

Louis J. Villalovoz Elementary School

Grades K-5
CDS Code 39-75499-6106488

Marji Baumann, Principal
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1550 Cypress Drive
Tracy, CA 95376
(209) 830-3331

<https://villalovoz.tracy.k12.ca.us/>



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us

Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200





Principal's Message

Dear Students and Parents,

Welcome to Louis J. Villalovoz Elementary School! Villalovoz is a traditional K-5 neighborhood school that has been serving families for over 30 years.

Our dedicated teachers and support staff care about all our students and their education. The community at Louis J. Villalovoz Elementary School works collaboratively, utilizing data and the best instructional practices to assist each student in meeting or exceeding grade level standards. The school has many programs to assist general education and special education students as well as our English language learners. Our teachers collaborate and use data to set goals and improve teaching and learning. Here at Villalovoz, we focus on academic achievement and a positive school culture. Our staff have high expectations that students will be successful as lifelong learners. Teachers are implementing units of study in math, English language arts and STEM that will help guide our students on the path in becoming 21st century college and career ready. Our students at Villa will receive rigorous, relevant and engaging instruction to prepare them for college and career readiness.

We educate the whole child by stressing the importance of being a good citizen and a role model in the community by focusing on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Schoolwide, we are using the Second Steps Curriculum to help support student social-emotional needs. In addition, we have counselors on our campus that provide intervention for social/life skills and specific mental health needs for our students five days a week.

Our school involves parents, students, and the community in multiple activities. Community and family involvement are extremely important to our school, whether it is in person or virtual given the current COVID guidelines. When you step onto our campus, I am sure you will feel a sense of community and realize that we are a warm and friendly group, and we are proud to be the Villalovoz Pandas!

Please follow us on Facebook or our school website for school updates, special announcements and events.

Sincerely,

Marji Baumann
Principal

School Mission Statement

The mission of Louis J. Villalovoz Elementary School is to instill within our students the desire to become productive model citizens by promoting lifelong learning and encouraging academic achievement, self-motivation, moral character and social development.

School Vision Statement

High levels of learning for all students.

Parental Involvement

Here at Villalovoz Elementary, we firmly believe parents are an integral part of the education of our students. Villalovoz promotes a sense of community within the school by encouraging parent involvement in all areas of the school. Throughout the year, there are numerous opportunities for parents to get involved. Due to the pandemic, we do not have school volunteers, however we have a very active Parent Faculty Club (PFC) that sponsors events to support students and staff. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meet a minimum of four times per year. These committees work together to develop and monitor our School's Single Plan for Student Achievement (SPSA) to drive academic instructional programs and all related categorical resource expenditures for our school to meet the needs of ALL our students. During these meetings, we continuously discuss and monitor our school plan, safety and needs of our English language learners. We hope to hold family Math Night and family Science Nights either virtually or in person. We host virtual Parent Café events throughout the school year with our parent liaison bringing various workshops and community resources to our families.

We have an updated website, Facebook page, and we utilize the School Messenger phone-calling system to inform parents of important events and activities. We provide parent communication in English and Spanish.

Please do not hesitate to call the school office at (209) 830-3331 or reach out to our PFC at villalovozpfc@gmail.com.

We look forward to collaborating with you!



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

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Enrollment by Student Group

Demographics

2020-21 School Year

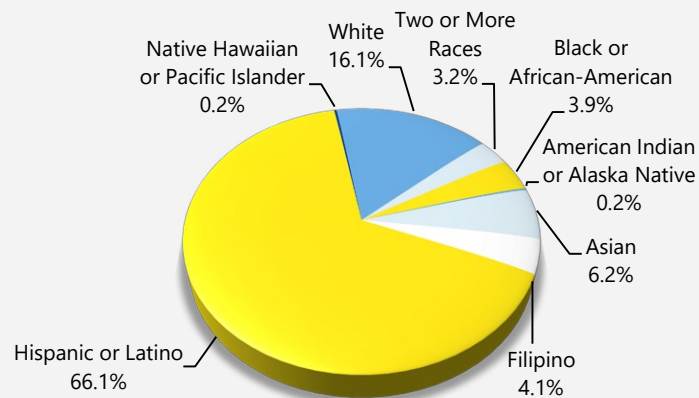
Female	46.80%
Male	53.20%
Non-Binary	0.00%
English learners	33.30%
Foster youth	0.00%
Homeless	10.30%
Migrant	0.00%
Socioeconomically Disadvantaged	69.00%
Students with Disabilities	19.00%

