

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Pio Pico Elementary

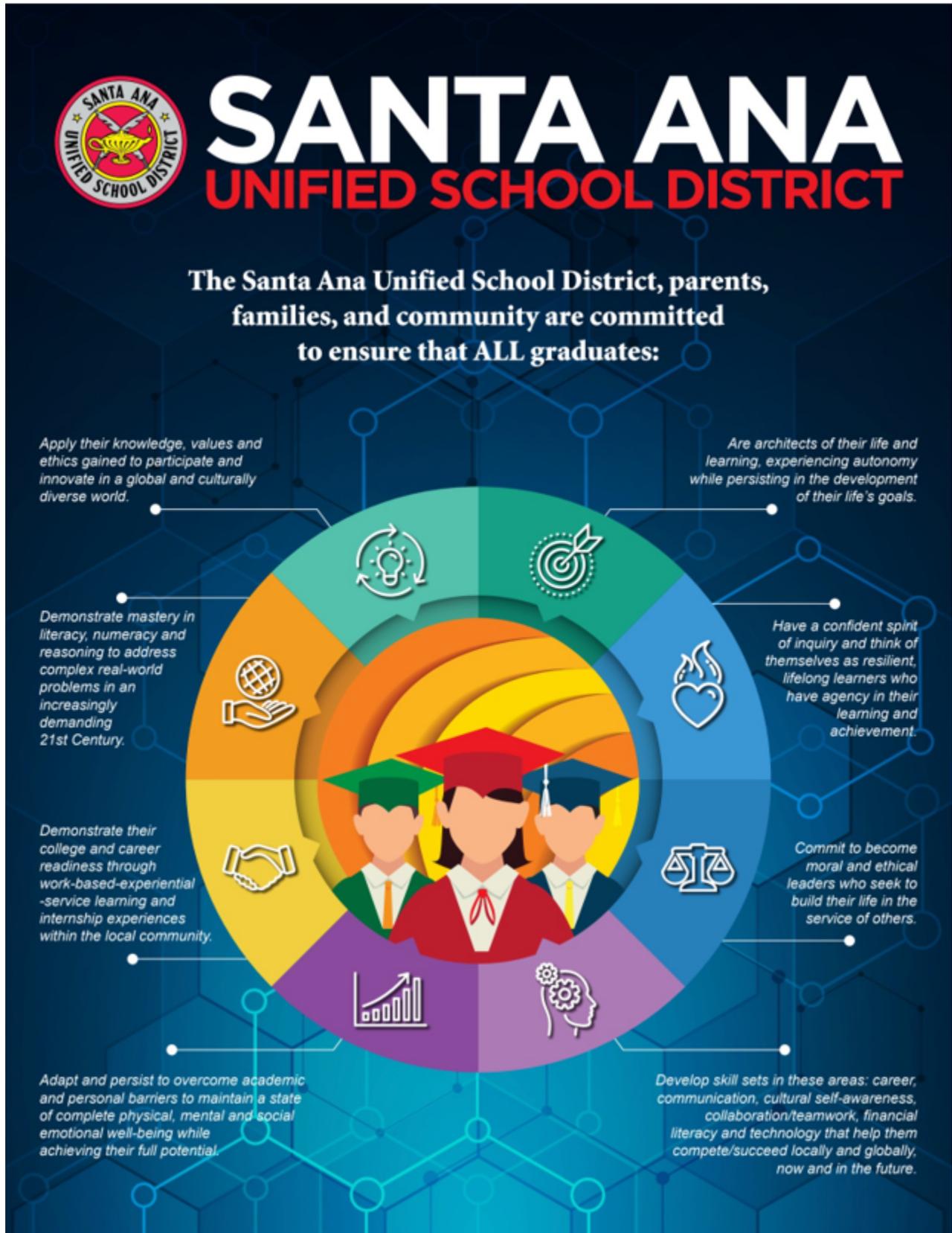
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Our community is dedicated to fostering a safe and healthy learning environment that addresses students' social-emotional, mental health, behavioral, and physical well-being. We prioritize building strong relationships among all students and staff. The core values of integrity, empathy, effective communication, and determination serve as the foundation of our character, embraced by ALL Pio Pico students and staff. In addition, we aim to deepen connections between the school, community, and the world at large. ALL students develop and expand their social, emotional, cultural, and global competence. They appreciate multiculturalism, linguistic diversity, and exhibit positive attitudes towards themselves and others, viewing differences as opportunities for connection rather than obstacles to overcome. To achieve these positive outcomes, ALL students are equipped with efficient collaboration and communication skills, as well as the ability to understand and manage their emotions.

