

The School Plan for Student Achievement

School: Jose Antonio Vargas Elementary School
CDS Code: 43-69591-0138750
District: Mountain View-Whisman School District
Principal: Vernorris Taylor
Revision Date: November 17, 2022

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

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

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The District Governing Board approved this revision of the SPSA on November 17, 2022.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

We believe:

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

School Profile

Jose Antonio Vargas Elementary is located in the city of Mountain View, a suburban community of 75,000 in the Silicon Valley, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District that serves nearly 5,000 students in nine elementary schools and two middle schools. Jose Antonio Vargas Elementary is a K-5 school with an enrollment in September 2022 of 340 students. In Kindergarten 1st, and 2nd, there are three classes and grades 3-5 have two classes per grade. Our staff team has 15 regular classroom teachers, 1.5 STEAM (Science, Technology, Engineering, Art, Mathematics) teachers, 1 Resource/Special education teacher, an instructional coach, a principal, and 13 classified support staff. Every student has access to a Chromebooks at school, and teachers are able to project using our TV projection system (VIA). This is the third year of operation for Jose Antonio Vargas.

Goal 1 - Student Achievement: English Language Arts 2022-23

CAASPP

By June 2023, there will be a 3-percentage point increase (from 68% to 71%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)

Subgroups

SWD 19% -----> 27%

SED 38% -----> 44%

EL 25% -----> 33%

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

White 78 % -----> 81%

Asian 89 % -----> 90%

i-Ready Growth

By June 2023, there will be a 4-percentage point increase (from 64% to 68%) in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

Subgroups data tracking included 10% increase in number of students meeting their yearly growth targets

SWD 54% -----> 59%
SED 47% -----> 52%
EL 57% -----> 61%
Hispanic/Latino 56% -----> 60%
White 75 % -----> 78%
Asian 57 % -----> 61%

By June 2023, Vargas will meet or exceed the District's Annual Growth average of 61%

Goal 2 - Student Achievement: Math 2022-23:

By June 2023, there will be a 4-percentage point increase (from 64% to 68%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)

Subgroups

SWD 25% -----> 33%
SED 33% -----> 39%
EL 25% -----> 33%
Hispanic/Latino 32% -----> 39%
White 76 % ----->78%
Asian 94 % -----> 95%

One Year Typical Growth Math:

By June 2023, there will be a 4-percentage point increase (from 63% to 67%) in the number of students meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (K-5)

Subgroups data tracking included 10% increase in number of students meeting their yearly growth targets

Subgroups

SWD 50% -----> 56%
SED 48% -----> 53%
EL 60% -----> 64%
EO 66% -----> 69.%
RFEP 72% -----> 75%8
Hispanic/Latino 50% -----> 56%
White 69 % ----->72%
Asian 63 % -----> 67%

Goal 3 - English Learners

3.a - LTEL/ At-Risk

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

3.b - RFEP Goal

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

3.c ELPAC Goal

By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 68% to 72

Goal 4 - Social Emotional Health and Wellness

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

By June 2023, there will be a 3--percentage point increase from 76% to 79.% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Goal 5 - Inclusive and Welcoming Culture

Attendance Goal:

- By June 2023, the average student attendance rate for the school will be at or above 97%

Chronic Absenteeism Goal:

By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2 % from 18% to 16% Based on District Chronic Absenteeism data.

Welcoming Environment Goal:

By June 2023 there will be a 1% increase in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey. (From 92%-93%)

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers at Jose Antonio Vargas Elementary conduct formal data cycle reviews every 6-8 weeks using our Universal Data Cycle Protocol. Teachers use data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. Towards the end of each 6-8 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into an RTI group—either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two STEAM teachers provide two periods of hands-on Science while the classroom teacher provides two periods of RTI instruction with their classroom each week, for both enrichment and intervention for students. This year, students will continue to use the iReady Instructional program for personalized learning to meet their identified needs. Students will receive pinpointed, targeted instruction at their level. Teachers monitor iReady data weekly and will intervene when a student is unable to grasp the concepts through iReady.

Staffing and Professional Development

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

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

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

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

Teachers at Vargas Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through a full time instructional coach, as well as a new teacher support provider. Jose Antonio Vargas has one full-time instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers meet bi-weekly with the instructional coach.

For the 2022-23 school year, Professional development and coaching will be on supporting English Language development through SIOP (Sheltered Instruction Observation Protocol Strategies), Differentiation and small group instruction, and developing student's social Emotional skills in alignment with District Data Cycles.

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

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

Opportunity and Equal Educational Access

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

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

Parental Involvement

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

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

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

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

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.

English Learners Advisory Committee meets monthly to advise the principal, school staff, and the School Site Council on programs and services for English Learners.

Funding

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

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

Additionally, each site has been allocated \$100 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 funds do not roll over and must be spent on this year's students. Program 201 funds are used to support areas identified in site's needs assessment, including after school learning support and social emotional learning.

