Vargas Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vargas Elementary School
Street	1054 Carson Dr
City, State, Zip	Sunnyvale, CA 94086-5806
Phone Number	408-522-8267
Principal	Kathryn Armstrong
Email Address	kathryn.armstrong@sesd.org
Website	www.sesd.org/vargas
County-District-School (CDS) Code	43696906049159

Entity	Contact Information
District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Benjamin Picard
Email Address	benjamin.picard@sesd.org
Website	www.sesd.org

School Description and Mission Statement (School Year 2019-20)

Vargas Elementary is a neighborhood school consisting of transitional kindergarten through fifth grade classrooms and serving approximately 485 students in the heart of Sunnyvale and Silicon Valley. Our diverse student population in which over 21 languages are represented and our strong community culture provide for outstanding educational opportunities. Vargas Elementary is a science-focused school and began the journey of focusing on inquiry-based science instruction for all students in 2013. Our unique science program, Student Success through Science, allows students a variety of opportunities for inquiry and exploration, and to make real world connections to their learning. We believe that science provides a foundation for critical thinking. In turn, students learn to question, interpret data, base decisions on evidence, and develop intellectual independence. Our role is to foster and encourage students' natural curiosity. We do this by providing learning opportunities both inside and outside of the classroom through field trips, and visits to our on-site science lab, maker space, and outdoor garden/lab.

Vargas Mission Statement: At Vargas Elementary School, we strive to create an engaging learning environment in which students develop their sense of social responsibility, scientific curiosity, and desire for lifelong learning.

At Vargas, students succeed through science. We believe:
  • Science provides a foundation for critical thinking.
  • Our role as educators is to foster a sense of curiosity.
  • As scientists, it is vital to investigate and learn about the world around us.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	117
Grade 1	75
Grade 2	67
Grade 3	67
Grade 4	65
Grade 5	93
Total Enrollment	484

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	5.2
Asian	18.2
Filipino	2.5
Hispanic or Latino	40.3
Native Hawaiian or Pacific Islander	0.8
White	23.6
Two or More Races	6
Socioeconomically Disadvantaged	53.7
English Learners	45.5
Students with Disabilities	13.8
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	24	23	330
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 3rd Grade: Heinneman Fountas and Pinnell Classroom Core Curriculum Adopted 2019 4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010 Leveled Literacy Intervention (LLI) Intervention & Supplemental Materials Heinneman 95% Intervention & Supplemental Materials 95 Percent Group	Yes	0.0
Mathematics	Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014 Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015	Yes	0.0
Science	Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007 Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org	Yes	0.0
History-Social Science	Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Vargas Elementary has recently undergone site wide modernization. The school is safe, clean and all systems funtion properly.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8-28-28

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and

• 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	45	59	59	50	50
Mathematics (grades 3-8 and 11)	42	35	55	54	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	215	98.62	1.38	45.12
Male	102	101	99.02	0.98	39.60
Female	116	114	98.28	1.72	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	60.71
Filipino	--	--	--	--	--
Hispanic or Latino	124	124	100.00	0.00	34.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	55.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	80.00
Socioeconomically Disadvantaged	138	135	97.83	2.17	33.33
English Learners	121	120	99.17	0.83	26.67
Students with Disabilities	40	40	100.00	0.00	15.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	216	99.08	0.92	34.72
Male	102	101	99.02	0.98	32.67
Female	116	115	99.14	0.86	36.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	67.86
Filipino	--	--	--	--	--
Hispanic or Latino	124	124	100.00	0.00	20.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	55.17
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	138	136	98.55	1.45	17.65
English Learners	121	121	100.00	0.00	22.31
Students with Disabilities	40	40	100.00	0.00	7.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.8	25.3	8.8

Note: 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.

C. Engagement

State Priority: Parental Involvement

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Vargas values family involvement and offers many opportunities for families to learn, volunteer, and support the Vargas community. Vargas School encourages parents and caregivers to be actively involved in their child's classroom through voluntary participation. Parent representatives serve on our School Site Council, English Learner Advisory Committee, and our PTA. Parents/caregivers and community members play a valuable role in classroom activities, field trips, and our Reading Partners program.

This year our parents/caregivers will also have the opportunity to participate in a variety of courses facilitated by Foothill College Family Engagement Institute on a variety of topics including supporting literacy at home, mathematics, and developing a supporting environment at home. Vargas is also offering several sessions of a digital literacy with the support of a grant through the City of Sunnyvale and Columbia Neighborhood Center.

Throughout the year Vargas has several opportunities in which families are invited to campus and participate in family nights. These nights include interactive and hands-on learning opportunities for the whole family. Family nights include Family Reading Night, Math Night, Science Fair, STEM Night, Family Fitness Night, and Game Night.

