

Pio Pico Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Pío Pico Elementary
Street	931 West Highland Street
City, State, Zip	Santa Ana, CA 92703-4809
Phone Number	(714) 972-7500
Principal	Dr. Lupe Gomez
Email Address	lupe.gomez@sausd.us
School Website	https://www.sausd.us/piopico
County-District-School (CDS) Code	30-66670-6109904

2023-24 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website	www.sausd.us

2023-24 School Description and Mission Statement

At Pío Pico Elementary School we are empowering students to become global citizens driving positive change and enhancing living conditions worldwide.

Nestled on West Highland Street, between South Bristol Street and South Flower Street in Santa Ana, Pío Pico Elementary proudly stands as a beacon of academic excellence and cultural celebration. We offer a rich dual language learning experience for our scholars. Our program is meticulously designed to strengthen biliteracy, foster academic proficiency in both Spanish and English, and nurture a profound socio-cultural understanding, instilling pride in their heritage.

Our commitment to personalized, student-centered instruction drives accelerated learning, enabling each student to unlock their full potential and thrive in a competitive global economy. Guided by a framework of research-based strategies, such as Positive Behavior Interventions and Supports (PBIS), and Restorative Practices, the Pío Pico learning community serves as a safe haven for academic and personal growth. We actively promote student engagement through initiatives like Circulos de Paz, Student Leadership, and Social Skills Clubs, empowering every student to become confident participants in both their school and wider community.

Dedicated to the holistic development of each student, every member of the Pío Pico family works tirelessly to ensure that all scholars have access to the necessary academic and socio-emotional support, paving the way for lifelong success.

Pío Pico Vision

ALL Pío Pico students and staff wholeheartedly embrace and exemplify the core values of integrity, empathy, effective communication, and determination as the bedrock of our character.

We firmly believe that a quality education is an undeniable human right, and it is up to all the community partners to ensure ALL students have access to a rigorous academic program.

ALL scholars actively engage in rigorous grade-level work to establish a deep and solid foundation of knowledge. ALL students are biliterate, they understand, speak, read, and write proficiently in both Spanish and English. They apply this knowledge across various contexts, drawing upon it to form connections and make well-informed decisions.

2023-24 School Description and Mission Statement

ALL students demonstrate effective collaboration, communication skills, and emotional intelligence.

ALL students develop and enhance their social, emotional, cultural, and global competence. They demonstrate a deep appreciation for multiculturalism and linguistic diversity, while cultivating positive attitudes about themselves and others from an unbiased perspective. Rather than viewing differences as obstacles, they embrace them as opportunities to connect.

We empower ALL students to become global citizens who drive positive change and enhance living conditions worldwide.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	77
Grade 2	45
Grade 3	84
Grade 4	71
Grade 5	69
Grade 6	16
Total Enrollment	436

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
American Indian or Alaska Native	0.2%
Black or African American	0.2%
Hispanic or Latino	99.3%
White	0.2%
English Learners	72.7%
Homeless	8.5%
Migrant	1.6%
Socioeconomically Disadvantaged	93.1%
Students with Disabilities	15.4%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	100.00	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.00	0.00	177.80	9.16	18854.30	6.86
Total Teaching Positions	19.00	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	100.00	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.50	1.15	11953.10	4.28
Unknown	0.00	0.00	127.30	6.20	15831.90	5.67
Total Teaching Positions	21.40	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. On September 26, 2023, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected

September 26, 2023

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2023	TCI, <i>Social Studies Alive!</i>	K-5

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Core Connections</i>	6-8
Language Arts		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval & Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	8

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report				6/5/2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	1ST FLOOR/K2: HOLES ON WALLS -WO #113345 TOILET MISSING CAP -WO #113341 1ST FLOOR/RM 2: HOLES ON WALLS -WO #94352 DRINKING FOUNTAIN OVER SPRAYING -WO #113341 1ST FLOOR/RM 3: HOLES ON WALLS -WO #94352 SINK NEEDS AERATOR -WO #113341 1ST FLOOR/RM 5: HOLES ON WALLS -WO #94352 WALL PAPER PEELING ON RIGHT SIDE -WO #94352