Description of Barriers and Related School Goals

At Jose Antonio Vargas we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities. The socioeconomically disadvantaged population at Jose Antonio Vargas is around 24.5 %. In general, English learner students at Jose Antonio Vargas have been reclassified by the time they reach middle school, which indicates that most students' language needs were met. We currently have 82 English language learners, which account for 24% of our total student population. Of those 82, we have 38 students who are within their first year of enrollment in US public schools. Every English Learner in first through fifth grade receive a minimum of 150 minutes of weekly Designated English Language. Those in Kindergarten receive 120 minutes of English Language Development. Our biggest achievement gap for students who are two to three levels below grade-level according to iReady is our Students with disabilities. They account for 8.5% of our population. Hispanic/Latino students account for 30.5% of our school population. The disparity that exists between these subgroups and other subgroups reveals that our staff has to refine our teaching strategies and methodologies to better serve these students.

Another barrier is the learning loss that occurred because of in-person school closure in 2020-2021. The lack of in-person schooling negatively impacted both the academic, their social and emotional learning. Many students started the 2021-2022 school year academically and socially behind where they would be expected in a typical year. While we remained open the entire 2021-2022 school year, several factors impacted individual student's ability to be in school learning. Rules around quarantining and testings, increased the number of absences for students and created a barrier for those who did not have access to immediate tests. The rate of chronically absent students more than doubled.

Even though the end of the 2021-22 school year looked more like what we would consider a traditional school experience, parents still report that they had concerns for the child's social emotional health. Parents specifically shared concerns around social skills, and emotional regulation.

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		49	51	0	0	51	0	0	51	0.0	0.0	100.0
Grade 4		39	50	0	0	48	0	0	48	0.0	0.0	96.0
Grade 5		58	46	0	0	43	0	0	43	0.0	0.0	93.5
All Grades		146	147	0	0	142	0	0	142	0.0	0.0	96.6

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2460.8			39.22			25.49			13.73			21.57
Grade 4			2497.4			39.58			31.25			12.50			16.67
Grade 5			2556.0			44.19			25.58			16.28			13.95
All Grades	N/A	N/A	N/A			40.85			27.46			14.08			17.61

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			35.29			49.02			15.69
Grade 4			29.17			56.25			14.58
Grade 5			39.53			44.19			16.28
All Grades			34.51			50.00			15.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			33.33			45.10			21.57
Grade 4			22.92			64.58			12.50
Grade 5			44.19			44.19			11.63
All Grades			33.10			51.41			15.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			19.61			70.59			9.80
Grade 4			18.75			70.83			10.42
Grade 5			25.58			69.77			4.65
All Grades			21.13			70.42			8.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			31.37			47.06			21.57
Grade 4			22.92			64.58			12.50
Grade 5			25.58			65.12			9.30
All Grades			26.76			58.45			14.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 68% of students scored proficient on the ELA CAASPP. Students in Grade 5 scored ~70%, students in Grade 4 scored ~71%, and students in Grade 3 ~65%
2. Overall, students did better in the reading and writing section than the listening and research sections. More students scored above standard in the those areas
3. Students scored the lowest in the reading and writing sections, with 1/5 of students in grade 3 scoring below standard in writing. And 1/5 of grade 3 students scoring below standard in research/inquiry

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49	51	0	0	51	0	0	51	0.0	0.0	100.0
Grade 4	39	39	50	0	0	50	0	0	50	0.0	0.0	100.0
Grade 5	58	58	46	0	0	45	0	0	45	0.0	0.0	97.8
All Grades	146	146	147	0	0	146	0	0	146	0.0	0.0	99.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2456.5			41.18			27.45			11.76			19.61
Grade 4			2510.8			46.00			18.00			18.00			18.00
Grade 5			2538.2			37.78			20.00			17.78			24.44
All Grades	N/A	N/A	N/A			41.78			21.92			15.75			20.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			43.14			37.25			19.61
Grade 4			44.00			36.00			20.00
Grade 5			37.78			37.78			24.44
All Grades			41.78			36.99			21.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			41.18			43.14			15.69
Grade 4			40.00			38.00			22.00
Grade 5			26.67			51.11			22.22
All Grades			36.30			43.84			19.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			39.22			47.06			13.73
Grade 4			46.00			38.00			16.00
Grade 5			26.67			53.33			20.00
All Grades			37.67			45.89			16.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 64% of students scored proficient on the Math CAASPP. Students in Grade 5 scores 58%, students in grade 4th grade 64%, and students in Grade 3 69%
2. Overall, students did the best in the Concepts and procedures section. More students scored above standard in the those areas (42%)
3. Students scored the lowest in the Concepts and procedures section, with 1/4 of students in grade 5 scoring below standard in Concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21
Grade K	1457.1	1452.2	1468.3	16
Grade 1	1445.3	1456.2	1433.9	12
Grade 2	*	*	*	*
Grade 3	*	*	*	6
Grade 4	1464.3	1469.4	1458.5	11
Grade 5	*	*	*	7
All Grades				55

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	0.00	25.00	37.50	37.50	16
1	16.67	41.67	41.67	0.00	12
4	36.36	0.00	45.45	18.18	11
All Grades	12.73	20.00	49.09	18.18	55

