The School Plan for Student Achievement

School: Jose Antonio Vargas Elementary School

CDS Code: 43-69591-0138750

District: Mountain View-Whisman School District

Principal: Vernorris Taylor

Revision Date: 12/09/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 9, 2021.

Table of Contents

School Vision and Mission

Jose Antonio Vargas Elementary School's Vision and Mission Statements
Our Mission at Jose Antonio Vargas Elementary School is We inspire, prepare and empower every student.
Our Vision is Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

School Profile

Jose Antonio Vargas Elementary is located in the city of Mountain View, a suburban community of 75,000 in the Silicon Valley, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District that
serves nearly 5,000 students in nine elementary schools and two middle schools. Jose Antonio Vargas Elementary is a K-5 school with an enrollment in September 2021 of 308 students. In Kindergarten 1st, and 2nd, there are three classes and grades 3-5 have two classes per grade. Our staff team has 15 regular classroom teachers, 1.5 STEAM (Science, Technology, Engineering, Art, Mathematics) teachers, 1 Resource/Special education teacher, an instructional coach, a principal, and 12classified support staff. Every student has access to a Chromebooks at school, and teachers are able to project using our TV projection system (VIA). This is the third year of operation for Jose Antonio Vargas.

Goal 1 - Student Achievement: English Language Arts 2021-22

CAASPP : Because no prior CAASPP data exists, this will be a baseline year for Vargas.
- English Language Arts - By June 2022, Jose Antonio Vargas Elementary School will establish a baseline of 80% of students meeting or exceeding standards in English Language Arts as measured by CAASPP for overall students. (3-5)

iReady-One Year's Growth:
- By June 2022, There will be a 4.8 increase from 52% to 56.8% in the number of Vargas students who meet their annual typical growth
- By June 2022, Vargas students will meet the district annual growth target of 56% from 2020-21 school year (Vargas Target -56.8%)

Subgroup goals: By June 2022 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be an 8 percentage point increase from 36% to 44%
- Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 37% to 44%
- English Only (EO): There will be a 4.4 percentage point increase from 56% to 60.4
- English Learners (EL) There will be a 5.4 percentage point increase from 46% to 51.4%

Ethnicity Subgroups -
- Asian : There will be a 6 percentage point increase from 59% to 65%.
- Hispanic/ Latino: There will be a 9 percentage point increase from 36% to 45%
- White: There will be a 7 percentage point increase from 55% to 62%

Goal 2 - Student Achievement: Math 2021-22 :

CAASPP : Because no prior CAASPP data exists, this will be a baseline year for Vargas.
- Math: By June 2022, Jose Antonio Vargas Elementary School will establish a baseline of 77% of students meeting or exceeding standards in Math as measured by CAASPP for overall students. (3-5)

iReady- One Year's Growth:
- By June 2022, There will be a 5.2 increase from 48% to 53.2% in the number of Vargas students who meet their annual

typical growth
- By June 2022, Vargas students will meet the district annual growth target of 48% from 2020-21 school year(Vargas Target -53.2%)

Subgroup goals: By June 2022 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be an 5.6 percentage point increase from 44% to 49.6%
- Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 37% to 44%
- English Only (EO): There will be a 4.4 percentage point increase from 56% to 60.4
- English Learners (EL) There will be a 5.4 percentage point increase from 46% to 51.4%

Ethnicity Subgroups -
- Asian : There will be a 6 percentage point increase from 59% to 65%.
- Hispanic/ Latino: There will be a 9 percentage point increase from 36% to 45%
- White: There will be a 7 percentage point increase from 55% to 62%

Goal 3 - English Learners
- By June 2022, 80% of At-Risk LTELs in 5th grade who scored an overall level 3 or 4 on the 2021 ELPAC are reclassified as Fluent English Proficient
- By June 2022, at least 80% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC
- By June 2022, 100% of RFEP students will be meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.

Goal 4 - Social Emotional Health and Wellness
- By June 2022, there will be a 3.2--percentage point increase from 68% to 71.2% in the number of parents who agreed or strongly agreed that their students' emotional needs are met by school (from 68% to 71.2%)
- By June 2022, there will be a 3.8--percentage point increase from 62% to 65.8.% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Goal 5 - Inclusive and Welcoming Culture

Attendance Goal:
- By June 2022, the average student attendance rate for the school will be at or above 97%

Chronic Absenteeism Goal:
- By June 2022 the average chronic absenteeism rate at Jose Antonio Vargas will decrease by 0.5% from 4% to 3.5%

Welcoming Environment Goal:
By June 2022, there will be a 2% increase in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey. (From 89%-91%)

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

<p style="text-align: center;">**Analysis of Current Instructional Program**</p>

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

    All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary. Students are assessed on the grade level standards at the end of each trimester using various district assessment (iReady, Literably, Writing) and throughout each unit of instruction using common formative assessments. The principal, the school leadership team, the grade level teams, and the whole staff analyze data in order to make necessary changes in the allocation of resources.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

    Teachers at Jose Antonio Vargas Elementary regularly review data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings and grade level release days. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into an RTI group--either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two STEAM teachers provide two periods of hands-on Science while the classroom teacher provides two periods of RTI instruction with their classroom each week, for both enrichment and intervention for students. This year, students will continue to use the iReady Instructional program for personalized learning to meet their identified needs. Students will receive pinpointed, targeted instruction at their level. Teachers monitor iReady data weekly and will intervene when a student is unable to grasp the concepts through iReady.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Vargas Elementary school has no misassigned teachers, no out of field teachers, and 2 classroom teachersand 2 Special education teachers in their first two years of teaching. All other teachers are considered "highly qualified". Vargas School is the District's newest school and opened in August 2019.

    Jose Antonio Vargas currently has 2 classroom teachers and 2 SpEd teachers that are participating in the teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project.

