

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Pio Pico Elementary

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Pio Pico Elementary
Vision Statement**

Pio Pico's vision is to develop students' knowledge, skills and values necessary for them to become lifelong learners and thinkers who are eager and well prepared to be productive citizens in the 21st century. The Pio Pico learning community is committed to creating a healthy, safe, secure, and nurturing learning environment that provides equal access to high quality curricular and instructional programs that are accessible from school and home so students can develop to their fullest potential in preparation for meeting the rigors of college and their future career goals. Pio Pico is a community school where our focus is promoting literacy and parent, family, and community involvement. Students' bilingual skills are valued and promoted; building upon the knowledge base that each scholar brings with them in preparation for college or career in the 21st Century.

**Pio Pico Elementary
Mission Statement**

Pio Pico Elementary School Mission Statement: Our mission is to serve as the hub of our school community, centralizing efforts and resources to include technology, to address the needs of all students and families while providing a meaningful and rigorous Common Core State Standards-based instructional program that leads to high academic achievement, college and career readiness, and active citizenship in the 21st century.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	88	120	117
1	123	81	104
2	100	124	83
3	104	96	118
4	115	107	89
5	103	106	103

Percent Actual Attendance

2012-13	2013-14	2014-15
97.31	97.53	97.56

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	1 (0.2%)
Asian	1 (0.16%)	2 (0.3%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	632 (99.68%)	610 (99.4%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	0 (0%)	0 (0.0%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	634	614

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:

Pio Pico will equip all students with the knowledge, skills, and values necessary to become productive citizens in the 21st century. Students' will have equitable access to high quality curricular, instructional, and extracurricular programs that are accessible from school and home. Pio Pico will provide a healthy, safe and secure environment for students and teachers that supports learning. All students will receive instruction from highly-qualified and well trained instructional staff. In order to support the District in reducing the number of dropouts, suspensions and expulsions and increasing the number graduates, Pio Pico will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

The Pio Pico school vision is aligned with the LCAP goal of providing students and staff with a healthy, safe, and secure working environment that supports learning. Pio Pico's school-wide literacy and focus on providing students with the knowledge, skills, and values necessary to become productive citizens in the 21st century will drive all decisions made by the school's stakeholders. To accomplish this LCAP goal Pio Pico will increase students' use of technology at school and at home, provide opportunities for students to participate in extra-curricular activities, and increase staff development and training opportunities for teachers to strengthen their highly qualified teacher (HQT) status. The Pio Pico staff is committed to providing equitable student access to a rigorous Common Core State Standards based instructional program. The school will use research-validated, and data driven best practices such as SIOP and REL in order to improve student performance and college career readiness as indicated on Measures of Academic Progress (MAP), and DIBELS Next assessment results to prepare students to be college and career ready. Pio Pico will continue to implement Multi-tiered Systems of Support (MTSS) for early identification of students in need of academic interventions. We will continue to refine the implementation of District Common Core Units of Study and provide training, coaching, and lesson modeling. The focus on a rigorous instructional program centered on Common Core State Standards will prepare students to continue their education beyond high school to fulfill their future career goals.

- In order to maintain and monitor alignment of instruction, strategies, and materials with Common Core State Standards the Instructional Leadership Team (ILT), staff members, and parents will work together to review, monitor, and update the SPSA
- To meet LCAP goals that students receive instruction from highly qualified instructional staff we will create a system to track teacher and leader engagement in targeted professional development guided by the individual.
- At grade level meetings, teachers will discuss and plan extracurricular activities for students such as fieldtrips, clubs, etc. The goal is to promote high expectations for student achievement and implement activities that are aligned with Common Core State Standards and frameworks. A process of monitoring student participation in extra-curricular activities will be developed.
- Categorical funding will support staff development and training opportunities as they become available and are in line with site plan goals and objectives. This will ensure that students will receive instruction from highly-qualified and well trained instructional staff (LCAP sub-goals 2.c,2.d). Title I funding will be utilized to support staff development.
- To support the LCAP goal of establishing processes that support maintaining current facilities for school safety and maintenance Pio Pico will provide an annual survey that will ensure that issues are brought forward and addressed expeditiously. The School Safety Committee will continue to meet monthly to discuss any additional, immediate safety concerns.
- To meet the LCAP goal of creating a positive school climate and creating a welcoming and productive school environment Pio Pico will increase its resources to support extracurricular programs for students such as Padres en Accion, instructional materials, and other programs and supplies to enhance student outcomes. Title I funding will be utilized to purchase materials as needed.
- Pio Pico will support the LCAP goals of supporting the enhancement of school climate through smooth operations and processes by conducting a review of policies and procedures relating to discipline and emphasizing maintaining student connections to the learning program. We will ensure that discipline policies and student handbooks are available, in home languages, via the school and district websites.
- The LCAP goal that all students and staff work in a healthy, safe, and secure environment that supports learning will be met through continued implementation of PBIS, school-wide Discipline and Safety Plans. This will also meet the LCAP goal of ensuring access to the core instructional program for low income pupi
- Transportation expenses dealing with the return of district assessments and attendance to district meetings will be reimbursed. Title I funding will be utilized to fund mileage.

At Pio Pico Elementary School students receive appropriate support to help ensure we meet the LCAP goal of providing them with the necessary skills required for college and career readiness. Students are placed in classes, that reflect equal access to rigorous Common Core Units of Study. Pio Pico will ensure that students in need of intervention and support in meeting the rigorous demands of the Common Core State Standards will have access to a network of integrated and fully articulated services, including counseling and/or health services. Our school will provide extended learning opportunities through early childhood education, before and after school programs, tutoring, academic summer school programs, and transportation. In addition, Pio Pico will fulfill the LCAP goal of extended learning opportunities for low-income pupils by providing parent training on accessing Jiji, MyOn program, and Accelerated Reader through the use of technology at home.

- To support the LCAP goal of extending learning opportunities for students, teachers will continue careful review of achievement data to assist in identifying students in need of further instruction. The goal is to promote high expectations for all students and implement interventions that support Common Core State Standards and frameworks. Title I funding will be utilized to support release time (sub coverage) for data analysis.
- The Dual Program is offered to all students and provides extended learning opportunities during after school tutoring. Title I funding will be utilized to purchase materials as needed.
- All Pio Pico students will have the opportunity to participate in the districts afterschool program "Engage 360" that provides tutorial and extracurricular extended day activities
- The District's "Academic Summer Enrichment Program" will continue to provide students with extended learning opportunities during the summer
- To meet the LCAP goal that EL students reclassify within the 5 years that they enter the EL program, students support of meeting this goal will be provided with after school tutoring targeting specific skills to close the achievement gap and promote progress towards English proficiency. Books and materials will be purchased as needed.
- Pio Pico will fulfill the LCAP goal of extended learning opportunities for low-income pupils by providing parent training on accessing Jiji, MyOn program, Accelerated Reader and LEXIA through the use of technology at school and home. Title I funding will be utilized for licensing fees.
- Pio Pico will extend Library hours to provide students with further learning opportunities and project research
- Extended learning opportunities are provided to students through our successful State Preschool program that provides an excellent transition for new students into kindergarten. Kindergarten teachers and preschool staff collaborate and plan activities that will enhance student's academic experience in Kindergarten.
- Additional opportunities for school readiness will be provided through Pades Unidos that will include workshops for parents.