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	0.00	31.25	43.75	25.00	16
1	8.33	16.67	58.33	16.67	12
4	36.36	0.00	18.18	45.45	11
All Grades	10.91	12.73	45.45	30.91	55

Written Language					
Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	0.00	37.50	25.00	37.50	16
1	41.67	33.33	25.00	0.00	12
4	36.36	45.45	18.18	0.00	11
All Grades	21.82	40.00	27.27	10.91	55

Listening Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	68.75	25.00	6.25	16
1	25.00	66.67	8.33	12
4	36.36	36.36	27.27	11
All Grades	43.64	45.45	10.91	55

Speaking Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	0.00	93.75	6.25	16
1	8.33	83.33	8.33	12
4	50.00	20.00	30.00	10
All Grades	29.63	59.26	11.11	54

Reading Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	18.75	75.00	6.25	16
1	0.00	75.00	25.00	12
4	0.00	54.55	45.45	11
All Grades	5.45	72.73	21.82	55

Writing Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	50.00	50.00	0.00	16
1	16.67	41.67	41.67	12
4	0.00	80.00	20.00	10
All Grades	22.22	61.11	16.67	54

Conclusions based on this data:

- Vargas has 71 students who were tested on the Spring 2022 ELPAC.
 10/71 were fifth graders. Of those 14, 6 continued on to middle school as LTELs.
 Of the 71 students who were tested, 21 scored level four, 22 scored level three, 24 Level two and 12 student scored level One.
 10 of 12 students, who scored level one, have been enrolled in CA public schools for less than 2 years at the time of assessment
 Most students are making progress towards language proficiency.
- Vargas currently has 7 students At-Risk of becoming LTEL
 Of those at Risk, students 5/7 are SED
 5/7 are Latino/Hispanic
 2/7 are currently scoring 3 on the ELPAC

Students who are At-Risk of being LTEL need more support to move over the level 2 hump. Students seem to be stuck at this level.
- 86% of RFEP students are in Tier 1 based on the iReady reading diagnostic assessment in May 2022.
 Students who are reclassified may still need extra support.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Jose Antonio Vargas Elementary School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Jose Antonio Vargas Elementary School Overall	78%	12%	10%
Asian	96%	4%	0%
Hispanic/Latino	46%	30%	24%
White	89%	5%	6%
SWD	46%	19%	35%
Not SWD	81%	12%	7%
SED	44%	26%	30%
Not SED	90%	7%	3%
EL	48%	26%	26%
EO	88%	7%	4%
IFEP	86%	10%	3%
RFEP	89%	6%	6%
0	90%	10%	0%
1	85%	13%	1%
2	72%	15%	13%
3	80%	6%	14%
4	73%	14%	14%
5	63%	16%	21%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Jose Antonio Vargas Elementary School Overall	64%	36%
Asian	57%	43%
Hispanic/Latino	56%	44%
White	75%	25%
SWD	54%	46%
Not SWD	65%	35%
SED	47%	53%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	69%	31%
EL	57%	43%
EO	71%	29%
IFEP	59%	41%
RFEP	58%	42%
0	74%	26%
1	75%	25%
2	51%	49%
3	56%	44%
4	55%	45%
5	67%	33%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Jose Antonio Vargas Elementary School Overall	75%	17%	9%
Asian	91%	9%	0%
Hispanic/Latino	45%	35%	20%
White	87%	7%	7%
SWD	42%	19%	38%
Not SWD	78%	16%	6%
SED	39%	36%	25%
Not SED	87%	10%	3%
EL	47%	31%	22%
EO	84%	11%	5%
IFEP	83%	15%	2%
RFEP	86%	8%	6%
0	73%	27%	0%
1	84%	15%	1%
2	70%	19%	11%
3	73%	12%	14%
4	75%	10%	16%

Math - Diagnostic 3 2021-2022

5	70%	16%	14%
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Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Jose Antonio Vargas Elementary School Overall	63%	37%
Asian	63%	38%
Hispanic/Latino	50%	50%
White	69%	31%
SWD	50%	50%
Not SWD	64%	36%
SED	48%	52%
Not SED	68%	32%
EL	60%	40%
EO	66%	34%
IFEP	54%	46%
RFEP	72%	28%
0	64%	36%
1	64%	36%
2	47%	53%
3	55%	45%
4	71%	29%
5	77%	23%

Conclusions based on this data:

- For Reading, In trimester 3 of 2021-22 school year, 78% of students scored in Tier 1 for Reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :
 Hispanic/Latino students vs Asian/White students (-50% and -43% respectively)
 Students with Disabilities vs Students who don't have disabilities (-35%)
 Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-46%)
 English Learners vs EO/IFEP/RFEP (-40%, -48%, and -41%)

2.

For Math In trimester 3 of 2021-22 school year, 75% of students scored in Tier 1 for Math. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :

Hispanic/Latino students vs Asian/White students (-46% and -52% respectively)

Students with Disabilities vs Students who don't have disabilities (-36%

Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-51%)

English Learners vs EO/IFEP/RFEP (-56%, -61%, and -38%)

A significant gap exist also between RFEP and IFEP/EO (-18% and -23%)

3. Students at Vargas performed about the same 75% math when compared with 78% reading on the Trimester 3 diagnostic. More supports are needed to increase students' literacy and math skills at this time.

