Description

FUSD students' academic proficiency will improve, both individually and collectively, in all subject areas through a combination of student-centered, high-quality instruction and materials.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	PRIORITY 1: Rate of teachers fully credentialed and appropriately assigned	2023/24: 100% [CALPADS]			100% of teachers are fully credentialed and appropriately assigned	100% of teachers are fully credentialed and appropriately assigned
2.2	PRIORITY 1: Rate of sufficient access to standards-aligned instructional material	2023/24 = 100% [WILLIAMS REPORT]			100% sufficient access to standards-aligned instructional material	100% sufficient access to standards-aligned instructional material
2.4	PRIORITY 2: Ratings on Implementation of State Standards Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability	ELA - Level 2.9 ELD - Level 3 MATH - Level 3.2 NGSS - Level 3.6 Hist/SS - Level 2 PE/Health - Level 4 [LOCAL PERFORMANCE INDICATOR SURVEY]			Local Performance Indicator Survey will be completed in early April 2025	> Level 3.5 in all subject areas
2.5	PRIORITY 4: 3rd-8th grade students who met/exceeded grade-level standards in English/Language Arts	2023/24 All Students: 46.13% White: 47.08% Hispanic: 44.44% 2+ Races: 27.27% SED: 41% SWD: 13% [CAASPP SUMMATIVE ASSESSMENT]			CAASPP Assessment window is set for April/May 2025. CAASPP Assessment window is set for April/May 2025. Data, including disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.	All Students: 55% White: 55% Hispanic: 55% 2+ Races: 50% SED: 55% SWD: 35%
2.6	PRIORITY 4:	2023/24 All Students: 29.03%			CAASPP Assessment window is set for April/May 2025.	All Students: 50% White: 50% Hispanic: 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	3rd-8th grade students who met/exceeded standards Mathematics	White: 29.17% Hispanic: 31.11% 2+ Races: 27.27% SED: 28% SWD: 5% [CAASPP SUMMATIVE ASSESSMENT]			CAASPP Assessment window is set for April/May 2025. Data, including disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.	2+ Races: 50% SED: 50% SWD: 30%
2.7	PRIORITY 4: 5th / 8th grade students who met/exceeded standards in Science	2023/24 All Students: 41.41% White: 43.04% Hispanic: 38.46% 2+ Races: 33% SED: 36% SWD: * [CAASPP SUMMATIVE ASSESSMENT]			CAASPP Assessment window is set for April/May 2025. Data, including disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.	All Students: 55% White: 55% Hispanic: 55% 2+ Races: 50% SED: 55% SWD: 35%
2.8	PRIORITY 7: Level rating on students' access to a broad course of study	2023/24 Level 3.5 [LOCAL PERFORMANCE INDICATOR SURVEY]			Local Performance Indicator Survey will be completed in early April 2025	> Level 4 each subject area
2.9	PRIORITY 8: TK-8th grade students at or above grade level in Reading	2023/24 All Students: 50% White: 50% Hispanic: 43% 2+ Races: 56% SED: 33% SWD: 24% [iREADY ASSESSMENT]			2024/25 Winter iReady Reading Assessments: 3rd = 53% 4th = 38% 5th = 41% 6th = 45% 7th = 35% 8th = 32% All = 41% White = 42% Hispanic = 41% 2+ Races = 33%	All Students: 60% White: 60% Hispanic: 60% 2+ Races: 60% SED: 60% SWD: 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>SED = 32% SWD = 19%</p> <p>Kindergarten-2nd Grade students take winter iReady assessments Feb 3-14.</p> <p>Disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.</p>	
2.10	PRIORITY 8: TK-8th grade students at or above grade level in Mathematics	<p>2023/24</p> <p>All Students: 39% White: 39% Hispanic: 33% 2+ Races: 48% SED: 31% SWD: 17%</p> <p>[iREADY ASSESSMENT]</p>			<p>2024/25 Winter iReady Maths Assessments:</p> <p>3rd = 12% 4th = 34% 5th = 26% 6th = 35% 7th = 23% 8th = 18% All = 25% White = 25% Hispanic = 20% 2+ Races = 28% SED = 10% SWD = 7%</p> <p>Kindergarten-2nd Grade students take winter iReady assessments Feb 3-14.</p> <p>Disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.</p>	<p>All Students: 50% White: 50% Hispanic: 50% 2+ Races: 50% SED: 50% SWD: 30%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.11	PRIORITY 8: Rate of respondents who report that students feel academically motivated most or all of the time	2023/24 Students: 82% Staff: 64% Parents/Families: 83%			CHKS Survey Window set for early February 2025 with data available in early March	>85% for all students and student grade levels, staff and parents/family

