

Vargas Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Gudiel Crosthwaite
Email Address	gudiel.crosthwaite@sesd.org
District Website	www.sesd.org

2025-26 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 460 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

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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	75
Grade 2	53
Grade 3	54
Grade 4	62
Grade 5	69
Total Enrollment	435

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	0.7
Asian	18.2
Black or African American	1.4
Filipino	1.8
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.4
White	10.6
English Learners	45.3
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	36.3
Students with Disabilities	16.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	95.56	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.44	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	0	0	15.6	5.14	15831.9	5.67
Total Teaching Positions	22.5	100	305.4	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.9	91.3	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.35	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.35	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.2	2.76	14303.8	5.15
Total Teaching Positions	22.9	100	299.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.9	91.3	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.17	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	1.5	6.52	20.8	6.99	13705.8	4.91
Total Teaching Positions	22.9	100	297.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023 Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th) Currently piloting ELA and ELD for Adoption in 2026	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
History-Social Science	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	0.0

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

School Facility Conditions and Planned Improvements

Vargas Elementary School received an overall “Good” rating (90.8%) on the 2025–26 Facility Inspection Tool (FIT), demonstrating that the campus is clean, safe, and maintained in effective working order. Recent facility improvements include a comprehensive HVAC system upgrade completed in 2023 and a blacktop slurry seal project completed in 2024, both of which enhanced the comfort, safety, and usability of the campus. The school performed strongly across most FIT categories, including building systems, structural components, and exterior grounds. A small number of deficiencies, primarily related to restroom compliance and minor interior or electrical items, were identified, and work orders have already been generated. The District will address these items as expeditiously as possible to ensure Vargas continues to provide a well-maintained and supportive environment for students and staff.

Year and month of the most recent FIT report 12/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		12: 4. CEILING TILE HAS A WATER STAIN. 14: 4. CEILING TILE HAS A WATER STAIN. 23: 4. CEILING TILE HAS A WATER STAIN. 28: 4. CEILING TILE HAS WATER STAINS. 3: 4. CEILING TILE HAS A WATER STAIN. 4: 4. CEILING TILE HAS A WATER STAIN. COMPUTER LAB: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. LIBRARIAN OFFICE: 4. CEILING TILES HAVE WATER STAINS. MPR: 4. CEILING TILES IS BROKEN. P22: 4. PENCIL SHARPENER COVER IS MISSING. STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5: 5. CARPET IS STAINED. ADMINISTRATION: 5. CARPET IS STAINED. LIBRARIAN OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. OFFICE: 5. WALL IS STAINED.
Electrical	X			BOYS RESTROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. CONFERENCE ROOM: 7. TWO CAN LIGHTS ARE OUT. GIRLS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. LIBRARIAN OFFICE: 7. SURGE PROTECTORS ARE DAISY CHAINED.

School Facility Conditions and Planned Improvements

			PROGRAM OFFICE: 7. ONE LIGHT PANEL IS OUT IN STORAGE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	1: 9. DRINKING FOUNTAIN HAS NO FLOW. 11: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 16: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 9: 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. HEALTH OFFICE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. K5: 9. DRINKING FOUNTAIN HAS A LOW FLOW. LOUNGE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. P19: 9. DRINKING FOUNTAIN IS LOOSE AT BASE. P20: 9. DRINKING FOUNTAIN HAS A LOW FLOW. P21: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. P22: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
Safety: Fire Safety, Hazardous Materials	X		15: 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 10. PLUG IN AIR FRESHENER. 23: 10. PLUG IN AIR FRESHENER. 26: 10. PLUG IN AIR FRESHENER. 28: 10. PLUG IN AIR FRESHENER. 7: 10 PLUG IN CANDLE WARMER. BOYS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL. K1: 10. NO ROOM ID. OFFICE: 10. NO ROOM ID. P19: 11. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		STORAGE ROOM: 15. DOOR CLOSER IS BROKEN.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	29	54	55	47	48
Mathematics (grades 3-8 and 11)	31	26	49	52	35	37

2024-25 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
All Students	194	184	94.85	5.15	29.35
Female	92	88	95.65	4.35	27.27
Male	102	96	94.12	5.88	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	121	94.53	5.47	15.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	64.29
White	22	22	100.00	0.00	59.09
English Learners	100	92	92.00	8.00	5.43
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	85	95.51	4.49	14.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	4.55

2024-25 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
All Students	194	192	98.97	1.03	26.04
Female	92	92	100.00	0.00	22.83
Male	102	100	98.04	1.96	29.00
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	57.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	128	100.00	0.00	14.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	42.86
White	22	22	100.00	0.00	54.55
English Learners	100	100	100.00	0.00	6.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	89	100.00	0.00	15.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	6.82

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.63	18.18	41.52	48.17	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	71	97.26	2.74	16.90
Female	33	33	100.00	0.00	21.21
Male	40	38	95.00	5.00	13.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	4.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00	0.00	2.63
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	8.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Vargas Elementary School recognizes that active family engagement is integral to student success and school vitality. We are dedicated to fostering a strong and supportive community by offering a comprehensive and varied array of opportunities for all parents and caregivers to connect with the school.