Planned Improvements in Student Performance

School Goal #1

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

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts

- **School Goal 1.a - CAASPP Goal**
- **School Goal 1.b - One Year's Growth Goal**

School Goal 1.a CAASPP

By June 2023, there will be a 3-percentage point increase (from 68% to 71%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)

Subgroups

SWD 19% -----> 27%

SED 38% -----> 44%

EL 25% -----> 33%

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

White 78 % -----> 81%

Asian 89 % -----> 90%

School Goal 1.b

By June 2023, there will be a 4-percentage point increase (from 64% to 68%) in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

Subgroups data tracking included 10% increase in number of students meeting their yearly growth targets

SWD 54% -----> 59%

SED 47% -----> 52%

EL 57% -----> 61%

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

White 75 % -----> 78%

Asian 57 % -----> 61%

By June 2023, Vargas will meet or exceed the District's Annual Growth average of 61%

Data Used to Form this Goal:

2021-22 CAASPP Data

2021-22 i-Ready Data Annual Typical Growth

Findings from the Analysis of this Data:

Progress on Goals from 2021-22:

1.a Establish a baseline of 80% of students meeting or exceeding standards in English Language Arts as measured by CAASPP for overall students.

Not Met: 68% of students meeting or exceeding standards in English Language Arts

1.b Annual Typical Growth

Overall students Yearly growth target met, increase from 52% to 57%

Met: 64% met yearly growth target

Students with Disabilities from 36% to 44%

Met: 54% met yearly growth target

Socioeconomically Disadvantaged students from 37% to 44%

Met: 47% met yearly growth target

English Learners students from 46% to 52%

Met: 57% met yearly growth target

English Only students from 56% to 60%

Met: 71% met yearly growth target

Asian students from 59% to 65%

Not Met: 57% met yearly growth target

White students from 55% to 62%

Met: 75% met yearly growth target

Hispanic/Latino students from 36% to 45%

Met: 56% met yearly growth target

ELA CAASPP: 2021-22 Data

% proficient

Overall 68%

SWD 19%

SED 38%

EL 25%

Hispanic/Latino 43%

White 78%

Asian 89 %

How the School will Evaluate the Progress of this Goal:

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

What short-term outcomes will you expect? Teachers will regroup for RTI within the first 2 weeks of school based on iReady data. Teachers will then regroup every 6-8 weeks throughout the year based on iReady data (diagnostic and Standards Mastery). Please note that because both math and reading supports are needed, students will be engaged in both RTI for reading and math.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategy: Refine RTI using Universal Data Cycle Protocol <ul style="list-style-type: none"> • Administer iReady Diagnostics Assessments • Analyze Diagnostic • Identify Mastery Standard(s) to be addressed in this cycle • Determine Assessments to be used to assess progress towards standard • Determine Groups, target goals • Teachers plan for 6-8 Weeks of instruction • Teachers administer common formative assessment • Repeat cycle for new mastery standard • Training for dyslexia • Implementation of research-based programs 	August-June	Teachers	Planning time after school and on weekends (amount of hours can be reduced if not fully funded)	1000-1999: Certificated Personnel Salaries	School Allocation	2,790
			Leadership Team Meetings to review student data	1000-1999: Certificated Personnel Salaries	School Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategy: Differentiation</p> <ul style="list-style-type: none"> Teachers identify and deconstruct mastery standards Teachers administer assessments Teachers conduct data review cycles Teachers determine areas of needs for individual and groups of students If needed, teachers will engage in professional learning to support identified learning needs. Teachers plan differentiation learning with learning goals for each group of students Teachers will determine if extra materials such as leveled readers, online enrichment programs, or novel/book study items are needed to support learning targets 	August-June	Administrator, teachers, instructional Coach	<p>Enrichment Materials</p> <p>Extra support Materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Program 201</p> <p>TSSP</p>	<p>3,000</p> <p>1,000</p>
<p>Key Strategy: SIOP Focus on Language Objectives, Vocabulary Development, and interactions.</p> <ul style="list-style-type: none"> Provide professional development to teachers in SIOP throughout the year for vocabulary and building background strategies Implement Sheltered Instruction Protocol 	August-June	teachers	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(SIOP) strategies <ul style="list-style-type: none"> Conduct frequent walk-throughs and provide feedback and coaching to teachers on SIOP 						
Key Strategy: Professional Development <ul style="list-style-type: none"> Analyze Data Determine Professional learning needs for staff (professional learning will include but not limited to guided reading, effective vocabulary development strategies, structured writing instruction, reading intervention support for struggling readers, effective phonics and phonemic awareness strategies) Schedule professional learning opportunities (during site PD days, staff development, after school as needed) Collaboration and Planning for implementation Implement strategies from professional learning Feedback on implementation of professional learning strategies Repeat process with new data 	August-June	coach and teachers	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring	October-June	Principal Teachers	Teachers providing extra support after school	1000-1999: Certificated Personnel Salaries	Program 201	2000
Key Strategy: Tier 2 intervention Support <ul style="list-style-type: none"> Assess students Analyze data Determine students who need more intensive support and areas of need Research and contract with an outside agency to provide additional staff for intervention. Rearrange staff to provide intense reading instruction support Monitor student progress to determine next steps for students 	August-June	Principals Teachers classified staff	Intervention Specialist	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	TSSP School Allocation	6000 6870
Key Strategy: Implement "Capstone Project" <ul style="list-style-type: none"> Teacher engage in Professional Learning-Power of Moments. Teachers Analyze standards to determine needs of students Teachers plan units incorporating needs of students, ensuring that all students are successful. Students engage in authentic learning projects Students present project to "public" 	August-June	Administrator, teachers, instructional Coach	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-June	Administrator	materials and resources	4000-4999: Books And Supplies	School Allocation	7984.5
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-June					