Strategy/Activity 1

Implement Positive Behavior Interventions and Supports (PBIS) by embedding Second Step, Zones of Regulation, character development, restorative informed practices, social emotional learning, social skills development and counseling into our school structure to create a safe school environment.

All students will have timely access to school counselors during the school day and after school. Additionally, counselors will provide lessons to students in their classroom to help them learn how to advocate for themselves, plan for the future, understanding size of the problem, empathy and many other topics as determined by data collected throughout the school year.

Focus on building relationships with all of our students. We will know each students' face, name and story through teacher-student mentorships, greeting every student at the beginning of the day and end of the day, emotional/mental check ins, check in and check out questions, and restorative circles.

Focus on building peer to peer relationships through trust building games and tournaments, restorative circles and mediation.

Revision and implementation of school-wide progressive discipline plan and Active Response Flow Chart with clearly defined Tier 1, Tier 2 and Tier 3 interventions, teacher best practices and administrator best practices.

Utilization of Pio Pico's Data Based Decision Making Procedure during COST meetings to identify students in need of additional tiered support.

A strong network of school counselors, restorative practice coach, and staff will provide a welcoming and inclusive environment through social-emotional supports, mental health resources, anti-bullying awareness, and suicide prevention.

Increase of student centered events and incentives to increase students sense of belonging and school connectedness which include a Student Leadership Committee, Excellent Work Habits and Social Skills Club and Paloma Bucks as a school-wide incentives.

Celebrate student successes with student recognition for growth, improvement and excellence in the area of behavior, attendance and academics.

Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring all staff engage in culturally proficient interactions with the public at all times. The Wellness Center and front office will serve as a resource center for our families.

Additionally, we will provide outreach to students, staff and parents to establish welcoming and inclusive school environments via suicide prevention, anti-bullying awareness, restorative circles and school-based wellness resource centers.

Provide daily Social Emotional Learning Curriculum to all students, to ensure health and safety, mental well-being, and support self-esteem.

Ensure effective and efficient emergency response and preparedness with fire, earthquake, and lock down drills and annual revision of the School Safety Plan.

Ensure activity monitors are highly qualified, trained, supported, and able to provide appropriate student supervision before and after school as well as during recess and lunch periods.

Periodic communication with parents will be imperative. Parents and school community will receive trimester school reports on the supports provided to students and behavior/attendance data.

In addition, the following strategies/activities will take place:

BAAM COST (Mental Health, Academic, Behavior, Attendance)

COST for Academic

SST

Understanding IEPs , 504 & GATE Plans

All staff will greet parents and visitors

Staff Challenges

Morning Check-In with students

Student Check-Out at the end of the day

School Swag including T-shirts and Stickers

Staff Mentors for students

Pep Rallies

Spirit Weeks

Students will engage in cultural experiences and become "Global Explorers" by visiting various booths to learn about difference countries as well as experience content connections to a variety of cultures.

Posters- Banners promoting Core Values

COST Mental Health

Mirror Affirmation

Anti-Bullying Awareness

Parent meeting on Mental Health Topics

Influence of social media

We Care Campaign-Suicide Prevention

Provide Self-Care reminders

Healthy and Physically Fit Campaign

100% Trimester Teacher/Staff Attendance- 2 hours of planning & \$50 school supplies

COST for Attendance

"Kinder and 1st Grade Focus

Provide monthly attendance reports and research on attendance, Monthly HW to reinforce the importance of attendance (coloring page, project, etc.)"

School Wide Attendance Daily Challenge- 100% attendance on 1 day. Every student will receive a special treat.