School Facility Conditions and Planned Improvements

				<p>B1: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B12: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B2: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B3: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B4: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B5: EXTERIOR PLANKS ARE WARPING -WO #111700</p> <p>B7: DOOR HANDLE BROKEN -WO #95407</p> <p>MPR: LOOSE RAIL BY RAMP -WO #113345</p> <p>RM 25: WALL PAPER SEAMS ARE SPIT BY TEACHER DESK -WO #94352</p> <p>RM 30: CHIPPED CORNER EDGE BY SINK -WO #113345</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			<p>1ST FLOOR/K3: LOOSE LIGHT FIXTURE -WO #113346</p> <p>RM 22: LOOSE LIGHT FIXTURE -WO #113346</p> <p>SPEECH RM: WALL SENSOR NOT WORKING -WO #113346</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>1ST FLOOR MEN RR: TOILET NEEDS SILICON & TOILET ON RIGHT IS LEAKING -WO #113341</p> <p>1ST FLOOR WOMEN RR: TOILETS NEED SILICON & TOILET IS LEAKING -WO #113341 FAUCET IS LOOSE -WO #113341</p> <p>1ST FLOOR/K1: FAUCET OVERSPILL & LEAK ON SINK -WO #113341 TOILET MISSING SCREW -WO #113341</p> <p>1ST FLOOR/K2: HOLES ON WALLS -WO #113345 TOILET MISSING CAP -WO #113341</p> <p>1ST FLOOR/RM 2: HOLES ON WALLS -WO #94352 DRINKING FOUNTAIN OVER SPRAYING -WO #113341</p> <p>1ST FLOOR/RM 3: HOLES ON WALLS -WO #94352 SINK NEEDS AERATOR -WO #113341</p> <p>2ND FLOOR BOYS RR: MISSING CAP ON SINK -WO #113341 TOILET LEAKING ON LEFT SIDE -WO #113341</p> <p>2ND FLOOR STAFF RR: TOILET NEEDS SILICON -WO #113341</p> <p>BOYS RR/LUNCH AREA: SINK NEEDS SILICON -WO #113341</p> <p>GIRLS RR/LUNCH AREA: SINKS NEEDS SILICON -WO #113341 LAST STALL TOILET NEEDS SCREWS & TOILET IS LEAKING -WO #113341</p> <p>HALLWAY RR: FAUCET HAS LOW WATER PRESSURE -WO #113341</p> <p>LIBRARY: ONLY COLD WATER HANDLE ON SINK WORKS -WO #113341</p> <p>LUNCH AREA: CLOGGED DRINKING FOUNTAIN -WO #113341</p>

School Facility Conditions and Planned Improvements				
				RM 21: FAUCET NEEDS AERATOR -WO #113341 RM 23: FAUCET HAS LOW WATER PRESSURE -WO #113341 RM 24: FAUCET NEEDS AERATOR -WO #113341 RM 29: FAUCET NEEDS AERATOR -WO #113341 RM 31: FAUCET HAS LOW WATER PRESSURE -WO #113341 TEACHERS LOUNGE: SINK FAUCET LEAKING -WO #113341
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			1ST FLOOR/RM 5: HOLES ON WALLS -WO #94352 WALL PAPER PEELING ON RIGHT SIDE -WO #94352
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	20	31	32	47	46
Mathematics (grades 3-8 and 11)	13	14	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	242	99.59	0.41	19.83
Female	127	127	100.00	0.00	22.05
Male	116	115	99.14	0.86	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	243	242	99.59	0.41	19.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	158	157	99.37	0.63	8.28
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	13.04
Military	--	--	--	--	--
Socioeconomically Disadvantaged	237	237	100.00	0.00	19.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	51	100.00	0.00	1.96