Planned Improvements in Student Performance

School Goal #2

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

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

School Goal 2.a - CAASPP Goal

By June 2023, there will be a 4-percentage point increase (from 64% to 68%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)

Subgroups

SWD 25% -----> 33%

SED 33% -----> 39%

EL 25% -----> 33%

Hispanic/Latino 32% -----> 39%

White 76 % ----->78%

Asian 94 % -----> 95%

School Goal 2.b - One Year's Growth Goal

By June 2023, there will be a 4-percentage point increase (from 63% to 67%) in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

Subgroups data tracking included 10% increase in number of students meeting their yearly growth targets

Subgroups

SWD 50% -----> 56%

SED 48% -----> 53%

EL 60% -----> 64%

EO 66% -----> 69.%

RFEP 72% -----> 75%8

Hispanic/Latino 50% -----> 56%

White 69 % ----->72%

Asian 63 % -----> 67%

Data Used to Form this Goal:

2021-22 CAASPP Data

2021-22 i-Ready Data Annual Typical Growth

Findings from the Analysis of this Data:

Progress on Goals from 2021-22:

2.a CAASPP

Establish a baseline of 77% of students meeting or exceeding standards in Math as measured by CAASPP for overall students. (3-5)

Not met: 63.7% students meeting or exceeding standards

2.b Annual Typical Growth

Overall Yearly growth target met increase from 46% to 51%

Met: 63% met yearly growth target

Students with Disabilities from 42% to 48%

Met: 50% met yearly growth target

Socioeconomically Disadvantaged students from 30% to 37%

Met: 48% met yearly growth target

English only students from 50% to 55%

Met: 66% met yearly growth target

EL students from 46 to 51.4%

Met: 60% met yearly growth target

Asian students from 59% to 63%

Met: 63% met yearly growth target

White students from 45% to 51%

Met: 69% met yearly growth target

Hispanic/Latino students from 29% to 36%

Met: 50% met yearly growth target

2021-22 Math CAASPP Data % proficient

Overall 63.7%

SWD 25%

SED 32.5%

EL 25%

Hispanic/Latino 31.71%

White 75.68 %

Asian 94.28 %

How the School will Evaluate the Progress of this Goal:

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

What short-term outcomes will you expect? Teachers will regroup for RTI within the first 2 weeks of school based on iReady data. Teachers will then regroup every 6-8 weeks throughout the year based on iReady data (diagnostic and Standards Mastery) and Eureka math assessments. Please note that because both math and reading supports are needed, students will be engaged in both RTI for reading and math.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategy: Refine RTI Universal Data Cycle Protocol</p> <ul style="list-style-type: none"> • Administer iReady Diagnostics Assessments • Analyze Diagnostic • Identify Mastery Standard(s) to be addressed in this cycle • Determine Assessments to be used to assess progress towards standard • Determine Groups, target goals • Teachers plan for 6-8 weeks of instruction • Teachers administer common formative assessment • Repeat cycle for new mastery standard 	August-June	Teachers	Cost accounted for in goal 1			
<p>Key Strategy: Differentiation</p> <ul style="list-style-type: none"> • Teachers identify and deconstruct mastery standards 	August-June	Administrator	Manipulatives	4000-4999: Books And Supplies	Program 201	3,000
			Math Enrichment Materials	4000-4999: Books And Supplies	Program 201	3,888