Student Attendance Recognition: Bulletin Board -Leaderboard

Trimester Certificates for Awesome Attendance

Trimester Certificates for Perfect Attendance

Individual Perfect Attendance: Popsicles (tardies do not count)

End of Trimester Attendance Party- individual students at 97% and above

Classroom Perfect Attendance- coloring sheet

\$1 Paloma Buck for every student when classroom has attendance rate of 97% and above for the week

Grade Level at 97% attendance- monthly incentive

Whole School 97% attendance: incentive

Parents receive message and enter for a drawing for a \$25 gift card for perfect attendance for the month

Send ParentSquare message congratulating parents on attendance improvement and overall good attendance- Post card

SART Parent Meeting and Attendance Contract

Lunch Bunch with Mrs. Alexander- Students requiring Tier III supports

Leader in Me

Teach problem solving skills
Brag Tags
Get raffle ticket for 100% HW completion – and chance to win a prize
Second Chance Breakfast
Provide more structured recess/lunch
Soaring to Success: Unstructured Time
Professional Development for activity monitors
Know Go Curriculum
Annually update safety plan
Hold drills to ensure effective and efficient emergency response
After a drill communicate with families regarding the drill.
Trauma Informed Practices
Professional development on restorative practices
Professional development strategies and tools to redirect behaviors
COST for Behavior
Classroom PBIS Matrix
First month of school focus on teaching expected behavior
SIRs and ODRs to document behavior
Second Step Daily SEL Lessons
Counselor Classroom Lessons
Small group social skills with counselor
Families volunteering at Recess and Lunch to play with students
Access to counselor referral form
Student Leadership- every classroom should have a representative
Student Mentors
Student Clubs: Math Club, Robotics, Walking Club, Gardening, Sports
Anonymous suggestion box
Paloma Bucks
Paloma Store
Paloma de Paz for the Week
Student Recognition Visible to school community- Big TV in front of the Office and social media
E-Club: students are recognized for receiving E's on their report card

Budgeted Amount:

Strategy/Activity 2

Through the COST process the team will review and analyze data to understand the needs and supports required to help both students and staff.

Provide mental health support to identified students as needed for one on one and small group sessions.

Counselors will provide targeted social skills lessons to students identified of requiring additional supports.

Provide student support from a Restorative Practice coach to mediate student concerns, facilitate restorative circles, and provide small group and whole class social emotional lessons.

Implement procedures to ensure homeless, migrant and foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school community connectedness and collaboration.

Use data to monitor the effectiveness and fidelity of our interventions.

Hold parent meetings to offer support in the areas of attendance, academics, and social emotional support.

The PBIS committee will provide teachers with a kit of tools and strategies to support and de-escalate unwanted behaviors.

Parents with children requiring Tier II and/or Tier III will be communicated in a timely manner and will be involved as partners to best meet the needs of students.

Budgeted Amount:

5,000

Strategy/Activity 3

Pio Pico will establish and maintain an active Attendance COST team to ensure students needs are met in a timely manner. The attendance COST team must include the FACE Liaison.

The Attendance COST Team will reaching out to families and support them to ensure all students arrive at school on time!

Attendance incentive and supports will be put in place. For example: Students with 100% weekly attendance- 0 absences and 0 tardies will get an Otter Pop every Friday. Classrooms with a weekly attendance rate of 95% or above will receive \$1 for each student. If the whole school achieves a weekly attendance rate of 95% or above students will have the option of throwing water balloons, silly string or whip cream pies at the school principal.

High and Chronic Attendance will also be targeted. TOSA will meet with students during their lunch time to help motivate them and solve attendance issues. High absenteeism students will be receiving a dog tag necklace charm every 10 days that they are present at school. Chronic absenteeism students will receive an incentive chart and stickers to award themselves when they come to school. After 5 days present, they receive \$5 Paloma Bucks.

Parent meetings will be held to provide information to parents on best practices for bedtime and morning routines as well as point out the benefits of students attending class every day on time.

Budgeted Amount:

Total Expenditures

5,000.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Students will be proficient readers and writers in Spanish and English by the end of third grade and all students will engage in literacy practices that will prepare them for college and careers. We will ensure all our students have mastered the foundational literacy skills including print concepts, phonological awareness, phonics, and word recognition. We will provide all students with a rigorous literacy program that includes complex text, regular analysis of fiction, and informational text in order for students to engage in meaningful extended discourse, in which students prove ideas with facts and negotiate meaning utilizing academic language. We will design and deliver culturally responsive and standards based core curriculum and instruction that is aligned with Teaching for Biliteracy and with the premise that conceptual, analytic, and language practices develop simultaneously as students engage in disciplinary learning, and instruction that amplifies expectations, concepts, texts, and learning tasks.

