

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: November 2, 2023

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 November 2, 2023.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

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. In Kindergarten 1st, and 2nd, there are three classes, There are four 3rd grade classes, and 4th and 5th have two classes per grade. Our staff team has 17 regular classroom teachers, 1.5 STEAM (Science, Technology, Engineering, Art, Mathematics) teachers, 1 Resource/Special education teacher, an instructional coach, a principal, and 13 classified 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.

Jose Antonio Vargas Elementary is a K-5 school with an enrollment in August 2023 of 355 students. Our school community consists of 31% Hispanic/Latino students, 28% Asian, 24% White, 28 % socio-economically disadvantaged students, 8% students with disabilities, and 25% students who are English Language Learners, 43% of students who are classified as English only Speakers, 21% of students who are classified as Initially Fluent in English and 11% student are Reclassified Fluent English Speakers. In addition to students who are SED, we also have 9% of students who are considered McKinney-Vento (non-permanent housing). We have 11% who are in their first year of US schooling and are learning to speak English as their second language. At our school, we have students who speak over 28 different languages.

This year, our school is focused on implementing Multi-tiered Systems of Support (MTSS) and aligning instruction to support informational texts in 2-5 and foundational literacy skills in Grades K and 1.

Below is a summary of our goals and key strategies

Goal 1 - Student Achievement: English Language Arts 2023-24

CAASPP

By June 2024 there will be a 3-percentage point increase (from 66% to 9%) in the number of students meeting or exceeding

standards in English Language Arts as measured by CAASPP (Gr 3-5)

Subgroups

SWD 11% -----> 20%

SED 41% -----> 47%

EL 18% -----> 27%

Hispanic/Latino 39% -----> 45%

White 81 % -----> 83%

Asian 76 % -----> 78%

i-Ready Growth

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments. (K-5)

Goal 2 - Student Achievement: Math 2023-24

By June 2024, there will be a 4-percentage point increase (from 61% to 65%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)

Subgroups

SWD 17% -----> 25%

SED 31% -----> 38%

EL 21% -----> 29%

Hispanic/Latino 21% -----> 29%

White 77 % ----->79%

Asian 91 % -----> 92%

One Year Typical Growth Math:

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments. (K-5)

Goal 3 - English Learners

3.a - LTEL/ At-Risk

By June 2024, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 4 to 3.

3.b - RFEP Goal

By June 2024, there will be a 2 percentage point increase in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. 83%-85%

3.c ELPAC Goal

By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. 16 students total

The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 36% to 42%

Goal 4 - Social Emotional Health and Wellness

By June 2024, there will be a 2-percentage point increase from 81% to 83% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

By June 2024, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow Student Check-in rate will improve from 57.9%% to 63.6%% as measured by the Sown to Grow report

By June 2024, Sown to Grow Teacher Response rate will improve from 20.9% to 23.0%% as measured by the Sown to Grow report

By June 2024, there will be a 5% point decrease from 55% to 50.% for White Students measured by the school suspension disproportionality data.

By June 2024, there will be a 3% point decrease from 70% to 67% for students with disabilities as measured by the school suspension disproportionality data.

By June 2024, there will be a 4% point decrease from 65% to 61% for English Learners as measured by the school suspension disproportionality data.

By June 2024, there will be a 3% increase from 69% to 72% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school, as measured by the LCAP/Climate Survey.

Goal 5 - Inclusive and Welcoming Culture

Attendance Goal:

By June 2024 the average student attendance rate for the school will be at or above 97%

Chronic Absenteeism Goal:

By June 2024 the overall chronic absenteeism rate for subgroups will decrease by 2 % from 12% to 10% based on District Chronic Absenteeism data.

Welcoming Environment Goal:

By June 2024 there will be a 1% 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%-90%)

Summary of Key Strategies for 5 Goal Areas:

Refine RTI

Refine Designated ELD

Implementation of MTSS, COST, and UDC

Differentiation

Establishing a culture of reading

Refine SIOP Strategies with focus on Key Vocabulary, Comprehensible input, and meaningful interactions

Progress monitoring and Data Review Meetings

Ongoing Professional Development

Implementation of Sown to Grow

CHAC (Whole class, Group, and individual)

Implement Behavior Response Standards

Student Leadership Opportunities

Attendance Monitoring

Implementation of #BetterTogether Allyship campaign
Parent engagement opportunities and events.

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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. This year, we are shifting to full implementation of MTSS (Multi-Tiered Systems of Support.) MTSS is a system-level structure that provides academic, behavioral, social-emotional, and attendance support for all students. Data is used to address the needs of the whole child. MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).

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

At MVWSD, Response to Instruction (RTI) is data-driven instruction, and teachers regularly monitor progress to help tailor instruction to what students need. RTI is not an extension of core curriculum; rather exposure to different formats to increase or enhance student understanding.

Teachers at Jose Antonio Vargas Elementary conduct formal data cycle reviews every 9 weeks using our Universal Data Cycle Protocol. Teachers use data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. Towards the end of each 8 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.