Parents/caregivers are encouraged to contact Heather Willhalm, Vargas Science Coach, with ideas of how their skills can be incorporated into the Vargas science learning community. Parents/caregivers can also contact Kathryn Armstrong, Principal, or John Austin, Assistant Principal, for information about volunteer opportunities on campus. All volunteers must complete the Sunnyvale School District volunteer forms and submit for District approval.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.5	0.0	1.6	1.2	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Vargas has a Comprehensive School Safety Plan to ensure a safe and orderly environment. It was reviewed by School Site Council on November 7, 2019. The goals outlined in the plan are:
1. Decrease the number of referrals during recess, lunch, and class time.
2. Maintain a clean and safe learning environment that promotes cultural awareness and celebrates our diverse school community.

Staff, law enforcement, and parents/caregivers were instrumental in formulating this plan and ongoing monitoring is done annually with our Positive Behavior Intervention Support (PBIS) and school leadership teams. Fire, earthquake, and lockdown trainings are provided annually and drills are scheduled throughout the year to ensure we are well prepared. With the support of ICS for Schools, a district-hired consultant, we have been able to look at school and district safety protocols and make necessary adjustments to ensure student and staff safety. We examine our Social Emotional Well Being and school climate data via Panorama and PBIS surveys.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		19	3	3		20	1	5	
1	20	2			22		3		24		3	
2	20	3			19	3			21	1	2	
3	21	2	2		21		3		21	1	2	
4	16	2	3		29		3		32		2	
5	27		3		21	1	3		24	1	3	
Other**	11	3			4	2			3	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	3.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,324.40	$5,061.11	$9,263.29	$82,828.77
District	N/A	N/A	$8,872.49	$88,001.00
Percent Difference - School Site and District	N/A	N/A	4.3	3.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	26.1	2.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Vargas offers a variety of programs and services to support students.

Services Funded:
- Reading Partners to build literacy in one-on-one format
- FRED Mathematics Enrichment to support high-level mathematical thinking and prepare students for advanced middle school math pathways
- Inquiry Based Science Lab & Garden to provide hands-on learning experiences
- Science Based Learning Excursions to connect concepts to real-world experiences
- Instructional Coaching (Literacy & Math/Science) to support effective best practices within the classroom
- Maker Lab (maker space) to allow students a space to explore, create, and build
- Para educators to support intervention
- Tutorials to provide targeted academic intervention before/after school
- Playworks Provides a Playworks coach to the school. The coach facilitates class game time for all classrooms, teaches students new games at recess, opens a before school recess time, teaches students conflict resolution skills, coaches 4th and 5th graders to be junior coaches, and coaches after school sports for 4th and 5th grade students.
- Children's Health Awareness Council (CHAC) – Provides counseling interns to the campus for individual and group therapy, and also hosts social groups for student skill building. Students receive services during the school day, approximately 1x a week for 30 minutes.
- Kids Learning After School (KLAS) - An after school program for students in 2nd-5th grade. Components include homework support, active play, and enrichment activities.

- Social Worker to support Social Emotional learning and restorative justice practices on campus and oversees CHAC counseling services.

Before/After School Enrichment Opportunities Funded:
- Lego Robotics
- Starting Arts Stage Productions
- Starting Arts Choir
- Starting Arts Visual Arts program
- Student Green Team
- Student Council

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61,063	$45,741
Mid-Range Teacher Salary	$88,460	$81,840
Highest Teacher Salary	$114,701	$102,065
Average Principal Salary (Elementary)	$146,857	$129,221
Average Principal Salary (Middle)	$161,707	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$322,760	$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	27	25

Teachers participate in three full days of professional development during the school year. In addition, monthly teacher learning days, when students are released early, provide additional time for focused professional development. The topics covered during these sessions are decided through the leadership meetings. All teachers participate in district-wide professional development three times a year.

The administrators, site, and district coaches work with teachers to model and plan lessons, and teachers are provided opportunities to observe their colleagues to improve their instructional practice. Teachers meet with the principal three times a year to discuss student progress. Grade levels monthly in Professional Learning Communities (PLCs) teams to discuss student achievement and collaborate on best practices.

All professional development is tied to our school goals. Vargas continues to focus on Science instruction and the inquiry model. Teachers are trained to connect science concepts throughout all content areas. All students have a science notebook where they keep data on ongoing science inquiries. Recent professional development activities include: Fountas and Pinnell Classroom, Guided Reading, Designated and Integrated ELD Instruction, NGSS, Science Inquiry Model, Using Technology Tools for Collaboration, Balanced Math and Literacy, Response to Intervention, and Positive Behavior Intervention Supports, Foundational Literacy Skills, Readers and Writers Workshop, Social Emotional Learning strategies and practices.

Professional Development Day Topics:

2017-18
Sept: Life Lab - Science Instruction in Garden Setting
Oct.   Integrated ELD Instruction through Math
Jan: Social Emotional Learning Competencies and Best Practices

2018-19
Sept: Targeted Reading Instruction - Diagnosing Reading Needs and Planning for Instruction
Oct: Understanding Science Curriculum - Amplify Science
Jan: Introduction to Writers Workshop

2019-20
Sept: Fountas & Pinnell Classroom, Literacy Continuum, and Benchmark Assessment System (BAS)
Oct: Writers Workshop with Kelly Boswell
Jan: Balanced Math Instruction & Designing Purposeful Maker Lab Challenges