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	Instructional Coaching The district will continue to contract with an instructional coach for teachers and paraeducators to increase the capacity of staff to collaboratively identify, understand, and meet the academic needs of each student through data-driven, student-centered instruction in all learning environments.	No	Partially Implemented	Instructional Coach has been contracted and works directly with teaching staff on Mondays and Tuesdays through classroom visits/coaching and Early Release Monday PLC training blocks.	Six-week learning cycles at FDS with data collection/analysis and intervention referrals SST process is more intentional and data-driven. Student rates of engagement during random classroom visits average above 83.4% among FDS classrooms.	\$40,000.00	\$18,638
2.2	RTI/Intervention Teacher The district will continue its Tier 1 and Tier 2 academic intervention supports, including a 1.0 fte Intervention Teacher to provide targeted academic supports to Foster Youth and students from low income households.	Yes	Fully Implemented	While this position has been filled, intervention work is frequently interrupted to assign the RTI teacher to serve as a substitute for absent teachers.	The RTI/Intervention teacher has been assigned and actively supporting Foster Youth and SED students.	\$103,564.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Data, including disaggregated data, on this metric will be available in the spring with the LCAP Annual Update in June 2025.		
2.3	Additional Supplemental Staff Development/Planning Day. An additional day will be added to the 2024/25 certificated calendar for purposes of creating vertically and horizontally aligned pacing guides for English/Language Arts. Teachers will receive supplemental pay at their daily rate for this additional day.	No	Fully Implemented	August 30, 2024 was an additional contract day for Professional Development for certificated staff.	Half-day of training on Amplify Science Curriculum. Half-day of training on Seven Mindsets SEL curriculum. 95% of teachers participated in the professional development day.	\$13,431.00	
2.4	Highly Qualified, Appropriately Assigned Teachers The district will maintain a team of highly qualified, appropriately assigned teachers in all grade levels and subject areas as a core component of the district's overall program to facilitate standards-aligned academic and social-emotional growth for all students.	No	Fully Implemented	There are no certificated position vacancies. All current certificated personnel are highly qualified and appropriately assigned.	Data, including disaggregated data regarding specific impacts of this action will be available in the spring with the LCAP Annual Update in June 2025.	\$2,547,145.00	\$1,080,088

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
2.5	Mathematics Curriculum Adoption and Training The district will fund the pilot, adoption and implementation of standards-aligned curriculum and instructional materials for mathematics, including print and online components, and professional development to support academic growth for all students.	No	Planned	For grades 5 through 8, Reveal Math was piloted in Fall 2024, Amplify-Desmos Math Curriculum is currently in the piloting process, and a third pilot may include Illustrative Math in the spring 2025.	Information on curriculum adoption and data regarding specific impacts of this action will be available in the spring with the LCAP Annual Update in June 2025.	\$60,000.00	
2.6	English Language Development Supports The district will allocate funds for an English Language Development Instructional Materials, Professional Development, and ELPAC Assessment Coordinator stipend position.	Yes	Partially Implemented	The certificated teacher assigned to serve as ELD coordinator has been trained	The district has identified four students as English Learners. ELPAC assessments will be administered in March 2025.	\$5,000.00	
2.7	Paraeducators, SLP-Assistant, and Teacher Aide and The district will continue to compliment its team of highly qualifed, appropriately assigned teachers with a well-trained and highly effective team of support staff, including paraeducators, SLP-Assistant and Teacher Aide.	No	Fully Implemented	Paraeducator, including Behavior Support Assistants, and Teacher Aide positions have been staffed, but have had some transitions this year, resulting in temporary vacancies.	Two NCI trainings have been offered as of January 6, 2025 with one more training planned for spring 2025. Nine paraeducators and Behavior Assistants (along with six other classified	\$482,085.00	\$67,052

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>staff and five certificated staff) have completed NCI training and certification.</p> <p>Data, including disggregated data regarding specific impacts of this action will be available in the spring with the LCAP Annual Update in June 2025.</p>		

