



2020-2021 SAUSD

***LCAP* STAKEHOLDER**

Listening Session

Pio Pico Elementary School

Dr. Lupe Gomez, Principal





TODAY'S OUTCOMES:

1

Better understand the Local Control and Accountability Plan (LCAP)

2

Review **Pio Pico Elementary goals, actions, data, budget, and progress on the current LCAP**

3

Participate in local control by providing input on student programs and funding decisions at **Pio Pico Elementary**



SITE STAKEHOLDER LCAP LISTENING SESSIONS

***PARENT
MEETING***

***SITE STAFF
MEETING***

***STUDENT
FOCUS GROUPS
SITE EXLD SUPPORT***



TIMELINE:

**Site Listening Sessions and
Thought Exchange Window:**

Jan. 11th - Feb. 5th



2021-2024 NEW LCAP TIMELINE:

JULY/AUG 2020

- Implement LCAP/LCA Plan
- Implement new funding
- LCA Plan Board Approved

WINTER 2020-2021

- Site Listening Sessions and Thought Exchange Window: Jan. 11th - Feb. 5th
- Facilitator Training on Thought Exchange: Jan. 7th - 8th

EARLY SPRING 2021

- Review Stakeholder Feedback
- Presentation to the Board (March/April)

LATE SPRING 2021

- Create draft of plan

EARLY MAY 2021

- Complete Plan

JUNE 2021

- Public hearing Adoption of plan
- Submission to OCDE

AUGUST 2021

- Annual report to community, parents, and the board



2020-2021 SAUSD

LOCAL CONTROL ACCOUNTABILITY PLAN





WHAT IS THE LCAP?

The Local Control and Accountability Plan (LCAP) is a three year plan for California school districts. 2021-2022 will be **year 1**.*



Each district's LCAP must include:

- Goals
- Actions
- Measures
- Related Expenditures



LCAP provides services for student subgroups:

- Racial/ethnic subgroups
- Low-income students
- English learners
- Students with disabilities
- Foster youth
- Homeless youth



LCAPs must address the 8 State Priorities:

- Basic Services
- Implementation of standards
- Parental engagement
- Student achievement
- Student engagement
- School climate
- Access to courses
- Other student outcomes

*Due to COVID-19, the new LCAP three-year timeline was pushed back from 2020-21 to 2021-22.



WHY IS LCAP IMPORTANT?



Designed to address the needs of ALL students, including specific student groups such as English learners, foster youth, and low-income students



Aims to improve student outcomes



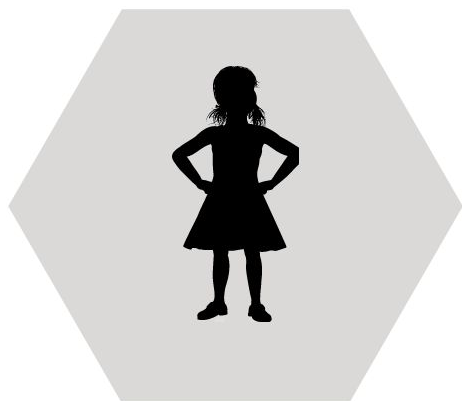
Aligns district goals, actions, and outcomes with California's 8 priorities



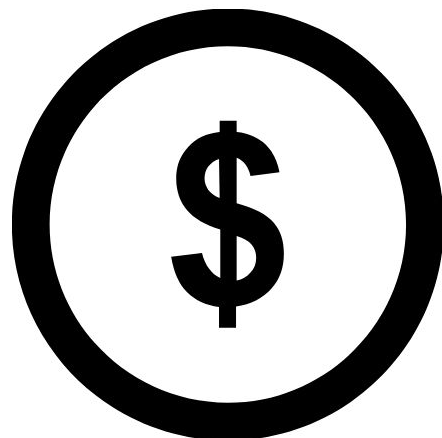


HOW DOES LCFF FUND DISTRICTS?