    Teachers in Mountain View Whisman School District have been provided with ongoing professional learning in SBE-adopted instructional materials. Vargas' teachers also participated in district provided professional development focused on building teacher knowledge and capacity with English Language Development, Differentiation, STEAM/literacy integration, Equity, and Social Emotional Learning. Teachers participate in site-based professional learning on CSS aligned instructional strategies, differentiation, English Language instruction. At Vargas, teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, planning time, and collaboration meetings. District instructional coaches regularly meet with Vargas staff members to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

    Teachers at Vargas Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through a full time instructional coach, as well as a new teacher support provider. Jose Antonio Vargas has one full-time instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers meet bi-weekly with the instructional coach. Teachers who are in their first two years of teaching also receive the support of a New Teacher Induction mentor teacher. There are currently 4 teachers that are participating in the new teacher induction program. The District partners with the Santa Cruz Silicon Valley New Teacher Center to support new teachers. The teachers that are part of this program receive additional professional development and coaching, as well as support to clear their preliminary credential.

    For the 2021-22 school year, Professional development and coaching will be on supporting English Language development through SIOP (Sheltered Instruction Observation Protocol Strategies), Differentiation, and developing student's social Emotional skills.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

    Every Thursday, students are released early and teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Additionally, time is provided during staff meetings and on staff development days for teachers to collaborate. During these meetings, teachers share effective practices with colleagues to create an environment of continuous growth, celebration, and academic excellence. Staff works to ensure there is an alignment of curriculum to content standards. All students are provided with grade level standards-based adopted curriculum. Our staff embraces life-long learning with professional learning to enhance application of research-based strategies to implement grade level curriculum.

<u>Opportunity and Equal Educational Access</u>

6.   Services provided by the regular program that enable underperforming students to meet standards

At Jose Antonio Vargas Elementary School, all students have the opportunity to be successful. In all of our classrooms, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the RTI block. Students who are struggling in math or language arts are offered the opportunity to attend after school tutoring.

<u>Parental Involvement</u>

7.   Resources available from family, school, district, and community to assist under-achieving students

The parents of Jose Antonio Vargas Elementary School are an integral part to student success. Parents participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Monday morning assemblies (Golden Ticket Assemblies), family Events (Science and Math Nights, Kinder Play dates, etc), Read-a-thon, and parent-teacher-student conferences. Please note that events are held virtually or follow current state and local health guidance if held in person.

Teachers and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff. Given the COVID-19 Pandemic, all parent meetings are held virtually, and we are able to provide simultaneous Spanish interpretation at these meetings. Additionally, We provide Spanish translation for parent-home communication.

8.   Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.
English Learners Advisory Committee meets monthly to advise the principal, school staff, and the School Site Council on programs and services for English Learners.

<u>Funding</u>

9.   Services provided by categorical funds that enable underperforming students to meet standards

Jose Antonio Vargas Elementary School's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Jose Antonio Vargas, funds are used to provide literacy intervention, provide additional tutoring and enrichment opportunities outside the instructional day, purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Professional development and planning time for staff are also a significant expense. Jose Antonio Vargas also receives donations through the Parent Teacher Association to support school day and after school enrichment programs. Jose Antonio Vargas Elementary School does not receive Title 1 funding.

Additionally, aach site has been allocated $120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment, including after school learning support and social emotional learning.

Description of Barriers and Related School Goals

At Jose Antonio Vargas we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities. The socioeconomically disadvantaged population at Jose Antonio Vargas is around 26 %. In general, English learner students at Jose Antonio Vargas have reclassified by the time they reach middle school, which indicates that most students language needs were met. We currently have 55 English language learners, which account for 17% of our total student population. Of those 55, we have 16 students who are within their first year of enrollment in US public schools. Every English Learners receive a minimum of 150 minutes of weekly Designated English Language. Our biggest achievement gap for students who are two to three levels below grade-level according to iReady is our Students with disabilities. They account for 7% of our population. Hispanic/Latino students account for 24% of our school population. The disparity that exist between these subgroups and others subgroups reveal that our staff has to refine our teaching strategies and methodologies to better serve these students.

Another barrier is the learning loss that occurred because of in-person school closure. The lack of in-person schooling negatively impacted both the academic, their social and emotional learning. Remote learning and school closure heavily relied on regular, consistent access to technology, knowledge of how to use technology, and access to learning environments that were conducive to remote instruction. While great efforts were made by our staff and school district, many students still struggled to access the curriculum through our online instruction. Furthermore, parents indicated they had concerns for their children's social emotional well-being as it concerned loss of social skills due to isolation, reduced physical activity, increased anxiety around sickness and death as a result of pandemic awareness, behavior changes due to lack of structure, need for reintegration/reorientation for transition back to school, and lack of community building.

We have the attitude that every student that comes onto our campus deserves to have a quality education, regardless of their English language, special education, or socioeconomic status. We provide strategic support for our students who are below grade level in math and language arts and enrichment opportunities (art, music, after school enrichment, inquiry learning) for every student. Our master schedule is built so that every student will participate in initial first teaching with a dedicated intervention block so students do not miss out on core instruction. Additionally, Designated ELD time does not overlap with first teaching of core content. Our funding is implemented to support our teachers' professional development, to provide additional supports to support students' English language acquisition, and to celebrate target student successes.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	37.50	37.50	25.00	0.00	16
1	0.00	45.45	45.45	9.09	11
2	0.00	66.67	33.33	0.00	3
3	0.00	83.33	16.67	0.00	6
4	18.18	45.45	0.00	36.36	11
5	28.57	57.14	0.00	14.29	7
All Grades	18.52	50.00	20.37	11.11	54

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	25.00	43.75	31.25	0.00	16
1	18.18	63.64	18.18	0.00	11
2	33.33	66.67	0.00	0.00	3
3	16.67	83.33	0.00	0.00	6
4	45.45	18.18	0.00	36.36	11
5	57.14	28.57	0.00	14.29	7
All Grades	31.48	46.30	12.96	9.26	54