Goal 3

Goal Description

FUSD staff, students and parents/families will be highly engaged and will actively contribute to a safe, positive, and inclusive culture of learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	<p>PRIORITY 3: Rating on seeking parent input in making decisions for the district and schools</p> <p>Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability</p>	<p>2023/24</p> <p>Level 3.3</p> <p>[LOCAL PERFORMANCE INDICATOR SURVEY]</p>			The Local Performance Indicator Survey will be completed in early April 2025	> Level 4
3.2	<p>PRIORITY 3: Rating on building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p> <p>Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability</p>	<p>2023/24</p> <p>Level 3.5</p> <p>[LOCAL PERFORMANCE INDICATOR SURVEY]</p>			The Local Performance Indicator Survey will be completed in early April 2025	> Level 4
3.3	<p>PRIORITY 3: Rating on promoting parental participation in programs for SED, EL and Foster Youth students</p> <p>Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability</p>	<p>2023/24</p> <p>Level 3.2</p> <p>[LOCAL PERFORMANCE INDICATOR SURVEY]</p>			The Local Performance Indicator Survey will be completed in early April 2025	Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.4	PRIORITY 3: Rating on promoting parental participation in programs for students with disabilities Level 1 = exploration phase Level 2 = beginning development Level 3 = initial implementation Level 4 = full implementation Level 5 = full implementation and sustainability	2023/24 Level 2.7 [LOCAL PERFORMANCE INDICATOR SURVEY]			The Local Performance Indicator Survey will be completed in early April 2025	Level 4
3.5	PRIORITY 5: Student attendance rates	2023/24 All Students: 93.11% White: 92.95% Hispanic: 93.24 2+ Races: 90.85% SED: 92.04% SWD: 92.53% [Aeries]			As of December 31, 2024, the overall attendance rate for the district was 94.4%. FDS' attendance rate was 94.24% and FES' attendance rate was 94.73% Data, including disaggregated data on this metric will be available in the spring with the LCAP Annual Update in June 2025.	> 95% for all students and each student group
3.6	PRIORITY 5: Student chronic absenteeism rate	2023/24 All Students: 21.67% White: 19.96% Hispanic: 22.22% 2+ Races: 25.71% SED: 39% SWD: 32.93% [Aeries]			Data, including disaggregated data on this metric will be available in the spring with the LCAP Annual Update in June 2025.	All Students: 10% White: 10% Hispanic: 10% 2+ Races: 10% SED: 10% SWD: 10%
3.7	PRIORITY 5: Middle school drop-out rate	2023/24 All Students: 0% White: 0% Hispanic: 0% 2+ Races: 0%			0% for all students and each student group	0% for all students and each student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: 0% SWD: 0% [Aeries]				
3.8	PRIORITY 5: Rate of student survey respondents who agree/strongly agree that school is boring	2023/24 All Students: 75% The low response rate on this survey in Spring 2024 precluded disaggregated data on this survey question. The District will seek other methods of gathering data and intends to provide disaggregated data in Years 1, 2 and 3. [CHKS]			CHKS Survey Window set for early February 2025 with data available in early March	All Students: 10% White: 10% Hispanic: 10% 2+ Races: 10% SED: 10% SWD: 10%

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	Community Liaison and Communications Supports for Students with Disabilities and Students of Two or More Races The district will fund community liaison/communications supports for students and families, proactively facilitating high levels of consistent student and community engagement. While the resources and supports provided by this position will be available to all students, and their families, one of the primary focuses of this position	No	Fully Implemented	The part-time position of Community Liaison has been filled for the 2024/25 academic year.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$23,000.00	\$11,052

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
	is to address the disproportionately high rates of chronic absenteeism among students with disabilities and students of two or more races.						
3.2	Community Liaison and Communications Supports for Unduplicated Pupils The district will fund community liaison/communications supports for students and families, proactively facilitating high levels of consistent student and community engagement. While the resources and supports provided by this position will be available to all students, and their families, one of the primary focuses of this position is to address the needs circumstances and conditions of the district's Foster Youth and students from low-income households.	Yes	Fully Implemented	The part-time position of Community Liaison has been filled for the 2024/25 academic year.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$23,000.00	\$11,052
3.3	Home to School Transportation The district will allocate funds for daily home-to-school and field studies transportation which will be available to all students, but as an intervention is focused on addressing the significantly higher chronic absenteeism among the district's unduplicated pupils, students with disabilities, and students of two or more races.	Yes	Fully Implemented	A contract with Mid-Placer Transportation is established for the 2024/25 academic year.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$180,000.00	\$70,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	Student Centered Learning Environments The district will invest in teacher training and resources such as flexible seating and proprioceptive input items to recognize, understand and meet the unique needs of students in a student-centered, universal design for learning approach to build students' capacities to self-regulate and access learning. While the resources imbedded in this action will be available to all students, they are specifically designed to address the disproportionately high rates of chronic absenteeism among some student groups, including students with disabilities and students of two or more races.	No	Partially Implemented	Several teachers have utilized funds from this action to increase the student-centered learning aspect of their classroom, including all FES classrooms.	Data, including disaggregated data, on this action will be available in the spring with the LCAP Annual Update in June 2025.	\$25,000.00	\$3,597

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$4,823,985	\$1,544,310
LCFF Supplemental/Concentration Grants	\$398,816	\$217,679