Opportunities for involvement are categorized as follows:

Direct Learning Support: Families are encouraged to participate in the classroom by volunteering and chaperoning field trips, which directly enriches the student learning experience and strengthens the vital connection between home and school.

School Governance and Leadership: Parents can play a key role in school decision-making by serving on essential committees, including the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent-Teacher Association (PTA). This participation ensures programs align with community needs.

Educational Resources: Vargas provides workshops focused on supporting learning at home. Topics such as literacy, mathematics, and family self-care offer practical tools and strategies for nurturing a child's academic and emotional well-being.

Community and Cultural Engagement: Interactive events like Family Nights (Reading, STEM, and Multicultural) engage the entire family in hands-on activities that celebrate learning, science, and the rich diversity of our community.

Specialized and General Volunteering: Families with specific expertise are invited to contribute to targeted programs, such as the Science Program (contact Science Team Leaders Heather Willhalm, Jessica Prettol, or Julianna Ferguson). General volunteer roles are also available to support essential school activities and can be discussed by contacting Principal Manny Villalpando or Assistant Principal Rigoberto Gomez.

To begin the involvement process, prospective volunteers must contact the designated staff members or visit the school's volunteer page to complete the necessary Sunnyvale School District forms for approval. The commitment of our families is fundamental to building a welcoming, supportive, and highly successful educational environment at Vargas Elementary.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	482	55	11.4
Female	226	217	20	9.2
Male	270	265	35	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	88	16	18.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	295	290	33	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	1	2.9
White	48	48	3	6.3
English Learners	227	223	25	11.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	207	202	23	11.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	92	19	20.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.22	0	0	1.97	2.06	2.1	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

Vargas Elementary is fundamentally committed to providing a safe, supportive, and orderly environment for all students, staff, and families. This commitment is formalized through the Comprehensive School Safety Plan, scheduled for review by the School Site Council in November 2025. This plan is a dynamic document designed to promote both physical safety and a positive, inclusive school climate.

The plan is guided by specific goals:

Behavioral Improvement: The primary focus is to decrease the number of behavioral referrals during recess, lunch, and class time. This is achieved by fostering a positive school culture that emphasizes constructive conflict resolution and respectful behavior among students.

Safe and Welcoming Environment: The school is dedicated to maintaining an environment that is physically secure and culturally welcoming. This includes ensuring spaces celebrate the community's diversity, promoting cultural awareness, and ensuring every student feels respected and valued.

The development of the Safety Plan was a collaborative effort, integrating input from school staff, local law enforcement on safety protocols, and the critical perspectives of parents and caregivers.

To ensure ongoing effectiveness, the plan is monitored and updated annually by the Positive Behavior Intervention Support (PBIS) team and the school leadership. Furthermore, Vargas maintains preparedness through regular fire, earthquake, and lockdown drills for students and staff, supplemented by annual staff training on all emergency procedures.

Vargas also collaborates with ICS for Schools, a district consultant, to review and refine safety protocols, ensuring alignment with district-wide standards and best practices. The school proactively monitors climate and social-emotional well-being using tools like the Panorama and PBIS surveys, utilizing this valuable data to implement targeted interventions and improve overall safety and social-emotional support.

In conclusion, the Vargas Elementary Comprehensive School Safety Plan is a dynamic and collaborative framework that ensures a nurturing environment where students feel secure, respected, and prepared to succeed. The school's commitment is realized through continuous monitoring, rigorous training, and broad community involvement.

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.

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
K	24	0	3	0
1	17	3	0	0
2	16	3	0	0
3	19	3	0	0
4	23	1	5	0
5	23	1	4	0
6	0	0	0	0
Other	15	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4		
1	19	4		
2	21	1	1	
3	21	1	1	
4	24	1	6	1
5	23	2	6	
Other	16	4	2	

2024-25 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	0

2024-25 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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ 17,074.65	\$ 4,079.94	\$ 12,994.71	\$ 121,461.30
District	N/A	N/A	\$ 12,138.26	
Percent Difference - School Site and District	N/A	N/A	8.7	-9.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

Here is a revised professional summary of the programs and services at Vargas Elementary, presented without tables:

Comprehensive Programs and Services at Vargas Elementary

Vargas Elementary is dedicated to supporting student learning, development, and well-being through a wide range of comprehensive programs and services funded by various resources. These offerings are strategically designed to enhance both academic achievement and social-emotional growth, providing every student with opportunities for hands-on learning, targeted intervention, and enriching extracurricular activities.