***PER STUDENT
BASE AMOUNT***



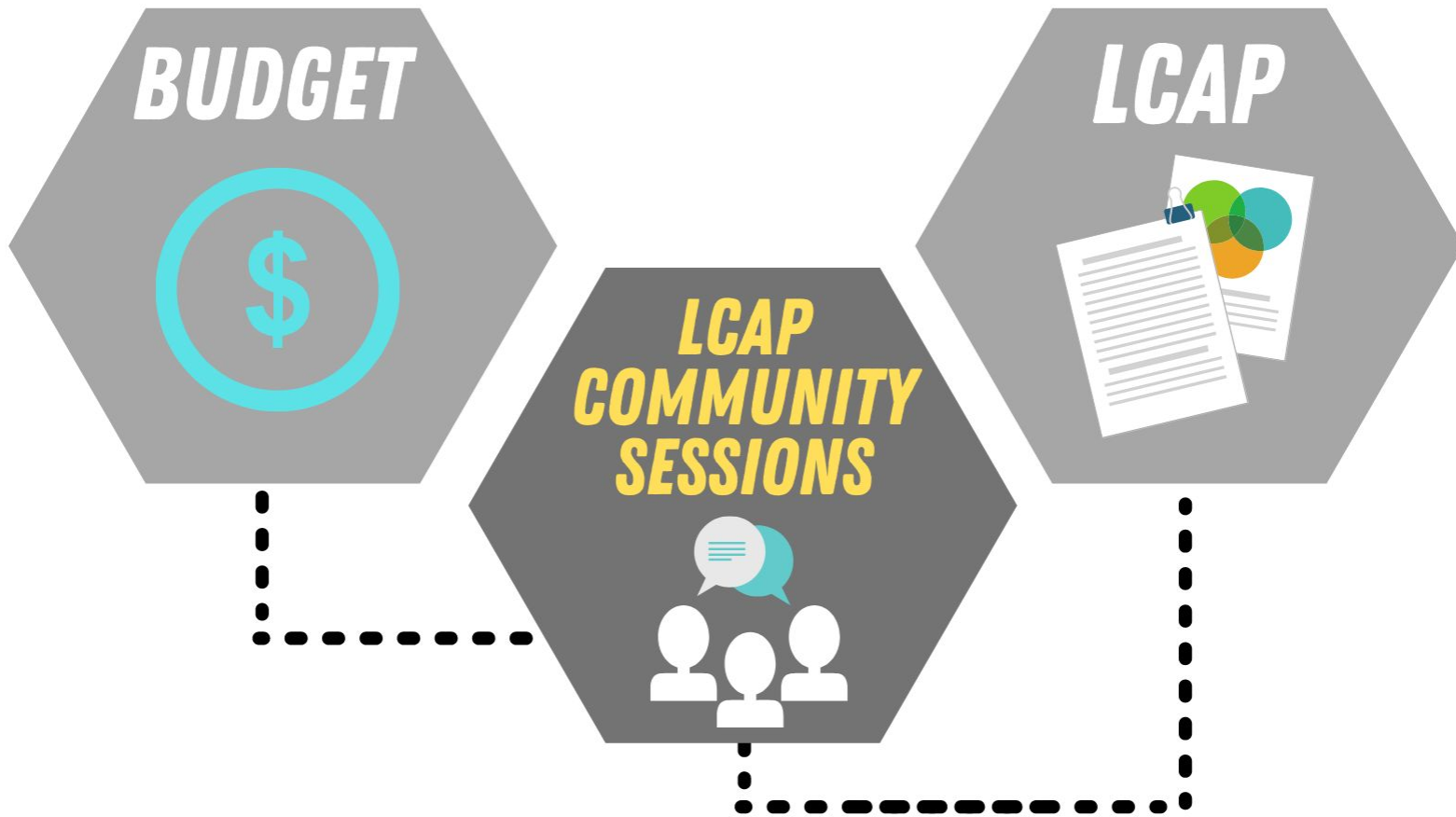
ADJUSTMENTS



Grade level
High Need Demographics
(Low income, English Learner,
and/or Foster Youth)



2020-2021 SAUSD LCAP SUMMARY





2020-2021 SAUSD

CURRENT LCAP GOALS AND PROGRESS INDICATORS





DISTRICT LCAP GOALS

In developing the LCAP for the 2021-2024 cycle, SAUSD will adjust the current LCAP goals to support all students in SAUSD, to improve teaching and learning, and close the achievement gap.