To meet the LCAP goals that students receive the skills necessary to be productive 21st century students through routine access to Internet-enabled technology at home and school, Pio Pico will continue to implement its technology plan. Access to technology will be provided through various computer based programs and assessments provided in three computer labs. The lab technician will provide technical support, and parent/student/staff training. He will also assist in the implementation of programs that will support the Common Core State Standards and the District's adopted technology standards.

- Access to technology will be augmented with the purchase of IPADS, teacher lap tops, and a keyboard program in order to allow students more use to on-line web-based programs that reinforce Common Core State Standards and will prepare students for the new Smarter Balanced Assessment Consortium (SBAC) that requires complex computer skills. Title I funding will be utilized for licensing fees.
- Time in computer lab will be extended to provide additional out of the classroom technology opportunities
- The purchase of mini-IPads for the MyOn Program will augment access to technology at school and at home as students in third grade have routine access to Internet-based literature with over 7,000 books accessible in different genres.
- All students will routinely have access to internet-enabled technology at school and at home through programs such as the Mind Institute (Jiji), Study Island, Accelerated Reader, and Word Processing. Parents will receive instructions and passwords to access these programs at home. Students will also receive an explanation of these instructions at school.

Pio Pico will meet the LCAP goal that all students receive instruction from highly qualified instructional staff through an integrated plan for staff development that is strategically focused on meeting the needs of students identified through ongoing data analysis, and that supports the District's instructional priorities for Common Core implementation. This will also meet the LCAP goal of ensuring that students have access to the core instructional program by providing highly qualified teachers with ongoing professional development for all staff to ensure full implementation of the Common Core Standards and assessments. Pio Pico will provide teachers with skills necessary to fulfill the LCAP goal of providing equitable student access to a rigorous, standards-based instructional program that includes but is not limited to high-quality instruction. It is geared towards maintaining a professional learning environment that promotes and upholds the Pio Pico vision and culture.

- Ongoing training will continue to be provided on Common Core State Standards such as collaborative conversations, and academic

language. Additional training will be ongoing in SIOP, Thinking Maps, The Mind Institute Program, and technology integration

- Wednesday Grade level Collaboration will continue to provide teachers with opportunities to review Common Core Standards and District Units to identify areas in need of further training and staff development
- The ILT and SSC will continue to serve as vehicles to propose and guide staff development decisions with the LCAP goal of full implementation of Common Core State Standards
- Sub-days will be provided for teachers to provide them with the opportunity to attend training, or observe colleagues in a professional teaching environment and also to review student data that will assist in identify instructional needs and staff development
- Funds for Professional Development expenses that supports the LCAP goal for expanding efforts to support student attainment of the State Seal of Biliteracy will be provided for Dual teachers to attend the CAFE conference
- Teachers will develop, print, and utilize instructional materials to support student achievement and Common Core State Standards implementation in SEI and Dual language arts, Math, ELD, and content areas
- Funding for expenses incurred such as mileage for attendance to training or staff development that supports the schools staff development plan for Common Core Implementation will be provided upon approval from SSC

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Pio Pico students will demonstrate the reading and language arts proficiency necessary to succeed in college and career, and become productive citizens in the 21st century. Pio Pico will provide students with full access to high quality, standards-aligned instructional materials and routine access to rigorous, technology-driven curriculum and instruction at school and at home. Pio Pico will continue its efforts to support student attainment of the State Seal of Biliteracy.

READING PROFICIENCY:

Pio Pico will ensure that we meet the goals of students becoming proficient readers by the third grade and students demonstrating the knowledge, skills, and values necessary to become productive citizens in the 21st century. This will be accomplished by providing equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to high quality instruction, materials that are aligned to Common Core State standards, academic supports, and a variety of resources that include technology (LCAP sub-goal 1.1,2.8). Our school will continue to provide full implementation of the Common Core State Standards and assessments such as CAASPP and SBAC. Pio Pico will maintain a comprehensive reading program through the implementation of the District's Common Core State Standards Units of Study. Through our Dual Language Program Pio Pico will continue to provide students with the foundational skills necessary to support student attainment of the State Seal of Biliteracy (LCAP sub-goal 2.8). In accordance with LCAP goals students identified in need of intervention will be progress monitored using growth assessments (LCAP sub-goal 1.2).

- Pio Pico will continue to provide Dual instruction to students in order to meet the LCAP goal of supporting student attainment of the State Seal of Biliteracy and preparing students for college and their career goals. Title I funding will be utilized to purchase materials as needed.
- To meet the LCAP goal of providing equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to quality instruction all teachers will utilize research based strategies that support the implementation of the District's Common Core Units such as Thinking Maps, Front loading, GLAD, studentengagement, SIOP, and REL strategies.
- As part of the LCAP goal to implement progress monitoring (growth) assessments for all academic programs, teachers will engage in professional learning opportunities through grade level data chats to review MAP growth reports to promote a growth mindset.
- To meet the LCAP goal of students becoming proficient readers by the end of 3rd grade teachers will include as part of their instruction grade-level checkpoints using whole class, and individual student data analysis to assess students' grade level Common Core State Standards proficiency, and monitor the effectiveness of pacing and implementation of Common Core State Standards and District Common Core Units of Study.
- To implement the LCAP goal of supporting the review of grading practices and establishing of common criteria all teachers will continue to participate in the District Extended Response grading
- In order to promote personalized learning options and extended learning opportunities through the use of technology across all grade levels Pio Pico will continue to provide the Accelerated Reading program and assessments that measure students' reading foundational skills and students' ability to read and comprehend a range of literary works including informational text.
- 5TH grade teachers will continue to bring their classes to a "transition" assembly so students can meet with the intermediate school counselors in order to meet the LCAP goal of ensuring success for low-income pupils by providing transition support from school-to-school

- As part of the LCAP goal to provide students with high quality instruction teachers and students will participate in enrichment activities such as field-trips to provide students with experiences that build background knowledge used to support common core standards-based instruction such as collaborative research projects, vocabulary development, writing assignments, and oral presentations Title I funds will be utilized to supplement the educational program being offered to students and to purchase materials as needed.
- To support the LCAP goal of providing students with standards-aligned instructional materials, and academic supports staff will use classroom libraries to allow greater access to informational text in preparation for SBAC and Common Core State Standards assessments

EXTENDED LEARNING OPPORTUNITIES:

The LCAP goal to support extended learning opportunities and ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs will be met by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and intervention programs. All students at Pio Pico will receive appropriate support to help ensure their academic success in reading. Students are placed in classes that reflect equal access to a rigorous Common Core State Standards reading program. Students, who need support in meeting DIBELS reading fluency, MAP benchmarks, and proficiency on Common Core State Standards assessments, include the following populations: English Learners, low-income students, Gifted and Talented students, and students with exceptional needs. These students will have access to a network of integrated and fully articulated services, including counseling, and/or health services. Students' progress made towards proficiency in Reading Common Core State Standards will be monitored as they are provided with rigorous Common Core State Standards based instruction using research-validated, data driven best practices.

