



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vargas Elementary School	43696906049159	September 20, 2024	October 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Vargas Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with disabilities and Asian students were identified as performing very high in the area of chronic

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Vargas Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Students with disabilities and Asian students were identified as performing very high in the area of chronic

This plan is closely aligned with our district LCAP. Goals 1-4 are based directly on LCAP & Strategic plan goals.

Educational Partner Involvement

How, when, and with whom did Vargas Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This year, the School Site Council (SSC) reviewed the School Plan for Student Achievement (SPSA) at each meeting, offering feedback on the goals and strategies for the 2024-25 plan.

The English Language Advisory Committee (ELAC) also contributed by reviewing aspects of the plan related to English Learners during their meetings: 10-19-23, 12-8-23, 2-9-24, 4-26-24, and 5-17-24.

Key school goals are summarized in the annually updated Staff Handbook, and administrators gathered staff input on these goals during February and March meetings. The Leadership Team also provided feedback. The complete SPSA is accessible to all staff both in print and online. The community is united in fostering lifelong learners through a high-quality, supportive educational environment.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Vargas Elementary School was in the Orange indicator areas for ELPI, ELA Academics, Math Academics, and Chronic Absenteeism. As we reviewed the data, we identified the following information for the different state indicators:

ELPI: Our 135 English Learners scored 45.9%, a drop of 4.9 points.

ELA: Our 181 students scored 31 points below DFS, a drop of 9.0 points.

Math: Our 181 students scored 58 points below DFS, a drop of 10.6 points.

Chronic Absenteeism: Our 440 students had a 23% rate of chronic absenteeism, a drop of 1.2 points.

To address these challenges, we utilized the support of our ELD Coach and bilingual paraprofessionals to provide targeted interventions focused on language acquisition needs. Additionally, our coach, intervention specialists, and paraprofessionals worked together to offer targeted support in core phonics. Lastly, our office and attendance team met monthly to review attendance data, sending letters, making calls, and conducting home visits to strengthen the home-to-school connection.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In the ELA Indicator, three student groups scored in the Orange range: English Learners (62.7 points below DFS; a drop of 11.3 points for 98 students), Socio-Economically Disadvantaged (53.3 points below DFS; a drop of 5.9 points for 105 students), and Hispanic students (68.7 points below DFS; a drop of 14 points for 93 students).

In the Math Indicator, the same three groups also scored in the Orange range: English Learners (83.4 points below DFS; a drop of 15.7 points for 98 students), Socio-Economically Disadvantaged (88.9 points below DFS; a drop of 18.1 points for 105 students), and Hispanic students (95.6 points below DFS; a drop of 14.6 points for 93 students).

In Chronic Absenteeism, one group scored in the Orange range, while two groups scored in the Red: White students (18.8% of our 80 students; a 4.6 point increase), Asian students (26.7% of our 75 students; a 4.8 point increase), and Two or More Races students (25% of our 32 students; a 7.4 point increase).

In the area of suspensions, one group scored in the Orange range: the White student group, with a suspension rate of 1.2% for at least one day.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our local assessment data, we believe utilizing our coaches and support team to provide more direct and targeted intervention will lead to more growth in all academic areas. The further refinement of our support resources, our Social Worker, Community Liaison, and Social Emotional Curriculum will allow us to nurture stronger home school partnerships that will lead to a decrease in our Chronic Absenteeism rates.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vargas Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.55%	2.43%	1.44%	18	10	6
African American	0.76%	0.97%	2.40%	3	4	10
Asian	15.66%	16.06%	18.03%	62	66	75
Filipino	1.77%	1.95%	2.16%	7	8	9
Hispanic/Latino	46.72%	51.82%	52.40%	185	213	218
Pacific Islander	0.51%	0.73%	0.48%	2	3	2
White	22.98%	18.49%	15.87%	91	76	66
Multiple/No Response	5.30%	6.81%	6.97%	21	28	29
Total Enrollment				396	411	416

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	29	38	37
Kindergarten	86	95	76
Grade 1	63	55	54
Grade 2	70	63	52
Grade 3	63	71	60
Grade 4	56	70	69
Grade 5	58	57	66
Total Enrollment	396	411	416

Conclusions based on this data:

- Vargas Elementary School has experienced a moderate increase in our enrollment of 20 students since the 21-22 school year.
- While enrollment of most ethnic groups have remained steady, we have seen the largest growth in our Hispanic/Latin group who have experience approximately a 6% growth, 32 additional student from the 21-22 school year.

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3. Our White Subgroup has experienced the largest decline in enrollment, approximately 7% decline, 25 less students from the 21-22 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	176	180	197	44%	44.4%	47.4%
Fluent English Proficient (FEP)	62	27	54	15.6%	6.5%	13.0%
Reclassified Fluent English Proficient (RFEP)	21	24	13	5%	5.8%	3%

Conclusions based on this data:

1. Vargas Elementary has experienced approximately 9.5% growth, 21 more English Learners since the 21-23 school year.
2. Vargas Elementary Fluent English Proficient number have increased by 6.6% from the 22-23 school year.
3. Reclassification rates are a challenging measurement to demonstrate English Learner progress since reclassification changes the total number of English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	62	67	60	59	63	56	59	63	56	95.2	94.0	93.3
Grade 4	57	67	63	57	62	59	57	62	59	100.0	92.5	93.7
Grade 5	60	57	63	59	55	59	59	54	59	98.3	96.5	93.7
All Grades	179	191	186	175	180	174	175	179	174	97.8	94.2	93.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2386.	2411.	15.25	15.87	26.79	16.95	15.87	14.29	30.51	25.40	25.00	37.29	42.86	33.93
Grade 4	2435.	2440.	2414.	14.04	14.52	18.64	19.30	19.35	10.17	22.81	20.97	25.42	43.86	45.16	45.76
Grade 5	2506.	2487.	2470.	15.25	18.52	16.95	33.90	31.48	25.42	23.73	16.67	25.42	27.12	33.33	32.20
All Grades	N/A	N/A	N/A	14.86	16.20	20.69	23.43	21.79	16.67	25.71	21.23	25.29	36.00	40.78	37.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	10.17	11.11	16.07	57.63	47.62	57.14	32.20	41.27	26.79	
Grade 4	14.04	11.29	8.47	64.91	62.90	55.93	21.05	25.81	35.59	
Grade 5	15.25	18.52	13.79	67.80	53.70	56.90	16.95	27.78	29.31	
All Grades	13.14	13.41	12.72	63.43	54.75	56.65	23.43	31.84	30.64	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.56	7.94	17.86	54.24	61.90	50.00	32.20	30.16	32.14
Grade 4	8.77	9.68	13.56	54.39	53.23	47.46	36.84	37.10	38.98
Grade 5	15.25	18.52	24.14	64.41	53.70	48.28	20.34	27.78	27.59
All Grades	12.57	11.73	18.50	57.71	56.42	48.55	29.71	31.84	32.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.47	11.11	5.36	72.88	61.90	80.36	18.64	26.98	14.29
Grade 4	7.02	8.06	8.47	80.70	74.19	62.71	12.28	17.74	28.81
Grade 5	13.56	11.11	15.52	77.97	79.63	62.07	8.47	9.26	22.41
All Grades	9.71	10.06	9.83	77.14	71.51	68.21	13.14	18.44	21.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.56	11.11	19.64	66.10	63.49	58.93	20.34	25.40	21.43
Grade 4	15.79	3.23	10.17	61.40	75.81	52.54	22.81	20.97	37.29
Grade 5	16.95	18.52	8.62	64.41	55.56	68.97	18.64	25.93	22.41
All Grades	15.43	10.61	12.72	64.00	65.36	60.12	20.57	24.02	27.17

Conclusions based on this data:

1. Vargas Elementary's overall achievement for all student on the CAASPP ELA assessment was relatively static. The percentage of students who Exceeded or Met standard dropped by approximately 0.25%,
2. Reading and Writing subtest areas both areas of the most need for support. 31.84% of our students scored in the Below Standard range in both areas.
3. Our 5th grade student group had the most number of students in the Exceed and Met Standard Range, 50%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	62	67	60	61	66	60	61	66	60	98.4	98.5	100
Grade 4	57	67	63	57	67	62	57	67	62	100.0	100.0	98.4
Grade 5	60	57	63	59	56	63	59	56	62	98.3	98.2	100
All Grades	179	191	186	177	189	185	177	189	184	98.9	99.0	99.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2368.	2404.	8.20	1.52	1.52	21.31	25.76	25.76	19.67	19.70	19.70	50.82	53.03	53.03
Grade 4	2434.	2427.	2427.	10.53	11.94	11.94	14.04	13.43	13.43	33.33	32.84	32.84	42.11	41.79	41.79
Grade 5	2473.	2471.	2471.	11.86	12.50	12.50	11.86	17.86	17.86	42.37	28.57	28.57	33.90	41.07	41.07
All Grades	N/A	N/A	N/A	10.17	8.47	8.47	15.82	19.05	19.05	31.64	26.98	26.98	42.37	45.50	45.50

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		14.75	12.12		39.34	45.45		45.90	42.42
Grade 4		8.77	16.42		47.37	44.78		43.86	38.81
Grade 5		10.17	16.07		64.41	53.57		25.42	30.36
All Grades		11.30	14.81		50.28	47.62		38.42	37.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.56	4.55		57.38	56.06		36.07	39.39
Grade 4		15.79	10.45		54.39	46.27		29.82	43.28
Grade 5		10.17	8.93		55.93	62.50		33.90	28.57
All Grades		10.73	7.94		55.93	54.50		33.33	37.57

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Conclusions based on this data:

1. Vargas Elementary's overall achievement for all student on the CAASPP Math assessment experiences a minor amount of growth. The percentage of students who Exceeded or Met standard increased by approximately 2%.
2. Based on the 22-23 data, Concepts & Procedures - Applying mathematical concepts and procedures is the area of the most need. We have 51.32% of our student scoring below standard.
3. Our 5th grade student group had the most number of students in the Exceed and Met Standard Range, 30.36%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1418.8	1399.2	1387.7	1426.2	1410.4	1386.6	1401.4	1373.1	1390.1	52	39	45
1	1437.3	1422.8	1445.8	1455.7	1425.4	1451.4	1418.5	1419.4	1439.6	44	29	25
2	1442.0	1471.9	1473.2	1442.2	1483.4	1483.6	1441.4	1459.9	1462.3	43	35	23
3	1485.6	1486.3	1468.4	1488.6	1490.8	1473.6	1482.2	1481.3	1462.6	19	34	36
4	1514.1	1503.2	1492.9	1521.6	1505.0	1491.7	1506.2	1501.0	1493.8	19	23	35
5	1498.5	1527.8	1532.8	1500.4	1521.6	1536.9	1496.2	1533.3	1528.3	25	13	26
All Grades										202	173	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	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
K	19.23	2.56	15.56	34.62	33.33	8.89	32.69	41.03	40.00	13.46	23.08	35.56	52	39	45
1	13.64	6.90	4.00	34.09	24.14	36.00	22.73	41.38	40.00	29.55	27.59	20.00	44	29	25
2	16.28	5.71	4.35	32.56	42.86	52.17	30.23	34.29	34.78	20.93	17.14	8.70	43	35	23
3	5.26	5.88	2.78	52.63	44.12	33.33	31.58	38.24	33.33	10.53	11.76	30.56	19	34	36
4	26.32	4.35	20.00	26.32	65.22	37.14	31.58	21.74	22.86	15.79	8.70	20.00	19	23	35
5	20.00	30.77	30.77	44.00	30.77	46.15	12.00	38.46	11.54	24.00	0.00	11.54	25	13	26
All Grades	16.83	6.94	13.16	36.14	39.88	32.63	27.23	36.42	31.05	19.80	16.76	23.16	202	173	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	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
K	28.85	7.69	8.89	28.85	30.77	22.22	26.92	35.90	33.33	15.38	25.64	35.56	52	39	45
1	40.91	17.24	4.00	18.18	31.03	48.00	31.82	31.03	40.00	9.09	20.69	8.00	44	29	25
2	23.26	31.43	30.43	34.88	45.71	43.48	23.26	17.14	17.39	18.60	5.71	8.70	43	35	23
3	36.84	29.41	30.56	36.84	47.06	27.78	21.05	11.76	19.44	5.26	11.76	22.22	19	34	36
4	47.37	26.09	42.86	36.84	56.52	31.43	5.26	8.70	11.43	10.53	8.70	14.29	19	23	35
5	52.00	23.08	53.85	24.00	61.54	34.62	0.00	7.69	3.85	24.00	7.69	7.69	25	13	26
All Grades	35.64	21.97	27.37	28.71	42.77	32.63	21.29	20.81	21.58	14.36	14.45	18.42	202	173	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	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
K	21.15	0.00	11.11	23.08	20.51	11.11	32.69	53.85	46.67	23.08	25.64	31.11	52	39	45
1	11.36	10.34	4.00	20.45	13.79	24.00	20.45	37.93	40.00	47.73	37.93	32.00	44	29	25
2	11.63	2.86	4.35	30.23	34.29	21.74	27.91	34.29	47.83	30.23	28.57	26.09	43	35	23
3	0.00	0.00	0.00	15.79	20.59	8.33	68.42	61.76	44.44	15.79	17.65	47.22	19	34	36
4	10.53	4.35	5.71	26.32	21.74	20.00	21.05	56.52	48.57	42.11	17.39	25.71	19	23	35
5	4.00	15.38	11.54	20.00	7.69	19.23	36.00	61.54	53.85	40.00	15.38	15.38	25	13	26
All Grades	11.88	4.05	6.32	23.27	21.39	16.32	31.68	49.71	46.84	33.17	24.86	30.53	202	173	190

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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	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.85	12.82	15.56	59.62	66.67	48.89	11.54	20.51	35.56	52	39	45
1	31.82	34.48	44.00	56.82	48.28	56.00	11.36	17.24	0.00	44	29	25
2	20.93	25.71	34.78	60.47	60.00	60.87	18.60	14.29	4.35	43	35	23
3	15.79	41.18	11.11	68.42	41.18	61.11	15.79	17.65	27.78	19	34	36
4	52.63	52.17	20.00	42.11	43.48	57.14	5.26	4.35	22.86	19	23	35
5	12.00	23.08	19.23	60.00	76.92	73.08	28.00	0.00	7.69	25	13	26
All Grades	26.73	30.64	22.11	58.42	54.91	58.42	14.85	14.45	19.47	202	173	190

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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	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.31	5.13	8.89	57.69	66.67	55.56	25.00	28.21	35.56	52	39	45
1	29.55	6.90	0.00	52.27	68.97	84.00	18.18	24.14	16.00	44	29	25
2	27.91	31.43	30.43	53.49	62.86	65.22	18.60	5.71	4.35	43	35	23
3	57.89	55.88	33.33	36.84	32.35	50.00	5.26	11.76	16.67	19	34	36
4	47.37	30.43	54.29	42.11	60.87	31.43	10.53	8.70	14.29	19	23	35
5	76.00	53.85	80.77	8.00	38.46	7.69	16.00	7.69	11.54	25	13	26
All Grades	36.14	27.75	33.16	46.04	56.65	48.42	17.82	15.61	18.42	202	173	190