At our school, RTI and STEAM go hand-in-hand. The STEAM (Science, Technology, Engineering, Art, Math) teacher focuses on hands-on K-5 science during RTI time, while your classroom or grade level teacher provides small-group support and enrichment.

Staffing and Professional Development

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 misaligned teachers, no out of field teachers. All teachers are considered "highly qualified" except one teacher in Kinder, one in second, and one in third grade. . Vargas School is the District's newest school and opened in August 2019.

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, SIOP, Effective Data Analysis, strategies for effective reading intervention, 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.

For the 2023-24 school year, Professional development and coaching will be on supporting English Language development through SIOP (Sheltered Instruction Observation Protocol Strategies), supporting data driven instructional practices, and continued professional growth through use of coaching cycles.

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.

Opportunity and Equal Educational Access

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.

When students continually demonstrate that they are struggling, students are recommended to the Coordination of Services Team (COST). The purpose of COST is to support students' academic, social-emotional, & behavioral needs when they have not responded to differentiated classroom instruction, reteaching or other interventions through multiple Universal Data Cycle cycles. The COST convenes to discuss the target concern, review previous interventions, discuss observational data, and review academic/behavioral/attendance data. COST determines learning targets or expected outcomes and action items (interventions/supports) to be implemented. COST is cyclical, so teams will meet regularly to revisit student progress.

Parental Involvement

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, Thursday morning assemblies (Golden Ticket Assemblies), family Events (Science and Math Nights, Kinder Play dates, etc), Walk-a-thon, and parent-teacher-student conferences. Please note that events follow current state and local health guidance.

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. To support parents, we provide both virtual and in-person meeting options. Additionally, we always provide live Spanish interpretation at these meetings. Additionally, We always provide Spanish translation for parent-home communication. For home languages other than, Spanish, we are able to organize interpretation and translation as parents request.

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)

There is no ConApp or scheduled funding for Jose Antonio Vargas Elementary School

Funding

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.

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 28%. 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 82 English language learners, which account for 25% of our total student population. Of those 87, we have 38 students who are within their first year of enrollment in US public schools. Every English Learners in first through receive a minimum of 150 minutes of weekly Designated English Language. Those in Kindergarten receive 120 minutes of English Language Development 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 8% of our population. Hispanic/Latino students account for 31% of our school population. The disparity that exist between these subgroups and others subgroups reveal that our staff has to continue to refine our teaching strategies and methodologies to better serve these students.

Another barrier is the absenteeism rate amongst our students who are Hispanic/Latino, English Learners, and our Socio-economic disadvantage students and Students with Disabilities subgroup. Our students who are Hispanic/Latino account for 60% of students who are chronically absent. Our students who are English Language Learners account for 44% of students who are chronically absent. Our students who are socio-economically disadvantaged account for around 45% of students who are chronically absent. Our students who have disabilities account for about 15 % of students who are chronically absent. In each of these categories, the subgroup does not reflect the demographics of the school as a whole.

One last barrier is the lack of an effective behavior intervention program. This has led to a reality where students with disabilities (6.5%), students who are English Learners (3%), and students who are socioeconomically disadvantaged (3.4%) are suspended at higher rates than other students.

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.

This year, with the full implementation of MTSS, COST, and UDC we hope to make data-driven decisions and provide interventions for those students who need it the most.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	51		0	51		0	51		0.0	100.0	
Grade 4	39	50		0	48		0	48		0.0	96.0	
Grade 5	58	46		0	43		0	43		0.0	93.5	
All Grades	146	147		0	142		0	142		0.0	96.6	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.8			39.22			25.49			13.73			21.57	
Grade 4		2497.4			39.58			31.25			12.50			16.67	
Grade 5		2556.0			44.19			25.58			16.28			13.95	
All Grades	N/A	N/A	N/A		40.85			27.46			14.08			17.61	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		35.29			49.02			15.69				
Grade 4		29.17			56.25			14.58				
Grade 5		39.53			44.19			16.28				
All Grades		34.51			50.00			15.49				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			45.10			21.57	
Grade 4		22.92			64.58			12.50	
Grade 5		44.19			44.19			11.63	
All Grades		33.10			51.41			15.49	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.61			70.59			9.80	
Grade 4		18.75			70.83			10.42	
Grade 5		25.58			69.77			4.65	
All Grades		21.13			70.42			8.45	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.37			47.06			21.57	
Grade 4		22.92			64.58			12.50	
Grade 5		25.58			65.12			9.30	
All Grades		26.76			58.45			14.79	

Conclusions based on this data:

1. Overall, 65% of students scored proficient on the ELA CAASPP. Students in Grade 5 scored ~70%, students in Grade 4 scored ~66%, and students in Grade 3 ~65%
2. There is a significant gap between our historically underperforming subgroups. Latino/Hispanic -26% , SWD 54%, SED -24%, ELL -48%,
3. 22% of 3-5 grade students scored standard not met. The majority of students with disabilities (~78%), and English Learners (~75%) scored standard not met. Additionally, students who are Socio-economically disadvantaged (46%) Students who are Hispanic/Latino (~48%) are standard not met.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	51		0	51		0	51		0.0	100.0	
Grade 4	39	50		0	50		0	50		0.0	100.0	
Grade 5	58	46		0	45		0	45		0.0	97.8	
All Grades	146	147		0	146		0	146		0.0	99.3	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2456.5			41.18			27.45			11.76			19.61	
Grade 4		2510.8			46.00			18.00			18.00			18.00	
Grade 5		2538.2			37.78			20.00			17.78			24.44	
All Grades	N/A	N/A	N/A		41.78			21.92			15.75			20.55	

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		43.14			37.25			19.61				
Grade 4		44.00			36.00			20.00				
Grade 5		37.78			37.78			24.44				
All Grades		41.78			36.99			21.23				

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.18			43.14			15.69	
Grade 4		40.00			38.00			22.00	
Grade 5		26.67			51.11			22.22	
All Grades		36.30			43.84			19.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.22			47.06			13.73	
Grade 4		46.00			38.00			16.00	
Grade 5		26.67			53.33			20.00	
All Grades		37.67			45.89			16.44	

Conclusions based on this data:

1. Overall, 60% of students scored proficient on the Math CAASPP. Students in Grade 5 scores 52%, students in grade 4th grade 64%, and students in Grade 3 64%
2. There is a significant gap between our historically underperforming subgroups. Latino/Hispanic -40% , SWD 43%, SED -30%, ELL -43%,
3. 24% of 3-5 grade students scored standard not met. The majority of students with disabilities (~83%), students who are Socio-economically disadvantaged (~52%), English Learners (~71%) scored standard not met., and students who are Hispanic/Latino (~52%) are standard not met.

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	29	17	*	*	53	35.8%	17.0%	15.09%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K			*	*		*	*	50.0%	0.00%	0.00%
1		*	*	*			14	35.7%	14.29%	14.29%
2		*	*	*			11	45.5%	27.27%	18.18%
3		*	*	*	*		11	36.4%	18.18%	18.18%
4			*	*			*	16.7%	16.67%	16.67%
5		*	*	*			*	28.6%	14.29%	14.29%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	20
Grade 1	*	*	*	*	20
Grade 2	*	*	*	*	16
Grade 3	*	*	*		11
Grade 4	*	*		*	12
Grade 5	*	*	*	*	25
Grand Total	36	27	23	18	104

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	20

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	20
Grade 2	*	*	*	*	16
Grade 3	*		*	*	11
Grade 4	*	*	*	*	12
Grade 5	*	*	*	*	25
Grand Total	34	17	25	28	104

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		20
Grade 1	*	*	*	*	20
Grade 2	*	*	*	*	16
Grade 3	*	*			11
Grade 4	*	*	*	*	12
Grade 5	*	*	*	*	25
Grand Total	50	26	18	*	104

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		20
Grade 1	*	*	*		20
Grade 2	*	*	*		16
Grade 3	*	*	*		11
Grade 4	*	*	*		12
Grade 5	*	11	*		25
Grand Total	36	41	27		104

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	11	*		20
Grade 1	*	*	*		20
Grade 2	*	*	*		16
Grade 3	*	*	*		11
Grade 4	*	*	*		12
Grade 5	*	*	11		25
Grand Total	38	30	36		104

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	*	*	*		20
Grade 1	11	*	*		20
Grade 2	*	*	*		16
Grade 3	*	*			11
Grade 4	*	*	*		12
Grade 5	*	15	*		25
Grand Total	52	39	13		104

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	15			20
Grade 1	*	*	*		20
Grade 2	*	12			16
Grade 3	*	*			11
Grade 4	*	*			12
Grade 5	*	*	14		25
Grand Total	37	50	17		104

Conclusions based on this data:

- Vargas had 109 students who were tested on the Spring 2023ELPAC.
 13/109 were fifth graders. Of those 13, 4 continued on to middle school as LTELs.
 Of the 109 students who were tested, 19 scored level four, 24 scored level three, 30Level two and 36 student scored level One.
 34 of 36 students, who scored level one, have been enrolled in CA public schools for less than 2 years at the time of assessment
 Most students are making progress towards language proficiency.
- Vargas currently has 4 students At-Risk of becoming LTEL
 Of those at Risk, students 4/4 are SED
 4/4 are Latino/Hispanic
 2/4 are currently scoring 3 on the ELPAC. 1/4 currently scoring a 1 on the ELPAC and 1/4 currently scoring a 2 on the ELPAC

Students who are At-Risk of being LTEL need more support to move over the level 2 hump. Students seem to be stuck at this level.
- 29 students maintained a level 1, 2, or 3
 17 students increased by one level or maintained a level 4

