

# Vargas Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Vargas Elementary School
<b>Street</b>	1054 Carson Dr
<b>City, State, Zip</b>	Sunnyvale, CA 94086-5806
<b>Phone Number</b>	408-522-8267
<b>Principal</b>	Manuel Villalpando
<b>Email Address</b>	manuel.villalpando@sesd.org
<b>School Website</b>	<a href="https://www.sesd.org/vargas">https://www.sesd.org/vargas</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	43696906049159

### 2024-25 District Contact Information

<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Michael Gallagher
<b>Email Address</b>	michael.gallagher@sesd.org
<b>District Website</b>	www.sesd.org

### 2024-25 School Description and Mission Statement

Vargas Elementary School is a vibrant and diverse neighborhood school located in the heart of Sunnyvale, California, within the Silicon Valley area. With approximately 445 students, Vargas serves children from Transitional Kindergarten through fifth grade. The school's population is rich in cultural diversity, with over 21 languages spoken by its students, which reflects the inclusive and global community it fosters.

Focus on Science and Inquiry-Based Learning

## 2024-25 School Description and Mission Statement

Since 2013, Vargas has emphasized science education as a cornerstone of its curriculum. The school's unique science program, \*Student Success through Science\*, is designed to encourage inquiry-based learning, where students actively explore, investigate, and make connections between their learning and the real world. By focusing on science, Vargas nurtures critical thinking skills, teaching students how to question, analyze data, make evidence-based decisions, and become independent thinkers.

The school's approach is not confined to traditional classroom settings; students benefit from hands-on experiences in the on-site science lab, maker space, and outdoor garden/lab. These spaces allow students to actively engage with scientific concepts and develop a deeper understanding of the world around them. Field trips further extend learning beyond the school grounds, offering additional opportunities for real-world connections and experiential learning.

### Vargas Mission and Core Beliefs

The mission of Vargas Elementary is to create an engaging and nurturing learning environment that fosters social responsibility, scientific curiosity, and a love of lifelong learning. The school believes that science is foundational not only to understanding the world but also to developing critical thinking and problem-solving skills. Educators at Vargas are committed to sparking and nurturing students' natural curiosity, empowering them to investigate, ask questions, and learn through discovery.

### Commitment to Student Success

Vargas is committed to ensuring that every student is known by their name, strength, and need. The school aims to prepare its students not only for success in high school but for a joyful, purposeful life beyond. The guiding promise of the school is to equip each student with the skills, knowledge, and curiosity necessary to excel academically and personally.

In summary, Vargas Elementary School is dedicated to creating a learning environment where science, curiosity, and critical thinking are at the heart of students' educational experiences, preparing them for future success and lifelong learning.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	54
Grade 2	52
Grade 3	60
Grade 4	69
Grade 5	66
<b>Total Enrollment</b>	<b>416</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	1.4
Asian	18
Black or African American	2.4
Filipino	2.2
Hispanic or Latino	52.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7
White	15.9
English Learners	47.4
Foster Youth	0.2
Socioeconomically Disadvantaged	41.3
Students with Disabilities	12.7

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.40	95.54	264.80	88.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	0.47	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.00	3.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	4.46	24.10	8.04	18854.30	6.86
<b>Total Teaching Positions</b>	22.40	100.00	300.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	95.56	276.40	90.51	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.65	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.44	8.30	2.72	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	15.60	5.14	15831.90	5.67
<b>Total Teaching Positions</b>	22.50	100.00	305.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.90	91.30	278.40	93.05	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.35	6.30	2.11	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.35	6.20	2.08	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	8.20	2.76	14303.80	5.15
<b>Total Teaching Positions</b>	22.90	100.00	299.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	1
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Kindergarten - 5th Grade Fountas and Pinnell Classroom (Heinemann: Adopted 2019) Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd)  Designated English Language Development Pilot during 2024-25 school year for New Comers (US 1 year) 1. Benchmark Hello (2nd-5th) 2. Lexia English (2nd-5th)	Yes	0.0
<b>Mathematics</b>	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	Yes	0.0
<b>Science</b>	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	Yes	0.0
<b>History-Social Science</b>	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022  Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	Yes	0.0