	Written Language Percentage of Students at Each Performance Level for All Students				
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	37.50	25.00	37.50	0.00	16
1	0.00	27.27	36.36	36.36	11
2	0.00	33.33	33.33	33.33	3
3	0.00	50.00	33.33	16.67	6
4	0.00	18.18	45.45	36.36	11
5	0.00	28.57	57.14	14.29	7
All Grades	11.11	27.78	40.74	20.37	54

	Listening Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	6.25	25.00	68.75	16
1	0.00	72.73	27.27	11
2	0.00	66.67	33.33	3
3	0.00	66.67	33.33	6
4	27.27	36.36	36.36	11
5	14.29	42.86	42.86	7
All Grades	9.26	46.30	44.44	54

	Speaking Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	6.25	93.75	0.00	16
1	0.00	90.91	9.09	11
2	0.00	66.67	33.33	3
3	0.00	50.00	50.00	6
4	27.27	18.18	45.45	11
5	14.29	0.00	85.71	7
All Grades	9.26	59.26	29.63	54

Reading Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	**Well Developed**	**Somewhat/Moderately**	**Beginning**	**Total Number of Students**
	20-21	**20-21**	**20-21**	**20-21**
K	6.25	75.00	18.75	16
1	18.18	81.82	0.00	11
2	33.33	66.67	0.00	3
3	16.67	83.33	0.00	6
4	45.45	54.55	0.00	11
5	14.29	85.71	0.00	7
All Grades	20.37	74.07	5.56	54

Writing Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	**Well Developed**	**Somewhat/Moderately**	**Beginning**	**Total Number of Students**
	20-21	**20-21**	**20-21**	**20-21**

Conclusions based on this data:

1. In grades, 4 and 5 we have large percentage of English Learners with limited English proficiency. (Score overall 1 or 2)

2. ~78% of students scored a 3 or more on oral language, vs only ~39% score 3 or more on written language. This has implications for English Language Development focus

3. As students progress through grade levels, the scores and levels for listening and speaking increases

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	**Tier 2**	**Tier 3**	**Grand Total**
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	**Tier 2**	**Tier 3**	**Grand Total**
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	**Met**	**Not Met**
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)	**Met**	**Not Met**
SWD	36%	64%
Socio-Economically Disadvantaged (SED)	**Met**	**Not Met**

SED	36%	64%
EL Status Subgroup Data	**Met**	**Not Met**
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	**Met**	**Not Met**
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	**Met**	**Not Met**
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	**Met**	**Not Met**
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	**Met**	**Not Met**
SED	44%	56%
EL Status Subgroup Data	**Met**	**Not Met**
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

	Met	Not Met
RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	**Met**	**Not Met**
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

Jose Antonio Vargas Elementary School

Math - Diagnostic 3 (May 2021)				
	Tier 1	**Tier 2**	**Tier 3**	**Grand Total**
Math Diagnostic 3 Overall	75%	20%	5%	
Ethnicity Subgroups				
Asian	91%	9%	0%	100%
Hispanic/Latino	43%	46%	11%	100%
White	80%	14%	6%	100%
Grand Total	75%	20%	5%	100%
Students with Disability (SWD)				
SWD	36%	41%	23%	100%
Not SWD	77%	19%	4%	100%
Grand Total	74%	21%	5%	100%
Socio-Economically Disadvantaged (SED)				
SED	46%	40%	14%	100%
Not SED	84%	14%	2%	100%
Grand Total	74%	21%	5%	100%
EL Status Subgroup Data				
EL	42%	44%	13%	100%
EO	79%	18%	4%	100%
IFEP	84%	13%	4%	100%
RFEP	84%	14%	2%	100%
Grand Total	74%	21%	5%	100%

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	64%	16%	21%	
Ethnicity Subgroups				
Asian	96%	3%	1%	100%
Hispanic/Latino	52%	33%	15%	100%
White	81%	15%	4%	100%
Grand Total	80%	14%	6%	100%
Students with Disability (SWD)				
SWD	43%	26%	30%	100%
Not SWD	82%	14%	4%	100%
Grand Total	79%	15%	6%	100%
Socio-Economically Disadvantaged (SED)				
SED	47%	37%	16%	100%
Not SED	91%	7%	2%	100%
Grand Total	79%	15%	6%	100%
EL Status Subgroup Data				
EL	46%	37%	17%	100%
EO	82%	13%	5%	100%
IFEP	89%	9%	2%	100%
RFEP	94%	4%	2%	100%
Grand Total	79%	15%	6%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	64%	36%
1	33%	67%
2	50%	50%
3	49%	51%
4	46%	54%
5	46%	54%
6		
7		
8		

Reading - Diagnostic 3 (May 2021)		
Grand Total	48%	52%
Students with Disability (SWD)	Met	Not Met
SWD	38%	62%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	29%	71%
EO	57%	43%
IFEP	43%	57%
RFEP	48%	52%
Grand Total	48%	52%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	58%	42%
Hispanic/Latino	30%	70%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	61%	39%
1	37%	63%
2	50%	50%
3	56%	44%
4	46%	54%
5	61%	39%
6		
7		
8		
Grand Total	52%	48%
Students with Disability (SWD)	Met	Not Met
SWD	37%	63%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	**Met**	**Not Met**
EL	46%	54%
EO	56%	44%
IFEP	46%	54%
RFEP	54%	46%
Grand Total	52%	48%
Ethnicity Subgroup Annual Typical Growth Data	**Met**	**Not Met**
Asian	59%	41%
Hispanic/Latino	36%	64%
White	55%	45%
Grand Total	52%	48%

Conclusions based on this data:

1. For Reading, In trimester 3 of 2020-21 school year, 64% of students scored in Tier 1 for Reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :
   Hispanic/Latino students vs Asian/White students (-44% and -29% respectively)
   Students with Disabilities vs Students who don't have disabilities (-39%
   Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-44%)
   English Learners vs EO/IFEP/RFEP (-36%, -43%, and -48%)

2. For Math In trimester 3 of 2020-21 school year, 61% of students scored in Tier 1 for Math. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :
   Hispanic/Latino students vs Asian/White students (-57% and -46% respectively)
   Students with Disabilities vs Students who don't have disabilities (-41%
   Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-51%)
   English Learners vs EO/IFEP/RFEP (-56%, -61%, and -38%)
   A significant gap exist also between RFEP and IFEP/EO (-18% and 23%

3. Students at Vargas performed better at math when compared with reading on the Trimester 3 diagnostic. More supports are needed to increase students' literacy.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 1: Academic Achievement - English Language Arts ● **School Goal 1.a - CAASPP Goal** ● **School Goal 1.b - One Year's Growth Goal**
CAASPP : Because no prior CAASPP data exists, this will be a baseline year for Vargas. ELA - By June 2022, Jose Antonio Vargas Elementary School will establish a baseline of 80% of students meeting or exceeding standards in English Language Arts as measured by CAASPP for overall students. (3-5) iReady- One Year's Growth ALL Students • By June 2022, There will be a 4.8 increase from 52% to 56.8% in the number of ALL Vargas students who meet their annual typical growth • By June 2022, Vargas students will meet the district annual growth target of 56% from 2020-21 school year. Subgroup goals: By June 2022 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be an 8 percentage point increase from 36% to 44% • Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 37% to 44% • English Only (EO): There will be a 4.4 percentage point increase from 56% to 60.4 • English Learners (EL) There will be a 5.4 percentage point increase from 46% to 51.4% Ethnicity Subgroups - • Asian : There will be a 6 percentage point increase from 59% to 65%. • Hispanic/ Latino: There will be a 9 percentage point increase from 36% to 45% • White: There will be a 7 percentage point increase from 55% to 62%

Data Used to Form this Goal:
iReady subgroup data

Findings from the Analysis of this Data:

Context for understanding data: Jose Antonio Vargas Elementary's first year was 2019-2020 School year. At that time, no CAASPP data existed for the school. Due to the global pandemic and resulting school closure, Jose Antonio Vargas students have never taken the CAASPP test. Similarly, administration of the iReady exam was remote administration for Trimester 1 and 2. For Trimester 3, there was a hybrid of some remote and some in person administration.

Because of this, prior years goals were not able to be assessed for CAASPP.

In Trimester 3 of 2020-21 school year, 64% of students scored in Tier 1 for reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :
Hispanic/Latino students vs Asian/White students (-44% and -29% respectively)
Students with Disabilities vs Students who don't have disabilities (-39%
Socio-Economically disadvantaged students vs non Socio-Economically Disadvantaged (-44%)
English Learners vs EO/IFEP/RFEP (-36%, -43%, and -48%)
If English learners are able to reclassify, they perform better than those who are native English Speakers

Similarly, the data reveals that for Hispanic/Latino students, Students with Disabilities, Socio-Economically Disadvantaged, and English learners, 15%, 30%,16%, and 17% of students fall in Tier 3 which indicates that those students are more than 2 years below grade-level expectations.

Vargas had 7% fewer overall students in Tier 1 when compared with the MVWSD school district as a whole. While the overall population was comparable in Tier 1, Vargas students had 8% more overall students in Tier 3. Conversely, Vargas had fewer students in Tier 3 in subgroups of Hispanic/Latino, SWD, SED, and EL. 15% fewer, 14% fewer, 16% fewer, and 23% fewer respectively. Vargas has fewer students belonging to those subgroups who are 2 or more grade levels in reading.

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Benchmark, iReady, and CAASPP data, observations and feedback on the use of RTI.

What short-term outcomes will you expect? Teachers will regroup for RTI within the first 2 weeks of school based on iReady data. Teachers will then regroup every 3-4 weeks throughout the year based on iReady data (diagnostic and Standards Mastery). Please note that because both math and reading supports are needed, students will be engaged in both RTI for reading and math.