GOAL 1: TEACHING AND LEARNING

All students have equitable access to a high quality curricular and instructional program.



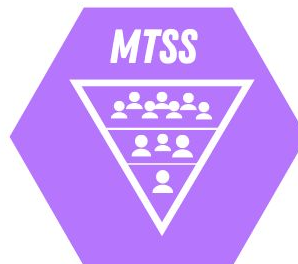
GOAL 2: STAKEHOLDER COMMUNICATION & ENGAGEMENT

Establish collaboration and communication across all levels of the district among students, staff, families, and communities.



GOAL 3: SAFETY & WELLNESS

Embrace and maintain a healthy, safe, secure, and respectful school and working environment for everyone.



GOAL 4: MULTI-TIERED SYSTEMS OF SUPPORT

Implement a system of support that provides responsive support to targeted students within subgroups to meet individual academic, behavioral and social-emotional learning needs.



LCA PLAN ACTIONS

In March, 2020, our community, was impacted by the COVID-19 pandemic. SAUSD took action to address the California priority areas.



IN-PERSON LEARNING

All students have safe and equitable access to a high quality curricular and instructional program during in person learning.



DISTANCE LEARNING

All students have equitable access to a high quality curricular and instructional program during distance learning.



STAKEHOLDER COMMUNICATION AND ENGAGEMENT

Gather input from all stakeholder groups in order to adjust the LCA Plan to meet the needs of students and their families.



HEALTH, WELLNESS, & NUTRITION

- Mental health and social and emotional well-being of pupils and staff
- Student and family pupil engagement, outreach
- Nutritious meals access for all pupils



