

**LCAP  
LOCAL MEASURES REPORT  
2023-2024**

**JUNE 25, 2024**

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**LCAP  
INFORME DE MEDIDAS  
LOCALES  
2023-2024**

**25 DE JUNIO, 2024**



4



The district's unduplicated LCFF percentage is approximately 96%.

94% of district students are identified as Low Income

14.6% are participating in the district's Migrant Program

2.2% of district students are homeless

0.4% are identified as foster.

59% of our population are English Learners

9.8% Students with Disabilities

94.4% Hispanic

3.7% White

0/2% Asian

0.7% African American

0.1% Filipino

0.03% American Indian/Native.

2918





**Priority 1/Prioridad 1**

**Basic Services- Progress in meeting  
Williams Settlement requirements**

**Servicios Básicos- en el cumplimiento de  
los requisitos del Acuerdo de Williams**

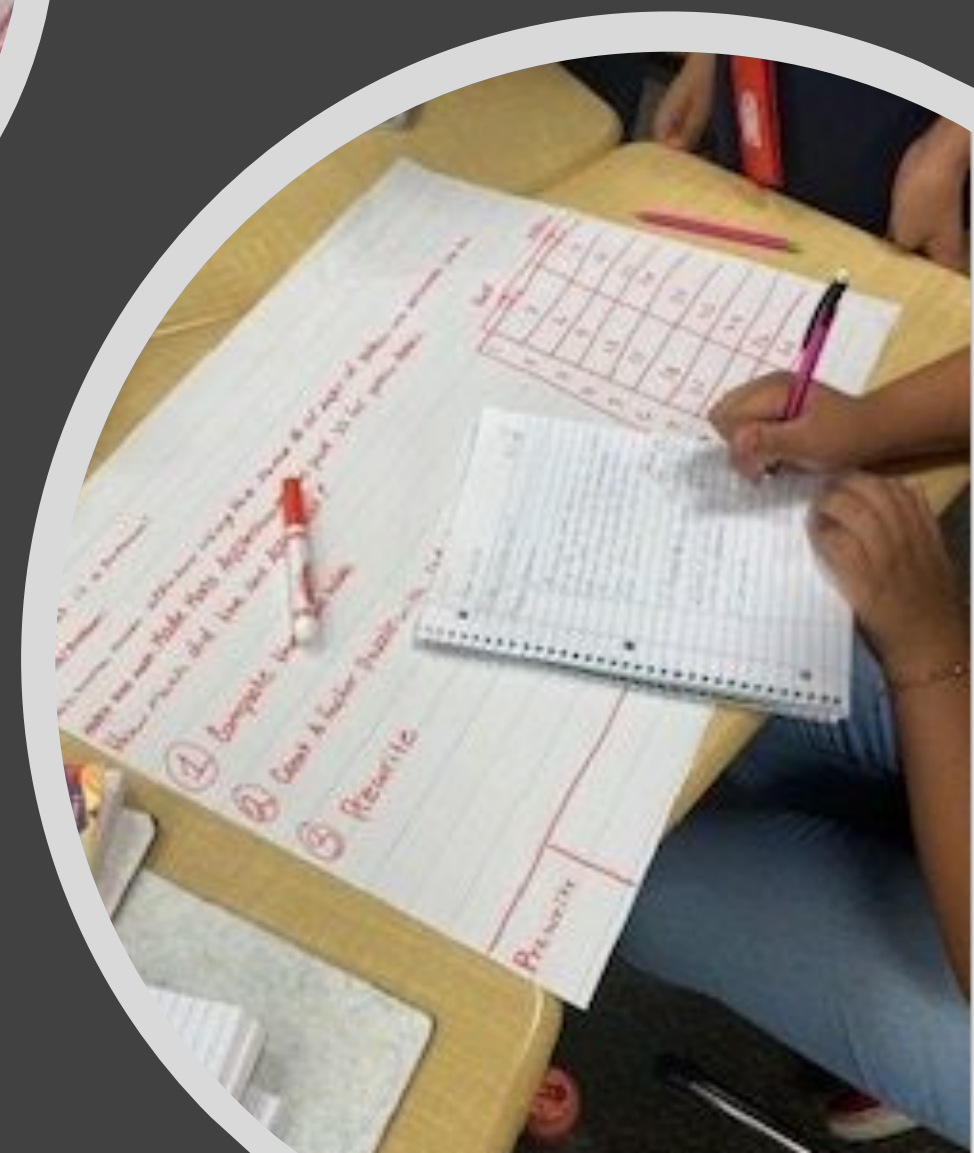


# Priority 1 / Prioridad 1



•Local  
measure  
•Medida  
Local

	Basic Conditions Condiciones Básicas
1C Facilities / Instalaciones August/Agosto 2023	Maintained Exemplary Mantendio Ejemplar All 4 sites / Todos los 4 sitios
1B Books/Libros August 2023/Agosto 2023	100% Maintained 4 sites Mantenido 4 sitios
1A Certificated Staffing / Dotación de Personal Certificada Inexperienced teachers /Maestros sin experiencia 9-44% Ineffective teachers / Maestros ineficaces 4.6- 25.6%	100% correctly assigned 100% correctamente asignados  Title II Part A Federal Addendum Titulo II Parte A Adenda Federal