What early evidence of change will demonstrate the school is on track? Students will be regrouped during dedicated RTI based on CFA data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategy: Refine RTI • Administer iReady Diagnostics Assessments • Analyze Diagnostic • Identify Mastery Standard(s) to be addressed in this cycle • Determine Assessments to be used to assess progress towards standard • Determine Groups, target goals • Teachers plan for 3-4 Weeks of instruction • Teachers administer common formative assessment • Repeat cycle for new mastery standard	August-June	Teachers	Planning time after school and on weekends (amount of hours can be reduced if not fully funded)	1000-1999: Certificated Personnel Salaries	School Allocation	2,790
			Leadership Team Meetings to review student data	1000-1999: Certificated Personnel Salaries	School Allocation	3,000
Key Strategy: Differentiation • Teachers identify and deconstruct mastery standards • Teachers administer assessments • Teachers conduct data review cycles • Teachers determine areas of needs for individual and groups of students • If needed, teachers will engage in professional learning to support identified learning needs. • Teachers plan differentiation learning with learning goals for each group of students	August-June	Administrator, teachers, instructional Coach	Enrichment Materials	4000-4999: Books And Supplies	Program 201	3,000
			Extra support Materials	4000-4999: Books And Supplies	TSSP	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Teachers will determine if extra materials such as leveled readers, online enrichment programs, or novel/book study items are needed to support learning targets						
Key Strategy: SIOP Focus on Lesson Preparation and Building Background • Provide professional development to teachers in SIOP throughout the year for vocabulary and building background strategies • Implement Sheltered Instruction Protocol (SIOP) strategies • Conduct frequent walk-throughs and provide feedback and coaching to teachers on SIOP	August-June	teachers	no extra cost to site			
Key Strategy: Professional Development • Analyze Data • Determine Professional learning needs for staff (professional learning will include but not limited to guided reading, effective vocabulary development strategies, structured writing instruction, reading intervention support for struggling readers, effective phonics and phonemic awareness strategies)	August-June	coach and teachers	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Schedule professional learning opportunities (during site PD days, staff development, after school as needed) • Collaboration and Planning for implementation • Implement strategies from professional learning • Feedback on implementation of professional learning strategies • Repeat process with new data						
Key Strategy: After School Tutoring (Implemented as part of District Learning Recovery Plan) • Assess students using iReady Diagnostics • Analyze data • Determine students in need of extra support • Schedule times for students to attend classes • Progress monitoring of students • Reassess students to determine if after school support is still needed	August-June	coach and teachers	no extra cost to site			
Key Strategy: Tier 2 intervention Support • Assess students • Analyze data • Determine students who need more intensive	August-June	Principals Teachers classified staff	Intervention Specialist	5800: Professional/Consulting Services And Operating Expenditures	TSSP	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support and areas of need • Research and contract with an outside agency to provide additional staff for intervention. • Rearrange staff to provide intense reading instruction support • Monitor student progress to determine next steps for students						
Key Strategy: Implement "Capstone Project" • Teacher engage in Professional Learning-Power of Moments. • Teachers Analyze standards to determine needs of students • Teachers plan units incorporating needs of students, ensuring that all students are successful. • Students engage in authentic learning projects • Students present project to "public"	August-June	Administrator, teachers, instructional Coach	no extra cost to site			
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-June	Administrator	materials and resources	4000-4999: Books And Supplies	School Allocation	7984.5
Implement new or revised strategies based on revision of plan	August-June					

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 2: Academic Achievement - Math ● **School Goal 2.a - CAASPP Goal** ● **School Goal 2.b - One Year's Growth Goal**
CAASPP : Because no prior CAASPP data exists, this will be a baseline year for Vargas. ELA - By June 2022, Jose Antonio Vargas Elementary School will establish a baseline of 77% of students meeting or exceeding standards in Math as measured by CAASPP for overall students. (3-5) iReady- One Year's Growth ALL Students ● By June 2022, There will be a 5.2 increase from 48% to 53.2% in the number of ALL Vargas students who meet their annual typical growth ● By June 2022, Vargas students will meet the district annual growth target of 48% from 2020-21 school year(Vargas Target -53.2%) Subgroup goals: By June 2022 all subgroups will make the following gains: ● Students with Disabilities (SWD): There will be an 5.6 percentage point increase from 44% to 49.6% ● Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 37% to 44% ● English Only (EO): There will be a 4.4 percentage point increase from 56% to 60.4 ● English Learners (EL) There will be a 5.4 percentage point increase from 46% to 51.4% Ethnicity Subgroups - ● Asian : There will be a 6 percentage point increase from 59% to 65%. ● Hispanic/ Latino: There will be a 9 percentage point increase from 36% to 45% ● White: There will be a 7 percentage point increase from 55% to 62%

Data Used to Form this Goal:

2020-21 iReady Data

Findings from the Analysis of this Data:

Context for understanding data: Jose Antonio Vargas Elementary's first year was 2019-2020 School year. At that time, no CAASPP data existed for the school. Due to the global pandemic and resulting school closure, Jose Antonio Vargas students have never taken the CAASPP test. Similarly, administration of the iReady exam was remote administration for Trimester 1 and 2. For Trimester 3, there was a hybrid of some remote and some in person administration.

Because of this, prior years goals were not able to be assessed for CAASPP.
In Trimeste 3 of 2020-21 school year, 61% of students scored in Tier 1 for reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :
Hispanic/Latino students vs Asian/White students (-57% and -46% respectively)
Students with Disabilities vs Students who don't have disabilities (-41%
Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-51%)
English Learners vs EO/IFEP/RFEP (-56%, -61%, and -38%)
A significant gap exist also between RFEP and IFEP/EO (-18% and 23%

Similarly, the data reveals that for Hispanic Latino, Students with Disabilities, Socio-economically disadvantaged, and English learners, 11%, 23%, 14%, and 13% of students fall in Tier 3 which indicates that those students are more than 2 years below grade-level expectations.

Vargas Students performed similarly to students in the number of overall students in Tier 1 in the MVWSD school district. While the overall population was comparable in Tier 1, Vargas students had 9% fewer overall students in Tier 3. Similarly, Vargas had fewer students in Tier 3 in subgroups of Hispanic/Latino, SWD, SED, and EL. 19% fewer, 23% fewer, 18% fewer, and 24% fewer respectively. Vargas has fewer students belonging to those subgroups who are 2 or more grade levels in Math.

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, iReady, and CAASPP data, observations and feedback on the use of RtI.