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

Jose Antonio Vargas Elementary School

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Jose Antonio Vargas Elementary School Overall	68%	19%	13%
Asian	84%	13%	3%
Hispanic/Latino	32%	35%	34%
White	87%	8%	5%
SWD	46%	21%	32%
Not SWD	69%	19%	12%
SED	30%	36%	34%
Not SED	83%	12%	5%
EL	28%	37%	35%
EO	81%	13%	5%
IFEP	86%	9%	5%
RFEP	92%	8%	0%
0	81%	19%	0%
1	61%	36%	4%
2	71%	16%	13%
3	69%	12%	19%
4	61%	20%	20%
5	59%	13%	29%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Jose Antonio Vargas Elementary School Overall	61%	39%
Asian	68%	32%
Hispanic/Latino	42%	58%
White	69%	31%
SWD	57%	43%
Not SWD	61%	39%
SED	38%	62%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	71%	29%
EL	41%	59%
EO	66%	34%
IFEP	77%	23%
RFEP	68%	32%
0	74%	26%
1	53%	47%
2	66%	34%
3	58%	42%
4	59%	41%
5	54%	46%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Jose Antonio Vargas Elementary School Overall	68%	20%	12%
Asian	89%	7%	4%
Hispanic/Latino	28%	45%	27%
White	88%	7%	5%
SWD	36%	25%	39%
Not SWD	71%	20%	10%
SED	27%	44%	30%
Not SED	85%	10%	5%
EL	28%	43%	30%
EO	82%	12%	6%
IFEP	85%	11%	5%
RFEP	95%	5%	0%
0	79%	21%	0%
1	64%	36%	0%
2	67%	24%	9%
3	65%	19%	15%
4	68%	4%	29%

Math - Diagnostic 3 2022-2023

5	61%	16%	23%
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Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Jose Antonio Vargas Elementary School Overall	58%	42%
Asian	59%	41%
Hispanic/Latino	46%	54%
White	72%	28%
SWD	61%	39%
Not SWD	57%	43%
SED	44%	56%
Not SED	63%	37%
EL	44%	56%
EO	64%	36%
IFEP	64%	36%
RFEP	59%	41%
0	69%	31%
1	60%	40%
2	55%	45%
3	52%	48%
4	48%	52%
5	60%	40%

Conclusions based on this data:

- For Reading, In trimester 3 of 2022-23 school year, 68% 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 (-52% and -55% respectively)
 Students with Disabilities vs Students who don't have disabilities (-23%)
 Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-53%)
 English Learners vs EO/IFEP/RFEP (-53%, -58%, and -64%)

- For Math In trimester 3 of 2022-23 school year, 68% 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 (-61% and -60% respectively)
 Students with Disabilities vs Students who don't have disabilities (-35%)
 Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-58%)
 English Learners vs EO/IFEP/RFEP (-54%, -57%, and -67%)

3. Students at Vargas performed the same for math and reading on the Trimester 3 diagnostic. 68%. Students performed about the same for both Tier 2 and Tier 3 in both math and reading.

Planned Improvements in Student Performance

School Goal #1

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**

Goal 1 - Student Achievement: English Language Arts 2023-24

CAASPP

By June 2024 there will be a 3-percentage point increase (from 66% to 9%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)

Subgroups

SWD 11% -----> 20%

SED 41% -----> 47%

EL 18% -----> 27%

Hispanic/Latino 39% -----> 45%

White 81 % -----> 83%

Asian 76 % -----> 78%

i-Ready Growth

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments. (K-5)

Data Used to Form this Goal:

2022-23 CAASPP Data

2022-23 i-Ready Data Annual Typical Growth

Findings from the Analysis of this Data:

Progress on Goals from 2022-23:

1.a Increase in overall students meeting or exceeding standards in English Language Arts as measured by CAASPP for overall students from 68% to 71%.

Not Met: 66%

Subgroups:

SWD 19% -----> 27%

Not Met: 11%

SED 38% -----> 44%

Not Met 41%

EL 25% -----> 33%

Not Met 18%

Hispanic/Latino 43% -----> 49%

Not Met 39%

White 78 % -----> 81%

Met 81%

Asian 89 % -----> 90%

Not Met 76%

1.b Annual Typical Growth

Increase the number of students meeting/exceeding ATG from 64% to 68%

Not Met 61%

SWD 54% -----> 59%

Not Met 52

SED 47% -----> 52%

Not Met 49%

EL 57% -----> 61%

Not Met 51%

Hispanic/Latino 56% -----> 60%

Not Met 50%

The School Plan for Student Achievement

White 75 % -----> 78%

Not Met 67%

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 3 weeks of school based on iReady data. Teachers will then regroup every 9 weeks throughout the year based on iReady data (diagnostic and Standards Mastery).

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.