Priority 2 / Prioridad 2

Implementation of State Standards

Implementación de Normas Estatales

# Priority 2A / Prioridad 2A

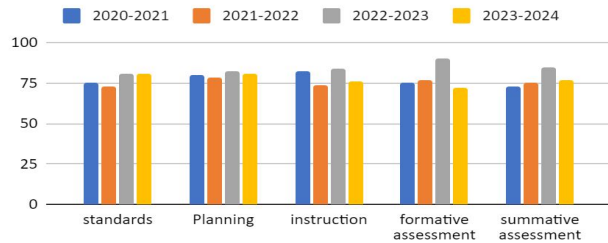


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Level 3 - standards/ planning

## English Language Arts/ Artes del lenguaje inglés

2020-2021, 2021-2022, 2022-2023 and 2023-2024



## Implementation of State Standards

Standards and Framework -Full Awareness or higher

Planning Full Awareness or higher

Instruction Full Awareness or higher

Formative Assessment Full Awareness or higher

Summative Assessments Full Awareness or higher

## Implementación de Normas Estatales

Estándares y Marcos Curriculares - De Plena Conciencia o superior

Planificación de conciencia completa o superior

Instrucción de conciencia completa o superior

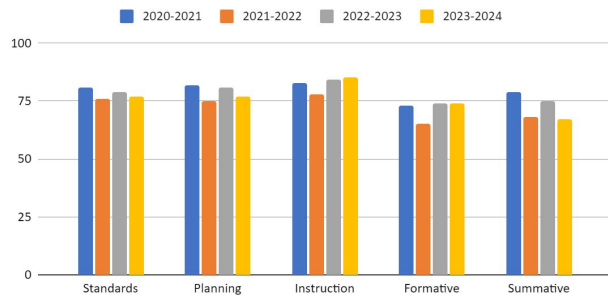
Evaluación formativa de conciencia completa o superior

Evaluaciones sumativas de plena conciencia o superior

Level 3 - instruction

## Mathematics/ Matemáticas

2020-2021, 2021-2022, 2022-2023 and 2023-2024



Standards and Framework - Full Awareness or higher

Planning - Full Awareness or higher

Instruction - Full Awareness or higher

Addressing Math Practices- Full Awareness or higher

Summative and Formative Assessments - Full Awareness or higher

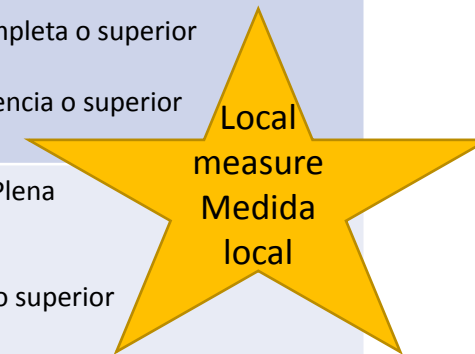
Estándares y Marcos Curriculares - De Plena Conciencia o superior

Planificación - de conciencia completa o superior

Instrucción - de conciencia completa o superior

Abordando las prácticas matemáticas- de conciencia plena o superior

Evaluaciones sumativas y formativas - de conciencia plena o superior



# Priority 2 / Prioridad 2



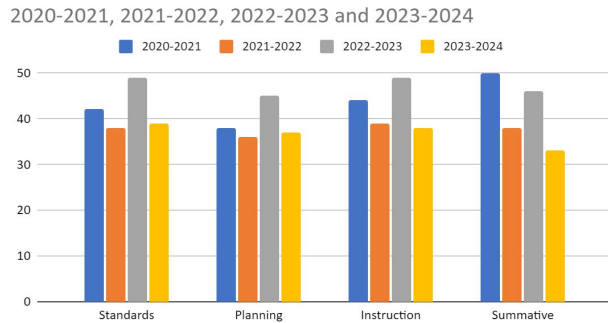
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Level 2 – note  
max of 50

## Implementing State Standards

## Implementando las Normas Estatales

### Science/ Ciencia



Standards and Framework - Full Awareness or higher

Planning - Full Awareness or higher

Instruction - Full Awareness or higher

Summative and Formative Assessments - Full Awareness or higher

Estándares y Marcos Curriculares - De Plena Conciencia o superior

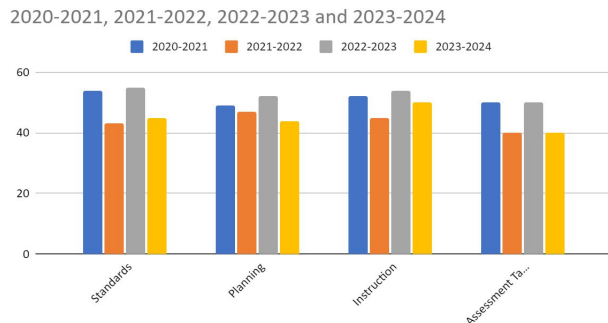
Planificación - de conciencia completa o superior