What short-term outcomes will you expect? Teachers will regroup for RTI within the first 2 weeks of school based on iReady data. Teachers will then regroup every 3-4 weeks throughout the year based on iReady data (diagnostic and Standards Mastery) and Eureka math assessments. Please note that because both math and reading supports are needed, students will be engaged in both RTI for reading and math.
What early evidence of change will demonstrate the school is on track? Students will be regrouped during dedicated RTI based on CFA data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategy: Refine RTI • Administer iReady Diagnostics Assessments • Analyze Diagnostic • Identify Mastery Standard(s) to be addressed in this cycle • Determine Assessments to be used to assess progress towards standard • Determine Groups, target goals • Teachers plan for 3-4 weeks of instruction • Teachers administer common formative assessment • Repeat cycle for new mastery standard	August-June	Teachers	Cost accounted for in goal 1			
Key Strategy: Differentiation • Teachers identify and deconstruct mastery standards • Teachers administer assessments • Teachers conduct data review cycles • Teachers determine areas of needs for individual and groups of students • If needed, teachers will engage in professional learning to support identified learning needs. • Teachers plan differentiation learning with learning goals for each group of students	August-June	Administrator	Manipulatives Math Enrichment Materials Math Support Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Program 201 Program 201 TSSP	3,000 3,888 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Teachers will determine if extra materials such as manipulatives, math enrichment items are needed to support learning targets						
Key Strategy: SIOP Focus on Lesson Preparation and Building Background • Provide professional development to teachers in SIOP throughout the year for vocabulary and building background strategies • Implement Sheltered Instruction Protocol (SIOP) strategies • Conduct frequent walk-throughs and provide feedback and coaching to teachers on SIOP	August-June	Coach and teachers	No extra cost to site			
Key Strategy: Professional Development • Analyze Data • Determine Professional learning needs for staff (PD opportunities may include but are not limited to deconstructing standards, provide direct math instruction, math differentiation strategies, use of SIOP for math instruction, effective math intervention strategies) during site PD days, staff development, after school as needed	August-June	Administrator and Coach	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Schedule professional learning opportunities • Collaboration and Planning for implementation • Implement strategies from professional learning • Feedback on implementation of professional learning strategies • Repeat process with new data						
Key Strategy: After School Tutoring (Implemented as part of District Learning Recovery Plan) • Assess students using iReady Diagnostics • Analyze data • Determine students in need of extra support • Schedule times for students to attend classes • Progress monitoring of students • Reassess students to determine if after school support is still needed (IReady data)	August-June	Administrator	no extra cost to site			
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-June	Administrator	Materials and Resources	4000-4999: Books And Supplies	School Allocation	7855.5
Implement new or revised strategies based on revision of plan	August-June	Administrator	no extra cost to site			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners ● **School Goal 3.a - LTEL/At-RIsk Goal** ● **School Goal 3.b - RFEP Goal** ● **School Goal 3.c - ELPAC Goal**
School Goal 3.a - LTEL/At-RIsk Goal: By June 2022, 80% of At-Risk LTELs in 5th grade who scored an overall level 3 or 4 on the 2021 ELPAC are reclassified as Fluent English Proficient   ● School Goal 3.b - By June 2022, there will be a 6 percentage point increase (from 94% to 100%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. School Goal 3.c - ELPAC Goal: By June 2022, at least 80% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC
Data Used to Form this Goal:
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates

Findings from the Analysis of this Data:

Vargas has 54 students who were tested on the 2021 ELPAC.
14/54 were fifth graders. Of those 14, 3 continued on to middle school as LTELs and 2 as at-Risk of becoming LTEL.
Of the 54 students who were tested, 10 scored level four, 27 level three, 11 Level two and 6 student scored level One.
4 of 6 students who scored level one, have been enrolled in CA public schools for less than 2 years at the time of assessment.
For the 2020-21 school year, 8 students reclassified.
According to the most recent ELPAC data fo 2021,
Vargas currently has 1 LTEL
Vargas currently has 11 students At-Risk of becoming LTEL
Of those at Risk, students 4/11 are SED
7/11 are Latino/Hispanic
9/11 are currently scoring 3 on the ELPAC
8/11 students score higher on the oral language section vs the written language.
3/3 students scored the same on oral language and written language

94% of RFEP students are in Tier 1 based on the iReady reading diagnostic assessment in May 2021.

How the School will Evaluate the Progress of this Goal:

CAASPP, District iReady, EL Progress Monitoring, Curriculum Embedded Assessments, Reclassification rates, Collaboration logs (ELD planning), visible language objectives posted in classrooms, vocabulary and language frames, ELD feedback

What short-term outcomes will you expect? Students will show improvement on CFA in ELA and Math. Students will meet daily language objectives

What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Language objectives are present, and students are able to articulate goals. Vocabulary and target language are visible, and students are using target language. Students will engage in 150 minutes of designated ELD.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional time for instructional planning	August-June	Administrator	Planning time for teachers includes extra hours if fully funded	1000-1999: Certificated Personnel Salaries	TSSP	2500
Key Strategy: Refine Designated ELD instruction • Principal, instructional coach with district assistance identify professional learning	August-June	Coach and teachers	Professional Learning	5000-5999: Services And Other Operating Expenditures	TSSP	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs for designated ELD instruction • Principal identifies professional learning trainings/professional development opportunities • Principal and instructional coach provide professional learning for ELD during staff meetings and during individual and group coach sessions as needed (possible PD may include but not limited to topics such as organizing ELD instruction to support Newcomers/intermediate students, further PD on interim assessments for monitor EL learners, and implementation of writing as part of ELD) • teachers plan instructional groups and learning targets for students based on data and professional learning • Implement ELD instruction • principal and coach provide ongoing coaching in ELD						
Key Strategy: Implementation of SIOP Strategies focus on Lesson Planning and Building Background • Principal and instructional coach provide	August-June	Administrator, Teachers, Instructional Coach	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
professional development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. • Teachers Implementation of SIOP components • Principal conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP features.						
Key Strategy: Implementation of Learning A-Z for EL Students • Teachers attend Learning A-Z trainings • Team leads cross train members not attendance • Teachers use resources in Learning A-Z for ELD and in implementation of SIOP strategies for Vocabulary • Principal provide feedback on implementation • Teachers refine practice during collaboration time			no extra cost to site			
Key Strategy: Progress Monitoring • Teachers will analyze ELPAC data and most recent reading diagnostics • Teachers will identify RFEP students, LTELs, At-Risk of becoming LTELs, and EL students in their classes.	August-June	Teachers	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• During regular data analysis for RTI or differentiation, teachers will explicitly provide instructional next steps and analysis of target students • During walkthrough, teachers will be provided regularly feedback on supports for target students • Progress monitoring as new data is collected						
Key Strategy:RTI and Differentiation: Process for RTI and Differentiation will include specific strategies to support ELs, LTELs, At-Risk, and RFEP students)	August-June	Administrator and teachers	no extra cost to site			
Key Strategy: After School Tutoring (Implemented as part of District Learning Recovery Plan) • Assess students using iReady Diagnostics • Analyze data • Determine students in need of extra support • Schedule times for students to attend classes • Progress monitoring of students • Reassess students to determine if after school support is still needed	August-June	Teachers	no extra cost to site			
Implement new or revised strategies	August-June	Administrator	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
based on revision of plan						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness ● **School Goal 4.a - Parent Goal** ● **School Goal 4.b - Student Goal**
Goal 4 - Social Emotional Health and Wellness Goal: By June 2022, there will be a 3.2--percentage point increase from from 68% to 71.2% in the number of parents who agreed or strongly agreed that their students' emotional needs are met by school (from 68% to 71.2%) By June 2022, there will be a 3.8--percentage point increase from 62% to 65.8.% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
LCAP; Learning recovery needs assessment