Enrollment by Student Group

The total enrollment at the school was 436 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year



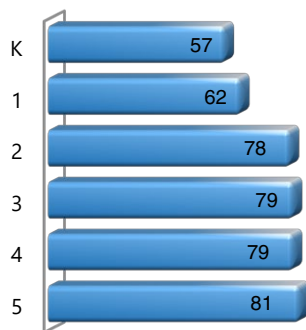
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Enrollment by Grade

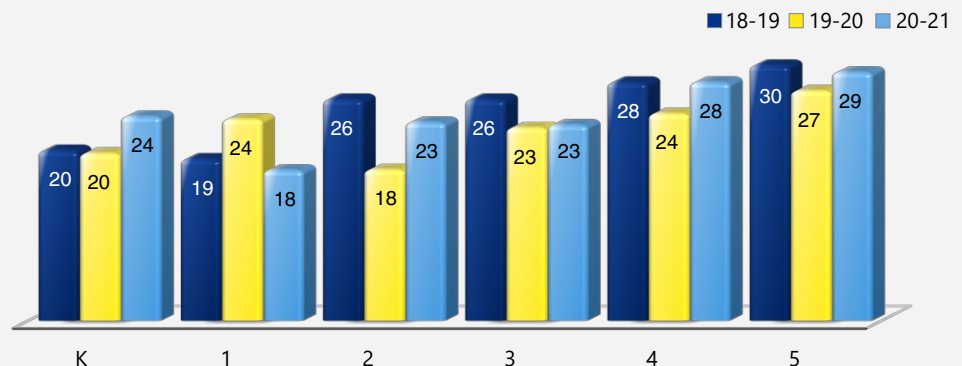
The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3				2	
1	4				3		3		
2		3		4				3	
3		3			3			3	
4		3			3			2.5	
5		3			3			2.5	





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Villalovoz ES		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	4.5%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.2%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Villalovoz ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	1.0%	5.5%	2.5%
Expulsion rates	0.0%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
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%		

School Safety

Student safety is our first priority at Villalovoz Elementary, and for this reason, we are a closed campus. Parents are welcomed on campus to volunteer once they have passed clearance through the Department of Justice and the district office. Due to COVID precautionary measures, we are currently not allowing parent volunteers, however, all visitors must check in at the office using the Rap-tor system, and all staff members wear badges. Staff members on duty wear an orange vest for easy identification. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. Earthquake, lockdown and shelter-in-place drills are conducted each quarter. Each classroom is equipped with an emergency-response bucket containing items necessary in the event of an emergency. Based upon the Tracy Unified School District's Emergency Response plan, the plan is provided to staff in a multicolored flip-chart format with tabs, which easily identify the appropriate area for a variety of emergency situations. We have a yearly fire inspection with the local fire department. Supervision staff members meet regularly with administration to discuss issues. There are security cameras located throughout the campus. In addition, classified and certificated staff members receive training on emergency and general safety procedures through Keenan Safe Schools online training. These trainings cover a variety of topics and hazards, which employees may encounter on the job site. The district School Safety Handbook and education codes are followed. Inappropriate student conduct is not tolerated.

Villalovoz promotes a positive and safe school environment by teaching our students Second Step. The safety plan was last updated, revised and reviewed with the entire school staff in January 2022.

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.

About Our School

Villalovoz Elementary is a preschool-5th grade neighborhood school that opened during the 1987-88 school year and has been serving families for over 30 years. Our caring staff is dedicated in assisting each child by helping them reach their fullest potential. To help our students attain their goals, we offer a variety of special programs that assist our general, special education and, English language learner students.

To help our students succeed, we offer interventions throughout the school day that allow students to study at their own ability level. Villalovoz also offers English language development (ELD) where students receive 30 minutes of designated English Language Development.

We have an active Boys & Girls Club on campus to provide after-school support for students.



Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Villalovoz ES
	Grade 5
Four of six standards	◆
Five of six standards	◆
Six of six standards	◆

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	460	21	4.60%
Female	217	215	12	5.60%
Male	250	245	9	3.70%
American Indian or Alaska Native	1	1	1	100.00%
Asian	29	28	0	0.00%
Black or African American	20	20	0	0.00%
Filipino	18	18	0	0.00%
Hispanic or Latino	308	303	18	5.90%
Native Hawaiian or Pacific Islander	1	1	1	100.00%
Two or More Races	16	16	0	0.00%
White	74	73	1	1.40%
English Learners	157	156	9	5.80%
Foster Youth	0	0	0	0.00%
Homeless	47	47	5	10.60%
Socioeconomically Disadvantaged	327	322	19	5.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	97	93	6	6.50%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Villalovoz ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	10.00%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Villalovoz ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	81	80	98.77%	1.23%	10.00%
Female	38	37	97.37%	2.63%	13.51%
Male	43	43	100.00%	0.00%	6.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	54	53	98.15%	1.85%	9.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	12	100.00%	0.00%	16.67%
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	52	51	98.08%	1.92%	3.92%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	14	100.00%	0.00%	7.14%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

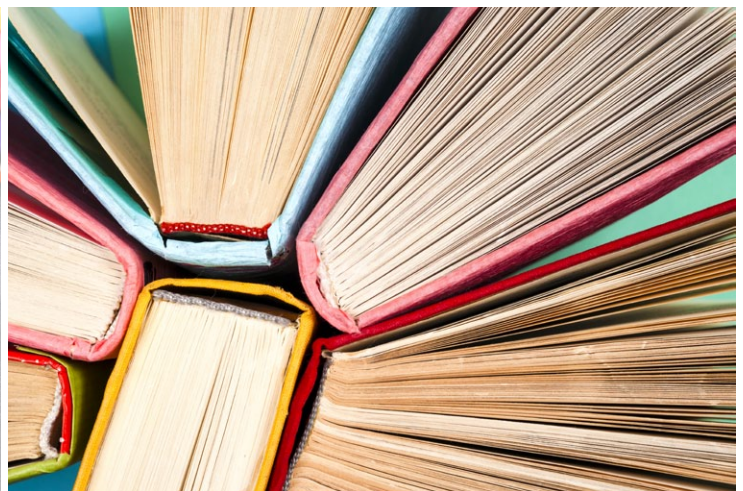
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	233	231	99.14%	0.86%	30.74%
Female	110	108	98.18%	1.82%	31.48%
Male	123	123	100.00%	0.00%	30.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	35.71%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	162	160	98.77%	1.23%	28.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	43.75%
English Learners	73	73	100.00%	0.00%	15.07%
Foster Youth	❖	❖	❖	❖	❖
Homeless	44	42	95.45%	4.55%	19.05%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	170	168	98.82%	1.18%	25.60%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	46	100.00%	0.00%	10.87%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

For students taking and completing a state-administered assessment.

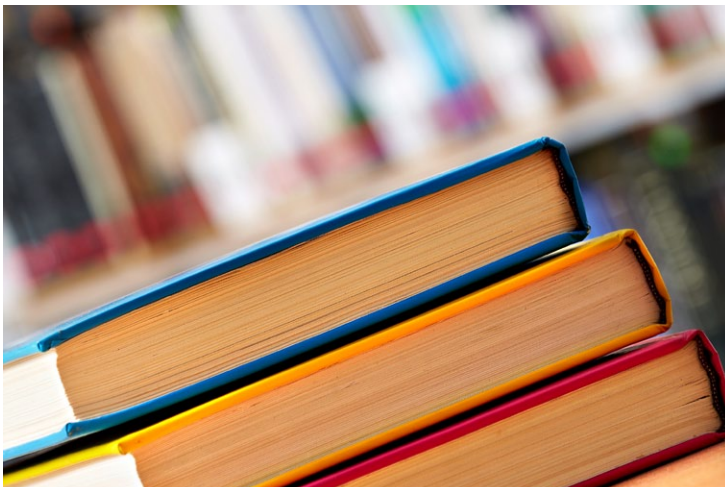
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	233	231	99.14%	0.86%	22.08%
Female	110	108	98.18%	1.82%	19.44%
Male	123	123	100.00%	0.00%	24.39%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	21.43%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	162	160	98.77%	1.23%	19.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	37.50%
English Learners	73	73	100.00%	0.00%	4.11%
Foster Youth	❖	❖	❖	❖	❖
Homeless	44	42	95.45%	4.55%	19.05%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	170	168	98.82%	1.18%	18.45%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	46	100.00%	0.00%	8.70%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/30/2021	

School Facilities

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Louis J. Villalovoz Elementary School for the 2021-22 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has classrooms, a multipurpose room (MPR), library, computer lab, administration building, stage and kitchen. The main campus was built in the 1987-88 school year.