Instrucción - de conciencia completa o superior

Evaluaciones sumativas y formativas - de conciencia plena o superior

Local  
measure  
Medida  
Local

### Social Studies/ Ciencias sociales



Standards and Framework - Full Awareness or higher

Planning - Full Awareness or higher

Instruction - Full Awareness or higher

Summative and Formative Assessments - Full Awareness or higher

Estándares y Marcos - De Plena Conciencia o superior

Planificación - de conciencia completa o superior

Instrucción - de conciencia completa o superior

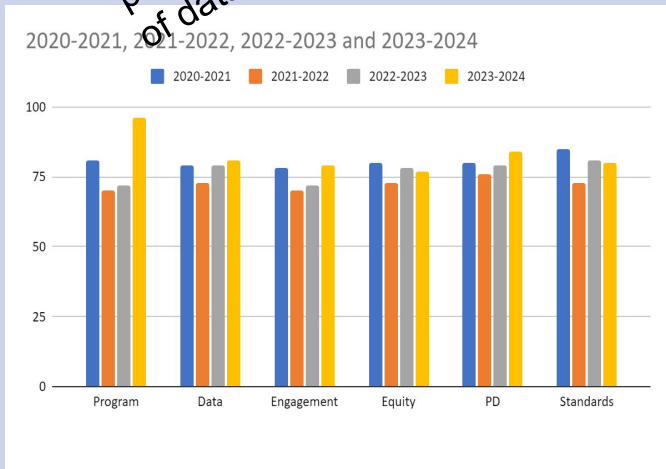
Evaluaciones sumativas y formativas - de conciencia plena o superior

# Priority 2A / Prioridad 2A



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Level 3 -  
defined  
program / use  
of data

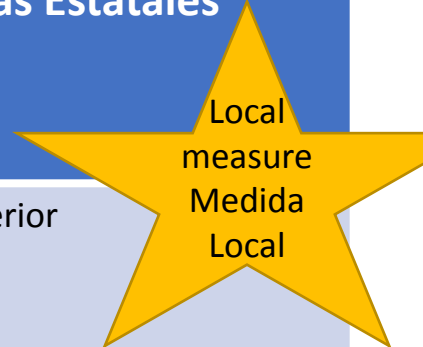


## Implementing State Standards

- Defined Program - Core or above
- Data - Core or above
- Family Engagement/communication - Core or above
- Equity and Access - Core or above
- Professional Learning - Core or above
- State Standards Implementation - Core or above

## Implementando las Normas Estatales

- Programa definido - Básico o superior
- Datos - Básico o superior
- Participación/comunicación familiar - Básico o superior
- Equidad y acceso - Básico o superior
- Aprendizaje Profesional - Básico o superior
- Implementación de normas estatales - Básico o mas alto





# Implementation of State Standards Implementación de Estándares Estatales

AUSD Walkthrough Tool- Math and Integrated ELD				
The Thoughtful Classroom Framework Alignment	1	2	3	4
Engagement and Enjoyment Cornerstone #3	Motivational levers not evident. On task behavior minimal or consistently prompted by teacher.	Limited opportunities for students to express interests. Passion and joy of teaching/learning may not be consistent.	Students participate in lessons where the teacher encourages students to make choices and develop personal perspectives. Missed opportunities with motivation/strategies.	Students are energetic/enthusiastic about math and express their own interests, insights, and strategy implementation given opportunity for diverse forms of thinking and motivational levers.
Culture of Thinking and Learning Cornerstone #4	Instructor dominated lesson. Lack of emphasis on the lesson or critical thinking.	Students engage in dialogue, discussion, and debate and justify responses although may not be grade level rigor.	Student engagement is high using critical academic vocabulary, higher order thinking skills evident including strategies for reading rigorous text.	Students participate in meaningful activities that integrate grade level content interdependently with language/ debate opportunities for L.S.R. W. Encourages use of strategies independently/higher order thinking.
Preparing Students for Learning Episode #5	Content/Language objective/targets unclear or not based on grade level standards. No evidence of, or reference to, graphic organizers/frames.	Grade level Content and Language objective/targets with key vocabulary are apparent along with organizers/charts yet teacher talk and preparation dominates.	Evidence of differentiation to access standard and engagement. Essential questions, presentation with anchor charts/organizers to build background yet students struggle to understand content.	Evidence of instructor assessing background knowledge/skills/anchor charts/notes provides an environment where students access prior knowledge to produce what is expected.
Presenting New Learning Episode #6	Intentionality / organization of lesson ineffective.	Instruction is mostly used to grade level standards. Modeling and think alouds are conducted yet not solidified.	Chunking of the standard/concept support is intentional. Teacher models and think aloud / moderate student engagement.	Students access various sources of information including outside resources and are able to identify big-idea/details and can summarize learning using high quality communication skills.
Deepening and Reinforcing Learning Episode #7	Lack of constructive feedback. Feedback or practice not aligned to standards based work.	Limited or general feedback available. Specific check and feedback with limited resources. Grouping to meet students needs is spontaneous without equal intention.	Systematic grouping to maximize learning and opportunities for practice/purposeful homework lead to students distinguishing between what they know and don't know.	Content based writing tests and opportunities to process learning deeply evident. Students practice and rehearse given descriptive feedback.
Applying learning Episode #8	No evidence of outcome rubrics or evaluation measures to guide applying learning.	Assessments begin to align with learning goals while not all outcome expectations are clear given limited teacher provided tools and guidance.	Teachers provide tools to help students to analyze task demands and incorporate writing tasks.	Students present and explain their work incorporating feedback and utilizing rubrics / tools to transfer and evaluate their own learning. Authentic projects/ writing evident. Pride of learning evident.
Total for each level	Total Level 1 =	Total Level 2 =	Total Level 3 =	Total Level 4 =
Summary total for walkthrough	Provide Evidence:		Praise:	
Date:				
Pose:			Propose:	

