




SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Louis J. Villalovoz Elementary School

Grades K-5
CDS Code 39-75499-6106488

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

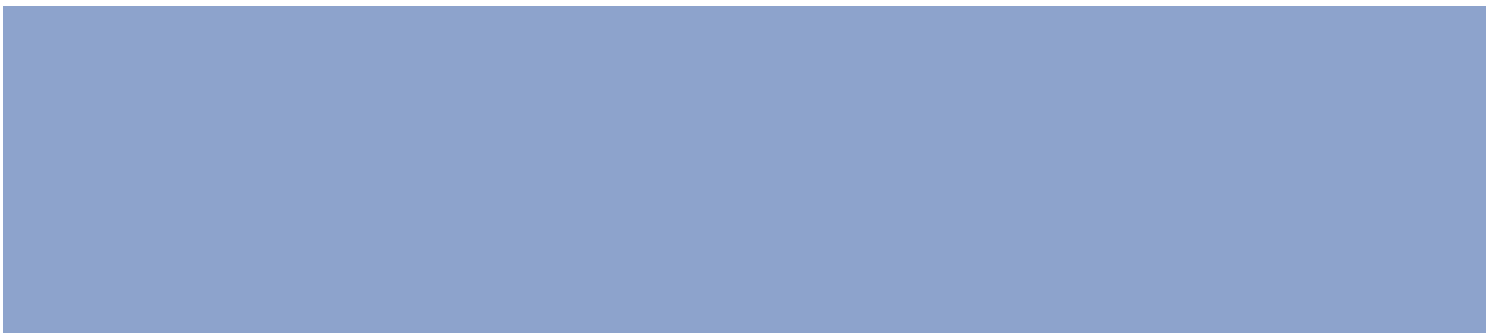
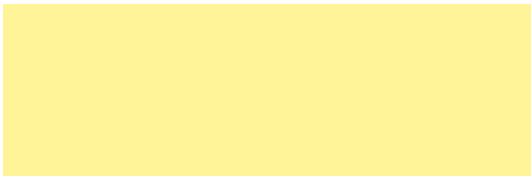
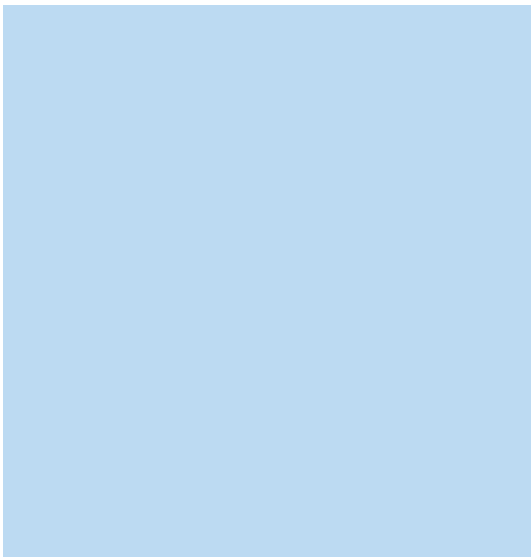
Para español, visita www.tracy.k12.ca.us.



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 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 needs. In addition, we offer social emotional support having counselors on our campus that provide intervention for social/life skills and specific mental health needs for our students three days a week.

Our school involves parents, students, and the community in multiple activities. Community and family involvement are extremely 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 spirited 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,

Erin Quintana

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.

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 Character Counts! We focus on trustworthiness, respect, responsibility, fairness, caring and citizenship. Staff members award students "panda points" for displaying positive behavior, and they may redeem these points at our student store each month.

The safety plan was last updated, revised and reviewed with the entire school staff in August 2020.

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.



TRACY
UNIFIED SCHOOL DISTRICT

"The future belongs to the educated."

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

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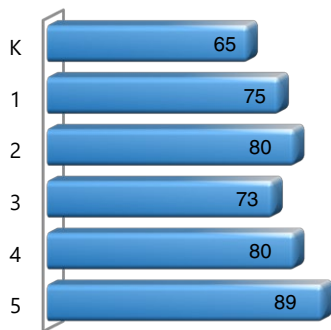
Nathalia Erskine, Member

Zachary Hoffert, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

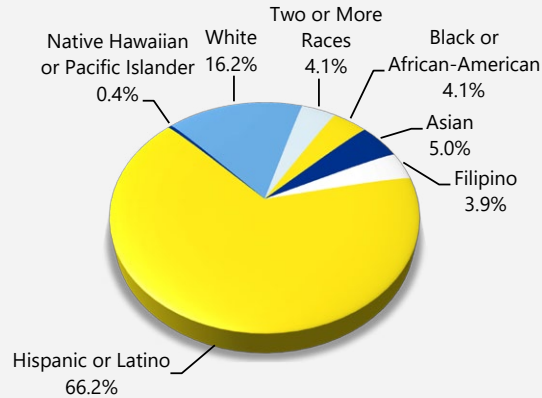


Enrollment by Student Group

The total enrollment at the school was 462 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year



