

Tracy Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Louis J. Villalovoz Elementary School

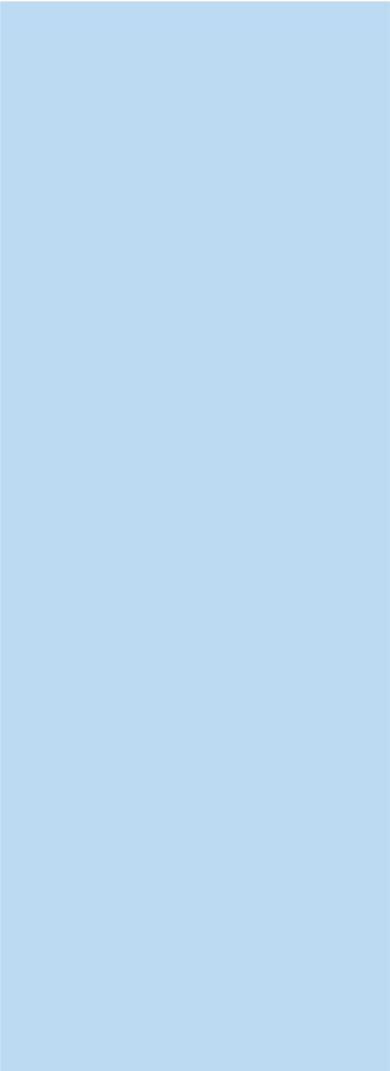
Grades K-5
CDS Code 39-75499-6106488

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

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







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. School wide, 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 important to our school, whether it is in person or virtual. 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. We encourage parents to become cleared as volunteers, and we have a very active Parent Faculty Club (PFC) that sponsors events to support students and staff. Our School Site Council (SSC) and English Learner 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 will be hosting a Family Math Night and Family Science Night. We are hosting Cafesito 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 e-mail and texting 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

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Zachary Hoffert, *Vice President*

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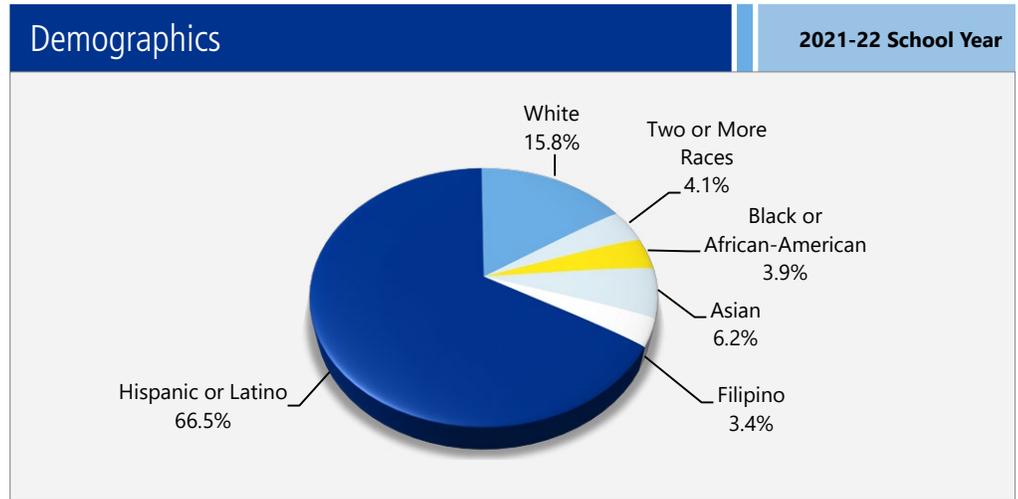
Lori Souza, *Member*

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.30%
Male	50.70%
Non-Binary	0.00%
English learners	32.80%
Foster youth	0.00%
Homeless	6.90%
Migrant	0.50%
Socioeconomically Disadvantaged	62.60%
Students with Disabilities	17.70%

Enrollment by Student Group

The total enrollment at the school was 436 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