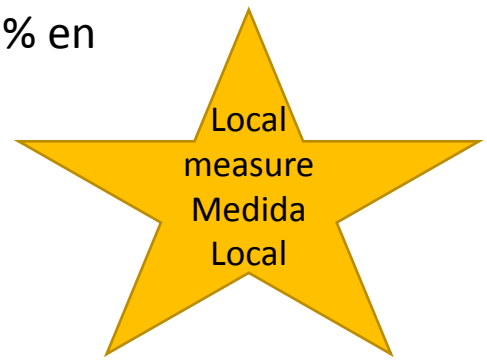
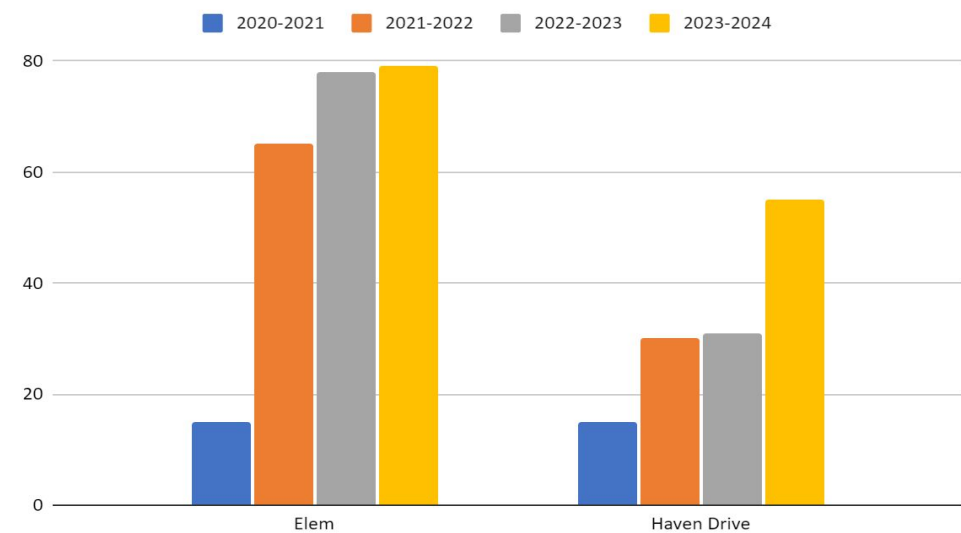
## PLC rubric

- 6 questions at a minimum of 70% in 2023-2024
- 11 questions at a minimum of 70% in 2022-2023
- 11 questions at a minimum of 80% in 2021-2022
- Increased from 15 questions below 75% in 2020-2021

## Rúbrica de PLC

- 6 preguntas a un mínimo del 70% en 2023-2024
- 11 preguntas a un mínimo del 70% en 2022-2023
- 11 preguntas a un mínimo del 80% en 2021-2022
- Aumentó de 15 preguntas por debajo del 75% en 2020-2021

Trimester Assessment of Episodes  
Classroom walkthroughs/  
Evaluación trimestral de los episodios  
Recorridos por las aulas