<b>Health</b>	Puberty The Wonder Years Grade 4 Adopted 2022  Puberty Teen Talk Binders Updated (2021)	Yes	0.0
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Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

Vargas Elementary had their HVAC units and roof replaced on the two main classroom buildings as well as the HVAC units on their Admin Building. The campus also be received exterior painting across the site and playground upgrades. Vargas Elementary is safe, clean and all systems function properly.

**Year and month of the most recent FIT report** 11/14/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			4:00 10: Hallway lights down
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	36	55	54	46	47
<b>Mathematics</b> (grades 3-8 and 11)	27	31	48	49	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	196	183	93.37	6.63	35.52
<b>Female</b>	93	87	93.55	6.45	37.93
<b>Male</b>	103	96	93.20	6.80	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	21	91.30	8.70	42.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	103	91.96	8.04	23.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	63.64
<b>White</b>	35	35	100.00	0.00	57.14
<b>English Learners</b>	98	87	88.78	11.22	8.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	74	96.10	3.90	21.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	40	95.24	4.76	10.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	196	194	98.98	1.02	30.57
<b>Female</b>	93	93	100.00	0.00	25.00
<b>Male</b>	103	101	98.06	1.94	35.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	22	95.65	4.35	45.45
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	112	100.00	0.00	15.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	63.64
<b>White</b>	35	35	100.00	0.00	54.29
<b>English Learners</b>	98	98	100.00	0.00	9.18
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	77	100.00	0.00	17.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	40	95.24	4.76	12.82

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	28.57	20.63	44.48	41.52	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	20.00
Female	32	32	100.00	0.00	9.38
Male	33	33	100.00	0.00	30.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	3.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	35.29
English Learners	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	95%	100%	100%

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2024-25 Opportunities for Parental Involvement

Vargas Elementary values the active involvement of families and offers a variety of opportunities for parents and caregivers to engage with the school community. From volunteering in classrooms to participating in special events and workshops, there are many ways for families to contribute to and support their children's education.

#### Opportunities for Parent and Caregiver Involvement

- 1. Classroom Participation:** Parents and caregivers are encouraged to become actively involved in their child's classroom. Voluntary participation in classroom activities and field trips helps strengthen the connection between home and school, enriching the learning experience for students.
- 2. School Governance and Committees:** Parents play a key role in the decision-making processes at Vargas. There are opportunities to serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Parent-Teacher Association (PTA). These committees work to ensure that the school's programs align with the needs and priorities of the community.
- 3. Workshops and Educational Support:** This year, Vargas is offering several workshops for parents and caregivers to support their children's learning at home. Topics include literacy, mathematics, and family self-care. These workshops provide practical tools and strategies to help families nurture their child's academic and emotional well-being.
- 4. Family Nights:** Vargas hosts a variety of interactive and hands-on family nights designed to engage the whole family in learning activities. These include:
  - **Family Reading Night:** A celebration of literacy that encourages reading together at home.
  - **STEM Night:** A fun, interactive event that highlights the importance of science, technology, engineering, and math education.
  - **Family Game Night:** A night of fun games that foster collaboration and problem-solving skills while strengthening family bonds.
- 5. Science and Volunteering:** Parents with specific skills or interests are encouraged to connect with Heather Willhalm or Jessica Prettol, the Vargas Science Team Leaders, to explore how they can contribute to the school's science program. Whether it's sharing expertise or helping with science-related events, there are many ways for parents to be involved in supporting the school's science-focused curriculum.
- 6. General Volunteer Opportunities:** Parents and caregivers can also reach out to Manny Villalpando (Principal) or Rigoberto Gomez (Assistant Principal) for information on how they can contribute their time and skills to the school. Volunteers are vital to the success of many school activities and programs, and all volunteers must complete the Sunnyvale School District's volunteer forms for District approval.