Students will meet at least 40% of their Annual Typical growth by November Diagnostics 2 i-Ready Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine RTI using Universal Data Cycle Protocol Evidence: Collaboration Logs, lesson plans, classroom observations, data from assessments.	August-May	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	2,000
Differentiation- Teachers will provide reading supports for students at a variety of levels. These will include materials like SPIRE, Sound Sensible, Level book club books, and subscriptions to programs that support students at a variety of reading levels. This will help students meet their individual goals Evidence: Collaboration Logs, lesson plans, classroom observations, data from assessments, list of instructional groups and learning targets, materials aligned to student needs	August-May	Administrator, teachers, instructional Coach	Enrichment Materials	4000-4999: Books And Supplies	TSSP	2000
			Extra support Materials	4000-4999: Books And Supplies	TSSP	2,362

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SIOP Focus on comprehensible input</p> <p>Collaboration Logs, lesson plans, classroom observations, data from assessments, walkthrough and observation forms</p>	August-May	teachers	No expenditures, part of regular staff responsibilities			
<p>Site-Based Professional Development: Data-Driven decision-making to support informational text and early literacy development. Evidence: staff meeting agendas, feedback on implementation;</p>	August-May	coach and teachers	No expenditures, part of regular staff responsibilities			
<p>Data Review meetings using MVWSD's Universal Data Protocol and UDC calendar. Teachers review data and make adjustments as needed. This will help students make progress towards their Annual Typical Growth goal.</p> <p>Evidence: UDC forms, Data Review notes, collaboration logs</p>	August-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Implementation of MTSS</p> <p>Evidence: UDC, COST and SST notes; lists of students and interventions; progress monitoring notes</p>	August-May	Principals Teachers classified staff	No expenditures, part of regular staff responsibilities			
<p>Establish a reading culture that engages all stakeholders including staff, students, caregivers, and community partners that pushes students to make at least 1 years growth on iReady growth report.</p>	August -May	Administrator, Staff, parents, students	Parent education nights	1000-1999: Certificated Personnel Salaries	School Allocation	500
			Incentives for meeting goals	5000-5999: Services And Other Operating Expenditures	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Student reading logs, parent education agendas, event flyers, morning meeting message, collaboration logs, student goal-setting forms			Reading materials to support a variety of levels	4000-4999: Books And Supplies	TSSP	1000
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August -May	Principal	Student Materials for instruction	4000-4999: Books And Supplies	School Allocation	9505
			Field Trip Costs	5000-5999: Services And Other Operating Expenditures	School Allocation	6000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Oct-May	Principal Teacher School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Oct-May	Principal Teacher				

Planned Improvements in Student Performance

School Goal #2

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 <ul style="list-style-type: none">● School Goal 2.a - CAASPP Goal● School Goal 2.b - One Year's Growth Goal
School Goal 2.a - CAASPP Goal By June 2024, there will be a 4-percentage point increase (from 61% to 65%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5) Subgroups SWD 17% -----> 25% SED 31% -----> 38% EL 21% -----> 29% Hispanic/Latino 21% -----> 29% White 77 % ----->79% Asian 91 % -----> 92%
School Goal 2.b - One Year's Growth Goal By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments. (K-5)
Data Used to Form this Goal:
2022-23 CAASPP Data 2022-23 i-Ready Data Annual Typical Growth

Findings from the Analysis of this Data:

Progress on Goals from 2022-23:

2.a CAASPP

There will be a 4-percentage point increase (from 64% to 68%) in the number of overall students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)
Not Met 60%

SWD 25% -----> 33%
Not Met 17%

SED 33% -----> 39%
Not Met 31%

EL 25% -----> 33%
Not Met 21%

Hispanic/Latino 32% -----> 39%
Not Met 21%

White 76 % ----->78%
Not Met 77%

Asian 94 % -----> 95%
Not Met 91%

2.b Annual Typical Growth

63% to 67% meeting/exceeding ATG
Not Met 59%

SWD 50% -----> 56%
Not Met 47%

SED 48% -----> 53%
Not Met 47%

EL 60% -----> 64%
Not Met 49%

RFEP 72% -----> 75%
Not Met 54%

Hispanic/Latino 50% -----> 56%
Not Met 47%

White 69 % ----->72%

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 3 weeks of school based on iReady data. Teachers will then regroup every 9 weeks throughout the year based on iReady data (diagnostic and Standards Mastery).

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.