**Priority 3 / Prioridad 3**

**Parent Involvement- Parent and Family Engagement**

**Participación de los padres- Participación de los Padres y la Familia**



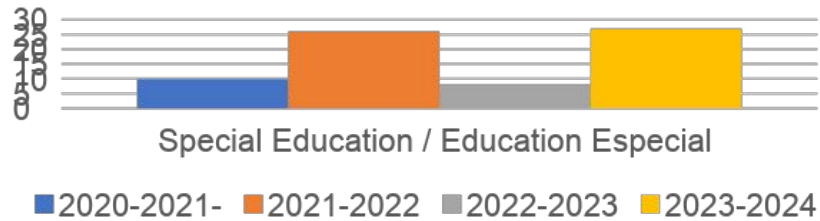
# Priority 3 / Prioridad 3



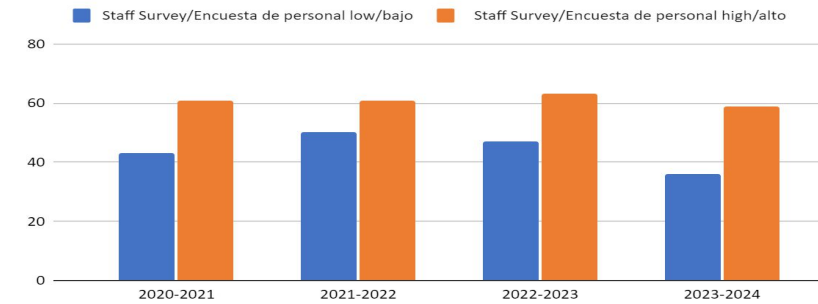
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## SWD Participation / Participación de Estudiantes con discapacidades



Staff Survey/Encuesta de personal low/bajo and Staff Survey/Encuesta de personal high/alto



Lowest and highest Range of Butte County Staff survey regarding Parent Participation

Rango más bajo y más alto de la encuesta del personal del condado de Butte sobre la participación de los padres.