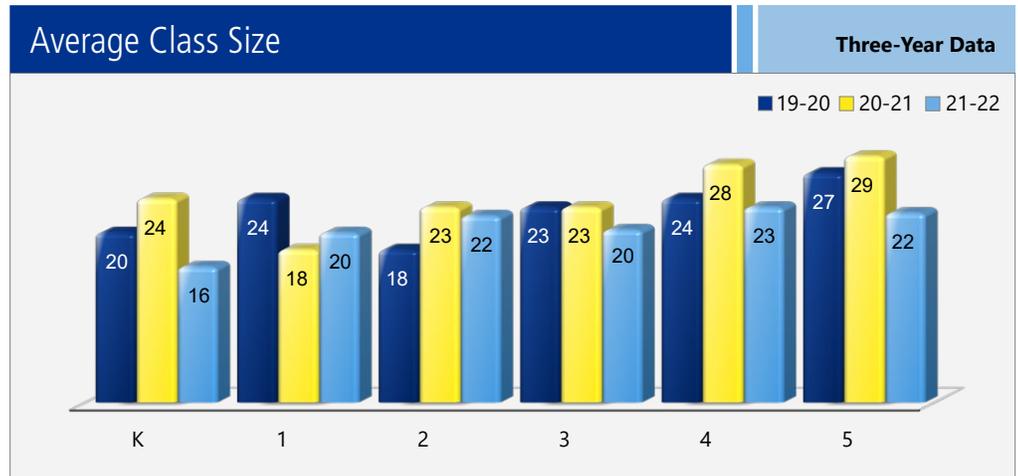
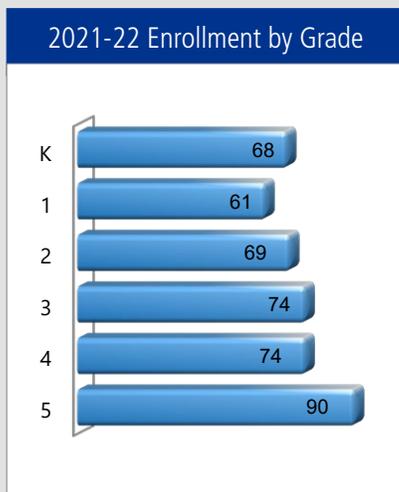


Class Size Distribution

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 2021-22 school year.



Number of Classrooms by Size		Three-Year Data								
Grade	Number of Students	2019-20			2020-21			2021-22		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
		K	3				2		3	
1		3		3			2	1		
2	4				3		1	2		
3		3			3		1	2		
4		3			2.5		1	2		
5		3			2.5		1	2		



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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	3.3%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.6%	0.0%	0.1%

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		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	3.3%	0.0%	
Female	0.9%	0.0%	
Male	5.6%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	9.5%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	3.2%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	4.1%	0.0%	
English Learners	1.2%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	2.8%	0.0%	
Socioeconomically Disadvantaged	3.2%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	5.9%	0.0%	



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 Wednesdays 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 Wednesdays (ERWs) support our teachers' professional development as we systematically design coherent, standards-aligned and meaningful learning experiences for all our students. Once a month the Instructional Leadership Team (ILT) provides STEM training to the staff during an ERW. 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 6

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	5
2021-22	5
2022-23	6



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.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components

2021-22 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	89%
2. Abdominal Strength and Endurance	93%
3. Trunk Extensor and Strength and Flexibility	96%
4. Upper Body Strength and Endurance	94%
5. Flexibility	96%

Professional Development

Continued from page 5

- We have district professional learning department staff and our site Instructional Leadership Team provides staff development throughout the year at our staff meetings. We receive continued support from our district ELD coordinator and our site coordinator. Meaning making and learning is 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 ILT meets monthly and conducts walkthroughs of classrooms using the International Center for Leadership in Education (ICLE) rubrics and to 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 social skills lessons to grade 2-5 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.

