Louis J. Villalovoz Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Louis J. Villalovoz Elementary School
Street	1550 Cypress Drive
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3331
Principal	Marji Baumann
Email Address	mbaumann@tusd.net
School Website	https://villalovoz.tracy.k12.ca.us/
County-District-School (CDS) Code	39-75499-6106488

2023-24 District Contact Information

District Name	Tracy Unified School District
Phone Number	(209) 830-3200
Superintendent	Rob Pecot
Email Address	rpecot@tusd.net
District Website	www.tracy.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message
Dear Students and Parents,
Welcome to Louis J. Villalovoz Elementary School! Villalovoz is a traditional TK-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 Villalovoz 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. 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

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	65
Grade 2	72
Grade 3	69
Grade 4	79
Grade 5	74
Total Enrollment	413

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
American Indian or Alaska Native	0.2%
Asian	7%
Black or African American	2.4%
Filipino	3.1%
Hispanic or Latino	65.1%
Two or More Races	5.8%
White	16.2%
English Learners	32.4%
Foster Youth	0.2%
Homeless	6.5%
Migrant	0.2%
Socioeconomically Disadvantaged	72.2%
Students with Disabilities	21.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	84.54	549.40	79.15	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	31.00	4.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.30	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.40	4.25	12115.80	4.41
Unknown	1.00	5.15	57.10	8.22	18854.30	6.86
Total Teaching Positions	19.40	100.00	694.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	85.93	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	6.39	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	27.10	3.96	11953.10	4.28
Unknown	1.50	7.67	31.30	4.58	15831.90	5.67
Total Teaching Positions	19.50	100.00	685.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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)	4.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected	11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (TK-5) Bilingual: Maravillas, McGraw-Hill (K-5)	Yes	0%
Mathematics	My Math, McGraw-Hill (K-5) Bilingual: Mis Matemáticas, McGraw-Hill (K-5)	Yes	0%
Science	Science Dimensions, Houghton Mifflin (K-5)	Yes	0%
History-Social Science	myWorld Interactive (K-5) Bilingual: miMundo Interactivo, Pearson (K-5)	Yes	0%

School Facility Conditions and Planned Improvements

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 2022-23 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, 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), 2021 (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. For the 2023-24 school year the campus received a full modernization. This included the following upgrades; new light fixtures through the campus, intercom and bell system, fire alarm and intrusion alarm system, interior and exterior paint, new roof, security fencing, learning walls (all classrooms), front desk in entryway, front office remodel, electronic marquee, and ADA compliant ramps in front of the school.

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.

Year and month of the most recent FIT report	9/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	35	39	41	47	46
Mathematics (grades 3-8 and 11)	34	30	25	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	218	96.46	3.54	35.32
Female	103	100	97.09	2.91	39.00
Male	123	118	95.93	4.07	32.20
American Indian or Alaska Native	--	--	--	--	--
Asian	22	18	81.82	18.18	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	144	97.96	2.04	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	31	30	96.77	3.23	20.00
English Learners	72	65	90.28	9.72	21.54
Foster Youth	--	--	--	--	--
Homeless	20	18	90.00	10.00	27.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	153	96.84	3.16	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	9.26

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	225	99.56	0.44	30.22
Female	103	103	100.00	0.00	27.18
Male	123	122	99.19	0.81	32.79
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	147	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	31	30	96.77	3.23	33.33
English Learners	72	72	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	158	100.00	0.00	28.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	7.41

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.35	21.43	23.05	24.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00	0.00	21.43
Female	32	32	100.00	0.00	12.50
Male	38	38	100.00	0.00	28.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	17.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	21.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	99%	97%	100%	100%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for 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 work closely with our Boys and Girls Club to provide fun family events. 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 School 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 Physical Education Night and Family STEM Night. Our teacher librarian is hosting reading education opportunities such as Latino Family Literacy.

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

We look forward to collaborating with you!

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	435	127	29.2
Female	200	195	57	29.2
Male	250	240	70	29.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	34	31	7	22.6
Black or African American	14	10	7	70.0
Filipino	13	13	4	30.8
Hispanic or Latino	289	283	76	26.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	24	24	8	33.3
White	73	71	23	32.4
English Learners	150	144	41	28.5
Foster Youth	3	3	1	33.3
Homeless	35	32	15	46.9
Socioeconomically Disadvantaged	331	319	102	32.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	102	101	35	34.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.31	3.11	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.22	0.01	0.55	0.36	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11	0.22
Female	2	0
Male	4	0.4
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.14	0
Filipino	7.69	0
Hispanic or Latino	2.08	0.35
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.85	0
English Learners	2	0
Foster Youth	0	0
Homeless	5.71	0
Socioeconomically Disadvantaged	2.72	0.3
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.94	0.98

2023-24 School Safety Plan

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, quarterly earthquake drills and lockdown drills one per semester. 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 2024.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24	2		1
2	18	1	3	
3	24		3	
4	19	1	2	
5	29		2	
Other	13	5	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	28		2	
2	21	1	2	
3	22		3	
4	22		3	
5	27		3	
Other	10	4		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	0	0
1	16	4	0	0
2	18	2	2	0
3	17	2	2	0
4	20	2	2	0
5	30	2	2	1
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,615	$2,246	$7,369	$89,992
District	N/A	N/A	$2,368	$85,416
Percent Difference - School Site and District	N/A	N/A	102.7	8.7
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	11.1	1.8

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,867	$55,550
Mid-Range Teacher Salary	$80,870	$84,645
Highest Teacher Salary	$106,326	$111,284
Average Principal Salary (Elementary)	$141,836	$139,860
Average Principal Salary (Middle)	$150,296	$146,440
Average Principal Salary (High)	$157,475	$158,447
Superintendent Salary	$230,376	$278,268
Percent of Budget for Teacher Salaries	33.71%	32.21%
Percent of Budget for Administrative Salaries	4.92%	4.89%

Professional Development

School

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 two annual staff buyback days, two pre-service 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. Once a month the Instructional Leadership Team (ILT) provides STEM training to the staff during an ERM. 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.
- 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 AdvanceSTEM CIR rubric to identify trends in instruction to build meaningful professional learning opportunities.
- 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 and as needed on an individual basis.
- 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..
- Students in grades K-5 use the MyPath Reading or Math intervention program. MyPath is a digital foundational program designed to close the achievement gap and place all students on a path to reading and math proficiency. 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 ERM professional development and voluntary participation in staff buyback days.

LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

Professional Development

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4