## California Healthy Kids Parent Survey / Niños Sanos de California Encuesta de Padres





**Priority 6 / Prioridad 6**

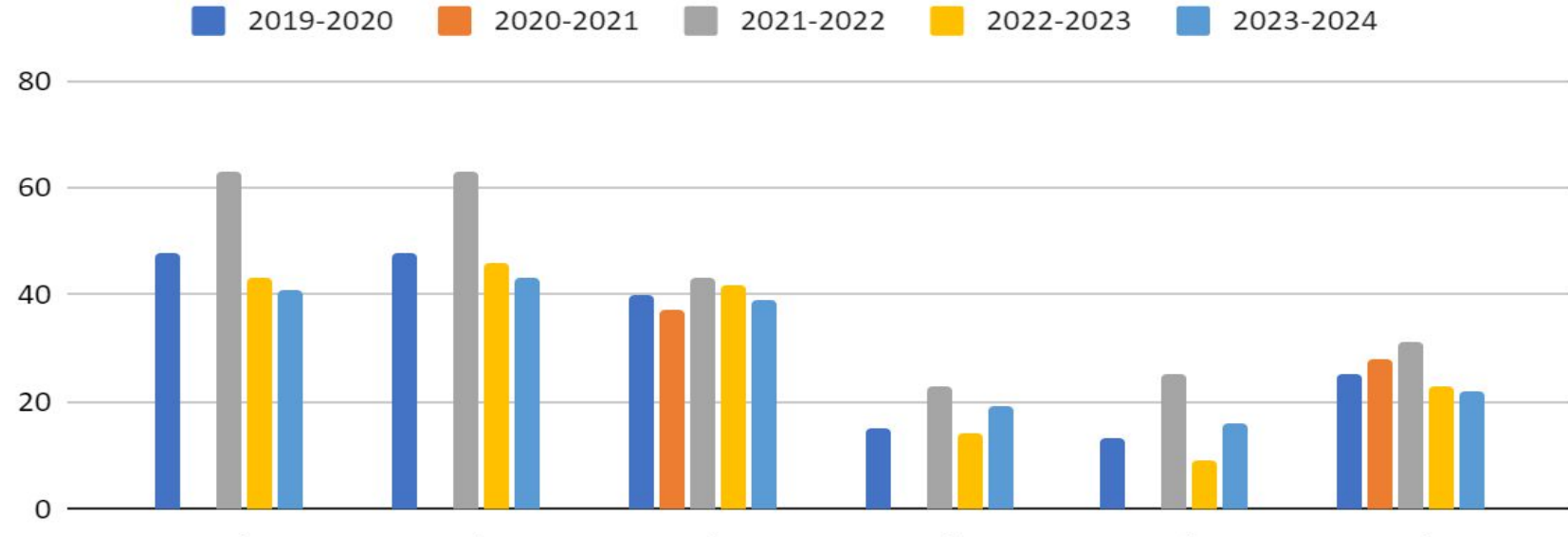
**School Climate**

**Clima Escolar**



# Priority 6B/ Prioridad 6B

2019-2020, 2020-2021, 2021-2022, 2022-2023 and 2023-2024



Elementary

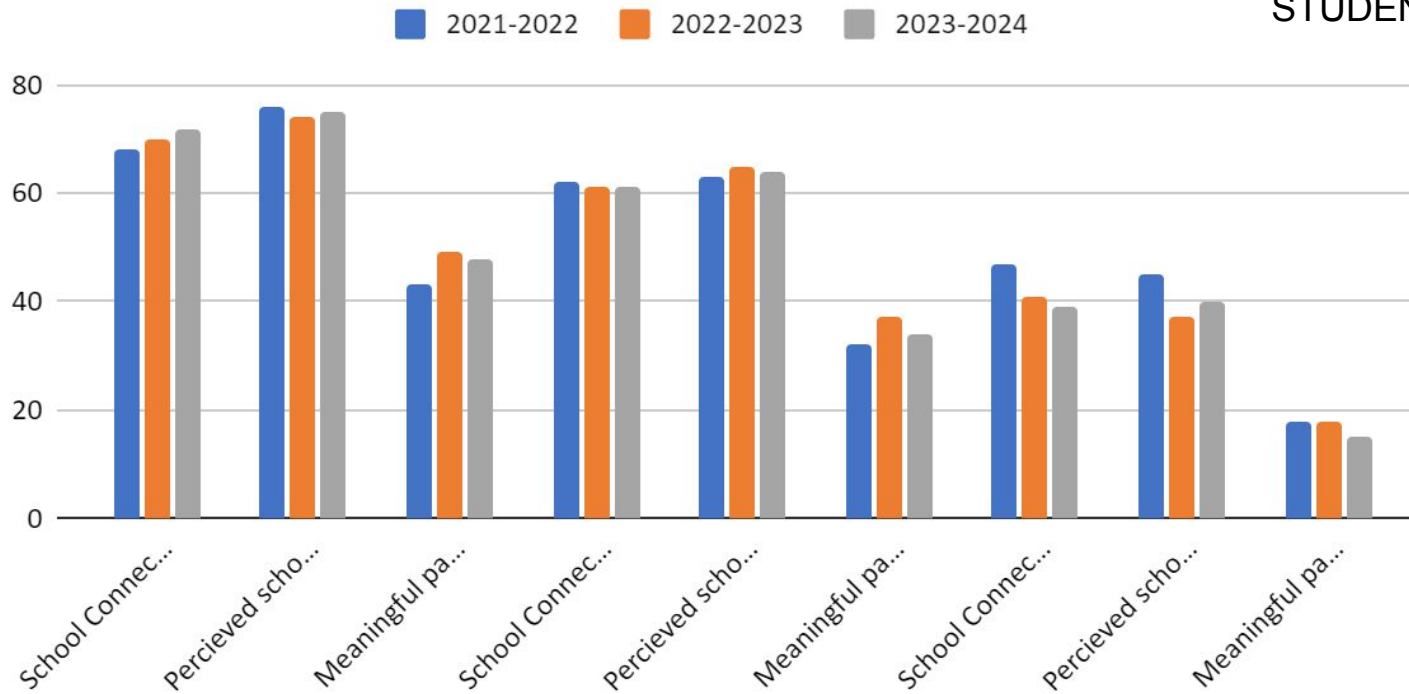
Middle School

# Priority 6 C/ Prioridad 6 C



2021-2022, 2022-2023 and 2023-2024

STUDENT SURVEY



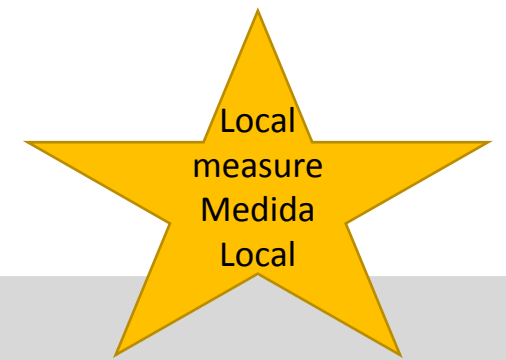
5

6

7

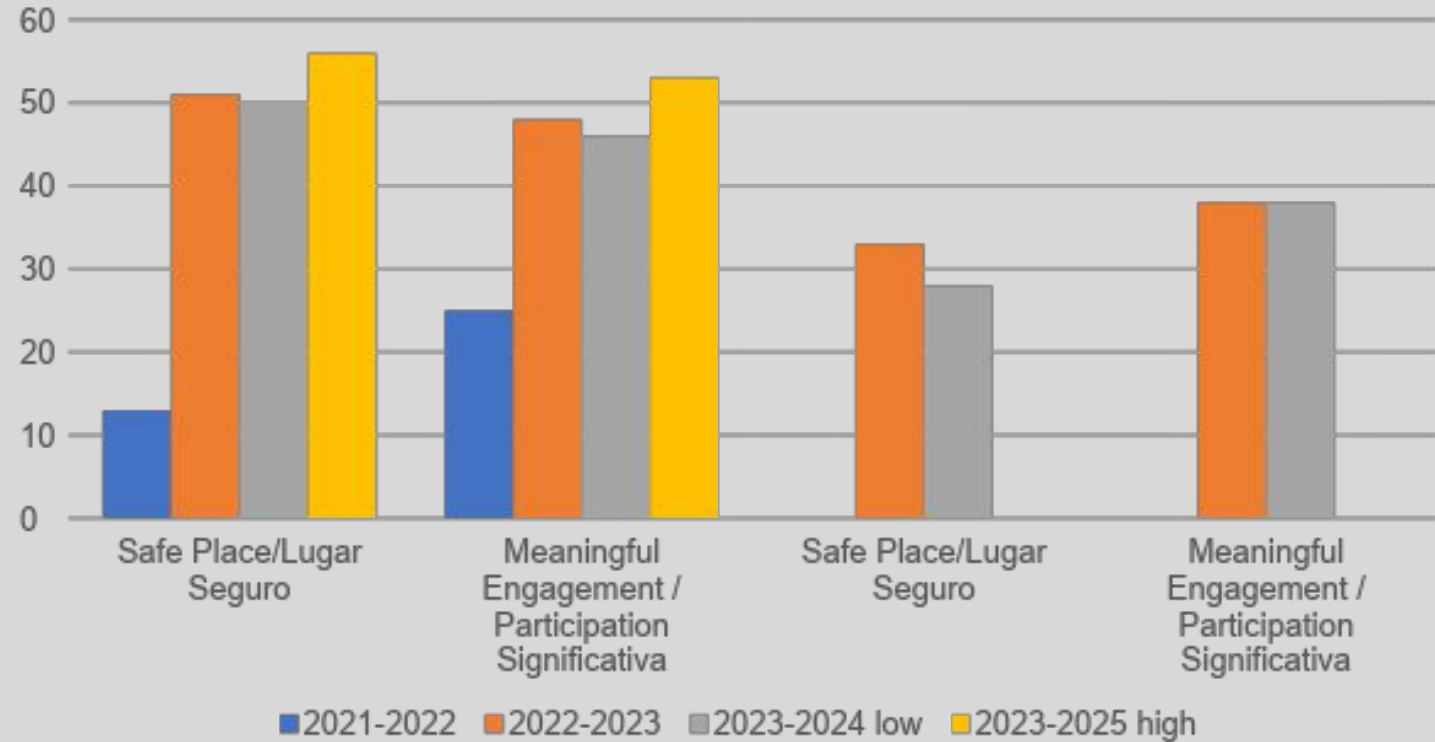


# Priority 6 C/ Prioridad 6 C



Climate / Clima

CHKS Parents  
CHKS Padres





## Priority 7

**Course Access- Access to a Broad Course of Study**

**Acceso al Curso- Acceso a un Amplio Curso de Estudio**

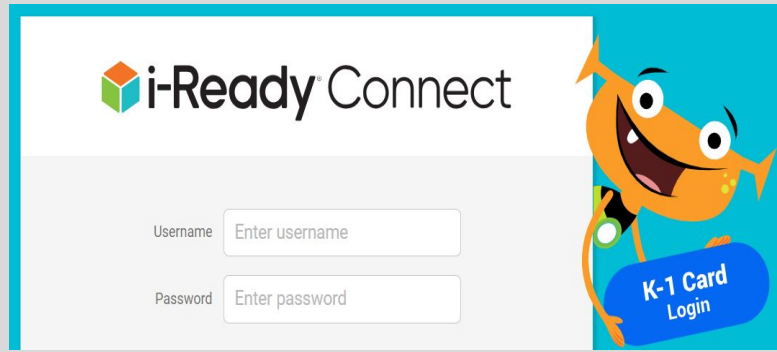




# Priority 7 / Prioridad 7



	Course Access / Acceso a los cursos
7A Unduplicated Sin duplicación	100% to broad coursework per master schedule 100% a cursos amplios por horario maestro
7B English Learners, Low Income, Jóvenes de Crianza  Aprendices de Inglés, Bajo Ingresos, Jóvenes de Crianza	<p>100% of students have access to general education programs and services including AVID and Winter and Summer Enrichment sessions.</p> <p>Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion.</p> <p>100% of TK-6 have access to music and art education and 7-8 grade students have access to music and art electives.</p> <p>100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction per walkthrough evidence and class lists December 2023.