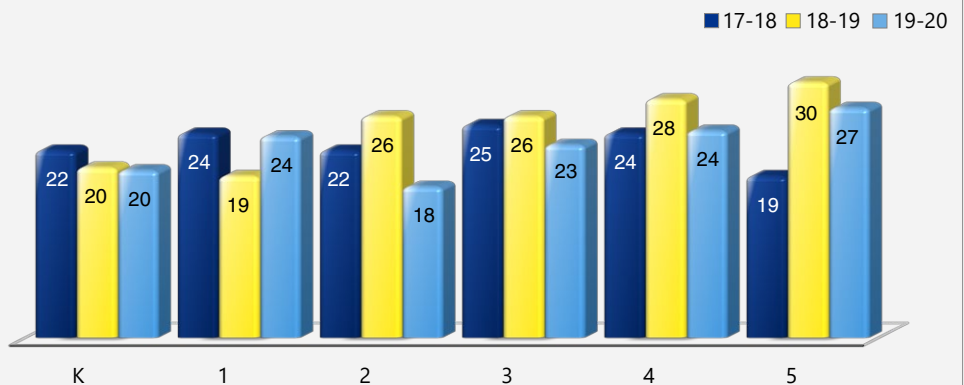
Socioeconomically disadvantaged	69.50%
English learners	32.30%
Students with disabilities	13.60%
Foster youth	0.40%
Homeless	3.90%

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.

Average Class Size

Three-Year Data



About Our School

Villalovoz Elementary is a preschool-5 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 allows 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. We also have student groups, such as Math Olympiad, Panda Paws and Cheerleading.



Number of Classrooms by Size

Three-Year Data

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	1		3			3		
1		3		4				3	
2	1	2			3		4		
3		2			3			3	
4		3			3			3	
5	3				3			3	



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 Wednesday (ERWs) 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. Response to Intervention (RTI) is designed to continually focus on the individual student and their needs.
- We have district staff development 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 math teacher leaders who attend district meetings and receive ongoing staff development on implementation of rigorous curriculum design math units. These math leads then share their knowledge with their colleagues at staff meetings.
- We have staff development in Math Fluency and Number Talks help to deepen our students' conceptual understanding of complex mathematical thinking.
- Social-Emotional Support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom by using Second Step Curriculum.
- 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		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	5	5	5



"Villalovoz promotes a positive and safe school environment by teaching our students Character Counts!"

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Villalovoz ES	1.5%	4.5%
Tracy USD	8.3%	9.3%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Villalovoz ES	0.0%	0.2%
Tracy USD	0.7%	0.5%
California	0.1%	0.1%
Suspension Rates		
	19-20	
Villalovoz ES	1.0%	
Tracy USD	5.5%	
California	*	
Expulsion Rates		
	19-20	
Villalovoz ES	0.0%	
Tracy USD	0.4%	
California	*	
* California suspension and expulsion data is not available at this time.		

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



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

The table on the following page displays 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 in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Villalovoz ES		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	20%	◇	26%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Villalovoz ES		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	44%	◇	44%	◇		◇
Mathematics	45%	◇	31%	◇		◇

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		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Villalovoz ES
		Grade 5
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

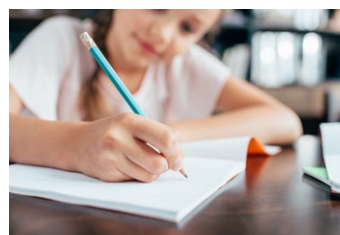
◇ The 2019–20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–20 school year.



CAASPP Results by Student Group: Science (grades 5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

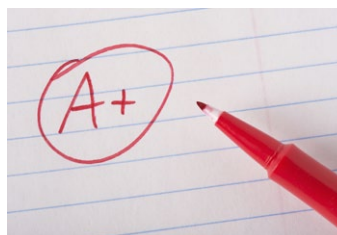
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

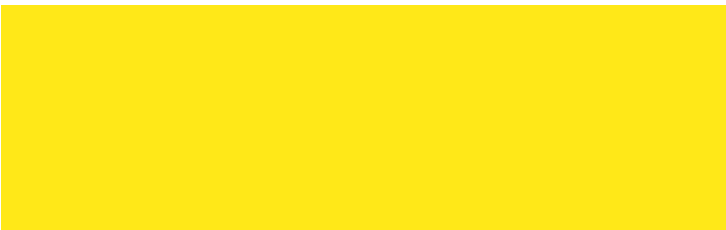


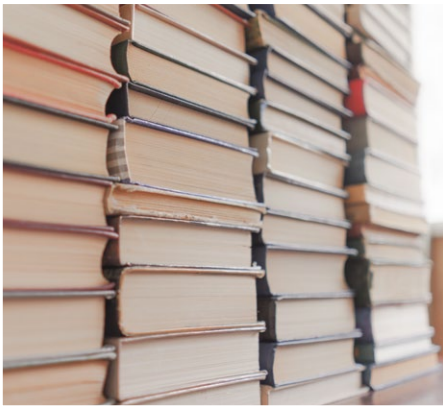


CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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	
2020-21 School Year	
Data collection date	9/22/2020

Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	No ★
★ TUSD is going through an IM adoption for K-12 science; TUSD experienced low COVID-19 book returns in spring 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

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 2020. 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; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> (TK-5 tradition)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5 traditional)	2014
Science	<i>California Science</i> (K-5)	2008
History/social science	<i>My World Interactive</i> (K-5)	2019

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		2020-21 School Year
Villalovoz ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		◇
Foreign language		◇
Health		◇

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.

◇ Not applicable.



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		2020-21 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		Good
Date of the most recent school site inspection		7/9/2020
Date of the most recent completion of the inspection form		7/9/2020

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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Hole in the ceiling of the principal's office. Work order submitted.	October 2020
Restrooms/fountains	Girl's restroom door won't open past toilet and plumbing leaks. Work order submitted.	August 2020
Safety	Library needs another fire extinguisher. Work order submitted.	August 2020

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 2020-21 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).

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School Facilities

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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

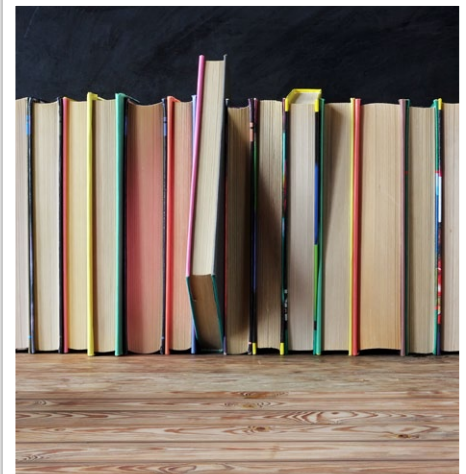
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works with the custodial staff to ensure a clean and safe school. There is one day and one night custodian.

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. Parents are welcomed on campus once they have passed clearance through the Department of Justice and the district office.





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)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.60
Psychologist	1.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Tracy USD	Villalovoz ES		
Teachers	20-21	18-19	19-20	20-21
With a full credential	622	23	25	22
Without a full credential	43	1	0	1
Teaching outside subject area of competence (with full credential)	13	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Villalovoz ES		
Teachers		18-19	19-20	20-21
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

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 have a very active Parent Faculty Club (PFC) that sponsors events all year long. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meet every other month to 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 hold family Math Night and family Science Night. For instance, Sandia Lab from Livermore hosts a family STEM Night where families can take part in science experiments. We will host Parent Café events throughout the school year with our parent liaison bringing various workshops and community resources to our families.

Our monthly newsletter, The Panda Patter, is provided in English and Spanish, and it communicates important school information. Additionally, 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!



Financial Data

The financial data displayed in this SARC is from the 2018-19 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		2018-19 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$50,570	\$52,484
Midrange teacher salary	\$74,538	\$81,939
Highest teacher salary	\$98,000	\$102,383
Average elementary school principal salary	\$133,367	\$129,392
Average middle school principal salary	\$138,528	\$136,831
Average high school principal salary	\$150,900	\$147,493
Superintendent salary	\$233,679	\$254,706
Teacher salaries: percentage of budget	34%	34%
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

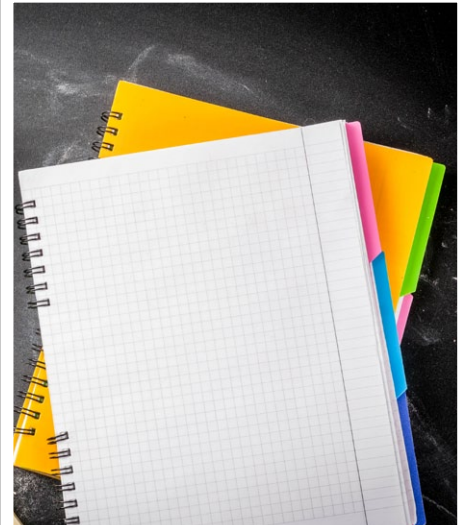
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Villalovoz ES	\$12,108	\$78,660
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	+37.1%	+8.7%
School and California: percentage difference	+56.2%	-7.0%

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$15,198
Expenditures per pupil from restricted sources	\$3,090
Expenditures per pupil from unrestricted sources	\$12,108
Annual average teacher salary	\$78,660



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.

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 December 2020.

School Accountability Report Card

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