

Atascadero Unified School District

*Shaping Students for the Future through Talent and Teamwork
Preparing the Top Students in the Nation*

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 stakeholders to develop a plan that matches the needs of our students and prepares them to meet the expectations of our graduate profile.

The primary goals of the LCAP are to increase student academic achievement, prepare all students to be college and career ready, and to provide a safe and engaging school environment in which students can thrive. 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 Annual Measurable Objectives, Actions and Services that the District provides to students and staff to achieve those goals.

The following four pages reflect a summary of the full plan and show alignment between outcomes, metrics, and actions. A link to the full AUSD 2017-2020 approved LCAP can be found on the front page of the AUSD website at www.atasusd.org.

Each year the District will collaborate with local stakeholders 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 observe, they wonder, they create, and they have the ability to solve real world problems.*
- **Effective Communicator** *Our graduates convey their thoughts and responses clearly and comprehensively. They have highly refined reading, writing, speaking and listening skills.*
- **Teammate** *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. They recognize their strengths and work to their full potential. They value learning as a lifelong skill.*
- **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.*

Goal 1:

Student

Academic

Growth



Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students.

Outcome A: Teachers will be provided targeted professional development to support the growth of all students in literacy, math, and career and technical subjects.


Outcome B: Research-based ELD strategies will be provided to students who qualify, through both designated and integrated instruction.

Outcome C: Struggling students will access literacy and math intervention to support their individual growth.

<i>Measurable Outcomes A</i>	<i>Measurable Outcomes B</i>	<i>Measurable Outcomes C</i>
<ul style="list-style-type: none"> • 100% of teachers will be appropriately credentialed and/or Board Authorized. • 100% of new teachers/admin will participate in an induction program. • An average score of 4 on the CCSS Implementation Self-Reflection Tool. 	<ul style="list-style-type: none"> • Achieve a Status of at least 64% according to the California School Dashboard: English Learner Progress. 	<ul style="list-style-type: none"> • 70% of all students and 50% of EL students will reach their grade level SRI Lexile.


Actions / Services & Targeted Group(s)

<p>A: Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading.</p> <p>A: Hire and train teachers to be a part of the district Instructional Leadership Team (ILT).</p> <p>A: Provide additional PD and an extended calendar for Special Education Staff to support identification of student needs and interventions.</p> <p>A: Create a district writing program/rubric to support the adopted ELA curriculum, with associated PD.</p>	Serves All Students
<p>B: Review need for additional resources for secondary students at CELDT levels I & 2.</p> <p>B: Tutoring for EL students at secondary levels.</p> <p>B: Provide PD for designated & integrated ELD curriculum & instruction.</p> <p>B: EL's to receive designated ELD during extended learning times.</p> <p>B: In grades 7-12, counselors will meet with at-risk EL students at each grading period.</p>	Serves EL Students
<p>C: In grades 6-12, counselors will meet with at-risk students at each grading period.</p> <p>C: Support district MTSS through additional staff: Psychologist, Additional days for SIS leadership, Intervention Coordinators, LC Teacher, Behavior Support Specialists, LC Program Coordinator, Behavior Specialist, Bilingual IAs, IAs</p> <p>C: Maintain access to SLOCOE educational resource Portal.</p> <p>C: Core Support teacher for Creston to support targeted needs and MTSS.</p> <p>C: Review the possibility of reducing class size in grades K-3.</p>	Serves All Students

<p>Goal 2:</p> <p>College & Career Ready Scholars</p> 	<p>Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding, and secure life.</p>	<p>Outcome D: Our students will exit each grade level performing at or above grade level standards.</p> <p>Outcome E: Our students will be technologically literate at or above their grade level.</p> <p>Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway.</p>
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Measureable Outcome D	Measureable Outcome E	Measureable Outcome F
<ul style="list-style-type: none"> • Improve the average distance of SBAC score from Levels 3 in ELA and Math by 5 points for all students, with an increase of 7-10 points for targeted subgroups. • Increase EAP conditionally ready or ready, AP passing rate, and A-G completion each by 2%. 	<ul style="list-style-type: none"> • As measured by our local survey, increase the percent of students who regularly access grades & assignments online, use the internet at school and at home, and use technology for assignments. 	<ul style="list-style-type: none"> • Increase 3-course Pathway completion by 3% • 90% of AHS students on track to complete Individual Academic Plans • Achieve 98% participation on senior survey