Students will meet at least 40% of their Annual Typical growth by November Diagnostics 2 i-Ready Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Refine RTI using Universal Data Cycle Protocol</p> <p>Evidence: Collaboration Logs, lesson plans, classroom observations, data from assessments.</p>	August-May	Teachers	Cost accounted for in goal 1			
<p>Differentiation through use of variety of materials such as additional manipulatives, Touch Math, math enrichment activities and subscriptions like Beast Academy. This will help support students in making progress towards their Annual Typical Growth goal.</p> <p>Evidence: Collaboration Logs, lesson plans, classroom observations, data from assessments, list of instructional groups and learning targets</p>	August-May	Administrator	Manipulatives to support students in subgroups	4000-4999: Books And Supplies	TSSP	3,000
			Math Enrichment Materials to support students in subgroups	4000-4999: Books And Supplies	TSSP	3,888
			Extra Math 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
<p>SIOP Focus on comprehensible input</p> <p>Collaboration Logs, lesson plans, classroom observations, data from assessments, walkthrough and observation forms</p>	August-May	Coach and teachers	No expenditures, part of regular staff responsibilities			
<p>Individual Goal Setting and Monitoring of iReady math usage and growth reports.</p> <p>Teachers will communicate with all stakeholders the goals for Math and support caregivers in ways they can support at home through parent engagement nights and conferencing. Teachers will assign individual lessons that support students in meeting their learning targets.</p> <p>We will have school-wide and classroom incentives for when students meet learning targets.</p> <p>This will help support students in making progress towards their Annual Typical Growth goal. Evidence: staff meeting agendas, feedback on implementation; goal setting forms, celebrations on calendar, parent engagement night agenda.</p>	August-May	Administrator and Coach	<p>Incentives for students who meet goals</p> <p>Math Night (cost of Math night accounted for in Goal 5)</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>School Allocation</p>	<p>500</p> <p>00</p>
<p>Data Review meetings using MVWSD's Universal Data Protocol and UDC calendar. Teachers review data and make adjustments as needed. This will help support students in making progress towards their Annual Typical Growth goal.</p>	August-May	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: UDC forms, Data Review notes, collaboration logs						
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-May	Administrator	Materials and Resources	4000-4999: Books And Supplies	School Allocation	9005
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-May	Administrator Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	August-May	Administrator Teachers	No expenditures, part of regular staff responsibilities			

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 <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
Goal 3 - English Learners 3.a - LTEL/ At-Risk By June 2024, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 4 to 3. 3.b - RFEP Goal By June 2024, there will be a 2 percentage point increase in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. 83%-85% 3.c ELPAC Goal By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. 16 students total The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 36% to 42%
Data Used to Form this Goal:
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates

Findings from the Analysis of this Data:

Progress on Goals from 2022-23

3.a -By June 2023, the percentage of students who are At-Risk of becoming LTEL or LTEL scoring at least one overall level higher (or maintaining a 4) will increase from 14% to 33%

Goal not Met 28%

3.b - By June 2023, there will be a 1 percentage point increase (from 86% to 87%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Goal Not Met: 83% of students meeting or exceeding standards in English Language Arts.

3.c 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 68% to 72%

Goal: Partially Met:

Met: 100% who scored Level 4 on ELPAC reclassified.

Not Met: 36% scored at least one overall level higher (or maintaining a 4)

17/29 of the students, or 59% who did not move up 1 year in the ELPAC, were still in first year of US schooling when they took the 2023 Summative ELPAC.

6/17 of the students who did not move up 1 year in the ELPAC or 35% of students have an IEP.

Of those students who did not move up, 5 are classified as LTELs.

11/29 students or 38% of students have attended US schools for 3 or more years. Of the students who have been enrolled in US schools more than 3 school years, did not move 1 proficiency level, 8/11 students have been enrolled in MVWSD since Kindergarten.

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
<p>Provide additional time for instructional planning for ELD and SIOP strategies.</p> <p>Evidence: Collaboration logs, SIOP strategies embedded in lesson plans lesson plans, classroom observations.</p>	August-May	Administrator	Planning time for teachers includes extra hours if fully funded	1000-1999: Certificated Personnel Salaries	TSSP	3500
<p>Refine Designated ELD instruction</p> <p>Students will regroup across grade-level to provide ELD for students according to their most recently assessed ELPAC level.</p> <p>Evidence: Collaboration logs, Lesson plans, classroom observations, assessment data</p>	August-May	Coach and teachers	Professional Learning	5000-5999: Services And Other Operating Expenditures	TSSP	2500
<p>Implementation of SIOP Strategies focus on Key Vocabulary, Interactions, and Comprehensible Input</p> <p>Evidence: PD Agendas, Lesson plans with embedded strategies, student using vocabulary, participating in interactions, and following along.</p>	August-May	Administrator, Teachers, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Newcomer Teacher to support newcomer students</p> <p>Evidence: List and schedule of newcomer classes; lesson plans reflecting strategies to support newcomer students, improved language skills fo newcomer students.</p>	September-May	Administrator, teachers, ELD TOSA	No site expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Progress Monitoring of EL and RFEP students on Reading assessments. During UDC, COST, and other MTSS process team will utilize data to assess if adequate process is made for EL and RFEP students.</p> <p>Evidence: Collaboration logs, UDC data cycle notes, lesson plans, coaching cycles, walkthrough feedback</p>	August-May	Teachers	No expenditures, part of regular staff responsibilities			
<p>Teachers participate in Professional Development Led by District ELD TOSA on language development needs for ELS.</p> <p>Evidence: Participant notes, classroom walkthrough observation notes, implementation of strategies</p>	August-May	Administrator, teachers, ELD TOSA	No expenditures, part of regular staff responsibilities			
Monitoring and feedback of instructional initiatives	August-May	Principal	No expenditures, part of regular staff responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	August-May	Administrator, Teachers, School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Oct-May	Administrator, Teachers				

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**

By June 2024, there will be a 2-percentage point increase from 81% to 83% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

By June 2024, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow Student Check-in rate will improve from 57.9%% to 62.1% as measured by the Sown to Grow report

By June 2024, Sown to Grow Teacher Response rate will improve from 20.9% to 28.8%% as measured by the Sown to Grow report

By June 2024, there will be a 5% point decrease from 55% to 50.% for White Students measured by the school suspension disproportionality data.