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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	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	11.11	71.15	79.49	64.44	21.15	20.51	24.44	52	39	45
1	18.18	13.79	20.00	38.64	44.83	36.00	43.18	41.38	44.00	44	29	25
2	13.95	5.71	4.35	62.79	71.43	60.87	23.26	22.86	34.78	43	35	23
3	0.00	0.00	0.00	63.16	52.94	36.11	36.84	47.06	63.89	19	34	36
4	5.26	4.35	2.86	52.63	65.22	60.00	42.11	30.43	37.14	19	23	35
5	12.00	23.08	7.69	44.00	38.46	76.92	44.00	38.46	15.38	25	13	26
All Grades	10.89	5.78	7.37	56.44	61.85	55.79	32.67	32.37	36.84	202	173	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.25	25.64	33.33	37.25	48.72	31.11	25.49	25.64	35.56	51	39	45
1	11.36	3.45	4.00	52.27	65.52	72.00	36.36	31.03	24.00	44	29	25
2	13.95	8.57	4.35	51.16	57.14	82.61	34.88	34.29	13.04	43	35	23
3	0.00	0.00	5.56	84.21	91.18	61.11	15.79	8.82	33.33	19	34	36
4	5.26	4.35	11.43	57.89	82.61	68.57	36.84	13.04	20.00	19	23	35
5	4.00	15.38	30.77	76.00	76.92	53.85	20.00	7.69	15.38	25	13	26
All Grades	15.92	9.83	16.32	54.73	68.21	58.42	29.35	21.97	25.26	201	173	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. At Vargas Elementary, there are 190 English Learners, with 45 of them (approximately 24%) in the kindergarten grade level.
2. Based on the 2022-2023 ELPAC results, there was a 6.22% increase in the percentage of students scoring at Level 4 Overall.
3. In the Reading Domain, the area of greatest need for our students is highlighted by the fact that 36.84% scored in the Beginning range.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	44.3	43.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Vargas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	43.8
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	182	44.3
Students with Disabilities	59	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1
American Indian	10	2.4
Asian	66	16.1
Filipino	8	1.9
Hispanic	213	51.8
Two or More Races	28	6.8
Pacific Islander	3	0.7
White	76	18.5

Conclusions based on this data:

1. At Vargas Elementary School, 44.3% of the 411 students qualify as Socio-Economically Disadvantaged.
2. The largest racial/ethnic group at our campus is Hispanic, comprising 213 students, or 51.8% of the population.
3. On our campus, the Asian group comprises 66 students, or 16.1%, while the White group includes 76 students, or 18.5%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. According to the CA Dashboard Data, we are currently performing in the Orange category in ELA, Math, English Learner Progress, and Chronic Absenteeism. We are committed to exploring resources and refining our practices to create more consistent and systemic opportunities for our students to succeed in these areas.
2. Based on the CA Dashboard Data, we are currently performing in the Blue category for Suspension Rates. We will continue to focus on improving our school climate and behavioral support systems to maintain progress in this area.

School and Student Performance Data

Academic Performance English Language Arts

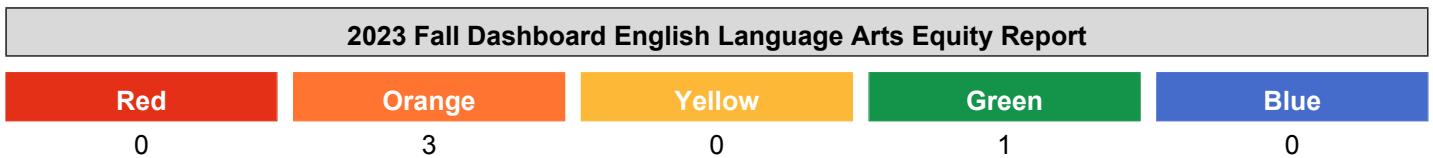
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>31 points below standard</p> <p>Decreased -9 points</p> <p>181 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>62.7 points below standard</p> <p>Decreased -11.3 points</p> <p>98 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>53.3 points below standard</p> <p>Decreased -5.9 points</p> <p>105 Students</p>	<p>Students with Disabilities</p> <p>93.1 points below standard</p> <p>Decreased -11.5 points</p> <p>33 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 9 Students	25.3 points above standard Decreased -3 points 20 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.7 points below standard Decreased -14 points 93 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Green 8 points above standard Increased Significantly +18.7 points 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96 points below standard Decreased -11.5 points 68 Students	12.9 points above standard Decreased -5.2 points 30 Students	2.9 points below standard Decreased -3.6 points 65 Students

Conclusions based on this data:

1. At Vargas Elementary School, the performance of our 181 students in English Language Arts is in the Orange range overall. Our students are 31 points below standard, which represents a decrease of 9 points from the previous year.
2. At Vargas Elementary School, the performance of our English Learners (ELs), Socio-Economically Disadvantaged (SED), and Hispanic groups in English Language Arts is in the Orange range. EL students scored 62.7 points below standard, with a decrease of 11.3 points; SED students scored 53.3 points below standard, decreasing by 5.9 points; and Hispanic students scored 68.7 points below standard, down by 9.3 points.
3. At Vargas Elementary School, the performance of our 39 White students in English Language Arts is in the Green range. These students scored 8 points above standard, reflecting an increase of 18.7 points from the previous year.

School and Student Performance Data

Academic Performance Mathematics

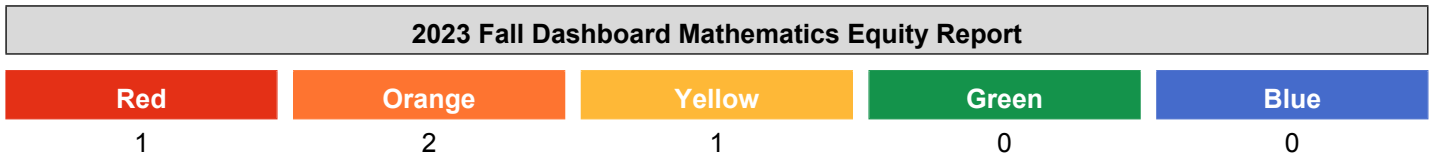
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 58 points below standard Decreased -10.6 points 181 Students	English Learners  Orange 83.4 points below standard Decreased Significantly -15.7 points 98 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 88.9 points below standard Decreased Significantly -18.1 points 105 Students	Students with Disabilities 132.9 points below standard Decreased Significantly -45.4 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 9 Students	8.4 points above standard Decreased Significantly - 16.3 points 20 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.6 points below standard Decreased -14.6 points 93 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Yellow 26.2 points below standard Increased Significantly +15.1 points 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.1 points below standard Decreased Significantly -19.1 points 68 Students	13.8 points below standard Decreased -3.6 points 30 Students	38.5 points below standard Decreased -5 points 65 Students

Conclusions based on this data:

- At Vargas Elementary School, our 181 students population performance in the area of Mathematics was in the Orange range overall for all students. Our students were 58 below standard and decrease by 10.6 points from the previous year.
- At Vargas Elementary School, the performance of our English Learners (ELs) and Socio-Economically Disadvantaged (SED) groups in Mathematics is in the Orange range. EL students scored 83.4 points below standard, with a decrease of 15.7 points, while SED students scored 88.9 points below standard, reflecting a decrease of 18.1 points.
- At Vargas Elementary School, the performance of our 93 Hispanic students in Mathematics is in the Red range. These students scored 95.6 points below standard, representing a decrease of 14.6 points from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

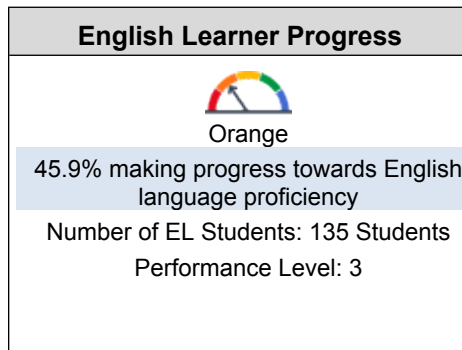
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	50	0	61