Additions were constructed in the 1988-89 school year (multipurpose room), 1999-00 (five relocatable classrooms and one relocatable restroom), 1991-92 (one relocatable classroom), 1998-99 (two classrooms added for Class Size Reduction) and 2008-09 (two relocatable classrooms), 2016 (intrusion alarm system). New this year, TUSD installed solar panels in our parking lot.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

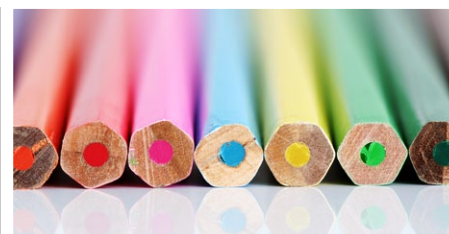
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works with the custodial staff to ensure a clean and safe school. There is one day and one night custodian.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district elected to commit deferred maintenance funding to cover general fund expenditures.

Student Safety

Student safety is our first priority at Villalovoz Elementary, and for this reason, we are a closed campus. This means that only students can come onto campus in the morning as school personnel usher them through the school gates.



Professional Development

Here at Villalovoz Elementary School, we feel professional development for our staff is vital. Lifelong learning is a goal for all stakeholders at Villalovoz. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards. Teachers meet regularly to plan, evaluate, and collaborate on content.

The five annual staff buyback days as well as our early release Mondays have allowed for ongoing staff development to assist with student success in the classroom. Training takes place in staff meetings where teachers share best practices and strategies and collectively engage in their Professional Learning Communities. Our weekly Early Release Mondays (ERMs) support our teachers' professional development as we systematically design coherent, standards aligned, and meaningful learning experiences for all our students. The Villalovoz staff is committed to using the Relationships, Rigor and Relevance Instructional Framework as we delve into student data to focus on meeting our students' needs while supporting instructional effectiveness. Together, we are building effective rigorous and relevant expectations to create and implement an effective learning environment that is engaging and aligned to learner needs.

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include: What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And how can we extend and enrich learning for students who have demonstrated proficiency?
- Teachers receive multiple Professional Development release days during the school year to be released from class to analyze data and plan instruction as a grade level. Multi-Tiered System of Support (MTSS) is designed to continually focus on the individual student and their needs.

Continued on page 12

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ✕
✕ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✕
Foreign language	✕
Health	✕
✕ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2021-22 School Year	
Data collection date	9/28/2021

Professional Development, *Continued from page 11*

- District professional learning department staff provide staff development throughout the year at our staff meetings. We receive continued support from our district English language development (ELD) coordinator and our site coordinator. Meaning making and learning as the heart of our English language arts (ELA)/literacy and ELD instruction. Researching, practicing and using high-leverage English language development strategies to meet the needs of our English learner (EL) students and extending all students.
- We build coherent STEM instruction and bring to life its vision of student learning across grade levels. The Site Implementation Team (SIT) meets monthly and conduct walkthroughs of classrooms using the ICLE rubrics. They also plan and lead professional development at the ERWs.
- We have two technology teacher leaders who attend district meetings and receive ongoing staff development on embedding technology into instruction. These technology leads share their knowledge with their colleagues at staff meetings.
- We have staff development on the district FastBridge and DnA assessment systems to deepen teachers' understanding of how to use assessment data to make instruction accessible for all students.
- Second Step Curriculum is taught at all grade levels to support our students as they progress socially and emotionally, inside and outside of the classroom. In addition, our counselors provide coping lessons to grade 3-5 classes.
- Students in grades K-2 use the iRead early intervention program. iRead is a digital foundational reading program designed to close the achievement gap early and place all K-2 students on a path to reading proficiency by third grade. Teachers work with a consultant for continued coaching and monitoring of student progress.

Tracy Unified also provides training for staff on the use of achievement data to drive instruction, Rigorous Curriculum Design, English language learner strategies, and a variety of other topics through designated ERW professional development and voluntary participation in staff buyback days.

Professional Development Days

Three-Year Data

	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	5	5	5

Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders (TK-5 tradition)</i>	2017
Mathematics	<i>My Math, McGraw-Hill (K-5 traditional)</i>	2014
Science	<i>Science, CA Edition (K-5)</i>	2007
History/social science	<i>My World Interactive (K-5)</i>	2019

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2020-21 School Year		
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)	16.4	84.5%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	10.3%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	29.4	4.2%	12,115.8	4.4%
Unknown	1.0	5.2%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	19.4	100.0%	694.2	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Villalovoz ES	
Permits and Waivers	0.0	
Misassignments	2.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	2.0	

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2019-20 School Year

	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.20
Resource specialist (nonteaching)	0.00
◇ Not applicable.	