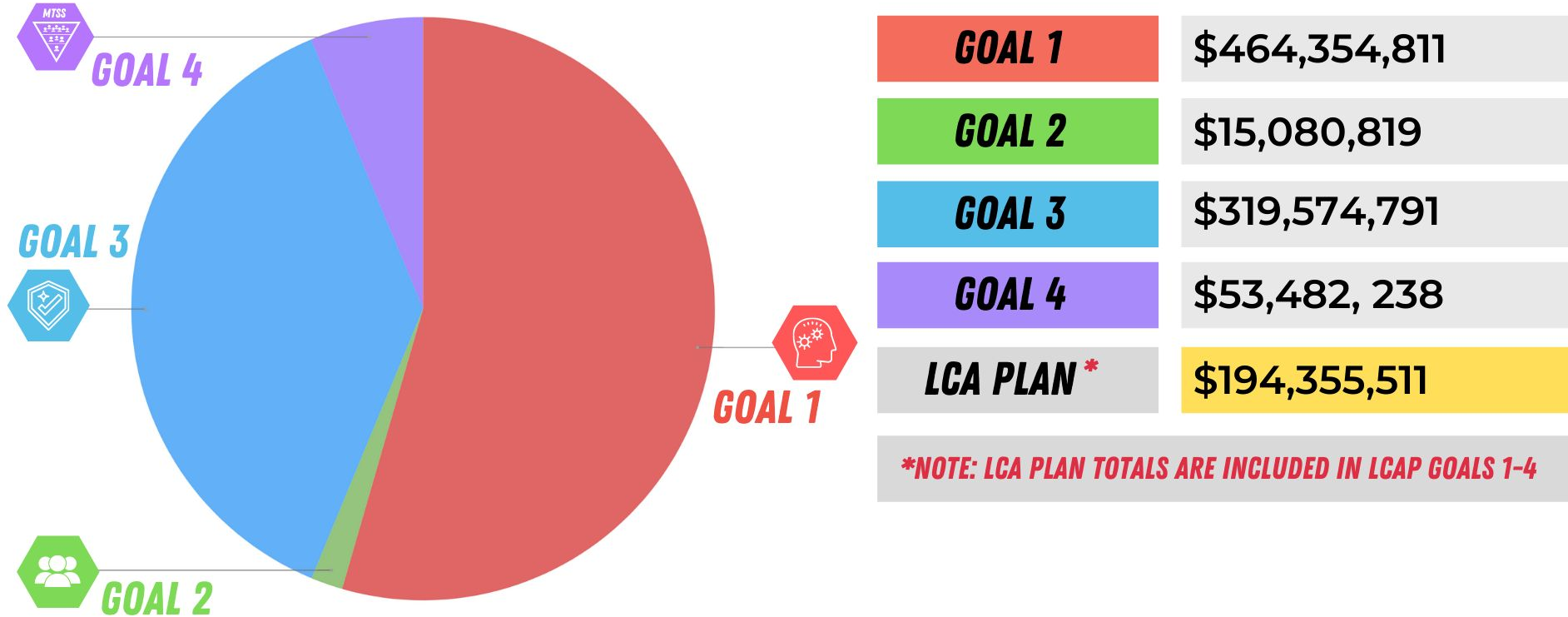
LEARNING LOSS MITIGATION

Identify learning loss and accelerate learning progress for all students as needed.



FINANCIAL POSITIONS - LCAP ACTIONS

Financial Positions Santa Ana USD Districtwide





MEASURING LCAP PROGRESS

3,548,000
MEALS SERVED

90.4%
**GRADUATION
RATE**

76%
**POST SECONDARY
ENROLLMENT**

97%
**STUDENT
ATTENDANCE
RATE**

53%
**AP PASSAGES
FOR 12TH GRADERS**

15,030
1:1 DEVICES
22,400
**HOT SPOTS
INCREASED
CONNECTIVITY**

56
WELLNESS CENTERS



FINANCIAL POSITIONS - LCAP ACTIONS

Pio Pico Elementary

<i>GOAL 1</i>	\$524,149.45
<i>GOAL 2</i>	\$47,967.37
<i>GOAL 3</i>	\$11,315
<i>GOAL 4</i>	\$102,125.40
<i>TOTAL</i>	\$685,557.22





MEASURING LCAP PROGRESS

Pio Pico Elementary

[View Additional Reports](#)[Show School Details](#)

PIO PICO ELEMENTARY

Student Population

YEAR: 2020

Explore information about this school's student population.

LEARN MORE

Enrollment

512

[View More Information](#) →

LEARN MORE

Socioeconomically
Disadvantaged

90.6%

LEARN MORE

English Learners

69.3%

LEARN MORE

Foster Youth

0.4%



MEASURING LCAP PROGRESS



- Home
- About ▾
- State Summary
- Search
- More Information
- Select Language ▾

SCHOOL PERFORMANCE OVERVIEW

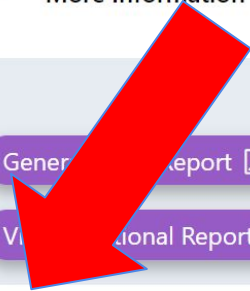
Pio Pico Elementary

Explore the performance of Pio Pico Elementary under California's Accountability System.

General Report 📄

Visual Reports 📊

2019



Chronic Absenteeism



Green

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Yellow

Mathematics



Orange



2020-2021 SAUSD

LISTENING SESSION





OUR RESPONSE TO COVID-19 PANDEMIC

#5

ENSURE ACCESS FOR ALL STUDENTS TO HIGH QUALITY INSTRUCTION THROUGH DISTANCE AND IN-PERSON LEARNING, NUTRITIOUS MEALS, AND PROVIDE SERVICES TO PROMOTE STUDENT AND FAMILY ENGAGEMENT AND SOCIAL EMOTIONAL WELLNESS.