Strategy/Activity 1

Provide rigorous first best instruction that is standards-based. The following serve as evidence-based educational practices to raise student achievement: The lesson architecture includes the three moments of a lesson: 1. Preparing Learners, 2. Interacting with text, and 3. Extending

understanding, organizing content to teach universal themes and big ideas, providing a balanced literacy program which includes reading, word study, and writing, well-constructed and enacted student interaction to explore concepts, ideas and deepen understanding, provide substantive and generative disciplinary practices, deliberate and contingent scaffolding, use of literacy best practices (ie: close reading, chunking of complex text, use of text-dependent questions, and writing prompts), use of Thinking Maps, SDAIE, and QTEL strategies.

Ongoing instructional assistance and support for teachers will be facilitated by the administrator and instructional coach. They will: support teachers when analyzing student data and program monitoring to make informed instructional decisions, model lessons and debrief with teacher to strengthen teacher practice, provide one-on-one teacher coaching and collaboration to support effective, differentiation, literacy-embedded lesson planning, and other needs based on data or teacher request.

Strengthen and expand a high quality Spanish dual language immersion program adhering to the Guiding Principles of a Dual Language Education Program and Teaching for Biliteracy.

Maintain a comprehensive and integrated approach to English/Spanish Language Arts and English Language Development to build strong foundational literacy skills.

Routinely engage students in meaningful tasks that require sustained academic discourse and collaboration that fosters critical thinking and analyze student data to meet their specific needs.

Provide engaging and authentic text in Spanish and access to higher level Spanish and English texts to support vocabulary development.

Professional development for all teachers will focus on: administration and use of SBAC, MAP, interim assessment and other assessment data to determine student needs, GATE identification and strategies, strategies to support sustained student academic discourse, implementation of the principles of Quality Teaching for English Learners (QTEL) and SAUSD's framework for Teaching and Learning, utilize QTEL strategies to design instruction to support English Learners, understanding and implementation of MTSS framework to support all students.

To facilitate the integration between science/social and language arts teachers will receive professional development on Project Lead the Way and Document Based Questioning as well as materials for unit development.

Recognize students for achievement and growth in reading for Spanish and English reading.

Increase access to school library books in both Spanish and English in a variety of grade levels and interests.

Provide newsletter to school community to share academic progress of students and highlight supports provided.

Budgeted Amount:

Strategy/Activity 2

Implement a robust Multi-Tiered System of Supports framework to provide timely and targeted intervention to all students.

Lead by the instructional coach, teachers will review and analyze multiple data points to determine the area of need and best targeted intervention that needs to be provided. Instructional assistants will push in to classrooms to support implementation of targeted intervention during the instructional day.

Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards. Students will utilize technology to create and demonstrate understanding of concepts learned.

Monitor and motivate student use of online programs to improve student learning.

Provide support for targeted students within all sub-groups with extended learning opportunities, such as after school interventions and tutoring based on diagnostic data.

Budgeted Amount:

30,000

Total Expenditures

30,000.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

We will design and deliver culturally responsive and standards based core curriculum and instruction that is aligned with Teaching for Biliteracy and with the premise that conceptual, analytic, and language practices develop simultaneously as students engage in disciplinary learning, and instruction that amplifies expectations, concepts, texts, and learning tasks.

English learners will be provided with integrated and designated English Language Development instruction at their instructional level and above with scaffolds in order to gain full access to high quality English language arts, math, science, and social studies content, as well as other subjects. In order to develop language and cognition in academic contexts, students will interact in meaningful ways, learn about how English works, and use foundational literacy skills.

Additionally, in order to meet the needs of all English learners, primarily the needs of our low-performing English learners, students will be provided multiple opportunities for academic sustained dialogue and to write in a variety of genres and for varied purposes.

Pio Pico will continue to implement a rigorous 90-10 Spanish dual language immersion program in which content is not taught twice, but rather cross-linguistic skills are developed so students can make connections in both Spanish and English while becoming proficient in both languages.

Strategy/Activity 1

All English Learners will be provided with both integrated and designated ELD instruction throughout the day and across the curriculum. We will implement a robust Multi-Tiered System of Supports framework to provide timely and targeted intervention to all students.