- The LCAP goal to increase early literacy and reading intervention programs will be met as teachers analyze multiple assessment data every trimester such as MAP Benchmark, DIBELS, Extended Response, IDEL, STS, and other assessments to monitor student progress and identify students who require extended learning opportunities. Title I funding will be utilized to support sub release days for data analysis meetings and to purchase materials as needed.
- To ensure the LCAP goal that low-income students have access to the core instructional program teachers will utilize the District's in-class research validated MTSS intervention programs PALS, SIPPS, Six Minute Solution with differentiated individual and peer-to-peer lessons to increase fluency, and comprehension skills.
- Students in 4th or 5th grade identified as two grade levels below grade level in language arts will receive instruction with the Language! and REWARDS Program to increase fluency rates, deepen comprehension of informational and content-area texts, and increase precision in sentence writing. To meet the LCAP goal of providing support learning opportunities for current special education students as provided in their IEPs, the Special Education teacher will also offer the Language! program to her students
- The "Engage 360" after-school program will be offered for students needing additional instructional support in reading and homework as part of their extended instruction
- Teachers in the Dual Program will provide after-school tutoring for students to provide extended instruction in Spanish Language Arts
- GATE students will be identified annually and grouped in clusters within classrooms. The GATE coordinator will provide teachers with coaching and teaching strategies that will support GATE instruction in their classrooms. Title I funding will be utilized to purchase materials as needed.
- Students not meeting benchmark proficiency, and not responding to interventions and AIP recommendations will be progress monitored and referred to the SST process. Recommendations made may include counseling or health referrals. Title I funding will be utilized to fund SST faciiltator(s) and to purchase materials as needed.
- As part of the LCAP goal of ensruing access for low-income pupils to the core instructional program on-site counselors through the Conexiones grant provide a full range of mental health and counseling services with the goal of improving students' academic achievement by addressing social, emotional, and disciplinary issues that affect students' school performance.
- The Library Media Technician will work with the principal, staff, students, and parents to provide opportunities for extended learning through the use of library books to develop fluency and comprehension.
- The LCAP goal to increase early literacy and reading intervention programs will be met as teachers implement the use of Smarty Ants for primary grades and Lexia for upper grades to increase literacy skills.

ACCESS TO TECHNOLOGY AT SCHOOL AND AT HOME:

To meet the LCAP goals that students receive the skills necessary to be productive 21st century, students will be provided with routine access to Internet-enabled technology at home and school, Pio Pico will continue to implement its technology plan. Access to technology will be provided through various computer- based programs and assessments provided in three computer labs. The lab technician will provide technical support, and parent/student/staff training. He will also assist in the implementation of programs that will support the Common Core State Standards and the District's adopted technology standards.

- To provide access to technology in school, the Computer Lab Technician will work with staff, students, and parents to provide

opportunities to improve reading literacy skills and increase access to a variety of informational text through computer based research validated programs.

- The LCAP goal of providing standards-aligned instructional materials and technology based resources will be met through the addition of upgraded technology such as laptops that will enhance the teacher's ability to provide current and immediate on-line, web-based, instruction for students as they work on Common Core State Standards based activities, projects, assessments, and evaluations. Title I funding will be utilized to fund access to technology programs.
- To increase student access and use of technology, teachers will provide written assignments and projects for students, utilizing computers or Ipads as tools to facilitate the implementation of the District Common Core Units and the web-based research and on-line projects.
- To ensure access to the core instructional program, access to Common Core State Standards activities and projects will be augmented through technology. Funds will be allocated for the purchase of IPADS, Microphone Systems, and additional printers
- To meet the LCAP goal of ensuring that students have equitable access to technology on campus, and at home, a keyboard program will be purchased to prepare students for the new Smarter Balanced Assessment Consortium (SBAC) that requires typing and maneuverability of complex computer based response options.
- To promote school access to technology the Computer Lab Technician and teachers will provide students with skills reinforcement in Language Arts through on-line research validated computer programs such as Accelerated Reader and Study Island during their computer lab time
- The purchase of mini-IPads for the MyOn Program will support the LCAP goal for accessing technology at school and at home as students in third grade have routine access to Internet-based literature with over 7,000 books accessible in different genres. Title I funding will be utilized to support access to technology programs.

HIGHLY QUALIFIED STAFF:

The LCAP goal to ensure access to the core instructional program by providing highly qualified teachers and ongoing professional development will be met at Pio Pico's through careful assessment and review of staff development needs on an ongoing basis based on District requirements, student academic needs, and our instructional focus as identified through assessment results. Input from all stakeholders is provided to develop a comprehensive staff development plan that includes training on the Reading Common Core State Standards with a focus on students' use of informational text. A variety of District, site, and peer training opportunities are offered to the staff on an ongoing basis. The staff will continue to receive coaching, modeling, and planning opportunities through District or site personnel in order to ensure that the Common Core Standards and Units of Study are implemented with fidelity.

- The ILT and SSC will continue to serve as vehicles to propose and guide staff development decisions with the LCAP goal of full implementation of Common Core State Standards
- Grade level teams will meet twice monthly to review student work, align instruction, determine curricular goals based on Common Core State Standards and assessments, and instructional priorities that may require staff development and training.
- Ongoing training will continue to be provided to support implementation of Common Core State Standards such as collaborative conversations, and academic language. Additional training will be ongoing in SIOP, Thinking Maps, The Mind Institute Program, and technology integration
- Sub-days will be provided for teachers to provide them with the opportunity to attend training, or observe colleagues in a professional teaching environment and also to review student data that will assist in identify instructional needs and staff development
- To support the LCAP goal of providing students with standards-aligned instructional materials and academic supports, teachers will develop, print, and utilize reading instructional materials to support student achievement and Common Core State Standards implementation in SEI and Dual language arts
- Funding for expenses incurred such as mileage for attendance to training or staff development that supports the schools staff development plan for Common Core Implementation will be provided upon approval from SSC
- Teachers in the Dual Program will have the opportunity to attend the California Association of Bilingual Educators (C.A.B.E.) conference to receive training on current bilingual instructional practices and research effective Spanish Language Arts curriculum and materials in order to support the LCAP goal of supporting student attainment of the State Seal of Biliteracy

To meet the LCAP goal that we support learning opportunities for all stakeholders and establish parent programs that support student success by working with community partners and organizations, Pio Pico will expand the use of school-based Parent and Community Liaisons by providing parent training and learning opportunities for parents.

- Parents will be provided with access to Accelerated Reader school-wide to use at home to support their child in reinforcing and promoting fluency, and comprehension skills.
- Pio Pico will offer parent training focused specifically on the English Language Arts Common Core State Standards
- Pio Pico will hold scheduled elections and encourage all parents to participate in decision making committees and organizations such

as SSC, ELAC, DELAC, and PTA. Title I funding will be utilized to purchase materials as needed.

- Information regarding support strategies to increase their child's reading literacy will be provided for parents on an ongoing basis via monthly parent meetings.
- Parents will have the opportunity to conduct classroom walkthroughs to observe Language Arts instruction, and student engagement strategies.
- Classroom teachers will conduct a parent orientation meeting regarding grade level Language Arts Common Core State Standards, academic expectations, discipline policy, and parent compact.
- Parents will receive information on reading strategies, Thinking Maps, and ideas for helping their child with reading at home.
- Pio Pico will work with community partners to recognize parent involvement at our annual Parent Recognition event.
- Community organizations and business partners will promote and support excellence in education through the Pio Pico Mentoring Program. Community volunteers provide mentoring to students below proficiency twice a week for 45 minutes sessions. They provide one on one support to under-performing students.