- **What are we doing last year and this year?**
 - accessibility to technology (hotspots and 1-1 devices)
 - student connectedness
 - student engagement
 - connect families to resources
 - online interventions
 - opened Learning Labs
 - teachers are holding family meetings
 - provided parents with academic progress updates
 - provided alternatives to online work for families with connection issues
 - provided homework assistance to students



TEACHING AND LEARNING

#1



ALL STUDENTS HAVE EQUITABLE ACCESS TO A HIGH QUALITY CURRICULAR AND INSTRUCTIONAL PROGRAM.

- **What our school did last year and what we are doing this year:**
 - **High quality instruction and academic rigor for ALL students**
 - **Spanish Dual Language Instructional Program**
 - **Provide integrated and designated ELD instruction**
 - **Engage students in meaningful tasks that require sustained discourse and collaboration that foster critical thinking**
 - **Balanced math instruction: procedural skills and fluency, conceptual understanding, and application (how, why, and when)**
 - **DBQ (Document Based Question) and Mystery Science**
 - **Professional Learning for teachers:**
 - **Math habits of practice to support lesson planning**
 - **Quality Teaching for English Learners (QTEL)**



TEACHING AND LEARNING

#1



ALL STUDENTS HAVE EQUITABLE ACCESS TO A HIGH QUALITY CURRICULAR AND INSTRUCTIONAL PROGRAM.

• How are we doing so far?

READING PLUS

HOME

PIO PICO ELEMENTARY SCHOOL

Overview

Usage

Progress

Motivation

Skills

Assessment



Site Reading Progress Report

Print / Download

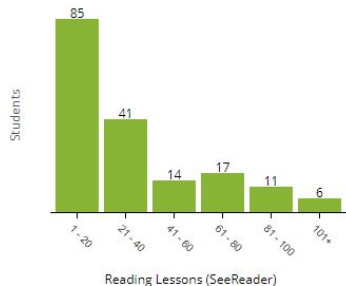
Filter By: Time Period Class Grade # Lessons More Filters

Time Period: All Completed Weeks



Use

234 Students Enrolled
174 Students Active



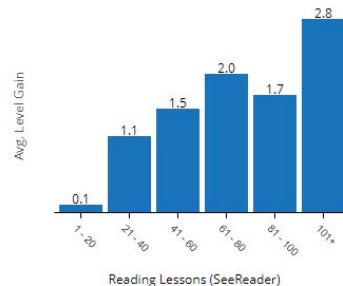
Silent Reading Fluency Gains

+17 wpm Average Rate Gain
17% Reading At/Above Rate Target



Reading Level Gains

13% Reading At/Above Grade
8% Reading One Level Below Grade





QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 1: TEACHING AND LEARNING

ENSEÑANZA Y APRENDIZAJE

What is the school doing well in academics and instruction?

What can the school do differently to improve academics and instruction (Is there something we need to add, change, or improve)?



STAKEHOLDER COMMUNICATION & ENGAGEMENT #2



ESTABLISH COLLABORATION AND COMMUNICATION ACROSS ALL LEVELS OF THE DISTRICT AMONG STUDENTS, STAFF, FAMILIES, AND COMMUNITIES.

- **What our school did last year and what we are doing this year:**
 - Facilitate meaningful family learning activities such as Family Nights: Math and Literacy
 - Provide multiple opportunities for parents and children to learn together and provide parenting classes to empower families to advocate for their children
 - Provide a variety of approaches for nurturing home-school connections to foster student learning
 - Home visits to assist with technology, attendance, work completion and other supports needed
 - ParentSquare
 - Teacher Weekly Messages, Principal Monday Morning Message, Friday FACE newsletter
 - FACE worker and Wellness Center
 - Monthly Parent Meetings and Monthly Cafecito con la Directora Meetings



STAKEHOLDER COMMUNICATION & ENGAGEMENT #2



ESTABLISH COLLABORATION AND COMMUNICATION ACROSS ALL LEVELS OF THE DISTRICT AMONG STUDENTS, STAFF, FAMILIES, AND COMMUNITIES.