Conclusions based on this data:

1. At Vargas Elementary, our 61 English Learners are making progress toward English Language proficiency.
2. At Vargas Elementary, 50 of our English Learner students maintained their English Language Proficiency Index (ELPI) level, while 61 students grew by at least one ELPI level.
3. At Vargas Elementary, 20 of our English Learner students decreased by one English Language Proficiency Index (ELPI) level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 23% Chronically Absent Declined -1.2 440 Students	English Learners Yellow 19.7% Chronically Absent Declined -2.9 198 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 24.5% Chronically Absent Declined Significantly -3.3 208 Students	Students with Disabilities Yellow 18.8% Chronically Absent Declined -13.4 69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 10 Students	 Red 26.7% Chronically Absent Increased 4.8 75 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.6% Chronically Absent Declined Significantly -9.7 226 Students	 Red 25% Chronically Absent Increased 7.4 32 Students	Less than 11 Students 3 Students	 Orange 18.8% Chronically Absent Increased 4.6 80 Students

Conclusions based on this data:

1. At Vargas Elementary School, our 440 students' performance in Chronic Absenteeism is in the Orange range overall. We had 23% of our student population classified as chronically absent, reflecting a decrease of 1.2 percentage points from the previous year.
2. At Vargas Elementary School, the performance of our Asian and Two or More Races subgroups in Chronic Absenteeism is in the Red range. Asian students had a chronic absenteeism rate of 25%, an increase of 7.4 percentage points, while students identifying as Two or More Races had a rate of 26.7%, an increase of 4.8 percentage points. In contrast, our White student subgroup performed in the Orange range with a chronic absenteeism rate of 18.8%, reflecting an increase of 4.6 percentage points.
3. At Vargas Elementary School, the performance of our Hispanic student population in the area of Chronic Absenteeism decreased by 9.7%.

School and Student Performance Data

Conditions & Climate Suspension Rate

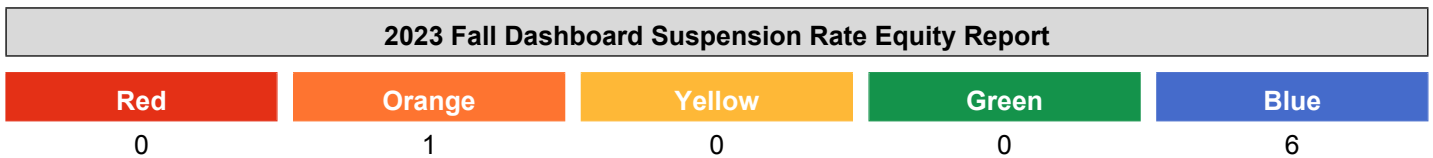
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.2% suspended at least one day Maintained 0.2 462 Students	 Blue 0% suspended at least one day Maintained 0 206 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Blue 0% suspended at least one day Maintained 0 214 Students	 Blue 0% suspended at least one day Maintained 0 72 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 10 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 84 Students</p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 234 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 33 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2 84 Students</p>

Conclusions based on this data:

1. At Vargas Elementary School, our 462 students' performance in the area of Suspension is in the Blue range overall. Only 0.2% of our student population were suspended.
2. At Vargas Elementary School, the performance of our White subgroup in the area of Suspension is in the Orange range, with a suspension rate of 1.2%, indicating that these students were suspended at least once.
3. At Vargas Elementary School, our focus on proactive measures and support, along with alternatives to suspension, helps us keep the suspension rate low.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Recent data from the California Dashboard indicates that "All Students" at Vargas Elementary School are currently performing in the Orange performance level, with a significant Distance from Standard (DFS) of -58 points. This marks a concerning trend, as scores have dropped by 10.6 points from the previous year.

Specific Student Group Performance

- English Learners (EL): DFS of -83.4, performing in the Orange level.
- Socioeconomically Disadvantaged (SED): DFS of -88.9, also in the Orange level.
- Hispanic Students: Scoring in the Red performance level with a DFS of -95.6 and a drop of 14.6 points.

These results highlight the urgent need for targeted interventions to support our most vulnerable student populations.

The current performance data at Vargas Elementary School underscores the need for a focused approach to elevate student achievement, particularly for our EL, Hispanic, and SED populations. Through targeted professional development, collaborative practices, and strong family engagement, we aim to increase proficiency rates across the board and foster a supportive learning environment where all students can thrive. Together, we are committed to making significant strides in our students' academic journeys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Assessment	The Fall Benchmark NWEA Math Map results for Kindergarten averaged 59% proficient in mathematics for ALL students	We will increase Kindergarten NWEA Math proficiency rate for all students 64% or higher on the Winter Benchmark Assessment of the 24-25 school year
NWEA Math Growth Assessment	The 23-24 Trimester 2 NWEA Math Map results for 1st through 5th grade averaged 30.27% in mathematics for ALL students	We will increase 1st through 5th grade NWEA Math proficiency rate for all students 35.27% or higher on the Winter Benchmark Assessment of the 24-25 school year

NWEA Math Growth Assessment	The 23-24 Trimester 2 NWEA Math Map results for 1st through 5th grade averaged 9.57% in mathematics for EL students	We will increase 1st through 5th grade NWEA Math proficiency rate for EL students 14.57% or higher on the Winter Benchmark Assessment of the 24-25 school year
NWEA Math Growth Assessment	The 23-24 Trimester 2 NWEA Math Map results for 1st through 5th grade averaged 23.14% in mathematics for SED students	We will increase 1st through 5th grade NWEA Math proficiency rate for SED students 28.14% or higher on the Winter Benchmark Assessment of the 24-25 school year
NWEA Math Growth Assessment	The 23-24 Trimester 2 NWEA Math Map results for 1st through 5th grade averaged 14.81% in mathematics for Hispanic students	We will increase 1st through 5th grade NWEA Math proficiency rate for Hispanic students 19.81% or higher on the Winter Benchmark Assessment of the 24-25 school year
CAASPP Math Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 31.89% in mathematic for ALL students	We will increase 3rd through 5th grade math proficiency for ALL students to 36.89% or higher based on the fall 2025 CAASPP results
CAASPP Math Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 9.38% in mathematic for EL students	We will increase 3rd through 5th grade math proficiency for EL students to 14.38% or higher based on the fall 2025 CAASPP results
CAASPP Math Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 22.13% in mathematic for SED students	We will increase 3rd through 5th grade math proficiency for SED students to 27.13% or higher based on the fall 2025 CAASPP results
CAASPP Math Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 15.6% in mathematic for Hispanic students	We will increase 3rd through 5th grade math proficiency for Hispanic students to 20.6% or higher based ont the fall 2025 CAASPP results