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Pio Pico students will demonstrate the writing proficiency necessary to succeed in college and career, and become productive citizens in the 21st century. Pio Pico will provide students with full access to high quality, standards-aligned instructional materials and routine access to rigorous, technology-driven curriculum and instruction at school and at home. Pio Pico will continue to support student attainment of the State Seal of Biliteracy.

WRITING PROFICIENCY:

Pio Pico will meet the LCAP goal of providing equitable student access to a rigorous, standards based, instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the Common core State Standards and assessments will be provided by our teachers. Students will receive a comprehensive Writing Common Core State Standards based program using proven-effective strategies and writing lessons across content areas using various domains. The staff will implement with fidelity the District's Common Core Units that include writing instruction and assessments that are aligned with the core Open Court/Foro Abierto language arts program.

- To provide high quality instruction teachers will follow the District's Grade Level Common Core Curriculum Maps K-5 and Adhere to instructional time and implementation assurance. Title I funding will be utilized to purchase materials as needed.
- Teachers will provide a rigorous standards based instructional program using research-validated strategies to ensure Common Core Writing Standards proficiency such as SIOP, Thinking Maps, GLAD, and REL Sentence Framing.
- Teachers will provide standards aligned instruction by providing lessons that include research papers, collaborative written projects, and group presentations included in the District's Common Core Unit especially focusing on explicit instruction in expository writing. Title I funding will be utilized to purchase materials as needed.
- Teachers will implement progress monitoring (growth) assessments such as MAP, and monitor student advancement in writing using other State, District, and site assessments.
- Teachers will engage in professional learning opportunities to promote a growth mindset as they meet in grade level teams to analyze extended responses in support of reviewing grading practices and establishing common criteria. Title I funding will be utilized to purchase materials as needed.
- High quality instruction will be provided by teachers as they incorporate writing across all content areas and provide explicit instruction on the specific skills necessary for all writing domains as they implement "Making Meaning through Writing". Title I funding will be utilized to purchase materials as needed.
- Teachers will use the strategies from the Common Core State Standards Units in all classrooms to support a comprehensive writing program in all domains
- Each classroom will maintain a bulletin board displaying current student writing to demonstrate instruction in the writing process using Thinking Maps and Common Core Unit lesson material. The bulletin board will be monitored regularly by the Principal as they provide a visual representation of students' progress toward attaining the skills necessary for them to be proficient writers across content areas and writing domains. Title I funding will be utilized to purchase materials as needed.

CURRICULUM AND INSTRUCTION:

At Pio Pico all students will receive appropriate support to help ensure their academic success in writing to meet the LCAP goal of supporting extended learning opportunities and ensuring equitable access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs. Students are placed in classes that reflect equal access to a rigorous Common Core State Standards writing program. Students, who need support in meeting writing proficiency, include the following populations: English Learners, low-income students, Gifted and Talented students, and students with exceptional needs. These students will have access to a network of integrated and fully articulated services, including counseling, and/or health services. Students' progress made towards proficiency in Writing Common Core State Standards will be monitored as they are provided with rigorous Common Core State Standards based instruction using research-validated, data driven best practices.

- To ensure equitable access for all students to the core instructional program teachers will refer students to the SST that meets monthly to identify and support students not meeting writing proficiency. Through SST meetings there will be ongoing identification of students in need of remediation and intervention plans to provide student support. Title I funding will be utilized to purchase materials as needed.
- To increase the number of recipients of the State Seal of Approval Dual teachers will provide extended instructional time during Spanish Language Arts tutoring after school. Title I funding will be utilized to purchase materials as needed.
- Teachers will provide the Language! and Rewards intervention programs to 4th and 5th grade students' performing two years below in ELA. These programs will improve writing by increasing vocabulary, grammar, and spelling skills.
- Teachers will provide technology-based programs to provide Writing Common Core State Standards remediation i.e. and Accelerated reader to increase vocabulary from informational text used in expository writing. Title I funding will be utilized to purchase materials as needed.
- To increase early literacy and provide equitable access to rigorous standards-based instruction, teachers will utilize a variety of proven effective strategies that allow them to differentiate and scaffold writing instruction such as front loading, Systematic English Language Development, Guided Language Acquisition Design (GLAD), SIOP, Thinking Maps, primary language support, and student engagement strategies. Title I funding will be utilized to purchase materials as needed.
- High quality support is provided through intervention programs such as peer-to-peer activities in the PALS and Six Minute Solution Programs, teachers will provide in class support for students in need of language, and vocabulary development to improve their writing skills. Title I funding will be utilized to purchase materials as needed.

TECHNOLOGY AT SCHOOL AND AT HOME:

To meet the LCAP goals that students receive the skills necessary to be productive 21st century, students will be provided with routine access to Internet-enabled technology at home and school, Pio Pico will continue to implement its technology plan. Access to technology will be provided through various computer-based programs and assessments provided in three computer labs. The lab technician will provide technical support, and parent/student/staff training. He will also assist in the implementation of programs that will support the Common Core State Standards and the District's adopted technology standards.

- The Lab Technician and teachers will utilize a keyboard program to better prepare students for the new Smarter Balanced Assessment Consortium (SBAC) that requires typed written responses and maneuverability of complex computer based response options.
- Equitable access to technology will be provided to students as teachers and the Technology Lab Assistant provide the use of computers, IPADS, Alpha-Smarts, ELMOs, and possibly Smartboards for student writing, editing, publishing, and to access research information for collaborative projects embedded in the Common Core Units of Study.
- To increase access to technology this is available to students at home and at school the Lab Technician and Teachers will utilize computer-based programs such as Study Island, Thinking Maps, and Accelerated Reader to support writing skills in the Common Core State Standards.
- Teachers, with support from the Technology Lab Assistant, will provide instruction in the District's grade-level technology standards to teach students the appropriate use of the Internet and foundational computer skills.

HIGHLY QUALIFIED STAFF:

Access to the core instructional program by providing highly qualified teachers and ongoing professional development will be met at Pio Pico's through careful assessment and review of staff development needs on an ongoing basis based on District requirements, student academic needs, and our instructional focus as identified through assessment results. Input from all stakeholders is provided to develop a comprehensive staff development plan that includes training on the Reading Common Core State Standards with a focus on students' use of informational text. A variety of District, site, and peer training opportunities are offered to the staff on an ongoing basis. The staff will continue to receive coaching, modeling, and planning opportunities through District or site personnel in order to ensure that the Common Core Standards and Units of Study are implemented with fidelity. Input from all stakeholders is provided to develop a comprehensive staff development plan that includes training on the Writing Common Core State Standards and writing across content areas and different domains. A variety of District, site, and peer training opportunities are offered to the staff on an ongoing basis. The staff will continue to receive coaching, modeling, and planning opportunities in order to ensure that the Common

Core Units of Study are implemented with fidelity.