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Teachers administer assessments Teachers conduct data review cycles Teachers determine areas of needs for individual and groups of students If needed, teachers will engage in professional learning to support identified learning needs. Teachers plan differentiation learning with learning goals for each group of students Teachers will determine if extra materials such as manipulatives, math enrichment items are needed to support learning targets 			Math Support Materials	4000-4999: Books And Supplies	TSSP	1,000
<p>Key Strategy: SIOP Focus on Language Objectives, Vocabulary Development, and interactions.</p> <ul style="list-style-type: none"> Provide professional development to teachers in SIOP throughout the year for vocabulary and building background strategies Implement Sheltered Instruction Protocol (SIOP) strategies Conduct frequent walk-throughs and provide feedback and coaching to teachers on SIOP 	August-June	Coach and teachers	No extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategy: Professional Development</p> <ul style="list-style-type: none"> Analyze Data Determine Professional learning needs for staff (PD opportunities may include but are not limited to deconstructing standards, provide direct math instruction, math differentiation strategies, use of SIOP for math instruction, effective math intervention strategies) during site PD days, staff development, after school as needed Schedule professional learning opportunities Collaboration and Planning for implementation Implement strategies from professional learning Feedback on implementation of professional learning strategies Repeat process with new data 	August-June	Administrator and Coach	no extra cost to site			
Key Strategy: After School Tutoring	August-June	Administrator	Teachers providing extra support afterschool	1000-1999: Certificated Personnel Salaries	Program 201	1500
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-June	Administrator	Materials and Resources	4000-4999: Books And Supplies	School Allocation	7855.5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-June	Administrator	no extra cost to site			

Planned Improvements in Student Performance

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
3.a -By June 2023, the percentage of students who are At-Risk of becoming LTEL or LTEL scoring at least one overall level higher (or maintaining a 4) will increase from 14% to 33%
3.b - By June 2023, there will be a 1 percentage point increase (from 86% to 87%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.
3.c 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 68% to 72
Data Used to Form this Goal:
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates

Findings from the Analysis of this Data:

Progress on Goals from 2021-22

School Goal 3.a

LTEL/At-Risk Goal: By June 2022, 80% of At-Risk LTELs in 5th grade who scored an overall level 3 or 4 on the 2021 ELPAC are reclassified as Fluent English Proficient not met 40% of students reclassified

School Goal 3.b -

By June 2022, there will be a 6 percentage point increase (from 94% to 100%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-

Ready Reading.

Not met: 86%

School Goal 3.c - ELPAC Goal: By June 2022, at least 80% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC

Met: 100% of students that score a Level 4 on the ELPAC reclassified

Vargas has 71 students who were tested on the Spring 2022 ELPAC.

10/71 were fifth graders. Of those 14, 6 continued on to middle school as LTELs.

Of the 71 students who were tested, 21 scored level four, 22 scored level three, 24 Level two and 12 student scored level One.

10 of 12 students, who scored level one, have been enrolled in CA public schools for less than 2 years at the time of assessment.

For the 2021-22 school year,10 students reclassified.

According to the most recent ELPAC data for 2022,

Vargas currently has 7 students At-Risk of becoming LTEL

Of those at Risk, students 5/7 are SED

5/7 are Latino/Hispanic

2/7 are currently scoring 3 on the ELPAC

86% of RFEP students are in Tier 1 based on the iReady reading diagnostic assessment in May 2022.

How the School will Evaluate the Progress of this Goal:

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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional time for instructional planning	August-June	Administrator	Planning time for teachers includes extra hours if fully funded	1000-1999: Certificated Personnel Salaries	TSSP	3500
Key Strategy: Refine Designated ELD instruction <ul style="list-style-type: none"> Principal, instructional coach with district assistance identify professional learning needs for designated ELD instruction Principal identifies professional learning trainings/professional development opportunities Principal and instructional coach provide professional learning for ELD during staff meetings and during individual and group coach sessions as needed (possible PD may include but not limited to topics such as organizing ELD instruction to 	August-June	Coach and teachers	Professional Learning	5000-5999: Services And Other Operating Expenditures	TSSP	1976

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support Newcomers/intermediate students, further PD on interim assessments for monitor EL learners, and implementation of writing as part of ELD)</p> <ul style="list-style-type: none"> • teachers plan instructional groups and learning targets for students based on data and professional learning • Implement ELD instruction • principal and coach provide ongoing coaching in ELD 						
<p>Key Strategy: Implementation of SIOP Strategies focus on Lesson Planning and Building Background</p> <ul style="list-style-type: none"> • Principal and instructional coach provide professional development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. • Teachers Implementation of SIOP components • Principal conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP features. 	August-June	Administrator, Teachers, Instructional Coach	no extra cost to site			
<p>Key Strategy: Implementation of Learning A-Z for EL Students</p> <ul style="list-style-type: none"> • Teachers use resources in 			no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning A-Z for ELD and in implementation of SIOP strategies for Vocabulary <ul style="list-style-type: none"> Principal provide feedback on implementation Teachers refine practice during collaboration time 						
Key Strategy: Progress Monitoring <ul style="list-style-type: none"> Teachers will analyze ELPAC data and most recent reading diagnostics Teachers will identify RFEP students, LTELs, At-Risk of becoming LTELs, and EL students in their classes. During regular data analysis for RTI or differentiation, teachers will explicitly provide instructional next steps and analysis of target students During walkthrough, teachers will be provided regularly feedback on supports for target students Progress monitoring as new data is collected 	August-June	Teachers	no extra cost to site			
Key Strategy:RTI and Differentiation: Process for RTI and Differentiation will include specific strategies to support ELs, LTELs, At-Risk, and RFEP students)	August-June	Administrator and teachers	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-June	Administrator	no extra cost to site			