By June 2024, there will be a 3% point decrease from 70% to 67% for students with disabilities as measured by the school suspension disproportionality data.

By June 2024, there will be a 4% point decrease from 65% to 61% for English Learners as measured by the school suspension disproportionality data.

By June 2024, there will be a 3% increase from 69% to 72% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school, as measured by the LCAP/Climate Survey.

Data Used to Form this Goal:

LCAP, Sown to Grow Data

Findings from the Analysis of this Data:

LCAP Data Findings

By June 2023, there will be a 1-percentage point increase from 90% to 91% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

Goal: Not Met 81%

Multi-Year data shows a fluctuation in scores, with a recent decline from 90%- 81%

2020 83%

2021 71%

2022 90%

2023 81%

By June 2023, there will be a 3.8--percentage point increase from 76% to 78.4.% 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: Not Met 69%

Multi-Year data shows a fluctuation in scores, with a relative positive trend. However, the most survey results reveal a decline from 75%- 69%

2020 67%

2021 62%

2022 75%

2023 69%

We are switching the survey question that we are choosing for the student response from asking about the school focusing on student's character to the number of students who agreed or strongly agreed that students at my school are treated with respect. Our baseline for this goal is 70% of students agreeing or strongly agreeing that students at my school are treated with respect.

Sown to Grow Data Findings

Sown to Grow Data from 2022-23 Show that around 62.1 % of students participated in regular check-in rates.

While more than half of the students regularly participate in check-ins, the number of teachers responding in the system is only at 20.9%.

One potential reason for the low response rate is that students in K-1 don't always find the value in responding to students responses because students are not yet proficient in reading. Teachers did live check-ins, but not recorded in the system. This year, we will focus on making sure to indicate that we responded live in the system so that we can have better track the work that we are doing.

According to our school suspension data, we had 20 suspensions for 22-23 school year. Of those suspensions, 11/20 were for white students, 14/20 for students with disabilities, and 13/20 were for students who are English learners. It is important to note that several students

How the School will Evaluate the Progress of this Goal:

LCAP survey, Monthly Sown to Grow Usage/engagement reports, Monthly meeting data, incorporation of Sown to Grow into Coordination of Services Team (COST) and Universal Cycle Meetings, Suspension Data

What short come outcomes will you expect?

School rules and expectations visible around school, Staff giving Golden Tickets daily, SEL lessons in classroom. SEL connections in weekly morning meeting.

What early evidence of change will demonstrate the school is on track?

Students receiving Golden tickets. Increase in Sown to Grow Usage, increase in teacher response rate for Sown to Grow, month to month disciplinary data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Sown to Grow in all grade-levels Evidence: improved check-in rates, improved feedback rates, staff meeting agendas, collaboration notes.	August-May	Administrator, Teachers, Instructional Coach	No expenditures, part of regular staff responsibilities			
Social Emotional Skills Development during morning meetings Evidence: Classroom Meetings; collaboration notes	August-May	Teachers	No expenditures, part of regular staff responsibilities			
			Materials to support classroom culture building	4000-4999: Books And Supplies	School Allocation	2500
Provide Student Leadership Opportunities Evidence: Schedule of meeting dates, Notes from meeting.	September-May	Teachers, ARIS, Administrator	Teacher supervisory	1000-1999: Certificated Personnel Salaries	TSSP	1,350
			Materials and supplies for club	4000-4999: Books And Supplies	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Group, Individual, and class Counseling Services through CHAC</p> <p>Evidence: List of students receiving services; Schedule of whole group and small group sessions</p>	September-May	SCEF, Teachers Principal	No expenditures, part of regular staff responsibilities			
<p>Implementation of MTSS</p> <p>Evidence: COST notes, collaboration notes, identified strategies and supports for individual and groups of students.</p>	August-May	Principal, Teachers, SCEF, ARIS, School Psychologist, BCBA, CHAC counselors	No expenditures, part of regular staff responsibilities			
<p>Implement Behavior Response Standards</p> <p>Evidence: Power School incidents, communication logs, Progressive discipline strategies noted.</p>	August-May	Principal, teachers, School Site council	No expenditures, part of regular staff responsibilities			
<p>Identify, develop, and provide staff training on research-aligned behavior intervention and discipline practices that reduce the need for suspension.</p> <p>Evidence: Meeting notes, lists of strategies and interventions, feedback from observations, reduced incidents</p>	September-May	Principal, Director of Special Education, Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-May	Principal, teachers	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	October-May		No expenditures, part of regular staff responsibilities			

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 <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
Attendance Goal: By June 2024 the average student attendance rate for the school will be at or above 97%
Chronic Absenteeism Goal: By June 2024 the overall chronic absenteeism rate for subgroups will decrease by 2 % from 12% to 10% Based on District Chronic Absenteeism data.
Welcoming Environment Goal: By June 2024 there will be a 1% 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%-90%)