#### Getting Involved:

To get started, parents/caregivers should contact the appropriate staff members listed above or visit the school's volunteer page to access necessary forms and information. Vargas is committed to creating a welcoming environment for all families, and their involvement plays an important role in building a strong and supportive school community.

In summary, Vargas offers numerous opportunities for families to connect with the school, support their children's learning, and contribute to the broader school community. Whether it's through direct involvement in the classroom, attending workshops, or participating in family nights, parents and caregivers are an integral part of the Vargas experience.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0.22		2.22	1.97		3.17	3.6	
Expulsions	0	0		0	0		0.07	0.08	

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Vargas Elementary is committed to providing a safe, supportive, and orderly environment for all students, staff, and families. The school has developed a **\*\*Comprehensive School Safety Plan\*\***, which was recently reviewed by the **\*School Site Council\*** on November 7, 2024. This plan is designed to promote safety, foster a positive school climate, and ensure the well-being of everyone in the school community.

### Goals of the Comprehensive School Safety Plan

#### 1. Decrease the Number of Referrals

The first goal of the safety plan is to reduce behavioral referrals during recess, lunch, and class time. This goal focuses on fostering a positive school culture where students learn to manage their behavior, engage respectfully with others, and resolve conflicts constructively.

#### 2. Maintain a Clean and Safe Learning Environment

The second goal is to maintain an environment that is both physically safe and culturally welcoming. This includes creating spaces that celebrate the school's diverse community, promoting cultural awareness, and ensuring that all students feel respected and valued.

### Collaboration and Ongoing Monitoring:

The development of the safety plan was a collaborative process, with input from a wide range of stakeholders:

- Staff: Teachers, administrators, and other school personnel were instrumental in identifying safety needs and creating strategies for improvement.



## 2024-25 School Safety Plan

- Law Enforcement: Local law enforcement contributed to discussions on safety protocols, ensuring that the school's practices align with broader community safety efforts.
- Parents/Caregivers: Parent and caregiver perspectives were considered, ensuring that the plan reflects the needs and concerns of families within the school community.

The plan is not static; it is monitored and updated annually\*by the school's Positive Behavior Intervention Support (PBIS) team and the school leadership team. This ongoing review helps to ensure that the strategies in place are working effectively and that any necessary adjustments are made in response to new challenges or emerging concerns.

### Training and Drills:

To ensure that all students and staff are prepared for emergency situations, Vargas conducts fire, earthquake, and lockdown drills regularly throughout the school year. These drills are essential for ensuring that everyone knows how to respond in case of an emergency. In addition to these drills, staff receive annual training on safety protocols and emergency procedures, reinforcing a proactive approach to school safety.

### Support from ICS for Schools:

Vargas works with ICS for Schools, a district consultant, to review and refine safety protocols. This collaboration helps to ensure that the school's safety practices are aligned with district-wide standards and best practices. By conducting thorough assessments of safety procedures, the school can make any necessary adjustments to better safeguard students and staff.

### Monitoring School Climate and Social-Emotional Well-Being:

Vargas regularly monitors school climate and social-emotional well-being through tools like the Panorama and PBIS surveys. These surveys provide valuable data on student engagement, behavior, and mental health, which is crucial for identifying areas that need attention and for supporting the emotional and social needs of the school community. By analyzing this data, the school can implement targeted interventions and make informed decisions about improving overall safety and well-being.

In conclusion, Vargas Elementary is committed to ensuring a safe and nurturing environment for its students, staff, and families. The Comprehensive School Safety Plan\*is a dynamic and collaborative effort that focuses on both physical safety and the cultivation of a positive, inclusive school culture. Through continuous monitoring, training, and community involvement, Vargas works to create an environment where students feel secure, respected, and ready to succeed.