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Villalovoz ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

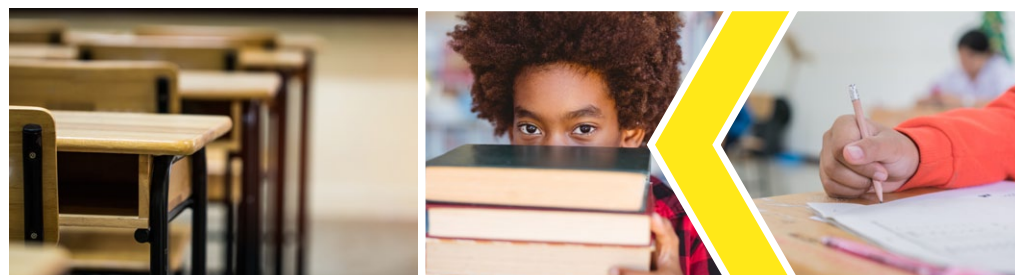
Class Assignments

2020-21 School Year

Indicator	Villalovoz ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5%
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%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-spdflash201.asp>.

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





Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2019-20 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$52,562
Midrange teacher salary	\$76,968	\$83,575
Highest teacher salary	\$101,195	\$104,166
Average elementary school principal salary	\$135,269	\$131,875
Average middle school principal salary	\$143,044	\$137,852
Average high school principal salary	\$155,819	\$150,626
Superintendent salary	\$240,699	\$260,243
Teacher salaries: percentage of budget	36%	34%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Villalovoz ES	\$7,125	\$78,660
Tracy USD	\$6,777	\$72,386
California	\$8,444	\$86,376
School and district: percentage difference	+5.1%	+8.7%
School and California: percentage difference	-15.6%	-8.9%

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,040
Expenditures per pupil from restricted sources	\$1,915
Expenditures per pupil from unrestricted sources	\$7,125
Annual average teacher salary	\$78,660

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Louis J. Villalovoz Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,101	6,579	92.65%	7.35%	36.87%
Female	3,484	3,230	92.71%	7.29%	42.71%
Male	3,612	3,345	92.61%	7.39%	31.28%
American Indian or Alaska Native	28	26	92.86%	7.14%	34.62%
Asian	920	881	95.76%	4.24%	49.26%
Black or African American	388	337	86.86%	13.14%	30.45%
Filipino	357	351	98.32%	1.68%	59.14%
Hispanic or Latino	3,882	3,592	92.53%	7.47%	28.22%
Native Hawaiian or Pacific Islander	93	82	88.17%	11.83%	32.93%
Two or more races	291	263	90.38%	9.62%	45.80%
White	1,142	1,047	91.68%	8.32%	48.80%
English Learners	1,924	1,794	93.24%	6.76%	8.50%
Foster Youth	42	36	85.71%	14.29%	22.22%
Homeless	792	708	89.39%	10.61%	18.98%
Military	342	309	90.35%	9.65%	32.35%
Socioeconomically disadvantaged	4,221	3,870	91.68%	8.32%	27.44%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.



*"The future belongs
to the educated."*

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,100	6,516	91.77%	8.23%	21.76%
Female	3,483	3,201	91.90%	8.10%	21.20%
Male	3,612	3,311	91.67%	8.33%	22.32%
American Indian or Alaska Native	28	26	92.86%	7.14%	7.69%
Asian	920	878	95.43%	4.57%	38.54%
Black or African American	388	334	86.08%	13.92%	16.77%
Filipino	357	350	98.04%	1.96%	41.67%
Hispanic or Latino	3,881	3,556	91.63%	8.37%	13.89%
Native Hawaiian or Pacific Islander	93	81	87.10%	12.90%	16.25%
Two or more races	291	263	90.38%	9.62%	27.38%
White	1,142	1,028	90.02%	9.98%	28.75%
English Learners	1,924	1,777	92.36%	7.64%	4.69%
Foster Youth	41	36	87.80%	12.20%	13.89%
Homeless	792	704	88.89%	11.11%	11.97%
Military	342	306	89.47%	10.53%	13.11%
Socioeconomically disadvantaged	4,220	3,830	90.76%	9.24%	15.05%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