Data Used to Form this Goal:

2022 LCAP Survey
Attendance and absenteeism data
Learning Needs assessment

Findings from the Analysis of this Data:

Goals:
Attendance: By June 2023, the average student attendance rate for the school will be at or above 97%
Goal Not Met : 93%

Chronic Absenteeism: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 18% to 16% Based on District Chronic Absenteeism data.
Goal Met: 12%
The number of students chronically absent decreased by 33%. A large amount of this was due to the spike in 2021-22 academic year caused by quarantining. Our subgroup data reveals that there are disproportionate amounts of students who chronically absent in all of our traditionally underperforming subgroups.

Welcoming Environment Goal: By June 2023 there will be a 1% 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 92%-93%)

Goal Not Met: 89%

Our multiyear historical score for this goal has been generally flat, with a peak in 2022.
2020 89%
2021 89%
2022 92%
2023 89%

How the School will Evaluate the Progress of this Goal:

LCAP Survey review, Attendance reports,

What short come outcomes will you expect?

Participation in after school events and meetings, higher attendance rates monthly

What early evidence of change will demonstrate the school is on track?

Attendance rates improved over last year. Decrease in Chronic absenteeism

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish Student Leadership Opportunities that allow student voice and ensure students feel that they are an integral part of the school. Evidence: Student attend group meetings, student ideas are incorporated into the school	October - May	Administrator, Teachers, ARIS	Cost of teacher supervisors	1000-1999: Certificated Personnel Salaries	School Allocation	1400
			Scholarships for students to participate in after school learning opportunities	5000-5999: Services And Other Operating Expenditures	School Allocation	2000
Parent Engagement Opportunities and Events: Establishes and maintains community where our families feel like they are valued and welcomed. Examples of potential activities/events include Family Literacy Nights, Family Math Night, Parent University Extension, Parent University Semenario, family field trips, International festival, Read-a-Cross world events, etc. Evidence: Attendance logs for events, translation for home-school communication, Interpretation for	August - May	Administrator, Teachers, SCEF	Materials for Family engagement	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	400
			Interpreters for parent meetings, ELPAC Coordinator and testers	2000-2999: Classified Personnel Salaries	TSSP	4,500
			Contracts with Parent Education service	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2804
			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	TSSP	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
parent meetings, Principal's Coffees schedule, events schedule, Parent communication			Buses for Family Field Trips	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1000
			Family Engagement Field Trip	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	500
			Parent University Semenarrio	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	674
Implementation of #BetterTogether lesson plans to support MVWSD theme for #Allyship Evidence: Lesson Plans, student work, Morning Messages, collaboration notes,	August-May	Classroom Teachers Adminstrators	No expenditures, part of regular staff responsibilities			
Implementation of MTSS Evidence: COST notes, collaboration notes, identified strategies and supports for individual and groups of students.	August - May	Principal, Teachers, SCEF, ARIS, School Psychologist, BCBA, CHAC counselors	No expenditures, part of regular staff responsibilities			
Attendance Monitoring: Staff meet weekly to monitor student attendance and recommend students for COST and determine interventions for students. Staff also meet regularly to support messaging for all students as well as those that are chronically absent. Evidence: Daily, weekly, and monthly attendance reports, Weekly attendance meeting notes, attendance emails,	August-May	Administrators, SCEF, ARIS, Secretary, Clerk	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	October-May	Administrators Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	October-May	Administrators Teachers	No expenditures, part of regular staff responsibilities			

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	27900	37200	0.00
TSSP	19200	25600	0.00
Parent Engagement	4183.5	5578	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Parent Engagement (PIQE/FEI/PU)	5,578.00
School Allocation	37,200.00
TSSP	25,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,040.00
2000-2999: Classified Personnel Salaries	4,700.00
4000-4999: Books And Supplies	35,660.00
5000-5999: Services And Other Operating Expenditures	15,978.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	200.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	400.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	4,978.00
1000-1999: Certificated Personnel Salaries	School Allocation	6,690.00
4000-4999: Books And Supplies	School Allocation	22,010.00
5000-5999: Services And Other Operating	School Allocation	8,500.00
1000-1999: Certificated Personnel Salaries	TSSP	5,350.00
2000-2999: Classified Personnel Salaries	TSSP	4,500.00
4000-4999: Books And Supplies	TSSP	13,250.00
5000-5999: Services And Other Operating	TSSP	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,657.00
Goal 2	17,393.00
Goal 3	6,000.00
Goal 4	4,350.00
Goal 5	13,978.00

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				
Jen Dux		X			
Kim Barrie		X			
Judy Esplino		X			
Claire Quesnel-Ouieni			X		
Mandy Yan				X	
Anna Faaborg				X	
Sukie Grewal				X	
Arjan Dehar				X	
Rubinson Barrientos				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		
				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) 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)**:
 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 .

Attested:

Vernorris Taylor

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date