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Vargas K-5 teachers will implement the Illustrative Math K-5 curriculum as the core adopted curriculum to foster a comprehensive understanding of mathematical concepts among students. The team will actively participate in district and site-provided professional development opportunities to deepen their knowledge of the curriculum and effective teaching strategies. By enhancing their understanding of the resources available, teachers will be better equipped to support the diverse needs of all students, ensuring a more inclusive and engaging learning environment.	All students,	
1.2	The Transitional Kindergarten (TK) program will be implemented by teachers and administrators in alignment with California's Universal Pre-K (UPK) model to foster a solid foundation for early learners. Ongoing professional development, including coaching and planning time, will support this initiative, enabling educators to improve their	TK students, with a focus on EL, SED, and Hispanic students	3,000 LCAP

	instructional practices and create a nurturing environment that addresses the diverse needs of all TK students. Additionally, funds will be allocated to help teachers gather data for the Desired Results Developmental Profile (DRDP) and to provide resources that support student progress.		
1.3	TK teachers will conduct DRDP conferences with families to provide updates on student progress, growth, and next steps. To facilitate these meetings, substitute release time will be needed for the teachers.	TK students, with a focus on EL, SED, and Hispanic students	1,500 LCAP
1.4	All teachers will participate in at least one coaching cycle with site coaches, focusing on the implementation of Illustrative Math and best practices for balanced math instruction. These cycles will include collaborative planning sessions to promote mathematical discourse and strategies for supporting English Learners. Teachers will have opportunities for co-teaching, classroom observations, and receive constructive feedback. The team will also administer the IM Checkpoint and End of Unit Assessments, using data to inform instruction and enhance student learning. Funds will be allocated for coaches to develop a physical toolbox of evidence-based strategies, resources, and tools for each teacher, aimed at improving teaching effectiveness and helping all students reach their full potential.	All students, with a focus on EL, SED, and Hispanic students	1800 LCAP
1.5	We will leverage our Multi-Tiered System of Supports (MTSS) team and structures to monitor the progress of all students effectively. Led by our two district coordinators, the team will meet regularly to assess student needs, discuss evidence-based strategies, and recommend targeted next steps and accommodations. Site resources will be allocated to ensure a comprehensive wraparound approach for all learners. Each grade level will designate an MTSS lead who will collaborate with grade level Professional Learning Community (PLC) leads to implement the strategies discussed and build the capacity of their teams. Our goal is to maximize growth for all students in mathematics, ensuring that every learner receives the support they need to succeed.	All students, with a lens on EL, SED, and Hispanic students	
1.6	PLC and grade level leads will collaborate with site leadership and coaches to understand and refine the site goals for the 2024-2025 school year. This team will unpack systems, identify evidence-based strategies, and target interventions to implement across the school, ensuring a unified approach to meet the needs of all students. Each team member will be responsible for providing additional layers of support, coaching, and guidance, working collectively to help every student make progress and exceed grade level standards. By fostering collaboration and accountability, we aim to create an environment where all learners can thrive.	All students, with a lens on EL, SED, and Hispanic students	9552 LCAP

	Each grade level member will receive a level 1.5 stipend.		
1.7	Vargas will provide consumable materials to enhance the learning experience for all students, ensuring they have the essential tools needed to complete and organize their work effectively. This will include, but is not limited to, items such as paper, folders, writing tools, composition books, and other learning essentials. By equipping students with these resources, we aim to create a supportive and engaging learning environment that fosters academic success.	All students, with a lens on EL, SED, and Hispanic students	6000 Unrestricted
1.8	We will offer after-school targeted intervention programs to support our English Learners (EL), Hispanic, and Socioeconomically Disadvantaged (SED) students. These programs will focus on targeted skill development in reading and English Language Arts (ELA), ensuring that all students have the access and support needed to master grade-level standards. Teams will receive specialized training to effectively implement these interventions, fostering an inclusive environment that promotes academic growth and success for every student.	All students, with a lens on EL, SED, and Hispanic students	5000 Title I
1.16			
1.17			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-2024 school year, we successfully introduced the new Illustrative Math (IM) curriculum. Our teachers engaged in data teams and utilized the Professional Learning Community (PLC) model to analyze instructional practices and monitor student progress. To support effective implementation, we provided targeted professional development opportunities focused on the new curriculum, along with individualized coaching for each teacher. This support aimed to enhance their understanding and execution of the curriculum, ensuring all students benefit from high-quality mathematics instruction. As a result of these programmatic enhancements, we observed improvements in student achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Throughout the school year, our team faced a steep learning curve as we navigated the new curriculum, adjusted to its pacing, and utilized various resources. This process involved significant collaboration and reflection to fully grasp the curriculum's demands and determine the best ways to support our students. Despite the challenges, this experience fostered a culture of growth and resilience among our educators, enhancing our collective ability to deliver effective instruction and meet the diverse needs of our learners. Ultimately, we successfully achieved full implementation of our projected goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we enter the 2024-2025 school year, our team has closely aligned with the District Team's plan for Illustrative Math professional development and assessment tools. This structured roadmap enables us to schedule dates for our PLC teams to provide additional site-specific training and check-ins. We are committed to utilizing our new data collection tools to track student progress throughout each unit and the entire year. These modifications, combined with the dedicated support of our two site coaches, create multiple layers of assistance and awareness as we work collaboratively to ensure all students thrive.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California Dashboard data, "All Students" at Vargas Elementary School are currently performing in the Orange performance level, indicating significant room for improvement.

Key Data Points

Distance from Standard (DFS): Students are scoring 31 points below standard.

Performance Drop: Over the past year, there has been a 9-point decrease in scores for our 181 students.

Subgroup Performance:

- English Learners (EL): DFS of 62.7
- Socioeconomically Disadvantaged (SED): DFS of 53.3
- Hispanic Students: DFS of 68.7

All of these subgroups also fall within the Orange performance level. This aligns with our local NWEA data, which reflects similar trends in academic performance.

The data indicates a pressing need for strategic intervention to support our students' academic growth at Vargas Elementary School. By focusing on targeted instructional practices, curriculum alignment, and community engagement, we can work towards improving performance and ensuring that all students reach their full potential. Addressing these needs is vital for fostering a supportive learning environment that cultivates success for every child.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading Fluency	0% of kindergarten students placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	50% of kindergarten students placed in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment
NWEA MAP Reading Fluency	12% of 1st grade students placed in the Oral Reading component during the Fall 2024 administration of the	65% of 1st grade students placed in the Oral Reading component during the Winter 2024 administration of the

	NWEA map Reading Fluency Assessment	NWEA map Reading Fluency Assessment
NWEA MAP Reading Fluency	42% of 2nd grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	75% of 2nd grade students placed in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment
NWEA MAP Reading Fluency	11.5% of Hispanic students in kindergarten through 2nd grade placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	55% of Hispanic students in kindergarten through 2nd grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment
NWEA MAP Reading Fluency	10.8% of EL students in kindergarten through 2nd grade placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	55% of EL students in kindergarten through 2nd grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment
NWEA MAP Reading Fluency	14.5% of SED students in kindergarten through 2nd grade placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	55% of SED students in kindergarten through 2nd grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment
NWEA MAP Reading Growth	On the 23-24 Trimester 2 NWEA Reading Map Growth Assessment, our 3rd through 5th grade students averaged 26.78% proficient in reading for ALL students	38% of 3rd-5th grade students will be proficient or higher on NWEA Reading Assessment
NWEA MAP Reading Growth	On the 23-24 Trimester 2 NWEA Reading Map Growth Assessment, our 3rd through 5th grade students averaged 14.95% proficient in reading for Hispanic students	11% of 3rd-5th grade English Learner students will be proficient or higher on NWEA Reading Assessment.
NWEA MAP Reading Growth	On the 23-24 Trimester 2 NWEA Reading Map Growth Assessment, our 3rd through 5th grade students averaged 19.89% proficient in reading for EL students	43% of 3rd-5th grade students will be proficient or higher on CAASPP Smarter Balanced English Language Arts Assessment
NWEA MAP Reading Growth	On the 23-24 Trimester 2 NWEA Reading Map Growth Assessment, our 3rd through 5th grade students averaged 17.65% proficient in reading for SED students	18% of 3rd-5th grade English Learner students will be proficient or higher on CAASPP Smarter Balanced English Language Arts Assessment
CAASPP Reading Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 37.57% in reading for ALL students	We will increase 3rd through 5th grade reading proficiency for ALL students to 42.57% or higher based on the fall 2025 CAASPP results
CAASPP Reading Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 24.24% in reading for Hispanic students	We will increase 3rd through 5th grade reading proficiency for Hispanic students to 29.24% or higher based on the fall 2025 CAASPP results
CAASPP Reading Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 8.24% in reading for EL students	We will increase 3rd through 5th grade reading proficiency for EL students to 13.24% or higher based on the fall 2025 CAASPP results