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
Goal 4 - Social Emotional Health and Wellness Goal: By June 2023, there will be a 1-percentage point increase from 90% to 91% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey By June 2023, there will be a 3--percentage point increase from 76% to 79.% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
LCAP; Learning recovery needs assessment

Findings from the Analysis of this Data:

Progress on Goals from 2021-22

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

By June 2023, there will be a 3--percentage point increase from 76% to 79% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Data from 2021-22 School year

According to the LCAP survey for 2022 the number of parents who agreed or strongly agreed that their students' emotional needs are met by school was 90%

According to the LCAP survey for 2022 the number of students who agreed or strongly agreed that my school focuses on a student's character was 76%

How the School will Evaluate the Progress of this Goal:

LCAP survey, Site based school survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategy: Provide Orientation for All Students</p> <ul style="list-style-type: none"> Analyze data from LCAP survey, learning need data gathered in Spring of 2021, and teacher feedback, Determine needs for re-acclimating students back to school Plan activities to address needs Conduct activities Asses action and process and revise as needed 	July-August	Administrator, Teachers, Instructional Coach	Teacher planning time	1000-1999: Certificated Personnel Salaries	Program 201	575

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategies: Social Emotional Skills Development</p> <ul style="list-style-type: none"> Teachers will conduct Classroom meetings at least 3 times a week Research T-SEL competencies Teachers will be trained and utilize "Sown to Grow" program Plan and conduct Professional Learning opportunities for SEL competencies with consultation from district off staff Teachers plan and implement lessons based on professional learning 	August-June	Teachers	Teacher planning time	1000-1999: Certificated Personnel Salaries	Program 201	980
<p>Key Strategy: Provide Student Leadership Opportunities</p> <ul style="list-style-type: none"> Teachers will establish student council for 3-5 grades At-Risk Intervention Supervisor (ARIS) will establish a recess leadership program for 3-5 students. Students who are selected for the program will be trained after school with appropriate supervision. 	September-June	Teachers, ARIS, Admin	Teacher supervisory	1000-1999: Certificated Personnel Salaries	Program 201	1,350
			Materials and supplies for club	4000-4999: Books And Supplies	Program 201	500
<p>Key Strategy: Group, Individual, and class Counseling Services through CHAC</p> <ul style="list-style-type: none"> Teachers, principal, SCEF, 	September-June	SCEF and Principal	No extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and ARIS will identify students who will be candidates for one-to-one support and group support for newcomer students grade, Implement whole class SEL lessons.</p> <ul style="list-style-type: none"> Grades 1,3,5 will receive a 12-week program. <p>Grade K, 2, 4 will receive 4-week consecutive program.</p> <ul style="list-style-type: none"> Based on recommendation, students will attend weekly group and individual sessions session At the end of cycle, students will be reevaluated, and more students will be added as needed. 						
Implement new or revised strategies based on revision of plan	August-June	Principal	no additional cost			
Implementation of school-wide SEL Calendar	August-June	Principal and teachers	Teacher planning time	1000-1999: Certificated Personnel Salaries	Program 201	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed						

Planned Improvements in Student Performance

School Goal #5

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

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
Goals: Attendance: By June 2023, the average student attendance rate for the school will be at or above 97% Chronic Absenteeism: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 18% to 16% Based on District Chronic Absenteeism data. Welcoming Environment Goal: By June 2023 there will be a 1% increase in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey. (From 92%-93%)
Data Used to Form this Goal:
2022 LCAP Survey Attendance and absenteeism data Learning Needs assessment

Findings from the Analysis of this Data:

Progress on 2021-22 Goals

5.a Attendance: By June 2023, the average student attendance rate for the school will be at or above 97%

Not met: 94% average daily attendance

5.b By June 2023, the average Chronic absenteeism rate for Jose Antonio Vargas will decrease by 0.5% from 4% to 3.5%

Not met: Chronic absenteeism rate was 18%

5.c By June 2023, there will be a 2% increase (89% to 91%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

Met: 92% agree or strongly agree

By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 18% to 16 Based on District Chronic Absenteeism data.

Attendance Rate:

For 2022, the Attendance rate was 95.9%

Chronic Absenteeism Rates:

The 2022 average chronic absenteeism rate at Jose Antonio Vargas is 18%

Based on the 2022 LCAP Survey the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" was 92%.

Based on the 2022 LCAP Survey the number of parents who agree or strongly agree with the statement "provides families with resources to support student learning and development at home." is 79%

Based on the 2022 LCAP Survey the number of parents who indicated that they hadn't participated in any school-sponsored activities was 51%.