</p> <p>100% of English Learners receive Integrated ELD at various levels of implementation. Review of EL program to take place in the spring of 2024.</p> <p>100% of enrolled foster youth and their families reported being aware of where to get educational help.</p> <p>El 100% de los estudiantes tienen acceso a programas y servicios de educación general, incluidos AVID y las sesiones de enriquecimiento de invierno y verano.</p> <p>Los estudiantes de los grados K-8, con la excepción de aquellos inscritos en clases de día especial, tienen acceso a la inmersión dual.</p> <p>El 100% de los estudiantes de TK-6 tienen acceso a la educación en música y arte, y los estudiantes de los grados 7-8 tienen acceso a materias optativas de música y arte.</p> <p>El 100% de los aprendices de inglés reciben desarrollo del idioma inglés específico durante la instrucción de desarrollo del idioma inglés designada e integrada, según la evidencia de las visitas y las listas de clases de diciembre de 2023.</p> <p>El 100% de los aprendices de inglés reciben ELD integrado en varios niveles de implementación. La revisión del programa EL se llevará a cabo en la primavera de 2024.</p> <p>El 100% de los jóvenes de crianza inscritos y sus familias informaron estar al tanto de dónde obtener ayuda educativa</p>
7C Students with Disabilities Estudiantes con Discapacidades	100% receiving services in IEP 100% recibiendo servicios en su IEP



