



Atascadero Unified School District

Shaping Students for the Future through Talent and Teamwork

The LCAP has been a collaborative effort for Atascadero Unified School District. The District has welcomed the opportunity to embrace local control and work with educational partners to develop a plan that matches the needs of our students and prepares them to meet the expectations of our graduate profile.

The goals of the LCAP are to increase student academic achievement, prepare all students to be college and career ready, to provide a safe and engaging school environment in which students can thrive, and to provide professional development to support growth of all students. These goals align with the goals of the AUSD Board of Trustees and guide the work of the schools and the district office. Attached to each LCAP goal are the agreed upon Measuring & Reporting Results, Actions and Services that the District provides to students and staff to achieve those goals. Required site specific goals are also included.

The following pages reflect a summary of the full plan and show alignment between outcomes, metrics, and actions. A link to the full AUSD 2024-2025 approved LCAP can be found on the AUSD website at www.atasusd.org.

Each year the District will collaborate with local educational partners to review progress to date, discuss updated funding totals, and plan for the years to come. If you have any questions or input, please contact the Atascadero Unified School District staff by at 805-462-4200 or at 5601 West Mall, Atascadero CA, 93422.

Graduate Profile: Preparing the Top Students in the Nation

- **Critical Thinker** *Our graduates are original thinkers. They have the ability to solve real world problems by observing, wondering, creating, and evaluating informational sources.*
- **Effective Communicator** *Our graduates convey their thoughts and responses clearly and comprehensively. They have highly refined reading, writing, speaking and listening skills.*
- **Teammate & Collaborator** *Our graduates are skilled collaborators and understand the value of achieving common goals through teamwork.*
- **Self-Directed Individual** *Our graduates accept responsibility for their learning and regularly monitor their personal well-being. They recognize their strengths and work to their full potential. They value learning as a lifelong skill and are accountable for their individual actions.*
- **College and Career Ready Scholar** *Our graduates navigate the pathways that connect education and employment to a productive, rewarding and secure life.*
- **Responsible and Contributing Citizen** *Our graduates display integrity and civic responsibility. They aim to make a positive contribution to their communities.*

<u>Broad Goal 1:</u> Academic Achievement	<i>Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Student achievement will be evident through both local and state indicators, measuring academics by subgroup in the areas of ELA, math, and science. Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment and are demonstrated by the College and Career Indicators on the California School Dashboard.</i>
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Measuring and Reporting Results
● California School Dashboard: English Learner Progress Indicator and Dataquest English Learner reclassification rate ● District Local Assessments FastBridge, Percent on Track ELA & Math ● California School Dashboard: ELA, Math & CAST, average distance of from Standard ● Students in grades 8-12 completing an academic plan ● California School Dashboard College Career Indicator (CCI): Graduates identified as prepared ● California School Dashboard College Career Indicator (CCI) Graduates met via: CTE Pathway Completion, Advance Placement, A-G Course Completion, College Credit Course ● CAASPP Dashboard: EAP Ready (4) or Conditionally Ready (3) ELA & Math ● California School Dashboard: Graduates met both A-G & CTE Pathway Completion ● In grades 6-12, counselors will meet with 100% of students at risk of not meeting CCI readiness, 3 times a year ● Covey Measurable Results Assessment (MRA) Survey = Academics Section

Actions
1.1 Local Benchmark Assessments: Provide ELA, Math, and locally developed assessments to provide evidence and data to guide the small group instruction in grades 1-12. 1.2 Zearn Mathematics will be implemented in grades K-5 to support small group instruction and independent digital lessons. The small group instruction and digital monitoring of student practice both support teachers to better meet student's individual needs. 1.3/1.4 MTSS: To provide the best MTSS system possible, additional staff will be utilized to support identification of students' academic, social, and emotional needs and provide targeted interventions. 1.5 Additional counselors at AMS and AHS will be maintained to support at-risk students and access to rigorous coursework. 1.6 EL Instructional Aides & EL Site Reps: Representatives will monitor English Learners, support Instructional Leadership Teams and Department Chairs regarding professional development and best teaching practices to support ELs, collaborate with site administration and counselors to monitor EL progress, supports, and course placements; in-class academic support provided by bilingual instructional aides to support school sites with high percent of ELs. 1.7 Targeted Intervention: small group targeted interventions will occur to close achievement gaps of unduplicated students 1.8 Intervention/Coaches: Split TOSAs will provide targeted interventions to students and instructional coaching on language acquisition

Broad Goal 2:

Climate & Culture

Our school sites will have safe, welcoming, and inclusive climates that support our students by providing character education, Positive Behavior Intervention and Supports (PBIS), social, and emotional supports. We will support our families by providing parent engagement programs and parent education. A positive climate and culture can be measured by student attendance, discipline data including suspensions, and parental engagement. Each action and metric are aligned to these three key areas.

Measuring and Reporting Results

- California School Dashboard & Suspension Rates Aeries: number & percent of students suspended for at least 1 day
- Alternatives to suspension: for violations of Ed Code 48900, Percent of students who received an alternative to suspension
- Aeries: Percent of students receiving post suspension counseling
- Aeries: Percent of attendance conference held for parents of chronically absent students
- California School Dashboard: Graduation Rate
- Percentage of Schools with full parent participation on SSC & PTA/PTO
- Parent conference participation in elementary grades
- Percentage of schools holding 4 academic parent engagement events per year
- California School Dashboard: Attendance Rates & Chronic Absenteeism Rates
- CALPADS: Middle School Dropout Rate & DataQuest: High School Dropout Rate
- DataQuest: Expulsion Rates
- Covey Measurable Results Assessment (MRA) Survey = Culture and Leadership Sections

Actions

- 2.1 Counselors to support student needs in the area of attendance, suspensions, and social/emotional well-being
- 2.2 PBIS & Leader in Me Character Education: Integrate scientifically based academic and behavioral practices for improving academic and behavior outcomes for all students, and implement the FranklinCovey, 7 Habits, Leader In Me character development program
- 2.3 A School Resource Officer to help provide a safe and healthy school environment and implementation of PBIS initiatives
- 2.4 PBIS, Student Behavior Support Systems: Support teachers to build student behavior systems that support positive behaviors and school engagement.

Maintenance Goal 3:

Professional Development

Teachers will be provided targeted professional development to support their knowledge of the California Common Core State Standards (CCCSS), District adopted curriculum, effective instructional strategies, English Language Development, and PBIS, that support the growth of all students.

Measuring and Reporting Results

- Annual Williams report on teacher credentialing and facilities repair, and student access to standards-aligned instructional materials
- California Common Core State Standards Implementation Self-Reflection Tool
- Professional development satisfaction and instructional practice implementation surveys

Actions

3.1 Professional Development: Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, designated & integrated ELD curriculum & instruction, local assessments and targeted interventions for early reading, mathematics, Proficiency Scales, PBIS, and Leader in Me. Lead teachers at each site will be provided additional training to be a part of the district Instructional Leadership Team (ILT).

Focus Goal 4:

Equity Multiplier Carrisa Plains

Carrisa Plains Elementary will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic needs of students. Student achievement will be evident through both local and state indicators, measuring academics by subgroup in the areas of ELA and Math.

Measuring and Reporting Results

- District Local Assessments FastBridge, Percent on Track ELA & Math
- California School Dashboard: ELA, Math & CAST, average distance of from Standard

Actions

4.1 Intervention Teacher: To provide the best MTSS system possible, additional staff will be utilized to support identification of students' academic, social, and emotional needs and provide targeted interventions