Findings from the Analysis of this Data:

According to the LCAP survey for 2021 the number of parents who agreed or strongly agreed that their students' emotional needs are met by school was 68%

According to the LCAP survey for 2021 the number of students who agreed or strongly agreed that my school focuses on a student's character was 62%

Based on the Learning Loss Needs Assessment,
Parents indicated that they were concerned about their children's social emotional wellbeing. Parents indicated concerns that included:
loss of social skills due to isolation
Reduced physical activity
Increased anxiety around sickness and death as a result of pandemic awareness
Behavior changes due to lack of structure
Need for reintegration/reorientation for transition back to school
Community building

Teachers
Staff indicated concerns for:
Lack of social skills
Need for scope and sequence of Social emotional Skills teaching
Increased support for students who have experienced traumatic experience
Need for in-class community building
Organize group activities
Reorientation in transition back to school

How the School will Evaluate the Progress of this Goal:

LCAP survey, Site based school survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategy: Provide Orientation for All Students • Analyze data from LCAP survey, learning need data gathered in Spring of 2021, and teacher feedback, • Determine needs for re-acclimating students back to school • Plan activities to address needs • Conduct activities	August-June	Administrator, Teachers, Instructional Coach	Teacher planning time	1000-1999: Certificated Personnel Salaries	Program 202	1,575
			If fully funded, planning and supplies for additional orientation day/week in January	1000-1999: Certificated Personnel Salaries	Program 202	2,285
			Orientation supplies (Masks, bracelets, etc.)	4000-4999: Books And Supplies	Program 202	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Asses action and process and revise as needed						
Key Strategies: Social Emotional Skills Development • Teachers will conduct Classroom meetings at least 3 times a week • Research T-SEL competencies • Plan and conduct Professional Learning opportunities for SEL competencies with consultation from district off staff • Teachers plan and implement lessons based on professional learning	August-June	Teachers	Teacher planning time	1000-1999: Certificated Personnel Salaries	Program 201	980
Key Strategy: Provide Student Leadership Opportunities • Teachers will establish student council for 3-5 grades • At-Risk Intervention Supervisor (ARIS) will establish a "junior coaches" program for 3-5 students. Students who are selected for junior coach program will be trained after school with appropriate supervision.	September-June	Teachers, ARIS, Admin	Teacher supervisory Materials and supplies for club	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Program 201 Program 201	1,350 500
Key Strategy: Counseling Services through CHAC • Teachers, principal, SCEF,	September-June	SCEF and Principal	No extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and ARIS will identify students who will be candidates for one-to-one support and group support for 3rd grade (Just for Kids Program) and 5th grade students (Tween Talk). The curriculum is 6-7 weeks in length and has the following focus: • The Just for Kids program for grade 3 are designed to increase a student's social and emotional competence. • Tween talk curriculum utilizes Mindfulness and Dialectical Behavior Therapy Skills techniques to increase a student's emotional regulation skills, prosocial communication skills and healthy coping skills. • Based on recommendation, students will attend weekly session • At the end of cycle, students will be reevaluated, and more students will be added as needed.						
Implement new or revised strategies based on revision of plan	August-June	Principal	no additional cost			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture

School Goal 5: Inclusive and Welcoming Culture
    ●   **School Goal 5.a - Attendance Goal**
    ●   **School Goal 5.b - Chronic Absenteeism Goal**
    ●   **School Goal 5.c - Welcoming Environment Goal**

Goals: Attendance: By June 2022, the average student attendance rate for the school will be at or above 97% Chronic Absenteeism: By June 2022, the average chronic absenteeism rate at Jose Antonio Vargas will decrease by 0.5% from 4% to 3.5% Welcoming Environment Goal: By June 2022, there will be a 2% increase in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey. (From 89%-91%)
Data Used to Form this Goal:
2021 LCAP Survey Attendance and absenteeism data Learning Needs assessment

Findings from the Analysis of this Data:

Attendance Rate:
For 2021, the Attendance rate was 95.9%

Chronic Absenteeism Rates:

The average chronic absenteeism rate at Jose Antonio Vargas is 4%
When broken down by Subgroup the Chronic Absenteeism Rate are:
Hispanic/Latino: 8%
White: 5%
English Learners: 6%
Students who have reclassified (RFEP): 4%
English Only:5%
socioeconomically disadvantaged:10%
Asian Students: 0%

Based on the 2021 LCAP Survey the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" was 89%.
Based on the 2021 LCAP Survey the number of parents who agree or strongly agree with the statement "provides families with resources to support student learning and development at home." is 60%
Based on the 2021 LCAP Survey the number of parents who indicated that they hadn't participated in any school-sponsored activities was 81%.