- The District Literacy Coaches will provide training in instructional writing strategies used in collaborative, and individual student writing projects embedded in the District's Common Core Units of Study such as thinking maps to provide an integrated writing program across content areas and different domains.
- Teachers will attend District provided training in research-validated programs and strategies that improve students' writing skills such as "Making Meaning Through Writing" and REWARDS in order to ensure interventions provided by highly qualified teachers
- Teachers will participate in staff development and professional collaboration to address students writing skills development via training in Writing Common Core State Standards, Study Island, Thinking Maps, SIOP, and GLAD. Title I funding will be utilized to purchase materials as needed.
- Release time with a substitute teacher will be provided with to allow teachers to observe model writing lessons in other teachers' classrooms, and to receive coaching and planning assistance in the Common Core Units of Study. Title I funding will be utilized to support teacher release time (sub coverage).
- Teachers will participate in a peer-coaching model during monthly grade level collaboration meetings to examine student work and share instructional strategies that will guide and improve their instruction in Writing Common Core State Standards. Title I funding will be utilized to purchase materials as needed.

EXTENDED LEARNING OPPORTUNITIES:

To meet the LCAP goal that we support learning opportunities for all stakeholders and establish parent programs that support student success by working with community partners and organizations, Pio Pico will expand the use of of school-based Parent and Community Liaisons by providing parent training and learning opportunities for parents.

- Parents will participate in the school's E.L.A.C., D.E.L.A.C., SSC, and PTA committees to become involved in the decision making process on programs and school activities that would affect their child's writing achievement.
- Classroom teachers will conduct a parent orientation meeting regarding the new grade-level Writing Common Core State Standards and expectations.
- Parents will have the opportunity to conduct classroom walk-throughs to observe writing instruction.
- Parents and members of the community are invited to students' classes for Pio Pico's "Dia del Nino" event and have the opportunity to listen to their child read a book they have written and illustrated. This culminating Language Arts event allows parents to see the progress their child has made in writing.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Pio Pico students will demonstrate English proficiency necessary to succeed in college and career, and become productive citizens in the 21st century. Students entering the EL program at Pio Pico will be reclassified within 5 years. Pio Pico will provide students with full access to high quality, standards-aligned instructional materials and routine access to rigorous, technology-driven curriculum and instruction at school and at home. Pio Pico will continue to support student attainment of the State Seal of Biliteracy.

ENGLISH LANGUAGE PROFICIENCY:

Pio Pico will meet the LCAP goal that all EL students entering the EL program in 2014-2015 will be reclassified within 5 years. This will also support our LCAP Goal that all students become proficient readers by the end of third grade. In order to provide equitable student access to a rigorous, standards-based ELD instructional program that includes, but is not limited to high-quality instruction, teachers will provide standards-aligned instructional materials, academic supports and technology-based resources. Through our dual program teachers will support student attainment of the State Seal of Biliteracy. To meet our ELD goals Pio Pico will ensure that all EL students receive explicit and systematic ELD instruction based on assessment results from CELDT and ADEPT as evidenced through student work, and in-class oral and written language performance.

- Teachers will continue to provide the core instructional program by implementing the Carousel of Ideas in order to provide explicit and systematic ELD instruction and use ADEPT assessment results to guide instruction and identify students in need of support. Title I funding will be utilized to purchase materials as needed.
- In order to provide equitable access to a rigorous standards based instructional program teachers will differentiate instruction according to students' ELD levels and implement Focused Approach strategies to ensure attainment of one level annually

- To provide high quality instruction teachers will utilize strategies in Common Core Units such as collaborative learning activities to promote oral language and active listening skills, and scaffold lessons so teachers can lead discussions and develop academic language about content and big ideas. Title I funding will be utilized to purchase materials as needed.
- To provide equitable EL student access to the core instructional program, teachers will implement SIOP, GLAD, Frontloading, and Systematic ELD strategies in all curricular areas. Title I funding will be utilized to purchase materials as needed.
- Teachers will have access to standards-aligned instructional materials, academic supports, and resources that will build EL students' background knowledge and allow them to develop contextualized communication to support ELD instruction such as English to a Beat, Vocabulary Builders, and Exploration to augment their language lesson objectives during systematic ELD. Title I funding will be utilized to purchase materials as needed. Title I funding will be utilized to purchase materials as needed.
- In order to optimized high-quality instruction that meets students instructional ELD level, first thru fifth grades will team for Systematic ELD instruction for 30 minutes per day. Flexible groups will be established based on students' proficiency levels with the use of Carousel of Ideas curriculum, Focused Approach to ELD, Systematic ELD, SIOP and GLAD strategies. Title I funding will be utilized to purchase materials as needed.
- All teachers will ensure that Redesignated Fluent English Proficient (RFEP) students receive services including, but not limited to the services provided to all low-income students. Title I funding will be utilized to purchase materials as needed.
- Teachers will progress monitor students using growth assessments such as the MAP Benchmark assessments to measure EL students' growth in ELD.
- Teachers will engage in professional learning opportunities to promote a growth mindset through grade-level data review team meetings and will continue extended response grading to provide them with the opportunity to review grading practices and establish a common criteria for English language skills in writing. Title I funding will be utilized to purchase materials as needed.
- Teachers in the Dual program will continue to provide and carefully monitor students; English language growth in order to ensure their students' success in obtaining the State Seal of Biliteracy. Title I funding will be utilized to purchase materials as needed.

CURRICULUM AND INSTRUCTION:

The LCAP goal to support extended learning opportunities and ensure access for low-income pupils to the core instructional program by increasing early literacy and providing extended learning opportunities will be met by providing high-quality instruction for students to develop academic English Language, as well as speaking and listening skills necessary in and out of the classroom. All students at Pio Pico will receive appropriate support to help ensure their academic success in ELD instruction. Students are placed in classes that reflect equal access to a rigorous Common Core State Standards program. Students not making sufficient growth in English Language Development instruction will have access to a network of integrated and fully articulated services, including extended learning opportunities, counseling, and/or health services. Student progress in English proficiency will be monitored through reclassification, ADEPT and CELDT data.

- Teachers will provide equitable access to a rigorous high quality instructional program for EL students not making progress in English using in class interventions technology, Quick Reads, and supplemental standards-based appropriate materials. Title I funding will be utilized to purchase materials as needed.
- Students who have not made sufficient progress in English proficiency and have not reclassified within the 5 years that they entered the EL program will receive extended learning through the Districts after school Long term English Learners (LTELs) tutoring program. Title I funding will be utilized to purchase materials as needed.
- Mentors and Book Buddies will be available for newcomer students and students working below grade level proficiency on the ADEPT or CELDT assessments. Title I funding will be utilized to purchase materials as needed.
- The after school "Engage 360" Program will be offered for all students in need of additional instructional support in English homework and will provide opportunities to practice oral English skills during extracurricular activities. Title I funding will be utilized to purchase materials as needed.
- Students in need of further English practice and instruction will have the opportunity to participate in the Academic Summer Enrichment Program during the summer.

ACCESS TO TECHNOLOGY AT SCHOOL AND HOME:

EL students will be provided with routine access to Internet-enabled technology at home and school as Pio Pico continues to implement its technology plan. EL students will have opportunities to strengthen their English Language skills through access to technology-based programs and assessments provided in three computer labs. EL students have home and school access to all of the same programs offered to non-EL students such as Accelerated Reader, MyOn Reader, and Mind Institute. All of these programs provide excellent reinforcement of the core instructional program in technology based resources.