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	243	100.00	0.00	14.40
Female	127	127	100.00	0.00	11.02
Male	116	116	100.00	0.00	18.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	243	243	100.00	0.00	14.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	158	158	100.00	0.00	5.70
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	13.04
Military	--	--	--	--	--
Socioeconomically Disadvantaged	237	237	100.00	0.00	14.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	51	100.00	0.00	3.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.97	7.14	15.30	16.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00	0.00	7.14
Female	35	35	100.00	0.00	5.71
Male	35	35	100.00	0.00	8.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	70	70	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	49	49	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.00	0.00	7.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.6	98.6	98.6	98.6	98.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
<p>At Pío Pico Elementary, we wholeheartedly believe that parents are essential partners in their children's education journey. With open doors and a warm welcome, we actively encourage parental engagement both within the school premises and at home. Recognizing the significance of this partnership, we work closely with families, empowering them to actively participate in their child's learning experience.</p> <p>Understanding that every parent's involvement is unique, we provide a variety of opportunities tailored to their preferences and needs. Our comprehensive approach includes organizing diverse training sessions and workshops, specifically crafted based on the valuable insights and requests from parents. These informative sessions aim to equip families with the necessary tools and knowledge to support their child's academic and personal development at home.</p> <p>Moreover, we prioritize inclusive decision-making through regular School Site Council, English Learner Advisory Committee (ELAC), and Community School Council meetings, providing a platform for parents to voice their opinions and contribute to school policies and initiatives. To ensure continuous improvement, we actively seek parent feedback through thoughtfully designed surveys, enabling us to better understand their perspectives and needs.</p> <p>Additionally, we facilitate focus groups and conduct one-on-one interviews, valuing each parent's unique input and ensuring that all voices are heard. Our goal is to cultivate a collaborative environment where every parent feels valued, respected, and actively engaged in their child's educational journey. By fostering a culture of open communication and inclusivity, we strive to create a meaningful partnership between our school and every family we serve.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	453	102	22.5
Female	233	228	55	24.1
Male	229	225	47	20.9
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	458	449	102	22.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	339	335	71	21.2
Foster Youth	5	5	0	0.0
Homeless	38	38	10	26.3
Socioeconomically Disadvantaged	445	437	98	22.4
Students Receiving Migrant Education Services	8	8	3	37.5
Students with Disabilities	92	91	24	26.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.41	0.87	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0
Female	0	0
Male	1.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.87	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.59	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	0.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.17	0

2023-24 School Safety Plan

Safety Plan Approval Date: Apr. 21, 2023

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	31		3	
2	25		3	
3	25		3	
4	25		3	
5	21	2	1	
Other	23		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	4	
1	13	4		
2	16	4	1	
3	15	2	3	
4	21		3	
5	11	4	2	
Other	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	0
1	26	0	3	0
2	23	0	2	0
3	21	0	4	0
4	18	1	3	0
5	23	2	1	0
6	16	1	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	218

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,810	\$3,801	\$7,010	\$97,432
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-23.7	-17.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	2.9	-2.5

Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,168	\$55,550
Mid-Range Teacher Salary	\$94,508	\$80,703
Highest Teacher Salary	\$122,396	\$109,418
Average Principal Salary (Elementary)	\$155,452	\$137,703
Average Principal Salary (Middle)	\$152,508	\$143,760
Average Principal Salary (High)	\$167,818	\$159,021
Superintendent Salary	\$350,000	\$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

Professional Development

At Pío Pico Elementary, we are dedicated to empowering our educators to excel in their roles as transformative facilitators of student success. We understand the pivotal impact of well-prepared educators in fostering the academic and personal growth of our students. Throughout this academic year, our team has been fully engaged in embracing the Guiding Principles of a Dual Language Education and implementing effective strategies for Teaching for Biliteracy.

Our esteemed faculty members were provided with valuable collaborative opportunities during the 2022-2023 academic year, benefiting from six half-day sessions working closely with experienced instructional coaches. Together, they dedicated their efforts to craft culturally relevant Biliteracy units of study, meticulously designed to cater to the unique needs of our diverse student body. These units emphasize the seamless integration of content, literacy, and language skills, in alignment with rigorous educational standards.

Recognizing the evolving landscape of language learners' needs, we remain steadfast in our commitment to keeping our educators well-informed about the latest research and best practices. Our tailored professional development sessions, workshops, and seminars are thoughtfully curated to equip our teaching staff with the most effective instructional methodologies and approaches.

Looking ahead to the 2023-2024 school year, we are excited to announce that each teacher at Pío Pico Elementary will be provided with a minimum of 10 full days dedicated to collaborative learning and comprehensive lesson planning. These Professional Development (PD) days will foster a dynamic environment for collective brainstorming, curriculum alignment, and the development of engaging and enriching learning experiences for our students.

Furthermore, our commitment to academic excellence is exemplified through our specialized cohort of teachers engaged in an intensive math training program. This program is specifically designed to instill the essential Math Habits of Practice, emphasizing the crucial role of language in nurturing mathematical proficiency within our classrooms.

By investing in comprehensive professional development opportunities, we aim to foster a dynamic learning environment that inspires our educators and equips them with the latest instructional methodologies. Through these initiatives, we continue to cultivate a team of highly skilled and innovative educators dedicated to the holistic development of every student at Pío Pico Elementary.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	12