**Priority 8**

**Other Pupil Outcomes**

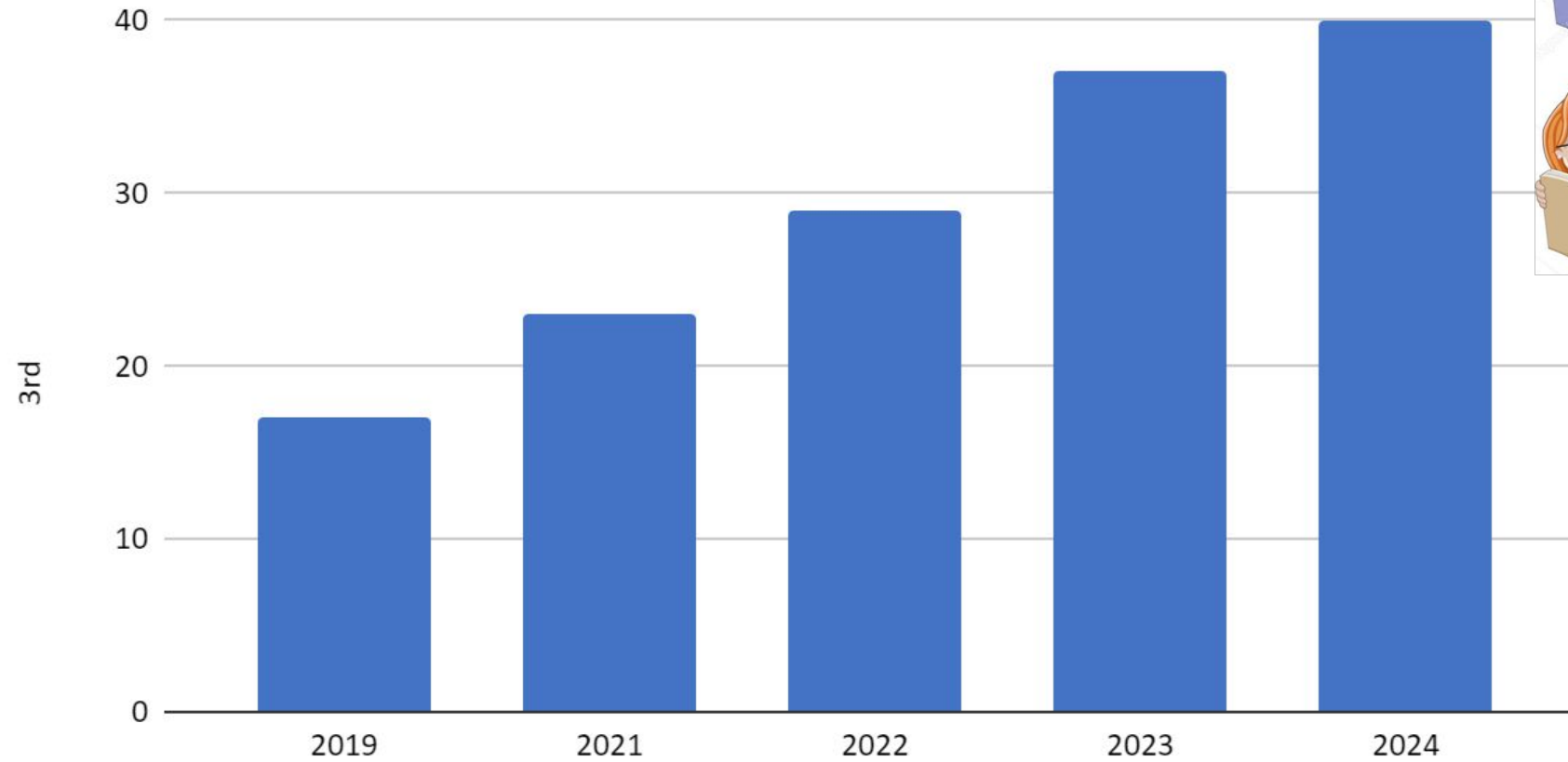
**Otros Resultados de los Alumnos**



# Priority 8/ Prioridad 8

Comparación de IREADY año a año  
Estudiantes de 3er grado leyendo a nivel de grado

3rd vs.



# Physical Fitness/ Aptitud física

Level 2 – health  
and physical  
education

2021-2022, 2022-2023 and 2023-2024