CAASPP Reading Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 26.79% in reading for SED students	We will increase 3rd through 5th grade reading proficiency for SED students to 31.797% or higher based on the fall 2025 CAASPP results
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All teachers will participate in at least one coaching cycle with our site coaches, focusing on data-driven small reading groups. These coaching cycles will include collaborative planning sessions that emphasize reading discourse and strategies to support English Learners, along with opportunities for co-teaching, classroom observations, and constructive feedback. The team will administer formative assessments to monitor student growth and make necessary adjustments to instruction. Funds will be allocated for coaches to develop a physical toolbox of evidence-based strategies, resources, and tools for each teacher, aimed at improving teaching effectiveness and helping all students reach their full potential.	K-2nd students, with a lens on English Learners	1800 LCAP
2.4	We will leverage our Multi-Tiered System of Supports (MTSS) team to monitor the progress of all students effectively. Led by two district coordinators, the team will meet regularly to assess student needs, discuss evidence-based strategies, and recommend targeted next steps and accommodations. Resources will be allocated to provide a comprehensive wraparound approach for every student. Each grade level will designate an MTSS lead to collaborate with grade-level Professional Learning Community (PLC) leads in implementing the identified strategies and enhancing team capacity. Our ultimate goal is to maximize growth for all students in reading and English Language Arts (ELA), ensuring that each learner receives the necessary support to succeed. Funds will be allocated to provide resources, accommodations, and tools for targeted interventions and individualized learning plans.	All students, with a lens on English Learners	1000 LCAP
2.5	existing systems, identify evidence-based strategies, and implement targeted interventions across the school to ensure a cohesive approach to meet all students' needs. Each team member will take on the responsibility of providing additional support, coaching, and guidance, collaborating to help every student make progress and exceed grade-level standards. This effort aims to foster a culture of continuous improvement and success for all learners.	All students, with a lens on English Learners	1000 LCAP

	Funds will be allocated to equip the team with tools, books, and resources to support their PLC initiatives.		
2.6	<p>With the support of site leadership, coaches, and our support team, we will create and utilize a site-wide data collection tool to gather information on all students and target groups. This tool will help us develop targeted interventions by identifying proficiency levels and establishing growth plans for each student. By systematically analyzing this data, we aim to ensure that every learner receives the appropriate support needed to achieve their academic goals and maximize their growth potential.</p> <p>The team will be provided with release time for data analysis and the development of the data system.</p>	All Students, with a lens on English Learners	1500 LCAP
2.9	<p>We will offer after-school targeted interventions aimed specifically at supporting our English Learners (EL), Hispanic, and Socioeconomically Disadvantaged (SED) students. These sessions will concentrate on skill development in reading and English Language Arts (ELA), ensuring that all students have the access and resources necessary to master grade-level standards. Our dedicated teams will implement tailored strategies to foster engagement and promote success, ultimately empowering these students to achieve their academic goals.</p> <p>Funds will be allocated to secure staff for providing these interventions.</p>	All Students, with a lens on English Learners, Hispanic, SED	5000 Title I
2.13	<p>Site leadership and coaches will collaborate with PLC and grade-level leaders to identify resources, materials, and tools that enhance small group instruction, provide Tier 2 supports, and offer extensions for students. The goal is to ensure that all educators have access to effective resources that address the diverse needs of their learners, facilitating targeted instruction and promoting student engagement and achievement. By working together, we aim to create a robust support system that fosters growth for every student.</p> <p>Funds will be allocated for resources, tools, and other items needed for interventions and group work.</p>	All Students, with a lens on English Learners	3000 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At Vargas, our K-2 teachers successfully launched the Really Great Reading program, closely monitoring student progress using the CORE Phonics Survey. They were introduced to decodable texts to enhance small group instruction, providing targeted support for early readers. Meanwhile, our 3-5 grade teachers were introduced to the UFLI curriculum, with many participating in coaching sessions to familiarize themselves with the program. Across all grade levels, educators utilized Fountas & Pinnell (F&P) classroom resources to teach reading strategies and help students navigate leveled texts, fostering a comprehensive approach to literacy instruction. As a result of our unified, school-wide implementation of these programs, our students experienced significant progress and growth across all grade levels.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our team was tasked with learning new programs and curricula to support students in mastering grade-level standards. As with any new initiative, we faced learning curves and encountered unknown elements, which we gradually strengthened over time. Additionally, we lacked a unified data source to provide the current information needed to drive our instruction and determine targeted next steps. Throughout the year, we trialed various systems to enhance our small group instruction and support our students' mastery of core phonics skills. The knowledge gained from these efforts and planning provides a solid foundation to build upon for the coming years and the next steps in our ELA/Reading program enhancement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This school year, we are excited to align with the unified message of the Strategic Plan to guide our goals and next steps. Our team will leverage the new and refined structures provided by the District Office to ensure a cohesive site vision. With the support of our new administrative team and two site coaches, we will lead professional development and facilitate the internalization of systems that promote a focused and collaborative approach to meeting our students' needs. Data, collaboration, and reflection, paired with coaching cycles, will drive our efforts as we work to move all students toward mastery and proficiency of grade-level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Cultural Learning and Student Engagement

At Vargas Elementary School, we believe that fostering social-emotional learning is essential for student engagement and overall success. By nurturing the whole child, we empower our students to become confident, responsible, and curious learners, equipped to tackle future challenges. Together, we celebrate the wonder of discovery and the joy of learning! Our promise is to know each student by name, recognizing their unique strengths and needs to support their individual journeys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Panorama Survey results from Spring 2023-2024, we gathered insightful feedback from our 3rd to 5th graders, totaling 150 participants. This data has highlighted several key areas for growth regarding social emotional learning, wellness, sense of belonging, and cultural awareness within our school community.

Strengths Identified

- Supportive Relationships: 90% of students reported feeling supported by peers and staff, indicating a strong foundation for positive interactions.
- Positive Feelings: 76% of students expressed positive emotional experiences at school, suggesting a generally encouraging environment.
- Self-Efficacy: 71% of students feel confident in their abilities, which is essential for fostering independent learners.

Areas for Improvement

Despite the strengths identified, two critical areas require attention:

- Cultural Awareness and Action: Only 42% of students rated their understanding and engagement in cultural awareness initiatives. This score reflects a significant need for enhanced focus on diversity, equity, and inclusion practices within the curriculum and school activities.
- Sense of Belonging: At 62%, this area indicates that a notable portion of our students may not feel fully connected or valued in our school community. Strengthening this sense of belonging is vital for overall student engagement and well-being.