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2021-22 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	474	121	25.50%
Female	233	230	57	24.80%
Male	250	244	64	26.20%
American Indian or Alaska Native	1	1	1	100.00%
Asian	36	34	4	11.80%
Black or African American	21	20	3	15.00%
Filipino	17	17	2	11.80%
Hispanic or Latino	314	310	90	29.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	20	20	6	30.00%
White	74	72	15	20.80%
English Learners	163	159	43	27.00%
Foster Youth	0	0	0	0.00%
Homeless	36	35	17	48.60%
Socioeconomically Disadvantaged	317	311	88	28.30%
Students Receiving Migrant Education Services	2	2	2	100.00%
Students with Disabilities	102	100	35	35.00%



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	
Subject	Villalovoz ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	10.00%	21.35%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	
Subject	Villalovoz ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	41%	*	39%	*	47%
Mathematics	*	34%	*	25%	*	33%

* 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	90	89	98.89%	1.11%	21.35%
Female	47	47	100.00%	0.00%	19.15%
Male	43	42	97.67%	2.33%	23.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	65	64	98.46%	1.54%	14.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	45.45%
English Learners	24	23	95.83%	4.17%	4.35%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	62	61	98.39%	1.61%	19.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	15	93.75%	6.25%	0.00%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	250	244	97.60%	2.40%	40.98%
Female	117	115	98.29%	1.71%	40.87%
Male	133	129	96.99%	3.01%	41.09%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	50.00%
Black or African American	12	12	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	163	159	97.55%	2.45%	37.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	39	37	94.87%	5.13%	62.16%
English Learners	72	68	94.44%	5.56%	10.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	17	100.00%	0.00%	35.29%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	163	160	98.16%	1.84%	38.13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	49	96.08%	3.92%	6.12%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	250	247	98.80%	1.20%	34.01%
Female	117	116	99.15%	0.85%	26.72%
Male	133	131	98.50%	1.50%	40.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	40.00%
Black or African American	12	12	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	163	161	98.77%	1.23%	30.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	39	38	97.44%	2.56%	52.63%
English Learners	72	71	98.61%	1.39%	19.72%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	17	17	100.00%	0.00%	29.41%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	163	162	99.39%	0.61%	31.48%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	49	96.08%	3.92%	6.12%

❖ 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.

School Facility Good Repair Status		2022-23 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	8/1/2022	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs			2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Restrooms/fountains	One sink not working. Work order submitted.	August 2022	

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). During the 2021-22 school year, TUSD installed solar panels in our parking lot. For the 2022-23 school year, the whole campus received new carpet and our library was remodeled.

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.

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School Facilities

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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.



About Our School

Villalovoz Elementary is a preschool through fifth 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 before and after school as well as 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 ELD.

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

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 2022. 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		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> (TK-5)	2017
Reading/language arts	Bilingual: <i>Maravillas</i> , McGraw-Hill (K-5)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2014
Mathematics	Bilingual: <i>Mis Matemáticas</i> , McGraw-Hill (K-5)	2014
Science	<i>Science Dimensions</i> , Houghton Mifflin (K-5)	2020
History/social science	<i>myWorld Interactive</i> (K-5)	2019
History/social science	Bilingual: <i>miMundo Interactivo</i> , Pearson (K-5)	2019

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. All visitors must check in at the office using the Raptor 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 2023.

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		2022-23 School Year
	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

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		2022-23 School Year
Data collection date	9/27/2022	



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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%

Teacher Preparation and Placement					2021-22 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)	16.8	85.9%	548.8	80.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	44.2	6.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	6.4%	33.6	4.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.1	4.0%	11,953.1	4.3%
Unknown	1.5	7.7%	31.3	4.6%	15,831.9	5.7%
Total Teaching Positions	19.5	100.0%	685.1	100.0%	279,044.8	100.0%

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/calpadsupdf201.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>.



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.

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	1.00
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.	

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	2.0	1.2
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	1.2

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5%	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%	0.0%

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 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.

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>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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	2020-21 Fiscal Year	
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	5%	5%

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.

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	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Villalovoz ES	\$7,170	\$90,411
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+42.2%	+17.8%
School and California: percentage difference	+8.7%	+2.3%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$9,308
Expenditures per pupil from restricted sources	\$2,138
Expenditures per pupil from unrestricted sources	\$7,170
Annual average teacher salary	\$90,411



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.

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 2023.

School Accountability Report Card

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