Routinely engage students in meaningful tasks that require sustained discourse and collaboration that fosters critical thinking.

Provide a comprehensive and integrated approach to ELA/SLA and ELD to build strong foundational literacy skills and support the development of language.

To facilitate the integration between Science, Social Studies, and Language Arts teachers will receive professional learning on Project Lead the Way and Document Based Questioning, along

with the materials and supplies to implement instructional practices in the classroom. Teachers will develop and implement integrated units of study to support student mastery.

Strengthen and expand a high quality Spanish Dual Language Academy Program adhering to the Guiding Principles of a Dual Language Education Program, which accelerates English language acquisition.

Teachers will be trained on best practices to support and differentiate instruction for English learners. Staff professional development for all teachers will focus on: administration and use of ELPAC, SAUSD ELD Rubric and other assessment data to determine student needs, implementation of Benchmark Cross Linguistic Transfer kit, strategies to support sustained student academic discourse, implementation of the principles of Quality Teaching for English Learners (QTEL) and SAUSD's framework for Teaching and Learning, utilize QTEL strategies to design instruction to support English Learners, understanding and implementation of MTSS framework to support all students.

Ongoing instructional assistance and support for teachers will be facilitated by the administrator, mentor teachers, TOSA, and instructional coach. They will: support teachers analyze student data and program monitoring to make informed instructional decisions, model lessons and debrief with teacher to strengthen teacher practice, provide one-on-one teacher coaching and collaboration to support effective differentiation, lesson planning and delivery, and other needs based on data or teacher request.

Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners.

Field trips and hands-on tasks will expose EL's to greater English context and motivation to advance in their English language development.

We will provide an enriching environment that encourages English learners.

Third to fifth grade students will participate in data chats in which they will understand what it means to be an English learner and the importance of reclassification. They will receive a profile sheet that provides information on the interim requirements for reclassification. Students will have the opportunity to compare reclassification requirements and their personal achievements as well as develop attainable goals in order to meet requirements for reclassification.

Budgeted Amount:

20,000

Strategy/Activity 2

English learners not demonstrating sufficient progress and understanding in acquiring English in the core academic curriculum will be supported through supplemental English Learner interventions after school.

Students will be given the opportunity to practice academic English that is connected to the curriculum.

Through the COST process EL students will be identified and will be provided with Tier 2 supports, such as National Geographic Reach supplemental curriculum so that students can continue to make progress towards acquiring English.

Budgeted Amount:

Strategy/Activity 3

English learners showing signs of academic struggles due to limited English language fluency will be provided with Tier 3 supports such as National Geographic In the USA supplemental curriculum.

Through the SST process, identification of student need and individual student progress will be monitored to ensure student success.

Budgeted Amount:

Total Expenditures

20,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Students will demonstrate readiness for algebra through high quality, personalized instruction that is focused on conceptual understanding, procedural fluency, and applied knowledge utilizing the district approved core program Math Expressions and Irvine Math Project units with fidelity. We will implement small group differentiated instruction based on student need. Third through fifth grade teachers will implement CAASPP Interim Assessment Blocks to guide math instruction throughout the year.

Strategy/Activity 1

Provide equitable access for all students to a high quality rigorous, CA state math standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. Math Expressions and Irvine Math Project units will be utilized as the core mathematics instructional program.

Provide consistent math instruction which includes a balance of procedural skills and fluency, conceptual understanding, and application. Students will know how (procedural skill and fluency), know why (conceptual understanding), and know when (application).

Provide daily support to strengthen students math fluency with basic facts of addition, subtraction, multiplication and division.

The following serve as evidence-based educational practices to raise student achievement: the lesson architecture includes the three moments of a lesson: 1. Preparing Learners, 2. Interacting with text, and 3. Extending understanding, organizing content to teach universal themes and big ideas, well-constructed and enacted student interaction to explore concepts, ideas and deepen understanding, provide substantive and generative disciplinary practices, simultaneously develop conceptual, analytic and language practices, differentiation of instruction for all students at all levels, deliberate and contingent, SDAIE, and QTEL strategies to support all learners.

Routinely engage students in meaningful math tasks that require sustained academic discourse and collaboration that fosters critical thinking, exploration of mathematical concepts, deep understanding of procedural knowledge and application of math concepts.