Core Academic and Intervention Support

Vargas strongly emphasizes scientific inquiry and effective instruction. This is supported by an Inquiry-Based Science Lab & Garden for hands-on learning, and science-based excursions provided through the Palo Alto Junior Museum. To ensure best teaching practices, the school employs Instructional Coaches for literacy, math, and science who provide professional development and classroom support to teachers.

Targeted academic intervention is delivered by Paraeducators who offer small-group support in core subjects like literacy and math. This includes a Bilingual Paraeducator dedicated to providing specialized English Language Development (ELD) services and after-school tutorials for our English Learner population to reinforce classroom learning. Furthermore, the Maker Lab (Maker Space) provides a creative environment that promotes problem-solving, design thinking, and collaborative hands-on creation.

Social-Emotional and Wellness Services

The school is deeply committed to student well-being. Playworks provides a dedicated recess coach to facilitate structured games, teach conflict resolution, and develop student leadership through a Junior Coach program, along with offering early morning and after-school sports.

Mental health support is provided through a partnership with Pacific Clinic, which offers individual and group therapy, as well as social skills groups facilitated by counseling interns. Overseeing these services and promoting social-emotional learning and restorative justice on campus is the essential School Social Worker.

Enrichment and Leadership Opportunities

Vargas offers robust after-school enrichment to foster creativity and leadership:

Arts Programs: These include the Starting Arts Choir for vocal performance, the Starting Arts Theater Production for performing arts and confidence building, and a Visual Arts Program that explores various media and artistic techniques.

Leadership and Care: The Student Council allows 4th and 5th graders to develop civic engagement and leadership skills. Additionally, the Kids Learning After School (KLAS) program offers structured care for grades 2-5, providing time for homework, active play, and enrichment.

Fiscal Year 2024-25 Types of Services Funded

In conclusion, the breadth of these funded services ensures that Vargas Elementary addresses the diverse needs of its student body, cultivating academic success, personal growth, and a positive, well-supported school culture.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$61,597
Mid-Range Teacher Salary		\$98,902
Highest Teacher Salary		\$126,340
Average Principal Salary (Elementary)		\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary		\$288,332
Percent of Budget for Teacher Salaries	31.45%	31.29%
Percent of Budget for Administrative Salaries	6.81%	5.38%

Professional Development

Here is a revised professional summary of the professional development structure at Vargas Elementary, presented without tables:

Professional Development and Instructional Growth at Vargas Elementary

Vargas Elementary is deeply committed to the ongoing professional growth of its teaching staff, ensuring that every educator possesses the necessary tools and knowledge to deliver high-quality instruction and cultivate a positive, inclusive learning environment. The school employs a comprehensive, multi-layered approach to professional development (PD) throughout the year, with all efforts directly aligning with school mission and goals.

The structure of PD opportunities includes:

Dedicated Full PD Days: Teachers participate in three strategically scheduled full-day PD sessions (September, October, and March). These release days provide focused, uninterrupted time for training and collaboration on topics determined by leadership and aligned with school objectives.

Monthly Teacher Learning Days: Early-release days are held each month, granting teachers additional time for concentrated professional learning and collaboration to discuss and implement strategies for improving student outcomes, based on the evolving needs of the student body.

District-Wide Training: All Vargas teachers participate in three district-level PD sessions annually, collaborating with colleagues across the district on shared goals and initiatives.

Instructional Coaching and Modeling: Administrators, site coaches, and district coaches work directly with teachers to model best practices and plan lessons collaboratively. This approach is reinforced by opportunities for teachers to observe colleagues, fostering a culture of shared learning and continuous refinement of teaching practices.

Professional Learning Communities (PLCs): Teachers meet monthly within grade-level PLCs to analyze student data, share best practices, and collaboratively problem-solve to improve student engagement and achievement across all student needs.

Professional Development

Student Progress Meetings: Teachers meet with the principal three times per year to review academic data, collaboratively identify areas requiring additional support for students, and set actionable goals for continuous improvement.

For the 2025-26 school year, the PD focus is centered on two key areas: Content Mastery (deepening teacher understanding in literacy, math, and science) and Fostering an Inclusive and Nurturing Environment (through culturally responsive teaching and SEL strategies to ensure equitable success for all students).

In conclusion, Vargas Elementary prioritizes diverse and collaborative professional development as fundamental to student success. By investing in teacher skills, knowledge, and support, the school is ensuring the maintenance of a high-quality educational standard and a positive, inclusive school culture.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	32	34	36