Chronic Absenteeism

Our school's chronic absenteeism rate is rated in the orange category on the California Dashboard, signaling a need for intervention. The groups that experienced the largest growth in absenteeism include:

- Asian Students
- White Students
- Students with Two or More Races

Addressing the root causes of absenteeism for these groups is essential to ensure equitable access to education and foster a supportive learning environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data	In the Spring of 2024, 42% of students in grades 3-5 responded favorably to the measure of "Cultural Awareness and Action."	By Spring 2025, we aim to increase the percentage of students in grades 3-5 responding favorably to the measure of "Cultural Awareness and Action" to 47%.
Panorama Survey Data	In the Spring of 2024, 60% of students in grades 3-5 responded favorably to the measure of "Sense of Belonging."	By Spring 2025, we aim to increase the percentage of students in grades 3-5 responding favorably to the measure of "Sense of Belonging" to 65%.
Panorama Survey Data	In the Spring of 2024, 71% of students in grades 3-5 responded favorably to the measure of "Self- Efficacy."	By Spring 2025, we aim to increase the percentage of students in grades 3-5 responding favorably to the measure of "Self-Efficacy" to 76%.
CA Dashboard - Chronic Absenteeism	During the 2023-2024 school year, the percentage of all students who were chronically absent was 23%.	During the 2024-2025 school year, we aim to decrease the percentage of all students who are chronically absent to 17%
CA Dashboard - Chronic Absenteeism	During the 2023-2024 school year, the percentage of Asian students who were chronically absent was 26.7%.	During the 2024-2025 school year, we aim to decrease the percentage of Asian students who are chronically absent to 21.7%
CA Dashboard - Chronic Absenteeism	During the 2023-2024 school year, the percentage of 2 or more race students who were chronically absent was 25%.	During the 2024-2025 school year, we aim to decrease the percentage of 2 or more race students who are chronically absent to 20%
CA Dashboard - Chronic Absenteeism	During the 2023-2024 school year, the percentage of White students who were chronically absent was 18.8%.	During the 2024-2025 school year, we aim to decrease the percentage of White students who are chronically absent to 13.8%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Positive Behavioral Intervention and Support (PBIS) leads will facilitate Vargas Climate and Culture Team meetings to share best practices and collaborate on enhancing the social-emotional well-being of students and staff. They will also assist in collecting and monitoring data to track progress and inform strategies, ensuring a positive and supportive school environment for everyone. Funds will be allocated for PBIS incentives and program needs on a daily, weekly, and monthly basis.	All students	1500 LCAP
3.2	Continuing with the Tier model, the Tier 1 MTSS team and Administrative Team will coordinate	All students	2000 LCAP

	<p>academic, behavioral, social-emotional learning (SEL), and attendance supports within the classroom. Meanwhile, the Tier 2 and Tier 3 MTSS teams will monitor student progress and coordinate interventions using available site resources. This collaborative approach ensures that all students receive tailored support to meet their individual needs, fostering a positive learning environment. Funds will be allocated for our School Social Worker to facilitate student groups, promote a monthly SEL focus, and enhance inclusion efforts, further supporting the overall well-being of our students.</p>		
3.3	<p>We will implement and utilize the School-Wide Information System (SWIS) database to monitor student behavior and track office referrals effectively. This system will provide valuable data to identify trends, support decision-making, and enhance our behavioral interventions. By systematically collecting and analyzing this information, we can create a safer and more positive school environment for all students.</p>	All students	
3.4	<p>The Vargas Climate and Culture Team, along with support staff, will provide training for students, staff, and families on school-wide expectations in the classroom, playground, cafeteria, and all other areas of the campus. To reinforce these expectations, we will create and display posters and signs throughout the school, reminding students of the positive behaviors expected in each area. This initiative aims to foster a cohesive and supportive environment that promotes responsible behavior and a sense of community among all members of the Vargas family.</p>	All students	
3.5	<p>Students will be recognized in various ways for demonstrating our school rules—be respectful, be responsible, and be safe—along with the school-wide focus of the month. Recognition methods will include Dolphin Pride Assemblies, the Blue Ticket System, and other initiatives. Each month’s focus will align with opportunities for cultural awareness and inclusion, reinforcing our commitment to fostering a respectful and supportive school community. These celebrations will encourage positive behavior and highlight the diverse strengths of our student body. Funding will support the purchase of awards and incentives for student recognition. These resources will be used to celebrate students' achievements and positive behaviors, reinforcing our school values and motivating all learners to strive for excellence. By investing in recognition initiatives, we aim to create an encouraging environment that acknowledges and rewards the hard work and dedication of our students.</p>	All Students	2500 LCAP
3.6	<p>We will continue our partnership with the Playworks recess program to engage students in active play, teaching them how to positively interact with peers</p>	All students	1000 Unrestricted

	during recess and lunch. This program also promotes student leadership through the Junior Coach initiative. To support this effort, we will provide recess game equipment that encourages interactive play and aligns with the Playworks model. By fostering active engagement and positive interactions, we aim to create a fun and inclusive environment that enhances social skills and strengthens our school community. Funds will be allocated for new equipment and other items to support our daily activities.		
3.7	In collaboration with our PTA, we will introduce a new folkloric dancing club for students to engage in after school. This cultural program will provide a Hispanic/Latino dancing experience, enriching our students' learning opportunities. Prop 28 funds will be allocated to purchase outfits and dancing shoes for the students to use during these classes.	All Students	6500 Prop 28 Funds
3.8	The school attendance team, consisting of the principal, assistant principal, attendance administrator, and MTSS members, will educate and support staff in utilizing the School Attendance Review Team (SART) process to identify and assist students with at-risk attendance patterns. This team will also engage with parents and connect them to district-level MTSS and SARB resources as needed. Student attendance and engagement will be monitored twice a month, with administrators, the social worker, and teachers collaborating to support students and families facing attendance challenges by developing and monitoring individualized attendance plans. Students who improve their attendance will be recognized for reaching their goals and will receive incentives for their achievements. Additionally, we will appoint a Home Visit Coordinator to strengthen the connection between home and school, facilitating communication and support for families to enhance student attendance and engagement. Funds will be allocated for a stipend for the Home Visit Coordinator and for outreach materials.	All students	2000 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At Vargas, our team successfully provided students and families with multiple layers of support to foster connection, a sense of belonging, and overall wellness. As a result, we were able to lower our chronic absenteeism rate compared to previous years, with notable improvements in several subgroups. Moving forward, we aim to build upon this strong foundation, continuing to enhance our support systems and create an even more inclusive and engaging environment for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Despite our dedicated efforts and funding to enhance Cultural Awareness and Action, we experienced a decline of 9 points from the previous year. Students expressed that while they appreciated getting along with peers who were different, many felt they could not voice their concerns about differences. In terms of chronic absenteeism, our Asian, White, and students identifying as two or more races saw increases in their rates, with rises of 4.8, 4.6, and 7.4 percentage points, respectively. This data highlights the need for targeted strategies to address these challenges and ensure that all students feel supported and engaged in our school community.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the coming year, we will implement minor revisions to our PBIS program and offerings to help students feel confident and successful academically and socio-emotionally. We will collaborate with our Social Worker to enhance our current SEL programs and provide additional initiatives for students and families that promote resilience and grit. To address chronic absenteeism, we will take a more targeted approach by meeting with families to explore ways to support attendance. Our new Home Visit Coordinator will also establish systems to streamline the home visit process, making it more manageable for all team members. Together, these efforts aim to create a supportive and engaging environment for every student.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

English Learner (EL) students will receive targeted academic and non-academic opportunities designed to help them grow at a pace that effectively closes opportunity, language, and achievement gaps. Our goal for each student is to ensure they remain on a trajectory for redesignation before leaving Vargas. By providing tailored support and resources, we aim to empower our EL students to achieve their full potential and successfully integrate into the broader learning community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners (ELs) are the most significant student group at Vargas, exhibiting the most pronounced disparities in learning gains compared to the general population in both Language Arts and Math across all grade levels. While we have seen improvements in the percentage of students reclassified as fluent in English, there remains a set of English Learners who are not making adequate progress in proficiency levels from year to year.