## D. Other SARC Information | Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	20	2	1	
2	17	4		
3	20	2	1	
4	28		4	
5	29		3	
Other	6	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	16	3	0	0
2	20	2	1	0
3	22	0	3	0
4	25	1	4	0
5	20	1	4	0
6	0	0	0	0
Other	16	4	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,665.07	\$7,275.81	\$13,389.26	\$100,987.20
District	N/A	N/A	\$12,276.89	\$110,924
Percent Difference - School Site and District	N/A	N/A	8.7	-9.4
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	21.7	4.7

## Fiscal Year 2023-24 Types of Services Funded

Vargas Elementary offers a wide range of programs and services funded through various resources to support student learning, development, and well-being. These services enhance both academic and social-emotional growth, providing students with opportunities to engage in hands-on learning, receive targeted interventions, and participate in extracurricular activities.

Funded Services at Vargas Elementary:

### 1. Inquiry-Based Science Lab & Garden

These programs provide hands-on learning experiences that align with the school's science-focused curriculum. The science lab and outdoor garden serve as spaces where students can engage in inquiry-based learning, connecting scientific concepts to real-world applications.

### 2. SimpliScience: Science-Based Learning Excursions

Through SimpliScience, Vargas provides students with **\*\*science field trips\*\*** and excursions that allow them to connect classroom lessons with real-world experiences. These experiences help solidify scientific concepts and engage students in active exploration.

## Fiscal Year 2023-24 Types of Services Funded

### 3. Instructional Coaching (Literacy & Math)

To support effective teaching practices, Vargas has **instructional coaches** for literacy, math, and science. These coaches collaborate with teachers to ensure that best practices are being implemented in the classroom and provide support for instruction tailored to student needs.

### 4. Maker Lab (Maker Space)

The Maker Lab is a creative space where students can explore, build, and create. This hands-on learning environment promotes problem-solving, design thinking, and collaborative learning. Students have the freedom to bring their ideas to life using a variety of materials and tools.

### 5. Paraeducators

Paraeducators provide support for students in need of academic intervention. They work with small groups or individual students to reinforce learning, ensuring that all students receive the personalized attention they need to succeed. This includes additional support in core subjects such as literacy and math.

### 6. Bilingual Paraeducator

A bilingual paraeducator supports students who are new to the country and in need of **English Language Development (ELD)** services. These students receive additional language support to help them succeed academically and integrate into the classroom environment.

### 7. English Learner Tutorials (Academic Intervention)

Vargas offers targeted academic intervention through after-school tutorials for our EL population. These tutorials help reinforce classroom learning, providing students with additional support to master key concepts in subjects such as math, literacy, and science.

### 8. Playworks

Playworks provides a recess coach who facilitates structured games and activities for students during recess. The coach introduces new games, teaches conflict resolution skills, and helps students develop leadership skills by coaching older students (4th and 5th grade) to become junior coaches. Playworks also offers an early morning recess time and after-school sports programs.

### 9. Pacific Clinic

Pacific Clinic provides mental health services through counseling interns who offer individual and group therapy for students. The interns also run social skills groups that help students develop emotional regulation, problem-solving, and interpersonal skills. Counseling services are provided during the school day, typically one session per week for 30 minutes.

### 10. Social Worker

The school social worker plays a vital role in supporting social-emotional learning and promoting restorative justice practices on campus. The social worker oversees Pacific Clinic counseling services and works with students to address personal or social challenges, helping to create a safe and supportive school environment.

### 11. Kids Learning After School (KLAS)

The KLAS program offers after-school care for students in grades 2-5. The program provides a structured environment where students can complete homework, engage in active play, and participate in enrichment activities that enhance their learning and social skills.

### After-School Enrichment Opportunities Funded:

#### 1. Starting Arts Choir

The Starting Arts Choir allows students to explore music through vocal performance. This program helps students develop their musical talents and fosters a sense of community and collaboration.

#### 2. Starting Arts Theater Production

Students interested in the performing arts can participate in the **Starting Arts Theater Production** program, where they learn about acting, stage production, and storytelling. This program gives students a creative outlet to build confidence and teamwork skills.