Staying Connected Pío Pico Elementary Impact Report

OCTOBER-DECEMBER 2020



Academic Support

104

SAUSD families received Academic Support (connected to resources 1:1, referred, and participated in capacity building workshops)



Technology Support

91

SAUSD Families received TECHNOLOGY SUPPORT (capacity building workshops in Aeries, Email, Parent Square, & more)



185

TOTAL STUDENTS, SAUSD STAFF, AND FAMILIES REFERRED TO RESOURCES THROUGH 1:1 CONNECTIONS

Your Family and Community Engagement (FACE) team's overall focus is linked to learning. Research shows that in order for our students to be ready to learn, their basic needs must be met first and in turn be able to succeed academically and emotionally.

OUTREACH to **19,670**
Families, Staff, and the Community

Informed all stakeholders about capacity building opportunities related to Physical Health, Mental Health, Child Development, Academic Expectations, Engagement & Personal Development



21 WORKSHOPS

Provided Workshops related to Physical Health, Mental Health, Child Development, Academic Expectations, Engagement & Personal Development



174 ATTENDEES
VIA ZOOM, AVERAGE
ATTENDANCE: **8**



QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 2: STAKEHOLDER COMMUNICATION AND ENGAGEMENT

COMUNICACIÓN Y PARTICIPACIÓN DE LOS COLABORADORES

What is the school doing well in its communication and engagement (emails, events, newsletters, etc.)?

What can the school do differently to improve its communication and engagement (how can they get you more involved and share information with you)?



SAFETY AND WELLNESS

#3



EMBRACE AND MAINTAIN A HEALTHY, SAFE, SECURE, AND RESPECTFUL SCHOOL AND WORKING ENVIRONMENT FOR EVERYONE.

- **What our school did last year and what are we doing this year:**
 - PBIS and Restorative Practices culture to strengthen relationships with students
 - Social Emotional Learning a minimum of 20 minutes a day in every classroom (purchased Second Step)
 - Zones of Regulation, Character development, social skills development
 - Restorative Practices Coach
 - Western Youth Services Counseling
 - Suicide Prevention and anti-bullying awareness campaigns
 - Great Kindness Challenge Week
 - Annually update our emergency response and preparedness (fire, earthquake, lock down, etc.)



SAFETY AND WELLNESS

#3



EMBRACE AND MAINTAIN A HEALTHY, SAFE, SECURE, AND RESPECTFUL SCHOOL AND WORKING ENVIRONMENT FOR EVERYONE.

- How are we doing so far?



Check-in Student Survey

How did students perceive their own social-emotional skills?

Survey Context

Note: Please confirm that you are looking at "Fall 2020" survey results (see top right corner for Survey Year).