Analyzing the English Language Proficiency Assessment of California (ELPAC) scores reveals that students in grades 3-5 who are not reclassifying tend to have lower scores in the writing portion of the assessment. This deficiency directly impacts their overall progress toward achieving proficiency. Addressing these challenges will be critical in ensuring that all our EL students can advance effectively and reach their academic goals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 9.38% in mathematic for EL students	We will increase 3rd through 5th grade math proficiency for EL students to 14.38% or higher based on the fall 2025
NWEA Math Map Growth	A baseline for this area will be established once the English Learner (EL) status is finalized for kindergarten students.	We aim to increase the NWEA Math results for English Learner (EL) students in kindergarten by 10% between the Fall and Winter benchmark assessments of the 2024-2025 school year.
NWEA Math Map Growth	The 2023-24 Trimester 2 NWEA Math MAP results for grades 1-5 showed an average proficiency rate of 9.57% for English Learner (EL) students.	For the 2024-25 Trimester 2 NWEA Math MAP results, we aim to increase the proficiency rate for English Learner (EL) students in grades 1-5 to at least to 14.57%.

CAASPP Reading Assessment	The preliminary Fall 2024 CAASPP result for 3rd through 5th grade students averaged 8.24% in reading for EL students	We will increase 3rd through 5th grade reading proficiency for EL students to 13.24% or higher based on the fall 2025 CAASPP results
NWEA Map Reading Fluency	10.8% of EL students in kindergarten through 2nd grade placed in the Oral Reading component during the Fall 2024 administration of the NWEA map Reading Fluency Assessment	55% of SED students in kindergarten through 2nd grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA map Reading Fluency Assessment

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	TK-5th grade teachers will implement and utilize Integrated ELD (iELD) to target language functions within content area instruction, using learning and language goals for every content area to identify, target, teach, and scaffold for student language use. This will be monitored through coaching cycles, classroom walkthroughs, formal observations, and feedback.	English Learners	
4.2	Site administrators and instructional coaches will ensure that TK-5th grade teachers are effectively implementing Integrated ELD and Designated ELD to address the specific needs of English Learners within their classrooms. This implementation will be closely monitored through coaching cycles, classroom walkthroughs, formal observations, and constructive feedback, allowing us to support teachers in providing tailored instruction that enhances language acquisition and academic success for all students.	English Learners	
4.3	We will offer an after-school intervention program for Newcomer to Level 2 English Learner (EL) students in grades K-2, operating five days a week for 1.5 hours each day. Students will be divided into two groups, each led by three instructors. This structure allows students to rotate between all three groups, ensuring personalized attention and tailored instruction. The program will focus on achieving at least one year of growth in ELPAC levels, enhancing language proficiency and academic success for our younger EL students. Funds will be allocated to cover the staffing costs for program coverage.	English Learners	5000 Title I 5000 LCAP 5000 Unrestricted
4.4	Site administrators, teachers, and support staff will continue to deepen their knowledge of best practices in English Language Development (ELD), understand the demands of the ELPAC, and effectively implement the Common Core ELA/ELD framework alongside Culturally Responsive Pedagogy.	English Learners	2500 Title I

	<p>Funds will be allocated for our coach to equip each teacher with a physical toolbox of evidence-based strategies, resources, and tools to support effective Tier 1 and Tier 2 interventions, facilitated by our instructional coaches.</p> <p>This comprehensive approach aims to enhance the learning experience for all students, particularly our English Learners.</p>		
4.5	<p>Bilingual paraprofessional staff will support classroom instruction for newcomer English Learner students through both push-in and pull-out group models. This dual approach will ensure that students receive targeted assistance in their learning environment while also allowing for focused instruction in smaller groups. By providing this support, we aim to enhance language acquisition and academic success for our newcomer students, helping them integrate more effectively into the classroom community.</p>	English Learner Newcomers	
4.6	<p>SimpliScience will collaborate with teachers to offer students opportunities to engage in a variety of hands-on Science, Technology, Engineering, Arts, and Math (STEAM) activities and experiences, such as gardening, performances, robotics, and visual arts. Emphasizing culturally responsive and diverse lessons, these activities will aim to reflect and celebrate the backgrounds of all students, fostering an inclusive environment that encourages creativity and exploration in STEAM fields.</p>	All students with emphasis on English Learners	36000 LCAP
4.7	<p>We will continue providing coaching support and professional development through our site-based instructional coach, focusing on ELA/ELD to enhance literacy and ELD best practices and interventions in TK-5 classrooms. The instructional coach will work with administrators and teachers to build their capacity to implement both Designated ELD and Integrated ELD through targeted professional development, coaching sessions, and release days, informed by classroom observations and walkthroughs. Additionally, all teachers in grades 3-5 will participate in at least one coaching cycle with the instructional coach, ensuring a collaborative approach to improving ELA/ELD instruction and supporting our English Learners.</p>	English Learners	
4.8	<p>TK-5th grade teachers will utilize Designated ELD (dELD) to deliver targeted language instruction for English Learners at the "Bridging," "Emerging," and "Expanding" language levels. This approach aims to foster, encourage, and enable language growth within dELD while facilitating the transfer of skills into content areas. Implementation will be closely monitored through coaching cycles, classroom walkthroughs, formal observations, and ongoing feedback, ensuring that all students receive the support they need to thrive in their language development and academic success.</p>	English Learners	
4.11			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At Vargas, teachers regularly monitored English Learner (EL) students to ensure their progress. Instructional coaches and bilingual paraprofessionals provided both push-in and pull-out support to enhance language acquisition. All teachers committed to delivering dedicated EL instruction daily in their classrooms, reinforcing our collective effort to support and empower our EL students in their learning journey. The team utilized various site data tools to measure the growth and impact of different interventions and support strategies. Overall, we observed significant growth in many of our EL students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan and its implementation were met with high expectations across the school. Teams identified various programs and system supports necessary to provide the next steps and a deeper level of instruction required for our students to achieve their desired growth. This collaborative effort has laid the groundwork for ongoing improvement and ensures that we effectively address the diverse needs of all learners. Moving forward, we aim to dedicate more funds and resources to expedite the progress of our English Learner students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we enter this year, our coaches will take on a more significant role in providing guidance to teachers on both Learning Goals and Language Objectives. We will dedicate time to plan for our EL students across all core areas and develop additional lessons for our designated EL instruction. Utilizing data and the toolboxes created by our coaches, we aim to create a 24/7 support experience for all our EL students, ensuring they receive the resources and assistance necessary to thrive academically and linguistically.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$108,874.80
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,152.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$17,500.00

Subtotal of additional federal funds included for this school: \$17,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$6,500.00
LCAP	\$73,152.00
Unrestricted	\$12,000.00

Subtotal of state or local funds included for this school: \$91,652.00

Total of federal, state, and/or local funds for this school: \$109,152.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	6,500.00
LCAP	73,152.00
Title I	17,500.00
Unrestricted	12,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	107,152.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		6,500.00
	LCAP	73,152.00
	Title I	17,500.00
	Unrestricted	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,852.00
Goal 2	13,300.00

Goal 3

15,500.00

Goal 4

53,500.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Manny Villalpando	Principal
Rebecca Mathenia	Other School Staff
Pamela Alvarado	Classroom Teacher
Veronica Arcos	Classroom Teacher
Celine Cailloux	Classroom Teacher
Cinthia Lee	Parent or Community Member
Naomy Valdiosera	Parent or Community Member
Kostiantyn Mars	Parent or Community Member
Denise Hackett	Parent or Community Member
Thy Agustin	Parent or Community Member

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



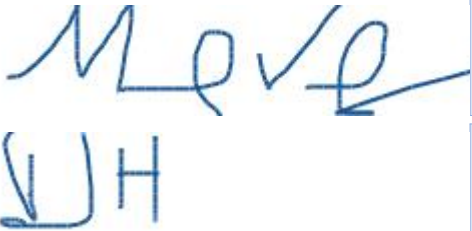
English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on September 26, 2024.

Attested:



Principal, Manuel Villalpando on Oct. 10, 24

SSC Chairperson, Denise Hackett on October, 24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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