Actions / Services & Targeted Group(s)	
<p>D: Review district-wide benchmarks in ELA, Math and Reading to determine if new assessments are needed.</p> <p>D: Data will be reviewed quarterly at the District level to monitor student growth.</p> <p>D: Provide Counseling support for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities.</p>	<p>Serves All Students</p>
<p>E: Continue increased budget for technology licenses.</p> <p>E. Maintain additional technology staff: I Tech TOSA and I Computer Tech to support I:I roll out and SAMR transition.</p>	<p>Serves All Students</p>
<p>F: P Give Senior Survey to exiting seniors.</p> <p>F: Create publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements and post in classrooms for grades 6-12.</p> <p>F: Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.</p>	<p>Serves All Students</p>

<p>Goal 3:</p> <p>School Climate</p> 	<p>Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.</p>	<p>Outcome G: AUSD schools will provide a positive school climate and counseling services to at-risk students, grades TK-12.</p> <p>Outcome H: AUSD will provide parent engagement programs to support the families of our students.</p>
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Measureable Outcome G	Measureable Outcome H
<ul style="list-style-type: none"> • Improve attendance rate by 0.25% annually by reducing chronic truancy by 1%. • According to the California School Dashboard, decrease Suspensions by 0.5% and increase graduation rates by 0.6%. 	<ul style="list-style-type: none"> • 100% of Schools with full parent participation on SSC & PTA/PTO • 90% participation in CaHKS Survey. • 85% participation of Parent Conferences. • Hold 4 academic events at each school per year.

Actions / Services & Targeted Group(s)	
<p>G: Contract with Community Counseling to support students</p> <p>G: Maintain additional deferred maintenance funds</p> <p>G: Maintain 1 School Resource Officer</p> <p>G: Employ a Behavioral Health Coordinator in the High School Wellness Center.</p> <p>G: Use CaHKS Survey to establish target areas of need, and actions for desired improvement.</p> <p>G: Establish procedures to document discipline, interventions, and counseling within Aeries.</p> <p>G: Ensure site plans include restorative practices for discipline and common behavior expectations.</p>	<p>Serves All Students</p>
<p>H: Maintain contract with the LINK to support students and families.</p> <p>H: Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.</p>	<p>Serves All Students</p>

Goal 1

Student Academic Growth:

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students.

Outcome A:

Teachers will be provided targeted professional development to support the growth of all students in literacy, math, and career and technical subjects.

Outcome B:

Research-based ELD strategies will be provided to students who qualify through both designated and integrated instruction.

Outcome C:

Struggling students will access literacy and math intervention to support their individual growth.

Outcome D:

Our students will exit each grade level performing at or above grade level standards.

Outcome E:

Our students will be technologically literate at or above their grade level.

Outcome F:

Secondary students will have access and opportunity to complete a three-course career pathway.

Outcome G:

AUSD schools will provide a positive school climate and counseling services to at-risk students, grades TK-12.

Outcome H:

AUSD will provide parent engagement programs to support the families of our students.

Metrics A:

100% of teachers will be appropriately credentialed and/or Board Authorized.

100% of new teachers/admin will participate in an induction program.

An average score of 4 on the CCSS Implementation Self-Reflection Tool.

Metrics B:

Achieve a Status of at least 64% according to the California School Dashboard: English Learner Progress.

Metrics C:

70% of all students and 50% of EL students will reach their grade level SRI Lexile.

Metrics D:

Improve the average distance of SBAC score from Levels 3 in ELA and Math by 5 points for all students, with an increase of 7-10 points for targeted subgroups.

Increase EAP conditionally ready or ready, AP passing rate, and A-G completion each by 2%.

Metrics E:

As measured by our local survey, increase the percent of students who regularly access grades & assignments online, use the internet at school and at home, and use technology for assignments.

Metrics F:

Increase 3-course Pathway completion by 3%.

90% of AHS students on track to complete Individual Academic Plan.

Achieve 98% participation on senior survey

Metrics G:

Improve attendance rate by 0.25% annually by reducing chronic truancy by 1%.