How the School will Evaluate the Progress of this Goal:

LCAP Survey review, Attendance reports, school based survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Key Strategy: Establish Student Leadership Opportunities <ul style="list-style-type: none"> Teachers will establish student council for 3-5 grades At-Risk Intervention Supervisor (ARIS) will 	October - June	Administrator, Teachers, ARIS	Cost of teacher supervisors	1000-1999: Certificated Personnel Salaries	School Allocation	1400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
establish a student leadership program for 3-5 students for recess <ul style="list-style-type: none"> Establish Teacher sponsored after school and lunch clubs 						
Key Strategies: Parent Engagement <ul style="list-style-type: none"> Solicit input from parents though survey and parent emails Plan virtual or in person engagement opportunities that follow current district and county guidelines for visitors onsite Contract with organizations and vendors to provide parent engagement that follow current district and county guidelines involving visitors onsite. Assess effectiveness through a participant survey Translation Services for home-school communication Interpretation for parent meetings Monthly Principal's Coffees Weekly Office hours Newcomer Family Meeting Incoming Kinder Family Night Parent U extension 	August - June	Administrator, Teachers, SCEF	Materials for Family engagement Interpreters for parent meetings, ELPAC Coordinator and testers Contracts with Parent Education service Hourly rate for classified durring family engagement Hourly rate for teachers in family engagement night If fully funded, more contracts for additional family night	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU) TSSP Parent Engagement (PIQE/FEI/PU) Parent Engagement (PIQE/FEI/PU) Parent Engagement (PIQE/FEI/PU)	300 4,500 2,579 200 500 1,252

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Key Strategy: After school Enrichment for All</p> <p>The goal is to provide an array of school-funded after school programming that allows for students to engage in at least one enrichment opportunity. By engaging students in a topic of interests, we hope to increase their enjoyment of coming to school, develop an interest, and support students who may not otherwise be able to afford afterschool enrichment. Examples of vendors include but are not limited to Imagineerz, Peninsula Youth Theater, High-Tech High Heels, Run for Fun, CSMA Art and Music. Please note, we intend to begin services in late January. This allows students to become fully vaccinated</p> <ul style="list-style-type: none"> • Survey parent/student interests. • Finalize contracts with after school vendors • Finalize schedules of classes • Signups • Provide services to students 	August - June	Administrator	<p>Contracts with enrichment vendors</p> <p>Salaries for staff overseeing program</p> <p>Contracts with enrichment vendors Use complete amount if fully funded</p> <p>Amount if fully funded Contracts with enrichment vendors</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Program 201</p> <p>Program 201</p> <p>After School Enrichment - Elementary Schools</p> <p>TSSP</p>	<p>10125</p> <p>6,582</p> <p>3,400</p> <p>2,624</p>
<p>Key Strategy: Attendance Monitoring</p> <ul style="list-style-type: none"> • Principal, SCEF, ARIS, Attendance clerk, and secretary meet weekly to review attendance records. • Team identifies potential 	August - June	Administrator, SCEF, ARIS	No extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>attendance issues and create a plan of action for follow-up</p> <ul style="list-style-type: none"> • After parent contact is made, next steps are made. (next steps may include, but not limited, supports for family, removing potential barriers, and providing parent education about attendance policies. • Team lead will document and provide followup at next site attendance meeting • If needed, the team will follow the SART process as outlined by standard district protocol for students who have excessive tardies and absences. 						
<p>Implementation of #Belong campaign Teachers will utilize monthly lessons as outline as part of our district equity roll-out. Monthly school-wide messages about supporting students and families to be included. Participation in United Against Hate Week</p>	August-June	Administrators	no extra cost to site			
<p>Analyze data from benchmarks, observations, and feedback and revise plan as needed</p>	August-June	Administrators	no extra cost to site			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	21,675	28,900	0.00
School Facility	93	124	124.00
Covid Recovery Funds	25,500	34,000	34,000.00
TSSP	15,450	20,600	0.00
After School Enrichment -	2,550	3,400	0.00
Parent Engagement	3,623	4,831	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	3,400.00
Parent Engagement (PIQE/FEI/PU)	4,831.00
Program 201	34,000.00
School Allocation	28,900.00
TSSP	20,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	29,965.00
2000-2999: Classified Personnel Salaries	6,782.00
4000-4999: Books And Supplies	28,528.00
5000-5999: Services And Other Operating Expenditures	26,456.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	After School Enrichment - Elementary	3,400.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	200.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	300.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	3,831.00
1000-1999: Certificated Personnel Salaries	Program 201	6,905.00
2000-2999: Classified Personnel Salaries	Program 201	6,582.00
4000-4999: Books And Supplies	Program 201	10,388.00
5000-5999: Services And Other Operating	Program 201	10,125.00
1000-1999: Certificated Personnel Salaries	School Allocation	13,060.00
4000-4999: Books And Supplies	School Allocation	15,840.00
1000-1999: Certificated Personnel Salaries	TSSP	9,500.00
4000-4999: Books And Supplies	TSSP	2,000.00
5000-5999: Services And Other Operating	TSSP	9,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,644.50
Goal 2	17,243.50
Goal 3	5,476.00
Goal 4	3,905.00
Goal 5	33,462.00

School Site Council Membership

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

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

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

ELAC Membership

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee



Signature

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

Attested:

Vernorris Taylor
Typed Name of School Principal



Signature of School Principal

11/8/22
Date

Anna Faaborg
Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/8/22
Date