- Students will have access to technology such as computers, ELMOs, and IPADs to practice ELD standards as they utilize on-line English language skills programs such as Study Island and Accelerated Reader. Title I funding will be utilized to purchase materials as

needed.

- Teachers will provide students with access to technology at school for ELD instruction. Microphones will be used to allow students the opportunity to make class presentations during collaborative unit assignments as prescribed within the Common Core Units of Study and IDEA activities. Title I funding will be utilized to purchase materials as needed.
- The ILT will identify technology based English Language skills programs and equipment such as IPADS, and provide input to SSC for purchases of these technology-based programs as funds become available
- In collaboration with the special education teachers, teachers will support learning opportunities for current special education students as provided in their Individualized Education Plans (IEPSs) by ensuring that these students are offered the same extended learning opportunities as regular education students. Title I funding will be utilized to purchase materials as needed.

HIGHLY QUALIFIED STAFF:

The LCAP goal to ensure access to the core instructional program by providing highly qualified teachers and ongoing professional development will be met at Pio Pico's through careful assessment and review of staff development needs on an ongoing basis based on District requirements, student academic needs, and our instructional focus as identified through assessment results. Input from all stakeholders is provided to develop a comprehensive staff development plan that includes training on the ELD Standards with a focus on students' use of Common Core components such as collaborative discussions and academic language. A variety of District, site, and peer training opportunities are offered to the staff on an ongoing basis. The staff will continue to receive coaching, modeling, and planning opportunities through District or site personnel in order to ensure that the Common Core Standards and Units of Study are implemented with fidelity.

- To provide high-quality instruction teachers will receive training on the newly adopted California English Language Development Standards and proficiency level descriptors
- Long-term English Learner (LTEL) students will be identified and staff-development opportunities will be offered to address strategies that will improve their reclassification skills
- To provide high-quality ELD instruction teachers will collaborate bi-weekly working with the Principal and TOSA, to discuss student work and identify best ELD practices based on State, District, and teacher assessments, and align IDEA program components with Common Core State Standards in order to strengthen English skills and increase reclassification rates.
- Teachers will continue to be highly-qualified as they attend district and site training, coaching, and modeling of lessons in the District Common Core Units of Study in SEI and Dual Language Arts that include embedded ELD activities such as academic collaborative conversations that promote English language development
- Teachers will continue to provide high-quality instruction as they are offered opportunities to receive follow-up training on Systematic ELD and (SIOP) strategies
- To support their highly qualified status teachers in the Dual Program will have the opportunity (as is possible) to attend the California Association of Bilingual Educators (C.A.B.E.) conference for training on bilingual instruction best practices and to research effective ELD materials, programs, and resources. Title I funding will be utilized to support staff development and to purchase materials as needed.

EXTENDED LEARNING OPPORTUNITIES:

To meet the LCAP goal that we support learning opportunities for all stakeholders and establish parent programs that support student success by working with community partners and organizations, Pio Pico will expand the use of of school-based Parent and Community Liaisons by providing parent training and learning opportunities for parents.

- To support extended learning opportunities during parent orientation meetings parents will receive ELD grade level standards and expectations, and recommendations on how they can support their child's ELD progress.
- At the monthly parent meeting, TOSA and principal will review 2013-2014 CELDT assessment results and ELD standards and provide information regarding student information systems such as grades, attendance, progress reports, etc. Title I funding will be utilized to purchase materials as needed.
- Pio Pico will establish parenting programs that support student success by working with community partners and organizations through the Pio Pico Mentoring Program. Community volunteers will provide mentoring to students identified as not making sufficient progress in ELD as identified through ADEPT and CELDT data. Title I funding will be utilized to purchase materials as needed.
- Our school will establish parent programs that support student success as parents receive training on ELD strategies, SIOP, GLAD, Common Core State Standards, Thinking Maps and strategies to support their child's English Language development. Title I funding will be utilized to purchase materials as needed.
- Parents participate in the school's E.L.A.C. and D.E.L.A.C. committees to obtain information regarding English Language Learner programs such as reclassification criteria and their role in D.E.L.A.C. and E.L.A.C. as decision makers for EL students' educational

programs and activities.

- All parents of EL students will receive assistance including translation services and will be provided with opportunities to attend English and computer classes offered through various community agencies

Goal II: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Pio Pico students will demonstrate the math proficiency necessary to succeed in college and career, and become productive citizens in the 21st century. To support the District goals of Algebra readiness, Pio Pico will provide students with full access to high quality, standards-aligned instructional materials and routine access to rigorous, technology-driven curriculum and instruction at school and at home .

MATH PROFICIENCY:

Pio Pico will meet the LCAP goal of assisting students to be ready for Algebra before entering 9th grade by providing equitable student access to a rigorous, standards-based math instructional program that includes but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the Math Common Core State Standards and assessments will be provided by our highly-qualified teachers. Students will receive a comprehensive Math Common Core State Standards based program using proven-effective strategies and math lessons across content areas using various standards. The staff will implement with fidelity the District's Common Core Units that include math instruction and assessments that are aligned with the core Houghton Mifflin math program.

- Teachers will provide a rigorous standards-based instructional program through the implementation of the Math Common Core Units of Study with fidelity and will adhere to instructional time and implementation assurances. Coaching, lesson modeling, and planning will be provided by the District and site staff. Title I funding will be utilized to purchase materials as needed.
- To provide equitable access to the instructional program for all students, teachers will analyze Math benchmark assessments during Data Chats to monitor student progress, determine interventions, and guide instruction.
- Standards-aligned instructional materials and academic supports will be provided by teachers to provide high-quality instruction. Title I funding will be utilized to purchase materials as needed.
- Teachers will consistently provide formative assessments using HM or teacher assessments throughout their instruction to assess progress towards proficiency of Common Core State Standards and monitor Algebra readiness
- Teachers will utilize technology-based resources such as the district adopted K-5th ST Mind Institute instructional web-based program to assist all students in reaching math proficiency through self-paced, language-independent, mastery-based objectives. Teachers will use program reports to monitor student progress and identify areas in need of remediation.
- Personalized learning opportunities will be provided through the use of Jiji and other standard-aligned instructional materials. Title I funding will be utilized to purchase materials as needed.
- Teachers will implement MAP assessments to provide progress monitoring (growth) data for students
- Teachers will engage in professional learning opportunities to promote a growth mindset as they review MAP scores and develop student growth plans for students

CURRICULUM AND INSTRUCTION:

The LCAP goal to support extended learning opportunities and ensure access for low-income pupils to the math core instructional program will be accomplished by providing high quality instruction in intervention programs such as after school programs, tutoring, and summer school. All students at Pio Pico will receive appropriate support to help ensure their academic success in math. Students are placed in classes that reflect equal access to a rigorous Common Core State Standards math program. Students, who need support in meeting MAP RIT scores, and proficiency on Common Core State Standards assessments, include the following populations: English Learners, low-income students, Gifted and Talented students, and students with exceptional needs. These students will have access to a network of integrated and fully articulated services, including counseling, and/or health services. Students' progress made towards proficiency in Math Common Core State Standards will be monitored as they are provided with rigorous Common Core State Standards based instruction using research-validated, data driven best practices.