According to the California School Dashboard, decrease Suspensions by 0.5% and increase graduation rates by 0.6%.

Metrics H:

100% of Schools with full parent participation on SSC & PTA/PTO

90% participation in CaHKS Survey.

85% participation of Parent Conferences.

Hold 4 academic events at each school per year.

Actions A:

Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading.

Hire and train teachers to be a part of the district Instructional Leadership Team (ILT).

Provide additional PD and an extended calendar for Special Education Staff to support identification of student needs and interventions.

Create a district writing program/rubric to support the adopted ELA curriculum, with associated PD.

Actions B:

Review need for additional resources for secondary students at CELDT levels 1 & 2.

Tutoring for EL students at secondary levels.

Provide PD for designated & integrated ELD curriculum & instruction.

EL's to receive designated ELD during extended learning times.

In grades 7-12, counselors will meet with at-risk EL students at each grading period.

Actions C:

In grades 6-12, counselors will meet with at-risk students at each grading period.

Support district MTSS through additional staff:

- 10 Additional days for SIS leadership
- 5 Intervention Coordinators
- 1 LC Teacher
- 4.06 Behavior Support Specialists
- 1 LC Program Coordinator
- 1 Behavior Specialist
- 1.12 Bilingual IAs
- 11.5189 IAs

Maintain access to SLOCOE educational resource Portal.

Core Support teacher for Creston to support targeted needs and MTSS.

Review the possibility of reducing class size in grades K-3.

Actions D:

Establish district-wide benchmark expectations in ELA & Math.

Provide PD opportunities for AP teachers in summer institutes.

Maintain additional Counselors at the secondary levels to increase access to and enrollment in A-G & AP classes.

Investigate offering additional A-G courses.

Actions E:

Continue increased budget for technology licenses.

Maintain additional technology staff: 1 Tech TOSA 1 Computer Tech to support 1:1 roll out and SAMR transition.

Actions F:

Give Senior Survey to exiting seniors.

Create publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements and post in classrooms for grades 6-12.

Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.

Actions G:

Contract with Community Counseling to support students.

Maintain additional deferred maintenance funds

Maintain 1 School Resource Officer.

Employ a Behavioral Health Coordinator in the High School Wellness Center.

Use CaHKS Survey to establish target areas of need, and actions for desired improvement.

Establish procedures to document discipline, interventions, and counseling within Aeries.

Ensure site plans include restorative practices for discipline and common behavior expectations..

Actions H:

Maintain contract with the LINK to support students and families.

Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District..

Goal 2

College & Career Ready Scholars:

Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life.

Goal 3

School Climate:

Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.

LCAP Acronyms

ADA	=	Average Daily Attendance
AP	=	Advanced Placement
API	=	Academic Performance Index
AUSD	=	Atascadero Unified School District
BYOD	=	Bring Your Own Device
CAASPP	=	California Assessment of Student Performance and Progress
CALPASS	=	California Partnership for Achieving Student Success
CaHKS	=	California Healthy Kids Survey
CAHSEE	=	California High School Exit Examination
CCCSS	=	California Common Core State Standards
CELDT	=	California English Language Development Test
CLAD	=	Cross-cultural, Language, and Academic Development
CTE	=	Career Technical Education
CSC	=	Caring School Communities
DAC	=	District Advisory Committee
EAP	=	Early Assessment Program
EL	=	English Learner (replaces ELL, LEP)
ELA	=	English Language Arts
ELD	=	English Language Development
ELPAC	=	English Language Proficiency Assessment for California
FST	=	Family Support Team
IEP	=	Individualized Education Program
IA	=	Instructional Aide
LC	=	Learning Center
LCFF	=	Local Control Funding Formula
LCAP	=	Local Control Accountability Plan
MFT	=	Marriage Family Therapist
MTSS	=	Multi-Tiered System of Support
PBIS	=	Positive Behavior Interventions and Supports
PD	=	Professional Development
SBAC	=	Smarter Balanced Assessment Consortium
SARB	=	School Attendance Review Board
SLOCOE	=	San Luis Obispo County Office of Education
SRO	=	School Resource Officer
TOSA	=	Teacher on Special Assignment