#### 3. Visual Arts Program

The Visual Arts Program provides students with the opportunity to express themselves through various artistic media. Students develop their creativity while learning about different art forms, techniques, and famous artists.

#### 4. Student Council

The Student Council allows students in grades 4 and 5 to develop leadership skills by representing their peers, organizing school events, and participating in decision-making processes. The Student Council fosters a sense of responsibility and civic engagement among students.

These funded services and after-school enrichment programs at Vargas Elementary are designed to support the diverse needs of students, fostering academic success, personal growth, and a positive school culture. By offering a range of services—academic, emotional, and extracurricular—Vargas ensures that every student has the resources and opportunities they need to thrive.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$74,245	\$58,553
<b>Mid-Range Teacher Salary</b>	\$107,554	\$93,924
<b>Highest Teacher Salary</b>	\$139,457	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$175,223	\$149,898
<b>Average Principal Salary (Middle)</b>	\$187,114	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$348,609	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Vargas Elementary is committed to the ongoing professional growth of its teaching staff, ensuring that educators have the tools and knowledge needed to provide high-quality instruction and foster a positive, inclusive learning environment. The school offers a range of **professional development** (PD) opportunities throughout the school year, with a strong emphasis on improving instructional practices, supporting student engagement, and aligning with the school's mission and goals.

Professional Development Structure at Vargas:

### 1. Three Full Days of Professional Development

Teachers at Vargas participate in **three full days of professional development** during the school year. These days are strategically scheduled in September, October, and January to provide focused, uninterrupted time for training and collaboration. The topics for these sessions are determined by leadership meetings and are aligned with the school's overall goals.

### 2. Monthly Teacher Learning Days

Each month, Vargas holds early-release days for students, allowing teachers additional time for professional development. These sessions provide an opportunity for teachers to engage in focused learning, collaborate with colleagues, and discuss strategies for improving student outcomes. The topics covered during these monthly sessions are decided collaboratively by the school leadership team to meet the evolving needs of teachers and students.

### 3. District-Wide Professional Development

In addition to school-specific PD, all teachers at Vargas participate in district-wide professional development sessions three times a year. These sessions bring together educators from across the district to engage in learning on topics that support district goals and initiatives.

### 4. Instructional Coaching and Collaborative Planning

At Vargas, administrators, site instructional coaches, and district coaches work directly with teachers to model and plan lessons. Teachers are also given the opportunity to observe their colleagues in action, fostering a culture of shared learning and continuous improvement. This collaborative approach helps refine teaching practices and provides teachers with new strategies to implement in their classrooms.

### 5. Professional Learning Communities (PLCs)

Teachers meet monthly in grade-level Professional Learning Communities (PLCs) to discuss student engagement and achievement. These PLCs are focused on analyzing student data, sharing best practices, and collaborating on ways to improve instruction. The goal is to create a space for teachers to collectively problem-solve and support each other in meeting the needs of all students.

### 6. Student Progress Meetings

Teachers meet with the principal three times a year to discuss student progress. These meetings focus on reviewing academic

## Professional Development

data, identifying areas where students may need additional support, and setting goals for improvement. The collaborative nature of these meetings ensures that all students receive the attention and resources they need to succeed.

Professional Development Focus for the 2024-2025 School Year:

- **Content Mastery:** Deepening teachers' understanding of key content areas, particularly in literacy, math, and science, to ensure they are equipped to deliver high-quality instruction.
- **Inclusive and Nurturing Environment:** Fostering an inclusive classroom environment that is nurturing for all students, particularly through culturally responsive teaching and SEL strategies. This ensures that all students, regardless of background or ability, feel supported and are given equitable opportunities to succeed.

In conclusion, Vargas Elementary prioritizes ongoing professional development as an essential component of its commitment to student success. By aligning PD with the school's goals, offering diverse learning opportunities, and promoting collaboration among staff, the school ensures that teachers have the skills, knowledge, and support needed to provide high-quality education and create a positive, inclusive school culture.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	32	34