- To provide equitable student access to the core instructional program, teachers will analyze MAP Benchmark data during Data Chats with the Principal and TOSA to identify students not meeting RIT growth targets and develop a plan for intervention programs, or instructional modifications. Title I funding will be utilized to support childcare and to purchase materials as needed.
- Teachers will provide in-class interventions utilizing ST Math or Study Island on IPADS to review and reinforce math skills in addition to HM program interventions. Title I funding will be utilized to purchase materials as needed.

- Teachers will use ST Math in-class interface lessons providing visual representations to present remedial instruction for math concepts that have not been mastered. Students will also receive ST Math K-5th grades for 45 minutes two times per week. Title I funding will be utilized to purchase materials as needed.
- Teachers will develop an AIP and as needed will refer students in need of further interventions to the COST, or SST process to determine instructional interventions, programs, or services such as counseling. Title I funding will be utilized to purchase materials as needed.
- Teachers will collaborate with the Special Education teachers to provide equitable support and learning opportunities for current special education students as provided on their IEP. Title I funding will be utilized to purchase materials as needed.
- Students in need of further English practice and instruction will have the opportunity to participate in the Academic Summer Enrichment Program during the summer
- The after school "Engage 360" Program will be offered for all students needing additional instructional support in math skills

ACCESS TO TECHNOLOGY AT SCHOOL AND HOME:

To meet the LCAP goals that students receive the skills necessary to be productive 21st century, students will be instructed on the use of web-based instructional programs for use at school and at home. The lab technician will provide technical support, and parent/student/staff training. He will also assist in the implementation of programs that will support the Common Core State Standards and the District's adopted technology standards.

- To provide standards-aligned instruction and academic supports, the Principal, teachers, and SSC will recommend technology based programs such as a keyboarding to support Common Core State Standards based instruction and on-line assessments such as MAP and SBAC.
- Teachers will utilize technology including ELMOs, laptops, projectors, IPADS, and microphone systems to support the implementation of Common Core State Standards unit lessons that require such strategies as on-line collaboration projects, web-based research, and presentations. Title I funding will be utilized to purchase materials as needed.
- Teachers will provide access to technology at school and at home through the ST math program Math to reinforce math skills and concepts.

HIGHLY QUALIFIED STAFF:

The LCAP goal to ensure access to the core instructional program by providing highly qualified teachers and ongoing professional development will be met at Pio Pico through careful assessment and review of staff development needs on an ongoing basis based on District requirements, student academic needs, and our instructional focus as identified through assessment results. Input from all stakeholders is provided to develop a comprehensive staff development plan that includes training on the math Standards with a focus on students' use of algebraic functions. A variety of District, site, and peer training opportunities are offered to the staff on an ongoing basis. The staff will continue to receive coaching, modeling, and planning opportunities through District or site personnel in order to ensure that the math Common Core Standards and Units of Study are implemented with fidelity.

- Teachers will improve their instructional practices during grade level Data Chats. Teachers will share instructional strategies to address the rigors and expectations of in-depth application of math skills and concepts as they analyze student work in this new MAP assessment format. Title I funding will be utilized to purchase materials as needed.
- District personnel will provide coaching, lesson modeling, and planning for teachers implementing the Math Common Core Units of study. Title I funding will be utilized to purchase materials as needed. T
- Teachers will attend grade level collaboration meetings at least twice a month to provide teachers, principal and TOSA, an opportunity to discuss student work, identify best practices based on District and teacher Common Core assessments.
- Teachers will support their highly-qualified status as they have the opportunity to attend training in the use of SIOP, GLAD, Thinking Map strategies to provide scaffolded and differentiated instruction in Math Common Core State Standards lessons.
- Teachers will be provided with ST Mind staff development through the Pio Pico ST Math representative and trainer. Title I funding will be utilized to purchase materials as needed.

EXTENDED LEARNING OPPORTUNITIES:

To meet the LCAP goal that we support learning opportunities for all stakeholders and establish parent programs that support student success by working with community partners and organizations, Pio Pico will expand the use of of school-based Parent and Community Liaisons by providing parent training and learning opportunities for parents.

- To extend learning opportunities for Parents, they will receive information during monthly parent meetings regarding Math Common

Core State Standards and District MAP Benchmark assessments used to monitor student growth in meeting proficiency on these standards

- Parents will receive information and materials from their child's teacher during Back to School Night regarding grade level math expectations and Math Common Core State Standards. Teachers will provide parents with progress reports, report cards, and parent conferences to inform parents about their child's math progress and achievement. Title I funding will be utilized to purchase materials as needed.
- Parents will receive information and modeling of instructional strategies that support mastery of Math Common Core State Standards that include SIOP, GLAD, and Thinking Maps. Parent will be provided with strategies to assist their child at home using these strategies to ensure their child's math progress. Title I funding will be utilized to purchase materials as needed.
- Parents will have the opportunity to conduct classroom walkthroughs to observe math instruction.
- The Instructional Steering Committee, and SSC will meet to review the School Action Plan, vision and school-wide literacy focus and monitor progress made toward meeting our math goals.
- Community organizations and business partners will provide tutoring and support through the Pío Pico Mentoring Program for students not meeting proficiency on math skills on the District MAP Benchmark results.
- Parents will be encouraged to volunteer in their child's class and participate in school committees such as ELAC, DELAC, SSC, and PTA in order to be an active voice in the decision making process regarding the selection and financing of school programs and materials that will promote their child's math achievement.
- Parents will have access to technology at home to support school standards-aligned programs such as Jiji. Title I funding will be utilized to purchase materials as needed.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Pio Pico will maintain partnerships with parents, institutions of higher education, and community organizations that support desired student achievement, learning outcomes, and create a healthy, safe, and secure school environment.

Building on parenting strengths

Pio Pico will establish parenting programs that support student success and academic achievement. Parents will learn about their child's grade level Math Common Core State Standards during parent orientation at Back to School Night as teachers share their instructional program and classroom expectations for their child's academic achievement. Parents at Pio Pico recognize the importance of understanding the new standards and state assessments in order to ensure their child's academic success. The majority of parents at Pio Pico speak Spanish and are aware of the Seal of Biliteracy and support the Dual Program.