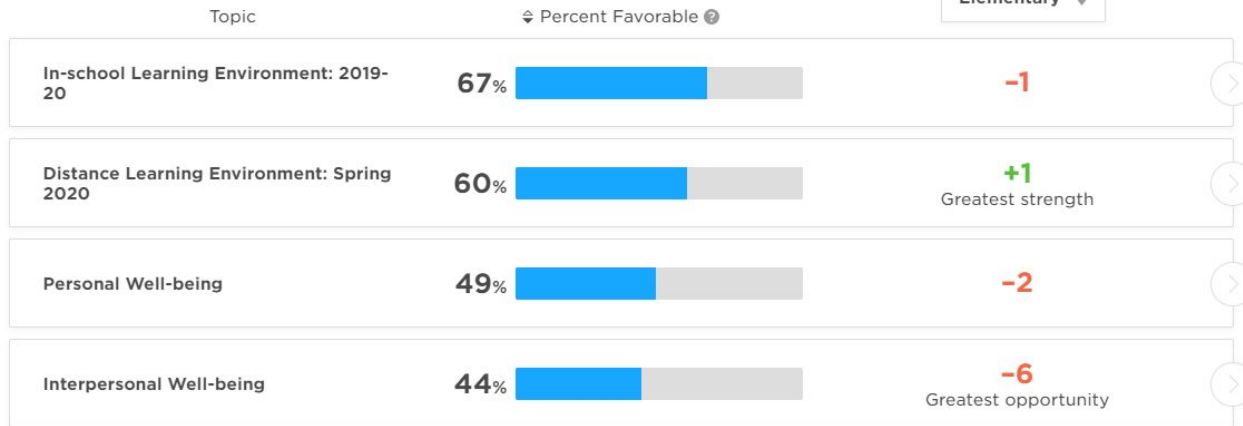
CORE Well-Being Survey

161 responses | [show breakdown](#)

Save as PDF

Compared to ?

Elementary





SAFETY AND WELLNESS

#3



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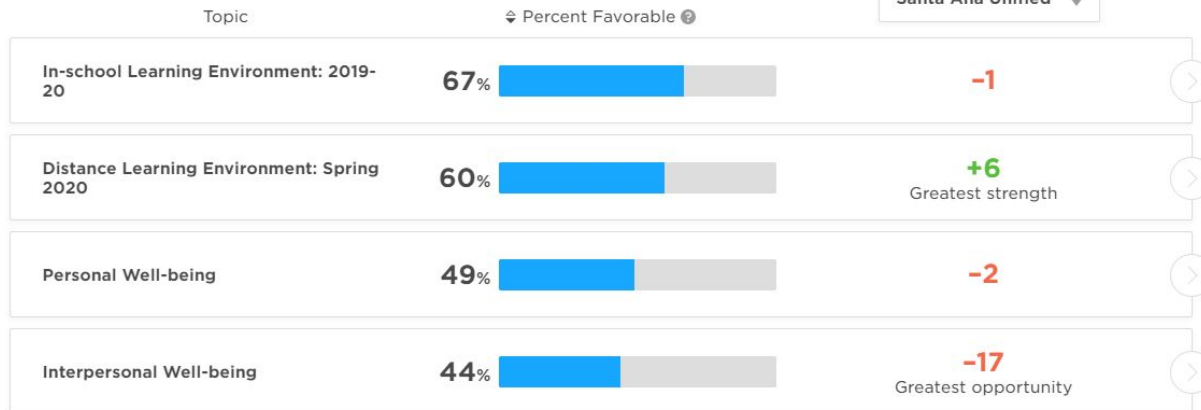
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Save as PDF

Compared to ?

Santa Ana Unified





SAFETY AND WELLNESS

#3



EMBRACE AND MAINTAIN A HEALTHY, SAFE, SECURE, AND RESPECTFUL SCHOOL AND WORKING ENVIRONMENT FOR EVERYONE.

- **How are we doing so far?**

QUESTION

› When you were learning from home this past spring, about how much time did you spend each day on schoolwork?

26 %

responded favorably



QUESTION

› When I have a problem, I can come up with lots of ways to solve it.

36 %

responded favorably



QUESTION

› Are there students at your school who would help you if other students are being mean to you?

39 %

responded favorably



QUESTION

› When I need help, I find someone to talk to.

40 %

responded favorably





SAFETY AND WELLNESS

#3



EMBRACE AND MAINTAIN A HEALTHY, SAFE, SECURE, AND RESPECTFUL SCHOOL AND WORKING ENVIRONMENT FOR EVERYONE.

- **How are we doing so far?**

QUESTION

› Last year at school, did your teachers treat you with respect?

90 %
responded favorably



QUESTION

› how often did your teacher have online lessons with the class?

80 %
responded favorably



QUESTION

› how often did you join online learning lessons with your teacher?

79 %
responded favorably



QUESTION

› Last year at school, did your teachers work hard to help you with your schoolwork when you needed it?

77 %
responded favorably





QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 3: SAFETY AND WELLNESS

SEGURIDAD Y BIENESTAR

What is the school doing well to promote safety and wellness (programs, procedures, facilities)?