Analyze student data to provide students with differentiated instruction, scaffolds and integrated ELD strategies, in order for all students to access the core math program.

Ensure all teachers and principal receive high quality professional development to teach and be knowledgeable of the CA state mathematics standards and can effectively analyze student work and data to plan for instruction that addresses student need.

Staff professional development for all teachers will focus on: administration and use of SBAC, MAP, and other assessment data to determine student need, math habits of practice to support unit and lesson planning , strategies to support sustained student academic discourse, implementation of the principles of Quality Teaching for English Learners (QTEL) and SAUSD's framework for Teaching and Learning, utilize QTEL strategies to design instruction to support English Learners, understanding and implementation of MTSS framework to support all students.

Assistance and support for teachers will be facilitated by the administrator, mentor teachers, TOSA , and instructional coach. They will: support teachers analyze student data and program monitoring to make informed instructional decisions, model lessons and debrief with teacher to strengthen teacher practice, provide one-on-one teacher coaching and collaboration to support effective differentiation, lesson planning and delivery, and other needs based on data or teacher request.

Budgeted Amount:

Strategy/Activity 2

Implement small group differentiated instruction based on student need and utilize supplemental resources such as Khan Academy, ST Math, Imagine Math, and Imagine Math Fluency to support student learning.

Math instructional will be slowed down to ensure students are mastering the required standards at each grade level. Teachers will ensure they represent new concepts concretely first, then have students link the concrete to a representation before moving to the abstract (CRA). By implementing CRA teachers will provide students with multiple opportunities for practice and demonstration to help students achieve mastery of mathematical concepts.

Budgeted Amount:

19,739

Total Expenditures

19,739.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

School Content Area Goal:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

We will increase parent and community involvement by promoting positive relationships with all stakeholders in order to foster open communication, accessibility, and pride in the school. Pio Pico staff will continue to build parent capacity and regard parents as partners in analyzing school data, planning, problem solving and making decisions in order to accomplish our school vision and mission. Our staff is committed to collaborating with a variety of community partners to match resources and services in the community with identified school needs. We will offer virtual and in person parenting classes, monthly principal meetings, monthly ELAC and School Site Council meetings. Parents will also be provided resources and communication on the Parent Square application.

Strategy/Activity 1

We will utilize a family engagement framework to expand family and community engagement programs, extend library hours and increase access to computer resources, support and training for all student subgroups and their families.

We will ensure all families feel valued, welcomed, and are able to provide input. The Family and Community Engagement (FACE) liaison and staff members will provide timely support and resources to families through meetings and conferences.

We will provide clear, consistent and systematic communication in both Spanish and English between all stakeholders and provide a variety of ongoing, systematic, coordinated approaches for nurturing home-school connections to foster student learning.

Our Wellness Center and front office staff will support the connection between families and school in order to support the academic and social emotional well-being of all children.

Home visits are conducted to provide resources and intervention support based on COST recommendations in the areas of attendance, academics, and behavior. The Principal, FACE liaison, school counselors, social worker, and the TOSA conduct the home visits.

We will facilitate meaningful family learning activities that systematically develop understanding of and support for student's academic goals. Furthermore, we will provide families various occasions to partner with the school through various committees and volunteer opportunities.

Provide parenting classes to empower families to advocate for their children as well as provide multiple opportunities for parents and children to learn together.

Support parents to connect with classes and online programs to learn English.

Provide Transitional Kinder (TK) and Kinder parent workshops, matriculation between home/preschool and Kinder, to increase levels of academic success for all students which includes low income pupils, English Language Learners, students with disabilities, and foster and homeless students.

We will ensure parents of English learners have access to and are aware of information related to reclassification criteria and procedures.

The school will provide multiple opportunities for parents and care givers to volunteer at school.

Families will be provided with monthly homework challenges to help the school and home connection.

Parents will be updated on child's online programs progress and provided with opportunities to learn how to support their children with online programs.

Provide parents and school community with periodic data updates on attendance, behavior and academic progress of students in addition to supports available to students.

Budgeted Amount:

30,000

Total Expenditures

30,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	5,000.00
Goal Area 2, English Language Arts	30,000.00
Goal Area 3, English Learner Progress	20,000.00
Goal Area 4, Math	19,739.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	30,000.00
Total Funds Budgeted	104,739