- Classroom teachers will conduct a parent orientation meeting regarding grade level Language Arts Common Core State Standards and expectations for their child's academic achievement. Title I funding will be utilized to purchase materials as needed..
- Parent education/training will be given regarding SBAC and the new MAP assessments and how the data will be used to monitor their student's academic growth. Title I funding will be utilized to support childcare and to purchase materials as needed.
- Information regarding reading literacy will be provided for parents on an ongoing basis via monthly parent meetings. Child care will be provided at these meetings. Title I funding will be utilized to support childcare and to purchase materials as needed.
- Parent education classes and training on Reading Common Core State Standards, SBAC Assessments, 40 Developmental Assets, and Thinking Maps. An activity supervisor will support these events to provide childcare. Title I funding will be utilized to support childcare and to purchase materials as needed.
- At each PTA and SSC meeting there will be a focus on an academic area and student work samples will be shared with parents in order to identify high expectations in reading for all students. Title I funding will be utilized to purchase materials as needed.
- Parents will have the opportunity to prepare their preschool age students to be successful in our K-5 program through our preschool classes. Title I funding will be utilized to purchase materials as needed.
- Food snacks will be provided during parent meetings, training and workshops as funds are available. Title I funding will be utilized to purchase materials as needed.
- The ILT, and SSC will meet to review the School Action Plan, vision and school-wide focus and monitor progress made toward meeting our goals in supporting students' academic achievement. Title I funding will be utilized to purchase materials as needed.
- Good attendance, behavior, and academic achievement will be promoted during our school's recognition assemblies. Parents will be invited to attend Trimester Awards Assemblies ST Math Program completion, Accelerated Reader Awards, Most Improved, Perfect

Attendance, and Academic Achievement. Title I funding will be utilized to purchase materials as needed.

Communicating effectively

Parents will learn about their child's grade level reading Common Core State Standards and expectations for reading during parent conferences, Back-to-School Night, and parent meetings. Parents will receive notification of their child's achievement through participation in several recognition ceremonies. District and state achievement reports will be shared with parents during monthly meetings. Parents will participate in training on how to read and use the valuable information on these reports to acknowledge their child's progress, or proficiency in Common Core State Standards.

- Parents and staff will receive a monthly calendar of events and bilingual flyers/newsletters to inform them of important events/training with an academic focus.
- Parents will receive communication from their child's teacher regarding their academic progress and achievement through progress reports, report cards, and parent conferences. Title I funding will be utilized for printing and to purchase materials as needed.
- Parents will receive information during monthly parent meetings regarding Common Core State Standards and District Benchmark assessments used to monitor student progress in meeting proficiency on these standards.
- Parents will receive information and materials from their child's teacher during Back to School Night regarding grade level expectations and Common Core State Standards. Title I funding will be utilized to fund printing costs.
- Parent Meetings, and School Events are all communicated through the automated voice mail system Parent-Link, and our school marquis

Organizing opportunities for volunteering

Parents will be given opportunities to volunteer in their child's class and to volunteer to participate in school committees such as ELAC, DELAC, SSC, and PTA. Parents will be an integral part Pio Pico's PBIS implementation as teachers and students work to develop a school climate that is conducive to learning and promotes student academic achievement by teaching students to be respectful, responsible, and safe. During parent meetings parents are offered opportunities to sign-up for training, programs, or volunteer for one of Pio Pico's big events such as the "Partnership Give Away" for Christmas. Pio Pico will continue to promote family involvement by holding monthly scheduled meetings that provide an avenue for parents to receive training and volunteer opportunities.

- Parents and teachers will review the school parent involvement policy and compact at the beginning of the school year. This document is presented in English and in Spanish for those whose home language is Spanish
- Parents will be asked volunteer to participate in the Annual SSC and ELAC training that will be offered through the district to parents serving on these committees.
- Teachers will promote in class volunteers to assist them in class projects and promote positive parent role modeling
- Parent volunteers will support PBIS and will continue to provide our school with a positive school climate and promote positive behavior in students

Learning at home

Pio Pico will continue to provide extended learning opportunities for all students by providing parent training on home access of the technology based programs offered in the school.

- Parents will be given home access to the school-wide web-based ST Math computer program to support their child's math skills at home.
- Parents will receive materials or strategies they can use at home to promote their child's achievement during Back to School Night
- Parents will be given home access to school-wide technology based reading incentive programs such as Accelerated Reader.
- Extended library hours will be available for students to check books out to read at home
- Increased access to the MyOn reading program to be used at school and home will be provided

Involving in decision making

Parents will be given opportunities to volunteer in their child's class and to volunteer to participate in school committees such as ELAC, DELAC, SSC, and PTA to be an active voice in the decision making process regarding the selection and financing of school programs and materials that will promote their child's academic achievement. These Committees will provide input regarding school programs and activities that support the school action plan's instructional focus for reading and writing.

- School-wide Elections for SSC, ELAC, DELAC, and PTA representative will encourage all parents to participate. Elected parents will receive training and information regarding each committee, and their role in these committees.
- School Site Council will meet monthly to review progress made towards meeting the goals on the school's action plan and will make budgetary decisions, and provide recommendations for improvement.
- Our English Language Advisory Committee (ELAC) will meet throughout the year to review student attendance, English Learner academic progress, and provide input to SSC regarding EL programs and services. ELAC members will also participate in an annual

EL programs needs assessment.

Collaborating with the community

Pio Pico will establish parenting programs that support student success by working with community partners and organizations and other family services. We will provide links to community social service resources, parenting workshops, provide opportunities for parents to attend community area events such as health fairs. The Pio Pico and Lowell Community Association will continue to meet regularly and will continue to provide excellent resources from community agencies. Community organizations and business partners will help to promote and support excellence in education through the Pio Pico Mentoring Program and providing incentives for student achievement and parent participation.

- Through our Community Mentoring Program, community volunteers provide mentoring to at risk students twice a week for 45 minutes sessions. They provide individualized support to under-performing students.
- Parents will receive referrals to community agencies to receive assistance in meeting immediate health and counseling needs so their child is prepared to learn.
- Pio Pico will work collaboratively with community partners to provide contributions that benefit parents in the Annual Parent Recognition Awards event.
- Pio Pico holds an annual school-wide Christmas event that gives parents an opportunity to have their child receive a gift from a community business partner. Businesses in the community adopt an entire classroom and provide each student with a gift. Parents volunteer to decorate and provide food for this special annual event.

Building relationships

Pio Pico will continue to provide all stakeholders opportunities to become a partner in the academic success of its students. Maintaining good communication and relationships with all stakeholders will ensure that programs and services will be provided so that all students meet their academic proficiencies and become productive citizens in the 21st century.

- Pio Pico will continue to promote family and community involvement by holding monthly scheduled meetings that provide an avenue for parents to receive training and information regarding school programs.
- School committees will provide input regarding school programs and activities that support the school action plan's instructional focus for reading and writing.
- Community organizations and business partners will promote student achievement through volunteers, services, and incentive prizes
- Pio Pico will continue to be the "Hub" of our school community as neighborhood association meetings are held to discuss neighborhood safety, and maintaining our community clean.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Mileage for TOSA to attend District meetings where information is shared on how to address underperforming student needs	1000-1999: Certificated Personnel Salaries	Title I, Part A	7,000.00
SST facilitators to coordinate and facilitate SST meetings ro plan student interventions as needed.	2000-2999: Classified Personnel Salaries	Title I, Part A	13,700.00
Sub coverage for teachers to analyze student data and plan additional educational support as needed.	4000-4999: Books And Supplies	Title I, Part A	79,588.00
Supplemental materials will be purchased to support instructional program with focus upon underperforming students	5000-5999: Services And Other Operating Expenditures	Title I, Part A	21,140.00
Access to technology will allow students additional support at differentiated levels	5700-5799: Transfers Of Direct Costs	Title I, Part A	3,000.00
Additional printing costs for requested differentiated materials	5900: Communications	Title I, Part A	1,500.00
Printing of supplemental materials			

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Additional printing for parent communication			
Total			125,928