What can the school do differently to improve safety and wellness (how can the school make students feel safer and improve its wellness program)?



TIERED INTERVENTIONS & SUPPORTS

#4



IMPLEMENT INTERVENTIONS AND SUPPORT THAT PROVIDES RESPONSIVE SUPPORT TO TARGETED STUDENTS WITHIN SUBGROUPS TO MEET INDIVIDUAL ACADEMIC, BEHAVIORAL AND SOCIAL-EMOTIONAL LEARNING NEEDS.

- **What our school did last year and what we are doing this year:**
 - Robust Multi-Tiered System of Supports framework to provide timely and targeted interventions
 - Diagnostic assessments to all TK- 5th grade students 3xs a year
 - English learners have data chats with the principal to set goals and action plan
 - Online intervention programs (Imagine Learning, Lexia, Reading Plus)
 - Three (3) Instructional Assistants to support students and provide interventions
 - Reading intervention programs (Read Naturally, Pacific Learning)
 - ELD intervention program (National Geographic Reach, National Geographic In the USA)



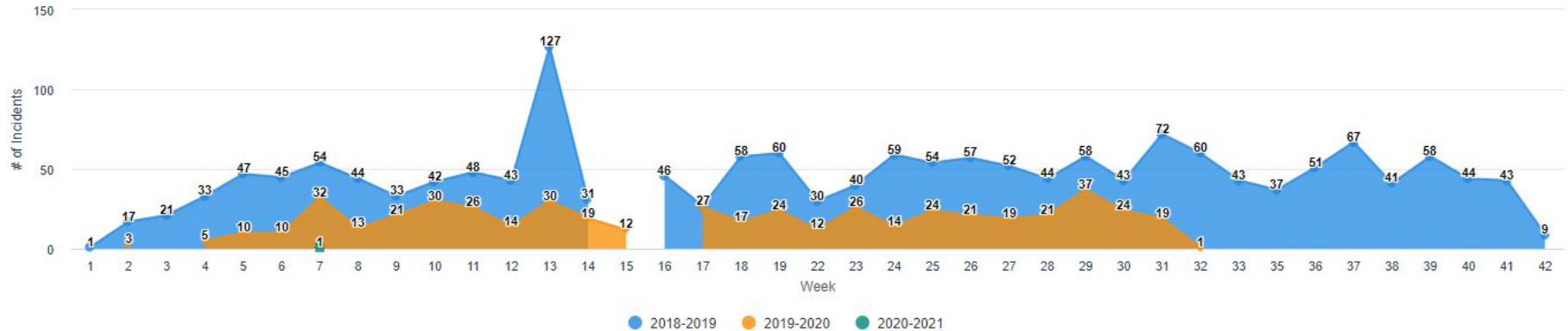
TIERED INTERVENTIONS & SUPPORTS

#4



IMPLEMENT INTERVENTIONS AND SUPPORT THAT PROVIDES RESPONSIVE SUPPORT TO TARGETED STUDENTS WITHIN SUBGROUPS TO MEET INDIVIDUAL ACADEMIC, BEHAVIORAL AND SOCIAL-EMOTIONAL LEARNING NEEDS.

The weekly trend of incident occurrences over the last 3 years.





QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 4: TIERED INTERVENTION AND SUPPORTS

NIVELES DE INTERVENCIÓN Y APOYO

What is the school doing well to support student needs (social, emotional, behavioral)?

What can the school do differently to better support student needs?



NEXT STEPS...

Visit Thought Exchange

THANK YOU!





ACCESSING THOUGHT EXCHANGE



- LCAP Goal Area 1: <https://my.thoughtexchange.com/287380946>
- LCAP Goal Area 2: <https://my.thoughtexchange.com/860344827>
- LCAP Goal Area 3: <https://my.thoughtexchange.com/401058813>
- LCAP Goal Area 4: <https://my.thoughtexchange.com/649510246>