How the School will Evaluate the Progress of this Goal:

LCAP Survey review, Attendance reports, school based survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Key Strategy: Establish Student Leadership Opportunities • Teachers will establish student council for 3-5 grades • At-Risk Intervention Supervisor (ARIS) will establish a "junior coaches" program for 3-5 students • Establish Teacher sponsored after school and lunch clubs	August - June	Administrator, Teachers, ARIS	Cost of teacher supervisors	1000-1999: Certificated Personnel Salaries	School Allocation	5,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategies: Parent Engagement • Solicit input from parents though survey and parent emails • Plan virtual or in person engagement opportunities that follow current district and county guidelines for visitors onsite • Contract with organizations and vendors to provide parent engagement that follow current district and county guidelines involving visitors onsite. • Assess effectiveness through a participant survey • Translation Services for home-school communication • Interpretation for parent meetings • Monthly Principal's Coffees • Weekly Office hours • Newcomer Family Meeting • :Incoming Kinder Family Night	August - June	Administrator, Teachers, SCEF	Materials for Family engagement	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	300
			Interpreters for parent meetings, ELPAC Coordinator and testers	5000-5999: Services And Other Operating Expenditures	TSSP	4,500
			Contracts with Parent Education service	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2,757
			Hourly rate for classified durring family engagement	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	200
			Hourly rate for teachers in family engagement night	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500
			If fully funded, more contracts for additional family night	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1,252
Key Strategy: After school Enrichment for All The goal is to provide an array of school-funded after school programming that allows for students to engage in at least one enrichment opportunity. By engaging students in	August - June	Administrator	Contracts with enrichment vendors	5000-5999: Services And Other Operating Expenditures	Program 201	12,000
			Salaries for staff overseeing program	2000-2999: Classified Personnel Salaries	Program 201	7,082

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a topic of interests, we hope to increase their enjoyment of coming to school, develop an interest, and support students who may not otherwise be able to afford afterschool enrichment. Examples of vendors include but are not limited to Imagineerz, Peninsula Youth Theater, High-Tech High Heels, Run for Fun, CSMA Art and Music. Please note, we intend to begin services in late January. This allows students to become fully vaccinated • Survey parent/student interests. • Finalize contracts with after school vendors • Finalize schedules of classes • Signups • Provide services to students			Contracts with enrichment vendors Use complete amount if fully funded	5000-5999: Services And Other Operating Expenditures	After School Enrichment - Elementary Schools	3,180
			Amount if fully funded Contracts with enrichment vendors	5000-5999: Services And Other Operating Expenditures	TSSP	2,624
Key Strategy: Attendance Monitoring • Principal, SCEF, ARIS, Attendance clerk, and secretary meet weekly to review attendance records. • Team identifies potential attendance issues and create a plan of action for follow-up • After parent contact is made, next steps are made. (next steps may include, but not limited, supports for family, removing potential	August - June	Administrator, SCEF, ARIS	No extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
barriers, and providing parent education about attendance policies. • Team lead will document and provide followup at next site attendance meeting • If needed, the team will follow the SART process as outlined by standard district protocol for students who have excessive tardies and absences.						
Implement new or revised strategies based on revision of plan	August - June	Administrator	no extra cost to site			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	**Allocation 75%**	**Allocation 100%**	**Balance (Allocations-**
School Allocation	20,273	27,030	0.00
Program 201	23,850	31,800	0.00
Program 202	4,770	6,360	0.00
TSSP	16,218	21,624	0.00
After School Enrichment -	2,385	3,180	0.00
Parent Engagement	3,757	5,009	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School Enrichment - Elementary Schools	3,180.00
Parent Engagement (PIQE/FEI/PU)	5,009.00
Program 201	31,800.00
Program 202	6,360.00
School Allocation	27,030.00
TSSP	21,624.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	20,380.00
2000-2999: Classified Personnel Salaries	7,282.00
4000-4999: Books And Supplies	31,028.00
5000-5999: Services And Other Operating Expenditures	28,313.00
5800: Professional/Consulting Services And Operating	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	After School Enrichment - Elementary	3,180.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	200.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	300.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	4,009.00
1000-1999: Certificated Personnel Salaries	Program 201	2,330.00
2000-2999: Classified Personnel Salaries	Program 201	7,082.00
4000-4999: Books And Supplies	Program 201	10,388.00
5000-5999: Services And Other Operating	Program 201	12,000.00
1000-1999: Certificated Personnel Salaries	Program 202	3,860.00
4000-4999: Books And Supplies	Program 202	2,500.00
1000-1999: Certificated Personnel Salaries	School Allocation	11,190.00
4000-4999: Books And Supplies	School Allocation	15,840.00
1000-1999: Certificated Personnel Salaries	TSSP	2,500.00
4000-4999: Books And Supplies	TSSP	2,000.00
5000-5999: Services And Other Operating	TSSP	9,124.00
5800: Professional/Consulting Services And	TSSP	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,774.50
Goal 2	15,743.50
Goal 3	4,500.00
Goal 4	9,190.00
Goal 5	39,795.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vernorris Taylor	X				
Jane Kwon		X			
Nastassia Hamor		X			
Casey Cissna		X			
Silvia McElyea			X		
Sushobhan Joshi				X	
Anna Faaborg				X	
Claire Curves				X	
Inna Tsirlin				X	
Harshal Varangaonkar				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vernorris Taylor	X				
Beatriz Claas			X		
Elena Lopez				X	
Mileni Sosa				X	
Numbers of ELAC Members of each category:	**1**		**1**	**2**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1.   The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2.   The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3.   The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[X]   English Learner Advisory Committee

_____
Signature

4.   The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5.   This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6.   This SPSA was adopted by the SSC at a public meeting on 10/06/2021.

Attested:

Vernorris Taylor		11/10/21
Typed Name of School Principal	Signature of School Principal	Date

Inna Tsirlin		11/10/21
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date